

Stanford Management Processes Limited

Progress monitoring report

Unique reference number:	54600
Name of lead inspector:	Montserrat Pérez-Parent, Her Majesty's Inspector
Inspection dates:	10–11 March 2021
Type of provider:	Independent learning provider
Address:	1B Kilwardby Street Ashby-de-la-Zouch Leicestershire LE65 2FR

Monitoring visit:

Context and focus of visit

Stanford Management Processes Limited received a new provider monitoring visit in August 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 onsite 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

Leaders and managers have been too slow to improve the quality of training for apprentices. Following the previous monitoring visit, managers identified the main areas to tackle, but actions have not resulted in the necessary improvements to the quality of training for apprentices. As a result, the progress of many apprentices is too slow.

Trainers do not plan the curriculum effectively to meet the individual learning needs of apprentices. At the start of courses, apprentices complete assessments to establish existing knowledge and experience within the care sector. Trainers do not use this information to plan a challenging curriculum for each apprentice but use a generic work plan instead.

Most apprentices on level 2 and level 3 courses have been employed in their workplace for a number of years and are very experienced in adult care. These apprentices do not develop substantial new knowledge, skills and behaviours. A few apprentices know the skills they need to develop in areas such as writing or information technology. These are not part of their learning plans. As a result, trainers do not help these apprentices develop the knowledge and skills they need.

Employers are not involved effectively in the development of apprentices' training plans in order to ensure that the skills, knowledge and behaviours that apprentices learn are relevant to their job roles. Apprentices' line managers do not take part in reviews held with tutors and apprentices to discuss the progress and next steps in their training. As a result, apprentices do not benefit from opportunities to discuss with their line managers how to apply what they learn to the workplace. For example, apprentices on the level 5 leadership and management course study a recruitment module at a time when their company is not recruiting.

Despite the efforts of leaders and managers to establish external governance, there are currently no arrangements in place to provide them with external scrutiny. Leaders and managers recognise that external challenge on the impact and timeliness of their actions would benefit them.

Managers have effectively trained staff on the use of remote teaching tools. Trainers, who had not used this technology before, quickly developed these skills. They share electronic resources on screen with confidence to support apprentices while learning remotely.

Apprentices benefit from detailed feedback that allows them to improve their work when it does not meet the required standards. However, feedback does not support apprentices to achieve higher grades or to develop their English skills. As a result, apprentices make the same mistakes on their work over time.

Managers have set up online platforms to share information with staff along with training on how to manage difficult situations. Trainers use this effectively to support apprentices whose personal or work circumstances have been affected during the periods of national restrictions. Apprentices benefit from frequent one-to-one remote sessions, well-being calls and sessions with their trainers at times that suit their changed work patterns.

Leaders and managers have not provided staff or apprentices with guidance on the safe use of videoconferencing software when working at home. As a result, apprentices do not know the precautions to take to keep themselves safe when using this software.

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

- use the information they gather from apprentices at the start of their apprenticeships to teach a curriculum that is relevant to the apprentices' learning needs, aspirations and job roles

- involve apprentices' line managers to plan, teach and review apprentices' training so that all apprentices learn new skills, knowledge and behaviours which they can swiftly apply to their work
- ensure trainers provide all apprentices with feedback that supports them to improve the quality of their work so they can achieve higher grades, including how to develop their English skills.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021