

# Inspection of GLP Training Ltd

Inspection dates:

30 November–3 December 2021

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

GLP Training Ltd (GLP) is an independent learning provider based in Worcester. GLP began offering apprenticeships as a subcontractor in 2014 before starting to teach apprenticeships as a main provider in June 2017. At the time of the inspection, there were 593 apprentices studying one of 31 standards-based programmes at levels 2, 3, 4 and 5. More than half of apprentices were following one of six standards: 64 were studying property maintenance at level 2, 61 were studying associate project manager at level 4, 61 were studying team leader/supervisor at level 3, 53 were studying facilities management supervisor at level 3, 44 were studying facilities manager at level 4, and 31 were studying operations/departmental manager at level 5. The provider currently works with 97 employers across 273 sites, and teaches its apprenticeships using a blend of online and in-person methods.

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

Apprentices enjoy learning with GLP and demonstrate a positive attitude to their apprenticeship. They quickly develop new knowledge, skills and behaviours, and take pride in the contribution the apprenticeship helps them to make in the workplace.

Apprentices learn in a calm and professional environment, and as a result are highly motivated. Apprentices are respectful of their trainers and mentors and feel part of a team where bullying and poor behaviour are not accepted. Tutors and employers have high expectations of apprentices' punctuality and attendance, and as a result, apprentices' participation in their learning is high.

Apprentices benefit from the close links the provider has made with their employers. They are supported in the workplace well by skilled mentors, who work closely with apprentices' tutors. Mentors and tutors work well together to ensure that apprentices become more confident in the contribution they make in the workplace, and develop their resilience and independence.

Apprentices feel safe. They receive useful information on safeguarding during their induction and throughout their programme through online learning. They are aware of the provider's arrangements for safeguarding and would be confident to report any concerns.

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

Leaders and managers have developed a curriculum that is designed to address the needs of employers, and this matches local, regional and national skills shortages. They articulate a clear and ambitious strategy for their apprenticeships based on these needs. They identify a number of standards – such as commercial procurement and supply – as opportunities for future growth.

Since the monitoring visit, leaders have strengthened governance arrangements, which now provide effective oversight and support. An experienced independent non-executive director with specialist knowledge of training and quality improvement has been appointed and provides effective challenge to senior leaders across a range of strategic and operational matters. This person works closely with senior leaders to set a very clear and positive direction for the provider by reviewing appropriately detailed management reports on all aspects of the provider's performance. As a result, where performance is not in line with the provider's high expectations, governance provides effective challenge and well-considered advice to leaders and managers, with a strong focus on sustainable continuous improvement.

Curriculum leaders have developed well-sequenced and designed programmes, which ensure that apprentices build new knowledge and skills over time. They have worked well with employers to tailor apprenticeships to individual employer needs, and in some cases have created pathways within standards to suit individual job

roles, for example operatives, services supervisors and team leaders. As a result, apprentices develop new skills, knowledge and behaviours that allow them to have a positive impact in the workplace from an early stage in their apprenticeship.

Managers and staff promote fair treatment of apprentices and respect for individual differences well. Leaders have prioritised the development of their virtual learning environment, so that apprentices have access to a wide range of suitable learning materials and resources on topics such as healthy relationships, mental health and well-being and e-safety. As a result, most apprentices gain increased confidence in being able to apply their understanding of these topics to the workplace and in their personal lives.

Leaders and managers have developed quality assurance arrangements that are effective in supporting continuous improvement. They use the outcomes of observations of learning, reviews of progress and achievement data and other information to inform judgements on the effectiveness of the apprenticeships they offer. As a result, leaders' judgement of the quality of their apprenticeships is accurate, and they have made good progress in addressing the areas for improvement from the previous monitoring visit.

Tutors are well qualified and experienced in the areas they teach and benefit from access to a wide range of continuing professional development training that is tailored to their individual strengths and areas for improvement. They use their vocational knowledge well to relate theory to practice. For example, tutors of the project management level 4 apprenticeship collectively have experience in a wealth of project management contexts. As a result, they are able to use their experience well to bring theories to life for apprentices and explain how different contexts can influence project management.

Apprentices benefit from a wide range of high-quality resources to support their learning. Tutors assign these resources in a timely manner to ensure that apprentices have access to the information they need. This is supported well by a range of different learning methods, such as in-person teaching, independent research and coaching in the workplace. As a result, apprentices can access their learning at any time and make good progress throughout their apprenticeship.

Tutors provide the large majority of apprentices with useful feedback on their written work and practical activities, which tells them what they need to do to improve. However, in a very small number of cases, feedback is too positive and not sufficiently developmental to help apprentices to identify the areas in which they could extend their work. Consequently, a small minority of apprentices are not sufficiently challenged to reach their potential.

