

# Data Law Limited

Monitoring visit report

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<b>Name of lead inspector:</b>	Alison Cameron Brandwood, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	3a Bridgewater Street Baltic Triangle Liverpool L1 0AR

## 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.

Data Law Limited is an independent training provider based in Liverpool, Merseyside. It specialises in training for the legal profession and works with employers nationally. At the time of the visit, there were 98 apprentices studying standards-based apprenticeships. Over half of apprentices were studying apprenticeships in leadership and management at levels 3 and 5. The rest were on level 3 paralegal apprenticeships and level 3 IT technical salesperson apprenticeships.

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?**

#### **Insufficient progress**

Leaders have a clear rationale for their apprenticeship provision. They focus on upskilling those working in the legal sector. Leaders developed the level 3 paralegal curriculum to provide legal expertise for administrative staff working in law firms. Leaders recruit apprentices with integrity. They take on apprentices who do not already have extensive knowledge or qualifications of the apprenticeships they are studying.

Leaders do not ensure that they meet the principles or requirements of an apprenticeship. They do not coordinate what apprentices learn on- and off-the-job. Apprentices complete units in the same order regardless of their job role at work. They do not have the opportunity to consolidate their knowledge and hone their skills by practising what they have learned.

Leaders and managers have been too slow to identify weaknesses at the provider. They rely too much on the experience of consultants to set up and run their apprenticeships. Leaders do not have enough experience in managing

apprenticeships to be able to challenge the advice they get from their consultants. Leaders have yet to begin to put in place all the improvements in their action plan.

Leaders have started to implement actions to improve employer engagement, but progress is too slow. Employers are not involved in the development of the curriculum. Leaders do not ensure that employers are routinely involved in apprentices' reviews. They have introduced new paperwork and procedures to improve communication with employers. Employers support apprentices to complete their off-the-job training hours in work time.

Leaders have been slow to identify and engage with assessment organisations. Apprentices have limited knowledge of the requirements of their final assessments. Level 3 team leader apprentices, who are nearing the end of their course, have not received adequate training and support to prepare them for their final assessment.

Formal governance arrangements are not yet in place. Leaders have plans to introduce an apprenticeship governance board.

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

Apprentices develop new knowledge, skills and behaviours that benefit their employer's business. Level 3 paralegal apprentices describe accurately legal terminology such as plaintiff and multi-track cases. Level 5 operations manager apprentices put in place new ideas at work, such as case-file review systems.

Leaders do not have oversight of apprentices' progress. They do not sufficiently measure apprentices' progress from their starting points. Leaders do not ensure that coaches revisit the skills assessment that apprentices complete at the beginning of their programme. Leaders do not know whether apprentices are making good progress or are falling behind.

Too many apprentices make slow progress. Leaders do not ensure that apprentices receive enough training and support. Apprentices are left to learn independently with very little teaching. Coaches carry out monthly coaching calls to apprentices, which often last less than half an hour. Between these monthly calls, apprentices complete questions and research with little or no support from their coach.

Leaders do not provide training for coaches on the craft of teaching or the delivery of apprenticeships. Coaches do not understand the requirements of an apprenticeship. Most coaches are experienced in the legal sector, but are inexperienced in teaching apprenticeships.

Leaders do not provide appropriate training for apprentices who require functional skills English and mathematics. They have been slow to identify which apprentices

need to complete these qualifications. Leaders have no plans in place for apprentices to complete functional skills examinations.

Leaders do not provide apprentices with careers advice and guidance. Apprentices do their own research when planning their next steps, such as how to become a solicitor or a court advocate.

Apprentices benefit from access to an extensive online library that includes webinars by experts in their fields. They broaden their knowledge in topics such as probate, money laundering and family law.

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

Leaders have in place appropriate safeguarding and 'Prevent' duty policies. They carry out appropriate checks when recruiting new staff. The safeguarding leads keep themselves up to date with changes in safeguarding legislation. They update themselves on safeguarding information relating to the legal profession.

Leaders deal appropriately with, and monitor safeguarding referrals. They have started to contact local agencies and have established a bank of contacts in the North West region in case they need to make any safeguarding referrals. They recognise they need to replicate this practice for the other regions they work in.

Apprentices feel safe, and most know to whom they would report any safeguarding concerns. Apprentices are introduced to safeguarding during their induction, but it may be several months before they complete the online safeguarding training module. Most apprentices are unaware of the dangers they may face from radicalisation or extremism personally or professionally.

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