

Universal Vibes Limited

Monitoring visit report

Unique reference number: 2654190

Name of lead inspector: Saher Nijabat, Her Majesty's Inspector

Inspection dates: 25 and 26 May 2022

Type of provider: Independent learning provider

Address: Suite 515
Olympic House
28–42 Clement Road
Ilford, London
IG1 1BA

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.

Universal Vibes Limited is an independent learning provider based in east London specialising in health and social care training. They began teaching apprenticeships in September 2020 under contract with the Education and Skills Funding Agency. At the time of the monitoring visit, there were 62 apprentices studying standards-based apprenticeships from levels 2 to 5, and five apprentices were on break-in-learning. There were 21 apprentices studying the level 2 adult care worker apprenticeship, 19 on the level 3 lead adult care worker apprenticeship and 22 apprentices at level 5 studying the leader in adult care apprenticeship.

At the time of this monitoring visit, apprentices received all of their training online.

Themes

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

Reasonable progress

Leaders and managers have a clear rationale for the apprenticeships they offer. They aim to promote social mobility and upskill the workforce in the adult care sector. Leaders provide apprenticeships that aim to reduce the skills shortages in the care sector. They provide apprentices with opportunities to gain industry-recognised qualifications that help them to progress in their careers.

Leaders have put in place suitable arrangements to ensure that the requirements of an apprenticeship programme are met. They provide detailed information to apprentices' employers about all aspects of the apprenticeship. As a result, employers are aware of their responsibilities towards apprentices. They take part in reviews of apprentices' progress and ensure that apprentices receive their entitlement to off-the-job training.

Leaders and managers have appropriate processes in place to evaluate the quality of their provision. For example, they carry out regular observations of teaching, sample

apprentices' work and use external quality reviews to identify areas for improvement. Consequently, leaders have a clear understanding of the strengths and weaknesses of their provision.

Leaders recognise the importance of robust challenge and support to achieve high standards in the quality of education across their provision. They have begun to develop an advisory group of members with expertise in further education and quality management to offer independent scrutiny at a senior level.

Leaders have taken effective action to tackle the weakness they identified in the quality of teaching provided to apprentices in English and mathematics. Tutors now skilfully link the knowledge they are teaching to apprentices' job roles. Tutors also provide apprentices who struggle with additional one-to-one sessions to help them to catch up. Consequently, most apprentices are making good progress and feel suitably prepared for their examinations.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Tutors use effective techniques to check that apprentices remember what they have been taught. They use questioning, set mock tests and mark apprentices' work to assess their knowledge and understanding. They correct apprentices' mistakes and revisit topics when apprentices have gaps in their knowledge. As a result, apprentices develop a secure understanding of these topics. For example, apprentices can accurately recall the importance of following correct procedures when dealing with conflict and difficult situations at work.

Employers value greatly apprentices' contributions at work. They recognise that their apprentices develop in confidence because of their training and complete their work to a higher standard. Some apprentices have gained promotions during their programme to more senior roles, such as senior support worker and trainee team leader. Others have been given additional responsibilities in the workplace, such as leading shifts and writing care plans.

Tutors are suitably qualified and have appropriate industry experience to teach their subjects. They participate in a range of activities to keep up to date with sector developments. For example, tutors read publications from professional bodies such as skills for care and nursing standards to keep informed about recent legislative changes. As a result, tutors teach apprentices up-to-date and detailed knowledge which prepares them well for work in the care sector.

Staff identify accurately the gaps in apprentices' knowledge and skills at the start of their programme. Tutors help apprentices to select topics to study through which they are able to develop substantial new knowledge, skills and behaviours.

Tutors provide apprentices with helpful and detailed feedback on what they do well and what they need to do to improve their work. As a result, apprentices produce good-quality work which is of an appropriate standard for their apprenticeship. For example, level 5 apprentices produce suitably researched work and can clearly articulate their understanding of, for instance, different professional codes, such as the code of conduct for healthcare workers.

Too many apprentices leave before completing their programme. Leaders have taken suitable actions to improve retention. For example, tutors use recorded professional discussions instead of written assignments where appropriate to reduce the assignment burden on apprentices. They have also introduced additional one-to-one sessions in the evenings, on weekends and at night to help apprentices to stay on track. However, it is too soon to see the impact of these actions.

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

Leaders and managers have put in place appropriate safeguarding policies to work with adult apprentices. They carry out robust checks to ensure that staff are safe to teach apprentices who work with vulnerable clients. Tutors teach apprentices how to keep themselves safe from different risks, such as those related to radicalisation and extremism.

Apprentices feel safe and know to whom they can report any concerns, both at the provider and while at work. They trust their tutors, and value the helpful advice that tutors provide on dealing with stress at work. Staff have been proactive in supporting apprentices to develop their resilience, especially in response to the challenges of the COVID-19 pandemic. For instance, they have offered apprentices sessions in mindfulness and meditation.

Leaders ensure that safeguarding is a core component of every apprentice's curriculum. Staff teach apprentices safeguarding knowledge which is specific to their role and to the care sector. For example, they teach apprentices how to recognise the signs of abuse and how to keep their service users safe from harm. Consequently, apprentices know how to ensure the safety and well-being of their clients.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021