

Luton International College Limited

Monitoring visit report

Unique reference number:	2654224
Name of lead inspector:	Sambit Sen, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Suite 9 4 Connaught House 15-17 Upper George Street Luton LU1 2RD

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.

Luton International College Limited is an independent learning provider offering standards-based childcare and adult care apprenticeships mainly in London and Essex region. At the time of the inspection, 33 apprentices are in learning. Apprenticeships offered include level 2 adult care worker, level 3 business administrator, level 4 children, young people and families practitioner and level 5 children, young people and families manager.

Themes

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

Insufficient progress

Leaders and managers do not have effective management oversight of the quality of the education and training that the apprentices receive. They have not developed an effective curriculum which allows apprentices to gain significant new knowledge, skills and behaviours. Nearly half of all apprentices enrolled have left without completing their qualification. Current apprentices are making very slow progress towards achieving their apprenticeships.

Leaders have not recruited trainers and managers with the right expertise and experience. Trainers do not understand all the requirements of the apprenticeship standards. To date, there is very limited assessments provided by trainers. Recently appointed managers recognised the shortcoming in trainers' knowledge and expertise and have taken actions to remedy this. But it is too early to judge its impact.

Managers do not track and monitor the progress apprentices make on their qualifications effectively. Managers do not know what assignments and topics apprentices have completed and what remains outstanding. As a result, managers are unable to provide appropriate support to apprentices to help them achieve their apprenticeship.

Leaders and managers do not ensure that they fulfil the requirements of an apprenticeship programme. They do not ensure that apprentices receive their entitlement for off-the-job training. Apprentices and their employers do not have a clear understanding of the requirements of their training. As a result, apprentices are not getting the time away from work to study and complete their apprenticeship.

Governance arrangements are inadequate to ensure that the quality of apprenticeship education and training provided by Luton International College Limited is at least good. Leaders and managers do not have any mechanisms in place to help them identify what good quality apprenticeship training is or to challenge them on the decisions they make related to apprenticeship programmes.

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

Trainers do not teach apprentices effectively. Trainers do not help apprentices to quickly develop significant knowledge about the sector they work in. A substantial proportion of apprentices have not received any training in the last six months since registering on the programme. Apprentices are frustrated with their slow progress and the lack of training they have received from their trainers. Apprentices are significantly behind with their training.

Managers and trainers do not work effectively with employers to design and plan training. Employers have very little communication with trainers and are unaware of the topics or the order when the topics will be taught to their apprentices. As a result, employers are unable to provide relevant opportunities to apply the new knowledge apprentices have gained within the workplace.

Trainers do not check and assess apprentices' starting points effectively. Trainers do not check pre-existing qualifications, or the experience apprentices have to help design a personalised training plan. As a result, apprentices have lost motivation in the purpose of their qualification and almost half have left the programme early.

Trainers do not plan and teach English and mathematics effectively. Apprentices have not received training for the English and mathematics qualifications they need to compete their apprenticeship. No apprentice who requires functional skills qualifications as part of their apprenticeship have achieved their qualification. Trainers do not make clear to the apprentices how English, and mathematics applies to their current job roles.

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

Apprentices have a secure understanding of safeguarding and its importance. They know how to report concerns and feel confident in doing so. Apprentices have good knowledge of how to safeguard their clients and children in the sectors they work in. Apprentices know about the risks associated with radicalisation and extremism and can define these terms. However, they lack a secure understanding of how these link to the sector in which they work.

Managers follow safe recruitment practice before they recruit staff. This ensures that staff are safe to train apprentices who work with children and vulnerable adults.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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