

# Uganda Community Relief Association

Monitoring visit report

---

<b>Unique reference number:</b>	2627065
<b>Name of lead inspector:</b>	Jon Bowman, Her Majesty's Inspector
<b>Inspection dates:</b>	1 and 2 December 2021, and 19 January 2022
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Selby Centre Selby Road Tottenham London N17 8JL

## 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.

The Uganda Community Relief Association (UCRA), established in 1984, is a registered charity based in Tottenham, London, and at a small number of other centres across the capital. UCRA has previous experience providing training as a subcontractor. They have been teaching apprenticeships since August 2020 and adult learning since January 2021. UCRA offers a range of other services to the community, including immigration advice and casework and how to operate a food bank. At the time of the visit, there were 27 apprentices on the junior content producer and five on the adult care apprenticeship. These are both standards-based apprenticeships at level 3. There were 32 adult learners taking foundation level English, mathematics and information communication technology and five adult trainees. There were 21 learners on the traineeship programme. All training is taught online.

### 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 ensure that the principles and requirements of an apprenticeship are met. Apprentices on the junior content producer apprenticeship are not in suitable employment. They are not paid an apprenticeship wage and too many do not receive monthly pay.

Leaders and managers do not have a sufficient overview of the quality of education that apprentices receive. They have not ensured that all aspects of the training enable apprentices to develop the full range of knowledge, skills and behaviours they need to successfully complete the apprenticeship.

The board of trustees provides insufficient scrutiny of the quality of the provision. They are not aware of weaknesses in the provision. A new external board member adds valuable education expertise to the board. However, they do not receive

sufficient information to enable them to provide challenge and accountability to leaders and managers.

Leaders and managers have a clear rationale for the curriculum they offer. Their overarching aim is to equip disadvantaged groups with the skills and knowledge they need to enhance their daily lives, job prospects and careers. They have chosen subject areas where there are employment opportunities for apprentices to progress to once they complete their training.

Leaders and managers monitor apprentices' progress so that they stay on track with their learning. Where apprentices need additional support, they benefit from access to previously recorded lessons, additional workshops, and individual guidance from tutors outside of class time. As a result, apprentices remain in training.

Leaders and managers ensure that apprentices benefit from opportunities outside of their studies to, for example, promote their physical well-being. In response to vaccine hesitancy among some members of the community, leaders and managers organised an online session where medical professionals gave information about how to keep safe during the pandemic, and guidance about vaccination.

**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**

Leaders and managers do not ensure that apprentices' jobs provide opportunities for apprentices to develop the behaviours they need to successfully complete their apprenticeship. As junior content producer apprenticeships are not in suitable sustained employment, they do not have enough opportunity to learn the industry awareness component of the apprenticeship standard.

Apprentices on the lead adult care worker standard are suitably employed, but apprentices struggle to complete their work during paid time. A few apprentices are behind with their assignments and do not receive sufficient support to catch up.

Apprentices enjoy their training. Apprentices develop new skills and knowledge. For example, junior content producer apprentices learn how to create content online that will attract customers. They learn how to design specific types of visual marketing campaigns that include graphics representing the use of data, how to create online articles and videos, and to publish webpages.

Tutors have good expertise in the subjects they teach. In lessons, they make good use of real-life situations to explain concepts, for example to show how animations enliven advertising and how the range of new online platforms has developed over time. They recap effectively on previous content and question apprentices to check that they remember what they have been taught.

Leaders and managers have developed clear online etiquette for behaviour in classes. These expectations are effectively reinforced by tutors. As a result, learning takes place in a calm and respectful environment.

Tutors provide effective technical feedback to apprentices that helps them improve their work. Consequently, most apprentices produce work of a high standard. For example, they create clear and instructive advertising campaign posters on the benefits of stretching before exercising. However, tutors do not always correct apprentices' spelling and grammar errors, so that apprentices improve their written English skills.

**What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals?**

**Reasonable progress**

Learners remember what they are taught because tutors are patient and give them clear explanations. For example, in mathematics, tutors clearly explain how to calculate percentages and fractions into decimals. Tutors check effectively that learners grasp these concepts. As a result, learners develop skills that help them in their everyday lives and in achieving their longer-term ambitions.

In English lessons, tutors use resources effectively. They use audio files to demonstrate how a conversation in a shop took place so that learners can hear the response. Tutors encourage learners to practice their English at home and in the community. Learners with low-level English language skills enjoy developing their vocabulary and grow in confidence during their course. As a result, they can hold conversations more fluently when shopping or ordering food.

Learners enjoy their course, work cooperatively with each other, and take pride in their achievements. They say their programmes help improve the quality of their lives. Of the small number who have completed their course, most move on to further learning, employment or are seeking work.

Leaders and managers have successfully introduced a small well-planned traineeship programme that is showing some early signs of success. The curriculum helps trainees develop the skills and knowledge they need to progress into work or further learning. Most trainees complete the programme and gain jobs or take other courses after their training. Trainees are highly satisfied with the training. It prepares them well for jobs in sectors they are interested in, such as in nurseries and schools.

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

**Reasonable progress**

Leaders and managers have put in place a suitable set of policies that underpins their approach to safeguarding. Leaders and managers follow safe recruitment practice that ensures that staff are suitable for their roles. Through their policies, leaders give clear guidance to staff should they identify any safeguarding concerns.

Staff are suitably trained and knowledgeable in safeguarding their learners. Learners receive information at the start of their training on safeguarding, including on the dangers of extremist views and radicalisation, how to stay safe online and who to turn to if they have a safeguarding concern. As a result, learners feel safe and know who to go to should they have a welfare or safeguarding concern. To date, there have been no safeguarding incidents, so the effectiveness of staff training and policies has not been tested.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022