

London College of Global Education Ltd

Monitoring visit report

Unique reference number: 2626822

Name of lead inspector: Mike Finn, Her Majesty's Inspector

Inspection dates: 3–4 June 2021

Type of provider: Independent learning provider

Address: 4th Floor, Suite No 3
The Clock House
East Street
Barking
London
IG11 8EQ

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 the Education and Skills Funding Agency 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.

London College of Global Education Ltd offers apprenticeships predominantly in the occupational areas of healthcare, digital marketing and accounting. At the time of the visit there were 24 apprentices on level 2 to 5 standards. The college started doing private training courses in 2010, and received funding for apprentices in 2020. The first apprentices started in August 2020. All off-the-job teaching is done remotely.

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

Until recently, leaders have not identified the weaknesses of the provision. They have plans, at an early stage of implementation, to improve their overview of the quality of the training. However, these plans are not precise enough, nor are they having a beneficial impact on the experience of apprentices.

Leaders do not have adequate oversight of the recruitment of apprentices into their programmes. Inspectors found examples of people on the list of apprentices who were not studying at the provider. Inspectors also found apprentices enrolled on programmes in subjects in which they already hold qualifications at a higher level than the apprenticeship. As a result, these apprentices do not learn substantial new knowledge.

Leaders have ensured that tutors either have relevant industry experience, or qualifications in education, training or assessing. As a result, they have the expertise necessary to deliver training. However, leaders have not ensured that they provide staff with development opportunities to help them improve in their teaching or

assessment roles. Apprentices told inspectors that high staff turnover also has a detrimental impact on their training.

Leaders do not communicate effectively with employers. Too often, employers have not heard from leaders for several months, and few have a chance to be involved in the development of their apprentices' learning programme. As a result, employers find it hard to support apprentices with their learning.

Leaders and staff do not have sufficient oversight of apprentices' attendance at training sessions or of the progress that apprentices make. In their reviews of apprentices' progress, staff do not record accurately for each apprentice what they have learned, and what remains to be learned. For each reporting period, records of reviews are identical for apprentices within the same cohort, with no personalisation of information. Leaders, staff and employers do not have reliable information about apprentices' progress.

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

Staff have not ensured that apprentices know that they are on an apprenticeship programme. Apprentices have received insufficient advice and guidance about the components of their courses. As a result, apprentices do not fully understand the requirements of the apprenticeship programme and, in a few instances, they do not know the duration of their course.

Tutors do not sequence the curriculum well enough or give sufficient consideration to what apprentices need to know to be effective in their roles, especially early in the apprenticeship. For example, in healthcare programmes tutors teach the key topics that are fundamental to apprentices' jobs, such as safeguarding and infection control, too late in the course.

Staff do not have a sufficient understanding of what apprentices know or can do at the start of the course. They do not adequately assess apprentices' prior vocational knowledge, or their knowledge of, and ability to use, English and mathematics. As a result, tutors do not plan or teach training programmes tailored to each apprentices' needs and job requirements. Apprentices do not sufficiently improve on their skills, knowledge or behaviours.

Tutors do not use assessment effectively enough to check what apprentices have learned, or to give them feedback so that they can improve. Apprentices raised a variety of concerns with inspectors, including a lack of assessment at all, assessments for which they had not received feedback for a considerable time, and confusion over the requirements of assessments and of submission dates which were not clearly set. As a result, apprentices are unclear about the progress they are making, and what they can do to improve.

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