

Inspection of Learning Innovations Training Team Ltd

Inspection dates:

27 to 29 April 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Learning Innovations Training Team (LITT) is based in Leeds and was established in 2004. It began delivering apprenticeships directly in 2019. LITT specialises in providing apprenticeships in business administration, customer service and management from level 2 to level 5. At the time of the inspection, there were 51 apprentices, of whom 24 were under 19 years of age. Most apprentices were studying the level 2 customer service standard.

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

Apprentices have a good understanding of the expectations of the organisations for which they work. Employers and assessor trainers work well together to instil the professional behaviours that apprentices need to demonstrate. Apprentices understand the importance of professionalism and quickly develop the behaviours needed in their job roles.

Apprentices feel valued in their workplaces and benefit from the positive culture in their organisations. In many cases, apprentices have access to specific training rooms at their employers' premises where they study effectively to develop new skills, knowledge and behaviours. Apprentices have positive attitudes to their learning and many produce work to a high standard.

Attendance by apprentices to taught sessions and personal reviews is good. Assessor trainers monitor attendance and punctuality closely, and they work flexibly with apprentices and employers to reschedule meetings, should the need arise, to ensure that apprentices receive their training.

Assessor trainers ensure the welfare and well-being of apprentices through discussion at frequent reviews and welfare checks. Apprentices feel safe and they understand the safeguarding risks in the digital environment in which they work. Customer service apprentices are able to talk about what indicators trigger a concern. They know how to raise and deal with concerns. They recognise early 'red flags' when using social media and know how to block unwanted communication.

Apprentices have insufficient opportunity to discuss with assessor trainers how they can keep themselves physically and mentally healthy or how to form and maintain healthy relationships. They cannot recall some of the information provided early in their apprenticeship and do not get sufficient opportunity to reflect on how the issues relate to their personal lives. Leaders and managers do not encourage or support apprentices to discover and pursue broader interests beyond the apprenticeship.

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

Leaders and managers have a clear strategy to deliver training that meets the needs of local businesses. The courses that they provide help apprentices to develop the skills, knowledge and behaviours that employers require in order for them to carry out their roles successfully. Leaders and managers have selected courses such as level 2 customer service specifically for school leavers to prepare them for the demands of the level 3 business administration and team leader or supervisor

standard. This gives apprentices clear routes to progress their education and the opportunity to develop their career and gain promotion.

The procedures that leaders and managers have in place to assure and improve the quality of the provision are not rigorous enough. They do not enable leaders and managers to check the quality of teaching or the relevance of apprentices' off-the-job activities. Leaders and managers do not have sufficient oversight of the quality of the association of accounting technicians (AAT) qualification provided by the subcontractor. AAT training is not linked to the apprenticeship standard or workplace activities. Leaders and managers do not identify accurately areas for improvement or identify actions to improve apprentices' experience.

Although appropriate systems are in place to monitor apprentices' progress, leaders and managers do not act swiftly enough to bring apprentices back on track when they fall behind. In too many cases, actions are not followed up sufficiently or promptly enough. Consequently, too many apprentices are at risk of not completing their apprenticeship within the planned time.

Leaders and managers have established effective relationships with employers. Staff work in partnership with employers to recruit and select suitable candidates for vacancies. Leaders and managers ensure that the curriculum is well aligned to apprentices' job roles, and they plan relevant training for them. Employers value highly the level of engagement with assessor trainers and their adaptability in meeting business needs. However, in a few cases, leaders and managers do not ensure that employers participate in progress review meetings. This means that these employers are not sufficiently clear on the progress that their apprentices are making or what further support apprentices need.

Leaders and managers have appointed staff who are well qualified and experienced, and have a range of industry skills to deliver the programmes that they offer. Assessor trainers use their industry skills well, such as working with a national high-street organisation to promote apprentices' understanding and to motivate them. However, leaders and managers do not plan staff training successfully enough to develop and update assessor trainers' vocational knowledge and skills or to improve their teaching practice. Most staff training is limited to awarding body requirements and preparation for end-point assessments. This means that apprentices often have limited access to the most up-to-date and relevant industry information.