The large majority of apprentices receive their entitlement to time away from the workplace to complete their studies, where they engage in well-planned and valuable learning activities. For example, in adult care, apprentices use this time to observe and work with other staff such as physiotherapists to develop additional

skills beyond the requirements of the apprenticeship standard. As a result, apprentices develop a broad range of additional skills throughout their programme.

Tutors adapt learning well to the different circumstances of apprentices to give them every opportunity to remain engaged while managing their work. For example, in project management at level 4, when the apprentices' workload increases, tutors adapt targets and activities around peak times. As a result, apprentices can maintain participation and continue to make progress while managing their workload.

Apprentices' work is of the required standard for the level of apprenticeship they are following and improves over time. Tutors of trade-based apprenticeships, such as property maintenance at level 2, teach apprentices skills beyond the level of the standard to meet employer requirements. For example, apprentices undertake repairs and maintenance in sensitive premises where the quality of their work is subjected to the highest scrutiny for safety, such as in schools and hospitals.

Since the monitoring visit, leaders and managers have identified that their current e-portfolio system was having a negative impact on apprentices' learning. As a result, leaders have recently invested in a new system that they believe will improve the apprentices' learning experience and management oversight of the progress apprentices are making. However, as this is still in its infancy, it is too soon to judge the impact.

In the large majority of cases, tutors use apprentices' vocational starting points well to plan their learning. However, in a few cases, apprentices bring a wealth of prior knowledge to their programmes, and this is not always taken into account when planning their learning or setting appropriately challenging targets. As a result, some apprentices repeat learning unnecessarily in the early stages of their programme.

Tutors ensure that apprentices are well prepared for their end-point assessments through an in-depth programme of workshops and revision preparation. Consequently, the majority of apprentices who complete their apprenticeship go on to achieve high grades.

Since the monitoring visit, leaders and managers have taken steps to resolve the issues identified with the development of apprentices' English and mathematical skills and are part-way through their improvement strategy. While progress has been made in ensuring that all apprentices continually develop these skills throughout their programme, too few apprentices have their planned learning based on their starting points, and consequently their skills development is not targeted closely enough on the areas they need help to develop.

Too few apprentices have a structured or planned opportunities to practise what they have learned in the workplace. Employer participation in reviews since the start of the COVID-19 pandemic has not been routine, and while senior members of staff within employers are regularly informed of apprentices' progress, apprentices' line managers are not always aware of what apprentices are currently learning. Consequently, apprentices' line managers are not always able to arrange suitable

opportunities for apprentices to practise and apply their learning. Leaders have rightly recognised this and are taking positive steps to re-engage apprentices' line managers in the review process; however, it is too soon to judge the impact of this.

Apprentices have a good understanding of career opportunities within their employer's business. However, tutors do not ensure that all apprentices routinely receive impartial careers advice. As a result, not all apprentices understand the wider career opportunities available to them on completion of their apprenticeship.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding manager understands the role well, ensures that all disclosures are dealt with appropriately, and takes swift action to provide support to apprentices and staff. Leaders and managers make good use of links with external support agencies to refer apprentices to the most appropriate partner who can provide help.

Staff have undertaken a wide-ranging programme of development to improve their understanding of topics such as equality and diversity, online safety, bullying, sexual exploitation and abuse to ensure that they are knowledgeable and supportive to apprentices.

Leaders ensure that apprentices develop a broad understanding of topics related to safeguarding, such as the risks of radicalisation and extremism, healthy relationships and e-safety. However, they have not placed sufficient focus on developing apprentices' understanding of the local risks where they live and work.

Apprentices develop a detailed understanding of health and safety and closely follow the safe working practices expected within their workplaces. They are aware of the potential dangers to themselves, clients and customers. They are confident in articulating how they would mitigate risks at work.

Apprentices feel safe, and they know how to access support if they need it.

## **What does the provider need to do to improve?**

- Leaders must ensure that all apprentices' starting points in English and mathematics are taken into account when planning the ongoing development of these skills, so that apprentices make the progress of which they are capable.
- Leaders must ensure that apprentices receive information on how to keep themselves safe that is specific to the areas where they live and work.
- Leaders must ensure that all apprentices receive suitably unbiased careers advice and guidance to allow them to take well-informed decisions on their next steps.

## **Provider details**

<b>Unique reference number</b>	1276521
<b>Address</b>	GLP House 19 Britannia Road Worcester WR1 3DF
<b>Contact number</b>	01905 670884
<b>Website</b>	<a href="http://www.glptraining.co.uk">www.glptraining.co.uk</a>
<b>CEO</b>	Gemma Parsons
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the CEO, 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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