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# YH Training Services Limited

Interim visit report

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<b>Name of lead inspector:</b>	Andrea Shepherd, Her Majesty's Inspector
<b>Visit dates:</b>	24 to 25 November 2020
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	37-39 Falsgrave Road Scarborough North Yorkshire YO12 5EA

## 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 those 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.

Following changes to government guidance and the imposition of COVID-19 lockdown restrictions, we made this visit remotely to reduce pressure on the provider.

### Information about the provider

YH Training Services Limited (YH) is based in Scarborough, North Yorkshire. It delivers education and training at centres across the North East and in the Yorkshire and Humber region, and offers a range of apprenticeships to employers. YH works with two subcontractors for the delivery of apprenticeships and adult learning programmes.

YH currently provides training for 136 adult learners, with the largest proportion studying English and mathematics. It delivers education and training programmes to 157 young people. Most of these learners are on courses to prepare them for a military career. At the time of the visit, 211 apprentices were on frameworks- and standards-based programmes.

### **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 described how they have arranged their teaching to meet the needs of different groups of learners during the pandemic. They work with the armed services to provide a blend of online and face-to-face learning for learners on military preparation courses (MPCs). These learners attend the centres in small groups for half their timetable and work remotely at other times. Tutors teach English and mathematics remotely to adult learners who work for the NHS, as tutors cannot currently visit the learners in their workplace.

Leaders have not significantly altered their curriculum offer during the pandemic. They work with Jobcentre Plus staff and employers to identify specific programmes to meet skills needs. Leaders have paused recruitment to some apprenticeships in sectors that have been particularly affected by the pandemic.

Leaders and managers changed the order of some parts of the curriculum in response to the pandemic. For example, hospitality apprentices studied the theory of business operations, when their workplace was closed, as they were unable to practise and develop their skills. Employers described how leaders work with them to support learners and apprentices to continue learning.

Leaders explained how they monitor learners' and apprentices' progress to identify support needs. They lend laptops to apprentices who otherwise would not be able to complete remote learning. Managers work with awarding organisations to adapt assessment and provide remote invigilation. Leaders recognise that some learners and apprentices experienced delays with their final assessments due to COVID-19 restrictions.

Stakeholders said that they are pleased with ongoing communication from YH staff. They highlighted how managers continue to react to the changing situation. For example, managers work with the military to ensure that their stringent COVID-19 guidelines for the delivery centres are met.

Leaders reported that the support they receive from provider representative organisations during the pandemic is useful. They attend webinars and appreciate being able to call staff at these organisations for support with interpreting government guidelines.

**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 trainers use a range of online applications and resources to help learners and apprentices to build knowledge and skills. For example, they use video conferencing for teaching and reviews, and online quizzes to check progress. MPC tutors support learners to use fitness applications on their mobile phones, to help develop and maintain the high level of physical fitness required for entry to the armed services.

Managers intend to continue with a mix of online and face-to-face teaching for some groups of learners and apprentices. They recognise that staff have more time to spend with learners and apprentices when they have reduced travel time. For example, business administration trainers now arrange online group meetings where apprentices, who previously had only one-to-one sessions with their trainers, can share ideas.

Staff described how they target support, to help each learner and apprentice work towards achieving their personal goals. For example, tutors provide tutorials at flexible times for shift workers, and post workbooks out to learners who cannot use computers at home.

Managers take steps to maintain a sense of community. They identify that this is particularly important when centres close or learners need to self-isolate. In addition to providing taught sessions, tutors make daily calls to learners with high needs. Staff use social media and video conferencing to engage learners on MPCs for whom camaraderie is particularly important.

Managers continue to provide careers education, information and guidance to learners and apprentices. This includes support for personal development and confidence building. Tutors deliver training for adult learners on completing job applications.

Leaders provide staff with training on how to use online learning platforms and resources for their teaching. Managers provided specific training on using video conferencing at the start of the initial period of COVID-19 restrictions.

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

Leaders maintain contact with local authorities and partners across the region to gather information and advice about local risks, such as gang crime and the activities of white supremacy groups. They use this information to update the guidance that they provide to learners and apprentices.

Learners and apprentices said that they know how to recognise signs of radicalisation and how to stay safe online. They know who to contact if they have a safeguarding concern.

Leaders identify deteriorating mental health as a significant risk to learners and apprentices during the period of COVID-19 restrictions. They support staff to attend additional training on mental health first aid and counselling, so that staff can help learners and apprentices. Leaders provide staff with training on safeguarding, the 'Prevent' duty and the safe use of online learning resources. They continue to work with tutors to identify and support vulnerable learners, involving external agencies when needed.

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