

Manatec Limited

Monitoring visit report

Unique reference number:	1278572
Name of lead inspector:	Steve Hunsley, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	The Innovation Centre Innovation Way Grimsby DN37 9TT

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 provider received a monitoring visit under these arrangements and was found to be making insufficient progress against one or more themes.

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out additional monitoring visits to new providers that were judged to be making insufficient progress against one or more themes at their previous monitoring visit and would have been due their full inspection up to or during the interim phase but have not received it because of the suspension of routine inspections. This monitoring visit was undertaken as part of those arrangements as outlined in the [interim phase operational note for further education and skills](#) and with reference to the further education and skills handbook and is focused on the themes set out below.

Manatec Limited, which is based in Grimsby, was formed in 1983 and began offering employer and levy-funded apprenticeships in May 2017. Leaders offer a range of programmes including standards-based apprenticeships for adult care workers and team leader/supervisors, and a very small number of framework apprenticeships in health and social care leadership and business administration. Manatec Limited currently has around 300 apprentices. Almost all apprentices are aged 19 years and above and work in the care sector.

Themes

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

Reasonable progress

Since the previous monitoring visit, senior leaders have ensured that the programmes that they offer meet the apprenticeship requirements and the needs of employers. They have improved their relationships with employers, who value the skills and knowledge that their apprentices gain in caring for adults who reside in care homes. A much higher proportion of apprentices now have an effective learning experience. They enjoy their programmes and benefit greatly from the new skills, knowledge and behaviours that they acquire.

Leaders and managers make sure that their learning consultants are well qualified and have appropriate experience in the care sector. Learning consultants regularly

update their knowledge by completing awareness training on subjects such as dementia, Parkinson's disease and epilepsy. They keep their skills up to date by working in a care home setting on a regular basis. Leaders provide relevant training for learning consultants to enable them to carry out effective training in the workplace.

Leaders ensure that learning consultants work closely with employers to ensure the effective delivery of the apprenticeships. Employers are now routinely involved in the planning of learning and, consequently, apprentices are able to find sufficient time in the workplace to complete their studies.

The carefully planned curriculum is clearly linked to apprentices' job roles and the apprenticeship standard. Most employers provide additional training and other opportunities which successfully complement the training that learning consultants provide. This includes, for example, providing opportunities for apprentices to shadow the issuing of medication and to gain experience of caring for residents who have dementia.

Leaders now have a much better understanding of the strengths and weaknesses of the provision. Supported by a respected group of critical friends, they have taken prompt action to make improvements that benefit apprentices and their employers.

<p>What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?</p>	<p>Reasonable progress</p>
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Apprentices routinely develop and apply new knowledge, skills and behaviours as part of their training and job roles. Many apprentices gain promotion or take on extra responsibilities as a result of their enhanced skills. Apprentices receive comprehensive on-the-job training in administering medication and, once they have gained the appropriate theoretical knowledge, are trusted with the responsibility for administering medication in care homes.

Learning consultants use clear explanations to enable apprentices to understand important concepts in adult care that help them to develop the skills, knowledge and behaviours that are relevant to their job roles. For example, they explain the difference between mentoring and coaching and, as a result, apprentices are able to identify the most appropriate approach to take when supporting less experienced members of staff.

Learning consultants ensure that key components of knowledge are delivered successfully so that apprentices are prepared to apply their technical skills in the workplace. For example, in response to the COVID-19 pandemic, apprentices receive thorough training on the use of personal protective equipment, risk assessment and infection control to help control the spread of the virus.

Learning consultants plan and sequence learning for apprentices effectively in partnership with employers. They ensure that apprentices build on their previous experience and gain the new skills, knowledge and behaviours that employers need them to apply in a care home setting. However, managers recognise that the systems for recording how well apprentices improve their knowledge, skills and behaviours need further development to enable them to respond to any future increase in the volume of apprentices.

Employers value the input that they have in the planning and delivery of learning activities that improve apprentices' English and mathematics skills. However, learning consultants too often rely on practice test papers rather than focusing on addressing the gaps in apprentices' English and mathematics knowledge.

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

Leaders and managers have appropriate safeguarding arrangements in place. All staff are suitably trained and qualified, and receive regular updating. Staff have a good awareness of the arrangements and the need to keep apprentices safe.

Leaders have adopted effective safe recruitment practices. Staff undergo thorough background checks to ensure that they are suitable to work with apprentices and to visit care home settings.

Apprentices feel safe in their workplace. They demonstrate a good understanding of safeguarding practices and procedures. They know how to report any concerns they may have and to whom they should report them.

Leaders and managers provide apprentices with useful information regarding the dangers posed by extremist groups and possible radicalisation. Learning consultants reinforce apprentices' awareness of these dangers during their workplace visits. However, a few apprentices do not have a good enough awareness of how these issues could influence their daily lives.

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