

Inspection of Beacon Education Partnership Limited

Inspection dates: 14 to 17 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Adult learning programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Beacon Education Partnership Limited (Beacon) gained its first direct contract with the Education and Skills Funding Agency in the academic year 2014/15. Beacon had previously delivered training as a subcontractor.

At the time of the inspection, there were 171 learners on the level 3 diploma in the principles of health and social care. Of these, 116 were funded through the advanced learner loan, and 55 Londoners were funded through the Greater London Authority. Two members of staff are funded through the levy to study the level 3 team leader standards-based apprenticeship. Once staff have completed this training, leaders do not plan on recruiting further apprentices.

In response to the outbreak of the pandemic, leaders moved all training to be taught remotely. This consists of one-to-one support via videoconferencing, phone calls, online group classes and use of the Beacon academy, an online portal where learners can access resources to support their study.

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

Learners receive a high level of support from their tutors. They like and appreciate the frequent contact they have with tutors, who are accessible to learners outside tutorials and taught sessions. Learners told inspectors that tutors take the time to get to know them and place a high priority on supporting their well-being.

Learners who are starting a new career in care or have not studied for many years become enthused and motivated to learn. They make good progress and most of them successfully complete their course.

Learners enjoy the flexible study approach that allows them to study at a time and pace that suit them. They find the good-quality resources useful to help them further develop their understanding of working in the health and social care sector.

Staff take the time to guide learners to achieve their aspirations and ambitions to gain employment or study at university. Staff continue to offer guidance to learners after they complete their course. Many learners who start the course without a job gain employment because of their training.

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

Through close working with employers and sector bodies, leaders and managers offer training that fills employment gaps in the health and social care sector. They have prioritised optional units, such as end-of-life care and working with service users with dementia. As a result, learners who are unemployed gain the knowledge they need for employment.

Tutors teach course content in a logical order so that it builds learners' knowledge over time. Learners initially learn about the principles of health, safety and infection control through to end-of-life care. As a result, learners develop well their knowledge of the fundamental principles of working in the health and social care sector.

In online classes, tutors use effective techniques that ensure that learners remember what they have learned. For example, tutors frequently ask learners to recall what they have been taught about the types, causes and symptoms of dementia. Learners use the chat-box function in online lessons to type their answers. Tutors use this function well to generate further discussion to deepen learning.

Most tutors give learners helpful feedback on their submitted assignments. For example, they make clear what learners have done well and what they need to improve, including through correction of learners' grammatical and spelling errors. As a result, most learners improve their work over time.

Learners develop their knowledge well. For example, they understand the causes of dementia, the signs to look for that may signify dementia, and its effects on a client's health. Learners who speak English as an additional language develop their

professional language effectively through activities such as 'word of the day.' They make good use of dictionaries, for example to learn that 'impairment' means a 'loss of function or ability.'

Tutors encourage learners to develop their understanding of health and social care topics that are beyond the requirements of the course. Subsequently, learners read books and visit websites to further their knowledge of topics such as person-centred planning.

Leaders, managers and tutors ensure that learning takes place in a well-organised and positive environment. Tutors motivate and inspire learners, who develop a positive attitude to their studies. As a result, they are committed and diligent in researching their assignments and improving their work.

Staff provide effective careers advice and guidance to learners, who develop a good understanding of the next steps they can take in education and employment. For example, learners are aware of higher education options in nurse training and management opportunities in the sector. As a result, many learners progress into sustainable employment and higher education because these options have been made clear to them by their tutors.

Leaders and managers have effectively tackled the areas for improvement identified at the previous inspection. For example, they have integrated the teaching of English and mathematics successfully into the curriculum. As a result, learners make good progress in developing their knowledge and use of English.

After the previous inspection, leaders and managers put in place suitable governance arrangements. Governors use their expertise to inform decision-making about, for example, the breadth of careers advice and guidance that learners receive.

Leaders and managers do not ensure that the curriculum offer outside the vocational subject is of sufficient breadth. As a result, there are limited opportunities for learners to undertake activities beyond the vocational curriculum. Those opportunities that are available are not widely taken up by learners.

Managers and tutors do not develop learners' understanding of British values well enough. For example, a few learners are unclear about the rule of law and democracy and how these relate to their learning or work. Not all learners understand the risks to themselves of radicalisation and extremism.

Safeguarding

The arrangements for safeguarding are effective.

Learners feel safe. They know how to report any safeguarding concerns they may have. Staff are suitably trained and understand what to do should they be concerned about a learner's welfare or safety.

Leaders and managers have put in place an appropriate set of policies to safeguard learners. These include a protocol on online teaching for identifying the behaviours learners should adopt online, such as appropriate dress. Leaders and managers carry out all the necessary pre-employment checks to ensure that staff are suitable for their roles.

What does the provider need to do to improve?

- Staff should provide a wider range of opportunities to support learners' personal development.
- Staff should develop learners' understanding of the dangers of radicalisation and extremism and of the importance of British values in their lives.

Provider details

Unique reference number	1236704
Address	85–87 Bayham Street London NW1 0AG
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Website	www.beaconeducationpartnership.org.uk
CEO	Christian Wilkins
Provider type	Independent learning provider
Date of previous inspection	27 February to 2 March 2018

Information about this inspection

The inspection team was assisted by the director of funding and contracts, 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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