

Learning for Excellence Ltd

Monitoring visit report

Unique reference number: 2539286

Name of lead inspector: Jacquie Brown, Her Majesty's Inspector

Inspection date: 11–12 February 2020

Type of provider: Independent learning provider

Address: 35 Frederick Street
Sunderland
SR1 1LN

Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Learning for Excellence Ltd is an independent learning provider which has its head office in Sunderland. It provides training to apprentices in Newcastle, Ashington, Hartlepool, Stockton and Redcar. The provider first received funding to deliver apprenticeships in September 2018. Currently, 37 apprentices are on frameworks and standards-based programmes in health and social care. Thirteen apprentices are enrolled on a level 2 adult care worker programme, 18 on a level 3 lead adult care worker programme, and six on a level 5 programme in care leadership and management. All apprentices are aged over 19.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Significant progress

Leaders have developed a clear strategy for delivering apprenticeships in health and social care. They have identified the need for well-trained domiciliary and residential care staff in the north east. Leaders have very high expectations for all apprentices to complete their apprenticeship successfully and progress to a higher level of employment or training. They carefully select the employers with whom they work, ensuring that these employers share their vision of providing high-quality programmes.

Leaders ensure that staff deliver informative initial advice and guidance. As a result, apprentices understand the commitment required for an apprenticeship and leaders recruit apprentices who are well suited to an apprenticeship in care.

Leaders work closely with employers to ensure that the curriculum meets employers' business needs. Employers are closely involved in apprentices' choice of optional units. For example, when apprentices do not work with older adults, employers ensure that apprentices do not select the dementia unit.

Leaders ensure that apprentices and employers have a good understanding of the requirements for end-point assessment. Leaders make certain that apprentices prepare well for end-point assessment by practising professional discussions.

Leaders monitor effectively the performance of tutors through frequent meetings. They agree clear targets for continuous professional development. Leaders rigorously monitor tutors' progress in developing their training skills and support them to improve their performance.

Leaders ensure that tutors deliver high-quality training. This enables apprentices to develop quickly the knowledge and skills that they require to work in the care sector. For example, apprentices develop their knowledge of eating disorders, which they use to improve the care that they give to residents.

Leaders have a good understanding of the strengths and weaknesses of the organisation. They use external specialists to identify areas for improvement accurately and then move quickly to take action. For example, leaders moved the delivery of functional skills to the start of the programme to reduce the risk of apprentices not achieving this element.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Leaders ensure that specialist tutors are in place who have significant experience in health and social care. Tutors use their expertise well to deliver high-quality off-the-job training, so that apprentices develop substantial new knowledge and skills. For example, tutors use their expertise in moving and handling patients to develop apprentices' knowledge and skills in these areas. Apprentices then use these skills in the workplace. Leaders ensure that tutors have small caseloads of apprentices so that tutors can provide apprentices with the support that they need.

Tutors identify individual apprentices' areas for development well. Apprentices benefit from a well-planned curriculum based on their starting points. This enables them to develop the knowledge and skills that they need. Apprentices apply well the knowledge and skills that they gain through off-the-job training in the care homes in which they work. For example, they use their mathematical and English skills to administer medication accurately.

Tutors use a range of effective strategies to ensure that apprentices remember what they have learned. For example, tutors frequently revise work on extremism and radicalisation. They frequently provide up-to-date case studies to promote discussion.

Tutors provide good support to apprentices taking qualifications in functional skills English and mathematics. Apprentices make good progress in developing their skills in these subjects.

Tutors use a range of effective assessment activities to check the understanding of apprentices. These include questioning and written tests after each unit. Tutors use the results of tests well to plan future training.

Tutors provide clear feedback to apprentices so that apprentices know what they need to work on. They identify quickly when apprentices fall behind. They put in place additional sessions to help apprentices catch up with their work. Most apprentices make rapid progress in developing new knowledge, skills and behaviours. For example, they learn how to communicate confidently with residents and their families.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Significant progress

The designated safeguarding lead has received appropriate training to be effective. He has a very good knowledge of potential risks, local safeguarding issues and the 'Prevent' duty. He communicates this information well to tutors and apprentices.

Leaders ensure that tutors and apprentices have a good knowledge of local issues and the potential risks of extremism and radicalisation, and that they know how to keep themselves safe, including when online.

Leaders implement comprehensive safeguarding and 'Prevent' duty policies to keep apprentices safe. They have developed a thorough 'Prevent' duty risk assessment and action plan and have made rapid progress with the actions identified.

Leaders have put in place rigorous procedures for reporting safeguarding concerns, although no concerns have yet been reported. The designated safeguarding lead works closely with the regional 'Prevent' coordinator, police and local authorities to update his knowledge on local issues.

Leaders implement rigorous safe recruitment processes to ensure that suitable staff work with apprentices.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020