

C2C Training Limited

Progress monitoring report

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Type of provider:	Independent learning provider
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Monitoring visit: Main findings

Context and focus of visit

C2C Training Limited received a new provider monitoring visit in October 2018. At that time, inspectors made a reasonable progress judgement under all three themes.

C2C Training Limited formed in 2013. Since then, it has been a subcontractor to other training providers delivering apprenticeships and qualifications, mostly in the security and spectator safety sectors and education and training. The first levy funded apprentices enrolled in May 2017. At the time of the monitoring visit, there were 20 apprentices aged 19 and over, funded through the levy. Most apprentices work for the North East Ambulance Service and are studying the level 3 apprenticeship framework in learning and development.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education 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?

Insufficient progress

Since the previous monitoring visit, the number of courses taught has significantly decreased due to the restrictions of COVID-19. For example, courses in security, aimed at people working at large events at football clubs, are no longer needed at the present time.

Managers have been too slow to address the areas identified as requiring improvement at the previous monitoring visit. None of the areas for improvement identified have been fully rectified. Senior leaders have not made any changes to the governance arrangements. As a result, they do not benefit from any independent scrutiny and challenge. Additionally, the strengths identified at the previous monitoring visit have not been maintained.

Leaders do not have a good enough oversight of the progress that apprentices make in gaining new skills and knowledge. They do not have effective processes in place to check the quality of training that apprentices experience. Leaders failed to identify the decline in the quality of education so were unable to take action to improve it. Leaders' plans to improve the quality of education are weak. They do not set clear and measurable targets so are unable to assess accurately the progress they make.

Leaders have not ensured that the requirements of an apprenticeship are met. Leaders do not ensure that the employees they recruit as apprentices are in suitable roles for the apprenticeship. Consequently, they do not have sufficient opportunity to develop significant new skills and knowledge.

All learning is currently taught online due to the COVID-19 restrictions. Leaders have not ensured that the teaching of remote and online learning is of a high quality. Tutors have not had specific training on how to teach online. Leaders have not ensured that apprentices have access to a range of good-quality learning materials to help them study at the appropriate level.

Employers are not routinely involved in the planning of the apprentices' education and training or in the review process. Consequently, on- and off-the-job training are not well coordinated. Apprentices are unable to put the knowledge and skills they learn into practice in the workplace. Most apprentices do not benefit from sufficient, high-quality off-the-job training and, too often, apprentices complete work in their own time.

Tutors do not always check that the work submitted by apprentices is genuine; they accept work that is copied from other sources. They do not identify gaps in apprentices' knowledge and do not provide enough teaching or clear feedback to help them improve their work. Tutors pay insufficient attention to developing apprentices' knowledge in English and mathematics.

Too many apprentices have not received any impartial advice and guidance to ensure the apprenticeship meets their needs. Many of the apprentices we spoke to were not aware they were on an apprenticeship programme.

Leaders have taken steps to plan and implement a niche curriculum for apprenticeships in call handler and community liaison officer roles. They are using their own expertise and that of external consultants in policing to plan a suitable curriculum. The impact of this is yet to be seen.

Apprentices are keen to use their learning at work. They contribute to training sessions to other paramedics and gain in confidence.

Apprentices value the support they get from tutors. Tutors frequently enquire about their welfare and well-being, especially over the recent months of the pandemic.

Apprentices demonstrate a good awareness of radicalisation and extremism and of safeguarding and how it affects their role at work. Appropriate safeguarding processes are in place. The designated safeguarding officer has benefited from suitable training and ensures that staff receive frequent updates. Tutors have had training on the use of online learning platforms and how to use these safely. Tutors ensure that apprentices know how to keep themselves and their patients safe.

Recommendations:

Leaders should take immediate action to:

- rapidly ensure that employers take part in the development of the apprentices' education and training, the coordination of on- and off-the-job training and the review of progress, so that apprentices receive an ambitious curriculum
- implement a robust and rigorous quality assurance process that accurately measures apprentices' progress and secures rapid improvements to the quality of education
- provide training for tutors and employers so that they can effectively deliver training which meets the requirements of an apprenticeship.

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