

Inspection of Learning and Development Bureau Ltd

Inspection dates: 21 to 23 June 2022

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
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 and Development Bureau (LDB) is an independent learning provider. The company provides the vast majority of its training to the healthcare sector. Prior to gaining approval to deliver levy-funded apprenticeships, Learning and Development Bureau had experience as a private training provider. At the time of this inspection, 134 apprentices were working towards a standards-based apprenticeship. The majority of apprentices study an adult care qualification, with 43 apprentices working towards the level 2 adult care worker, 10 the level 3 lead adult care workers, seven the level 4 lead practitioner in adult care and 30 the level 5 leader in adult care. LDB does not work with any subcontractors.

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

Apprentices are not sufficiently able to practice the skills they have learned in the workplace. Employers are not sufficiently well involved in the apprenticeship. Too often, employers are not present at reviews and so do not know what apprentices have learned and what they will be learning.

Apprentices rightly value the expertise and experience of their tutors and how tutors use real-life examples in their teaching. Apprentices gain the knowledge and skills they need to work in the healthcare sector.

Apprentices have a good understanding of fundamental British values. They correctly recall the values of the rule of law, democracy and treating everyone equally and fairly. They model these values well in the workplace and their interactions with clients and service users.

Tutors do not ensure that apprentices and employers are fully aware of the arrangements for end-point assessment. As a result, some apprentices lack the necessary understanding and knowledge of what they need to know to pass the end-point assessment.

Leaders do not clearly establish what apprentices already know and can do before they start their apprenticeship, which impedes their ability to make rapid progress from the start of their apprenticeship. No apprentices have achieved distinction grades.

Apprentices are not able to make informed decisions about future career choices. Staff do not ensure apprentices benefit from helpful careers advice and guidance or match this to apprentices' aspirations well at the start of, and during, their apprenticeship.

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

Leaders have developed and implemented an effective curriculum where apprentices gain essential care industry skills, knowledge and behaviours. Most apprentices are mature learners returning to education, many with little or no formal qualifications. The curriculum provides progression opportunities from level 2 adult care worker to level 5 leader in adult care for those in senior positions.

Trainers do not develop the English and mathematics skills of apprentices who are not required to study functional skills in a planned and consistent manner. Consequently, not all apprentices receive the support they need to improve their English and mathematics skills in their workplace context.

Leaders and managers have appointed staff who are well qualified and experienced and have appropriate vocational skills to deliver the programmes that they offer. Managers encourage tutors to regularly update their technical knowledge and

teaching skills. Trainers use their skills and expertise well, such as working as qualified nurses or care home managers, to promote apprentices' application of their newly acquired knowledge.

Leaders' procedures for the assurance and improvement of the quality of apprenticeships are not rigorous enough. They do not enable leaders to check the quality of teaching or the relevance of apprentices' off-the-job activities. Leaders and managers do not identify accurately areas for improvement or actions to improve apprentices' experience.

Too much teaching, all of which is online, is not yet good. Trainers are not effective in ensuring all apprentices take part in lessons. Cameras are not used by the tutor or apprentices during sessions. Only a small number of apprentices participate in discussion. Trainers do not monitor the poor punctuality of too many apprentices. This negatively impacts the pace of learning and progress for those who are punctual. Apprentices who are consistently late are not building the key employability skill of punctuality.

Most tutors establish apprentices' starting points and prior knowledge. However, they do not use these well enough to plan individual programmes of learning. Care apprentices who have achieved A-level health and social care and business analyst apprentices who have achieved a master's degree in business administration complete the same programme of study as those who are new to the sector. Consequently, not all apprentices make progress as swiftly as they could.

Trainers use their subject expertise to teach appropriate topics. They structure sessions well and use case studies to bring theory to life. For example, apprentices understand their duty of care to promote the safety and well-being of individuals and prevent them from coming to harm. However, employers do not reinforce learning in the workplace. Consequently, apprentices struggle to retain key information over time.

Apprentices describe how their course has helped them to become more confident in their job roles. As a result, they are able to work independently, supporting clients with increasingly complex needs. For example, apprentices escort their clients to the swimming pool as part of their mobility therapy. Employers report improvements in apprentices' writing skills, which has improved the legibility and quality of reports and handover notes.

Governance is not yet effective. Governors are supportive of leaders. They use their knowledge as educators to support managers and tutors to interpret funding rules and put in place documents such as commitment statements. They do not have sufficient and current knowledge of apprenticeship policy and practice. Governors do not review actions in the quality improvement plan or challenge leaders about the quality of teaching. Consequently, leaders make slow or no progress in implementing changes that improve the quality of apprenticeships.

Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken safeguarding and 'Prevent' duty training. However, the designated safeguarding lead has yet to undertake an appropriate level of training.

Leaders recognise rightly that they need to strengthen further the culture of safeguarding and improve the administrative processes to be effective in the monitoring of staff's recruitment and training so that they can be assured that appropriate safeguarding checks and actions have been taken to safeguard apprentices.

Leaders provide a range of useful information to apprentices to help develop their understanding of safeguarding risks. Apprentices' induction includes training on safeguarding and the types of abuse, which enables them to recognise potential risks to their clients.

What does the provider need to do to improve?

- Trainers should make better use of information about what apprentices know and can do to plan a curriculum that is ambitious for all apprentices and targeted to their individual goals.
- Leaders should ensure sure that employers are sufficiently well involved in the apprenticeship so that they can support apprentices to apply their new learning in the workplace.
- Leaders must make sure that apprentices receive ongoing, impartial careers advice and guidance so that apprentices are fully aware of their options to make choices about their next steps.
- Leaders must ensure that apprentices have access to a well-planned, age-appropriate personal development curriculum, including risks in their local areas and the danger of radicalisation.
- Leaders must develop a clear oversight of the quality of education and take actions that have a positive impact on improving quality, including support for tutors to improve the craft of teaching.
- Leaders must rapidly improve governance arrangements, ensuring that information provided to governors is detailed and focused on holding leaders and managers to account for the quality of education.

Provider details

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Principal/CEO	Dr Joe Obe
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the director of quality and partnership, 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.

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