Leaders and managers plan the curriculum effectively to ensure that apprentices develop the skills, knowledge and behaviours that they need. Apprentices quickly develop useful skills that they can apply in their workplace as a result of their training. Level 3 team leader apprentices are able to carry out effective staff appraisals, which improve team performance. Level 2 finance assistants develop their knowledge and skills through workplace scenarios to understand the cost recording systems of their employer. Assessor trainers plan and adapt learning where necessary to meet employer needs. They carry out face-to-face and remote visits to observe apprentices in their daily roles. This contributes to enabling apprentices to make good progress towards achieving their qualifications.

Most assessors establish apprentices' starting points and prior knowledge accurately and meet the needs of individual apprentices when planning training. However, in a few cases, the starting points of apprentices are not used well enough to plan individual programmes of learning, including on business administration courses. Apprentices who have completed business administration at level 2 complete the same programme of study as those who are new to the sector. This results in a few apprentices not making progress as swiftly as they could.

Assessor trainers carefully check apprentices' understanding through frequent reviews and effective use of questioning. Apprentices demonstrate sound recall of previous knowledge to inform their answers. Assessor trainers make good use of assessment to improve apprentices' knowledge and correct misconceptions. Apprentices rightly value the training that they receive, which enables them to develop substantial new skills and knowledge.

Assessor trainers effectively provide functional skills English and mathematics tuition to apprentices through one-to-one coaching and the useful support of a specialist online platform. Apprentices who have already achieved their English and mathematics qualifications to the required level continue to develop their skills well.

Apprentices receive useful information from assessor trainers at the start of their course to help prepare them for life in modern Britain. In their review meetings, apprentices on the level 2 customer service and level 3 business administration programmes develop their understanding of the 'Prevent' duty and of topical issues, such as the current war in Europe. In a few cases, apprentices do not revisit and discuss topics, and therefore their understanding is not as secure as it is for their peers.

Information advice and guidance on careers, further training and education is not routinely planned throughout apprentices' programmes in order to ensure that apprentices are aware of their options beyond the apprenticeship. However, level 2 customer service apprentices understand the opportunities within their organisation, such as in finance, marketing and information technology. Apprentices who want to change their career direction are referred to job fairs or relevant admissions teams.

Safeguarding

The arrangements for safeguarding are effective.

Apprentices feel safe. They are aware of potential risks and know how to report any concerns that they may have.

Leaders and managers have appropriate policies and procedures in place, and they meet the requirements of the 'Prevent' duty. They receive useful updates from the regional 'Prevent' coordinator. The designated safeguarding lead has a basic awareness of local risks and has had appropriate training. However, this has not been updated to raise awareness of new and current risks.

Leaders and managers have a suitable recruitment process in place to ensure that the staff who they recruit are safe to work with apprentices.

Leaders and managers do not fully adhere to all of their policies, such as ensuring that staff mandatory training is up to date and that annual health and safety checks in workplaces are documented accurately. This means that apprentices could potentially be at risk in the workplace if there have been changes to risks that have not been documented or reported.

What does the provider need to do to improve?

- Ensure that all staff receive mandatory training and updating on safeguarding and 'Prevent'.
- Ensure that health and safety checks of workplaces are fully and accurately recorded and reported.
- Ensure that apprentices' starting points are used effectively in order to plan individual programmes of learning.
- Ensure that employers are fully aware of apprentices' progress and what further skills, knowledge and behaviours apprentices still need to develop.
- Ensure that staff receive training on industrial updating and improving teaching practice.
- Ensure that leaders and managers have a clear oversight of the quality of provision and apprentices' progress, including the provision that the subcontractor delivers.
- Ensure that apprentices have access to a well-planned, age-appropriate personal development curriculum.
- Ensure that apprentices have access to an effective careers programme to help them make the transition to the next stage of education or employment.

Provider details

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Address	Suite 2 McCarthy's Business Centre Education Road Leeds LS7 2AL
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Website	Learninginnovations.co.uk
Principal/CEO	Jay Luke
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	McArthur Morgan

Information about this inspection

The inspection team was assisted by the managing director, 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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