

Learning and Development Bureau

Monitoring visit report

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Name of lead inspector: Peter Cox, Her Majesty's Inspector

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Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Learning and Development Bureau is an independent learning provider. The company provides the vast majority of its training to the healthcare sector. Prior to gaining approval to deliver levy-funded apprenticeships, Learning and Development Bureau had experience as a private training provider. It also currently acts as a subcontractor of apprenticeship programmes. At the time of the monitoring visit, Learning and Development Bureau had 68 standards-based apprentices. Of these, 40 apprentices study adult care courses from levels 2 to 5. The remaining apprentices study business analyst at level 4, customer service practitioner at level 2, junior journalist at level 3, or learning and skills teaching at level 5.

As a result of the pandemic, apprentices are now taught entirely online. A few apprentices have been required to take a break in their learning.

The impact of COVID-19 (coronavirus) has been taken into account in the findings and progress judgements below.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have a clear vision to meet the skills and recruitment needs within the health and care sector. They have designed the curriculum well so that apprentices gain the knowledge, skills and behaviours they need for the range of roles and responsibilities within this sector.

Leaders rightly ensure that the principles and requirements of apprenticeships are met to help most apprentices to make good progress. They make sure that employers understand their responsibilities to support apprentices, which many do.

Employers value the frequent and informative communication they enjoy with staff. Staff involve employers in designing useful courses which fit their business needs

well. Staff give informative feedback to employers about their apprentices' progress. As a result, employers help apprentices to develop the knowledge and skills they need to become better at their jobs.

Leaders check that staff recruit apprentices appropriately for their job roles. Leaders ensure that apprentices benefit from off-the-job training despite the increased pressure on the healthcare sector during the pandemic. Consequently, apprentices make good progress and improve their knowledge and skills quickly.

Leaders and managers have suitable processes in place to monitor and track apprentices' progress. They use these processes effectively to help apprentices who have fallen behind to catch up quickly.

Leaders have appropriate quality assurance systems in place. They have an accurate and detailed understanding of the strengths and weaknesses of provision. Leaders have sensible plans in place to ensure sustained improvement. For example, leaders have appointed a new governing body which is now starting to challenge and support leaders.

Leaders and managers make sure that staff are appropriately qualified and vocationally competent. They have developed a useful training programme for tutors to help them improve their teaching, including remotely.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Apprentices are keen to learn and are ambitious about their next steps. Many apprentices develop new and substantial knowledge, skills and behaviours, and so they become better at their jobs. For example, apprentices in level 5 leader in adult care courses become more effective and motivating leaders. Apprentices in level 2 customer care services quickly develop the professional skills and confidence they need to work with service users. Many apprentices gain additional responsibilities or promotions as a result of their studies.

Tutors understand in detail their apprentices' starting points and job roles. They use this information well to personalise learning. Tutors plan and sequence on- and off-the-job training well. For example, tutors in level 3 junior journalist courses skilfully aligned learning about social media in response to apprentices' work projects. As a result, apprentices were more confident and had better knowledge of this medium.

Most apprentices benefit from good-quality training that allows them to develop new knowledge and skills quickly. Apprentices enjoy weekly training where they learn new knowledge and have opportunities to share their working experiences. As a result, apprentices in level 2 adult care courses become increasingly proficient in

applying care principles. Tutors provide high-quality additional resources that help apprentices secure and improve their knowledge. However, a few apprentices do not benefit from feedback that helps them improve their knowledge or skills.

Tutors use examples from apprentices' roles effectively to improve their numeracy skills. However, tutors do not sufficiently help apprentices develop the literacy skills they need for their job roles.

Staff do not check sufficiently that all apprentices and employers understand how they will be assessed at the end of their apprenticeship. As a result, a few apprentices do not feel well prepared for these final assessments.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers have put in place effective safeguarding arrangements. The experienced designated safeguarding lead (DSL) and deputy make sure that staff are safe to work with young people and vulnerable adults.

The DSL and deputy use clear policies and processes to help keep apprentices safe. They make sure that staff understand how to identify and respond to safeguarding concerns through annual training. For example, staff completed mental health awareness training to support any apprentices struggling during the pandemic.

Staff review safeguarding topics with apprentices frequently. They teach apprentices about how to keep safe. For example, apprentices within the healthcare sector know how to keep themselves safe when working alone or during antisocial hours.

Apprentices know who to report concerns to. They feel safe and well supported by training staff. However, apprentices do not know enough about how to keep safe from radicalisation and extremism.

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