

Inspection of LDN Apprenticeships Ltd

Inspection dates: 6–8 July 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Adult learning programmes	Good
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

LDN Apprenticeships Ltd (LDN) was set up in 2010 and began providing apprenticeship training as a subcontractor in 2011. In May 2017 it gained a direct contract to provide apprenticeship training funded by the apprenticeship levy. In March 2021 LDN also gained a direct contract to provide adult traineeships and at the time of the inspection, LDN were supporting 30 trainees. At the time of the inspection, LDN were training 161 apprentices, the large majority of whom were on a range of standards from levels 3 to 4. A small number of apprentices were completing their framework qualifications. The vast majority of apprentices are over the age of 19, with four apprentices aged 16-18. The largest programmes were level 3 publishing assistant with 45 apprentices, and level 3 business administrator with 39. The remaining 77 apprentices were on programmes in digital marketing, business analysis and information and communication technology.

What is it like to be a learner with this provider?

Apprentices and trainees rightly value the training they receive from LDN. They benefit from a broad range of high-quality learning opportunities, including masterclasses, group lessons and self-taught material. Learners put into practice the knowledge that they gain in well-planned work placements with highly prestigious firms. As a result, they feel confident in their future career opportunities.

Apprentices develop an excellent breadth and depth of knowledge, skills and behaviours through their apprenticeship, for which many are rewarded by increased levels of responsibility at work. Trainees benefit from high-quality one-to-one coaching, through which they develop the skills necessary to make successful apprenticeship and employment applications.

Throughout their curriculum, coaches encourage learners to develop their own areas of interest, for example by setting up YouTube channels related to publishing or by establishing their own businesses online. Apprentices feel very well supported by their coaches. Through their frequent high-quality interactions with coaches, apprentices develop their confidence and preparedness for the world of work and for life in modern Britain.

What does the provider do well and what does it need to do better?

Leaders have a clear vision to support adults and young people to gain career opportunities in areas, such as publishing, digital marketing, and in the salesforce ecosystem. In particular, leaders succeed in their aim to recruit and support apprentices and trainees who are typically underrepresented in these industries, including those from minority ethnic backgrounds.

In both apprenticeships and traineeships, leaders have created curricular programmes which are ambitious for their learners. Leaders work highly effectively with employers to establish their needs in terms of knowledge, skills and behaviours, and use the information they gain to create programmes which exceed these requirements.

Skills coaches use their excellent subject knowledge to teach a curriculum which enables apprentices to build their knowledge effectively over time. For example, business analyst apprentices first learn the competencies of a business analyst, such as the techniques used to investigate business requirements, before learning how to use universal modelling language to create a process map. Employers praise the new knowledge and skills that apprentices develop through their studies.

In traineeships, career coaches skilfully teach trainees how to make successful apprenticeship and employment applications, including how to write an effective curriculum vitae. Trainees also develop a good understanding of industry specific knowledge and skills. In digital marketing, for instance, trainees learn how to use

common industry tools, such as google analytics, before shadowing a professional at work to see how this skill is used in practice.

Coaches frequently discuss with apprentices their development of personal and professional behaviours, including self-confidence and self-motivation. Employers report that learners make great gains in the development of these areas over the course of their programme. Additionally, leaders have included a range of opportunities for learners to develop their knowledge and skills outside of their taught curriculum. Leaders have not, however, put in place a personal development programme which offers a sufficiently broad range of topics for their 16-18 year-old apprentices.

Coaches provide apprentices with detailed and helpful feedback on their work and use their feedback to challenge apprentices to improve their high-standard work even further. Coaches support apprentices to improve the quality of their written English to a professional standard. They identify and correct any errors in apprentices' grammar and punctuation and, as a result, the quality of apprentices' work improves over time.

Leaders provide appropriate support for the small minority of apprentices who need to gain a qualification in mathematics as part of their programme. However, while all learners gain the mathematics qualification they need, too few pass their examinations at the first attempt.

Leaders provide effective support for learners with special educational needs and/or disabilities. For example, staff use hearing assistive technology to good effect when working with learners who are hearing impaired. As a result of the good support provided, learners with additional needs achieve their qualifications at the same rate as those without.

Apprentices and trainees develop a detailed understanding of fundamental British values during their programme, and how these values apply to their jobs and lives. For example, publishing assistant apprentices learn about the way in which the publishing sector is working to promote LGBTQ+ equality in the scientific publishing sector.

Apprentices benefit from the wide range of high-quality masterclasses offered to them by leaders in their respective industries, which provide them with valuable insights into the career options available to them. Skills coaches and career coaches work with learners during reviews to discuss their career aspirations and provide helpful support to learners as they prepare for their next steps. Staff are highly effective at providing learners with information about further and higher study opportunities, as well as careers within the sector. As a result, apprentices either secure employment at the end of their apprenticeship, or go on to further study, such as degree apprenticeships.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have taken the necessary steps to create a culture of safeguarding. Apprentices and trainees feel safe at work and in their learning. If an issue were to arise, learners would contact a trusted adult, and have confidence that they would receive excellent support. Leaders have ensured that all staff who work with learners have received appropriate safeguarding and 'Prevent' duty training and have in place a clear and well-understood mechanism for staff to raise any concerns. Leaders have underpinned their approach to safeguarding with appropriate policies and processes. They have taken the necessary steps to ensure that the staff whom they appoint are safe to work with their learners.

Provider details

Unique reference number	1276252
Address	LDN Apprenticeship HQ 278-280 South Lambeth Road London SW8 1UJ
Contact number	020 3821
Website	www.ldnapprenticeships.com
CEO	Simon Bozzoli
Provider type	Independent Learning Provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the chief executive officer, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, employers, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Gayle Saundry, lead inspector	Her Majesty's Inspector
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Steve Lambert	Her Majesty's Inspector
Lynda Brown	Her Majesty's Inspector

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