

GLP Training Limited

Progress monitoring report

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Monitoring visit: main findings

Context and focus of visit

GLP Training Limited (GLP) received a new provider monitoring visit in May 2018. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Since the new provider monitoring visit, senior leaders at GLP have significantly increased the number of employers and apprentices that they work with. Senior leaders have stepped in to support employers where other providers have ceased training. As a result, they have experienced several challenges since the first visit. Leaders have worked hard to overcome the problems of poorly planned and taught apprenticeships that they inherited from other providers.

Leaders have carefully reviewed the curriculum and their approaches to teaching to ensure that apprentices develop the skills and knowledge they need. For example, they have ordered the curriculum on level 4 associate project management programmes to ensure apprentices initially focus on their self-development. Tutors then introduce more complex management theories before apprentices move on to project management. This approach ensures apprentices develop the complex knowledge they need to carry out their job roles. The majority of apprentices secure additional responsibilities and promotion when they complete their programme.

Most teaching is currently carried out remotely, and leaders and tutors have re-aligned their teaching plans to reflect this. They have redesigned the teaching of masterclasses from a whole day to smaller chunks of teaching. Tutors record their teaching sessions, and apprentices appreciate the opportunity to revisit these. For example, level 4 management apprentices can recap their understanding of topics such as procurement in preparation for writing their assignments.

Tutors work closely with employers to design the curriculum to meet their individual training needs. Tutors have worked with employers, such as those who are specialist colleges, when designing the level 2 and level 3 adult care apprenticeships. They design and teach topics which reflect the training needs of the workplace. Tutors work with the employer to identify where training can be undertaken remotely. For example, they work with the employer, apprentice and their manager to plan and carry out observations remotely. Tutors observe apprentices carrying out practical skills in their workplace, such as administering medication, as part of their assessment.

On a small number of occasions tutors in adult care have continued to teach on site. Tutors have completed risk assessments for practical topics which require face-to-face training. For example, they have worked with the employer to teach topics such as moving and handling and the use of personal protective equipment. As a result, apprentices quickly develop their knowledge and skills of specialist care and understand how to work safely in the workplace.

Leaders have reviewed the careers education, information, advice and guidance they provide for apprentices throughout their programme. They have increased the advice they give to apprentices, including those who are on furlough or who are at risk of redundancy. Staff provide effective support to apprentices to enable them to seek alternative employment.

Leaders and tutors do not yet plan the teaching of English and mathematics skills well enough. Although leaders ensure that apprentices complete an assessment of their starting points, teaching and support for apprentices remain too variable. A few apprentices receive good levels of support to pass their qualifications in these subjects. However, the majority of apprentices are not supported well enough. For example, level 4 management apprentices who are 12 months into their apprenticeship have not yet received any mathematics support. Adult care

apprentices who are close to their end-point assessment have not yet gained the English and mathematics qualifications they need to achieve their apprenticeship.

Since the first visit, senior leaders have taken steps to improve the external oversight of the apprenticeship programme. They have recruited an experienced governor who has expertise in both the industry and training. The governor frequently meets with senior leaders to review reports on topics such as safeguarding, finances and training. Governors and leaders have identified the need to increase external oversight to provide support and challenge to the leadership team at GLP.

Leaders have increased the number of safeguarding officers as a result of an increase in referrals during the pandemic. The introduction of the 'student corner' on their website provides apprentices with information about staying safe online and support for their mental health and well-being. However, senior leaders recognise that they do not evaluate the proportion of apprentices who access and understand this information. A small minority of apprentices are not aware of the support that is available to them.

Leaders and those responsible for governance should take further action to:

- improve the planning, teaching and support of English and mathematics to ensure apprentices improve their skills, and can complete their apprenticeship
- ensure apprentices have access to, and understand, the information provided to keep themselves safe when working online and from home.

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