

Chamber Training (Humber) Limited

Interim visit report

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Name of lead inspector: Andrea Shepherd, HMI

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Type of provider: Independent learning provider

Address: 34–38 Beverley Road
Hull
HU3 1YE

Interim visit

Context and focus of visit

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 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including learners with high needs and those with special educational needs and/or disabilities.

We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

Information about the provider

Chamber Training (Humber) Limited is a wholly owned subsidiary of the Hull and Humber Chamber of Commerce, Industry and Shipping. It provides standards-based and framework apprenticeships and adult learning programmes in a range of subjects. Currently, there are 123 apprentices and 22 adult learners. Around half of the apprentices are studying hairdressing, with the rest on health and social care, engineering, warehousing and business administration programmes. All the adult learners are funded through advanced learner loans. Most are working towards achieving qualifications in health and social care.

What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?

Leaders did not change the curriculum offer as a result of the pandemic. They changed the order of units and added new topics to meet the needs of the sectors in which they work. For example, tutors and assessors taught infection control to learners on care courses earlier in their programme and introduced new health and safety topics for hairdressing apprentices.

Leaders work with employers to create tailored programmes for learners and apprentices who are affected by the pandemic. Employers stated that leaders identify solutions to enable learners and apprentices to stay on their programme. Leaders arrange for hairdressing apprentices to work in small 'bubbles' at the provider's setting so that they can continue to work in the employers' salons.

Leaders identified improvements to their relationship with employers as a result of the pandemic. Leaders and employers provided support to each other on common

areas of concern. For example, leaders communicated furlough guidance, and employers shared ideas about the use of disposable personal protective equipment packs in salons.

Leaders consider that remote learning works well for some learners and apprentices, and less well for others. During the period of COVID-19 restrictions, they monitored progress on an individual basis to identify priority groups for the return to face-to-face teaching. They found that some learners on functional skills courses were more motivated when in a classroom environment, and so they ensured that these learners were the first to attend classes when premises reopened. Subcontractors acknowledged that some learners suffered from a lack of motivation during the period of COVID-19 restrictions, but these learners have been able to catch up since their return to face-to-face learning.

Leaders continued to recruit learners and apprentices during the period of COVID-19 restrictions. Staff made use of mobile technology to conduct interviews and record dexterity tests so that learners and apprentices were ready to start their programmes as soon as restrictions were lifted.

What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?

Tutors and assessors increased their contact time with learners and apprentices during the period of COVID-19 restrictions. They still deliver learning and support at additional times, including refrigeration classes in the evenings, so learners and apprentices can continue to make progress. When the centre reopened, tutors and assessors recapped the topics that were delivered remotely to identify any gaps in learners' and apprentices' understanding.

Leaders encourage tutors to provide online learning opportunities for learners and apprentices. Tutors and assessors make use of resources provided by other organisations. For example, they guide health and social care learners to use Social Care TV to improve their understanding of the sector.

Tutors and assessors provide workbooks for those learners and apprentices who cannot access online resources. They deliver and collect the workbooks via secure storage boxes to avoid personal contact with learners who work in care homes.

Leaders monitor the progress of learners and apprentices through regular meetings with tutors and assessors. Leaders, tutors and assessors work together to remove barriers to learning and help learners and apprentices to catch up. For example, they are working on protocols for the use of technology to observe the demonstration of skills in care homes.

Leaders stated that learners and apprentices have been motivated and keen to learn since their return, following the period of COVID-19 restrictions. They are pleased

with the way that learners and apprentices have behaved on site and adapted to the new ways of working.

Leaders continue to provide careers information, advice and guidance to learners and apprentices. They provide support to learners and apprentices who want to make a career change. For example, learners who started a hairdressing programme were given help to move into the care sector, where they could work towards their goal of becoming qualified nurses.

How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?

Leaders wrote to learners, apprentices and employers to explain the protocols and expectations for a safe return to face-to-face teaching. They reinforced messages through a formal reinduction for learners and apprentices. Apprentices know that they need to keep a safe distance from others and use the track-and-trace application on their mobile phones.

Tutors and assessors provide learners and apprentices with information on how to keep themselves safe, including when online. They give guidance and updates on emerging risks, local criminal activity and the safe use of different social media applications. For example, tutors and assessors provide industry-specific training to hairdressing apprentices on spotting signs of domestic violence.

Leaders and managers reported that training on safeguarding and matters relating to the 'Prevent' duty has continued during the period of COVID-19 restrictions. They have provided tutors and assessors with training on topics such as county lines and knife crime.

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Store Street
Manchester
M1 2WD

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