

Inspection of IC Training Centre Limited

Inspection dates:

27 to 29 July 2022

Overall effectiveness

Inadequate

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| The quality of education | Inadequate |
| Behaviour and attitudes | Requires improvement |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Apprenticeships | Inadequate |
| Overall effectiveness at previous inspection | Not previously inspected |

Information about this provider

IC Training Centre (ICTC) is an independent learning provider based in Redbridge, east London. The provider started offering apprenticeship programmes in May 2020. Most apprentices study towards early years apprenticeship standards at levels 2 and 3. Roughly a quarter of apprentices are studying the level 3 business administrator standard. The remainder is working towards standards in digital marketing, DevOps engineering, care, teaching and customer service.

At the time of this inspection, ICTC was training 68 apprentices. A further four apprentices were on a break in learning.

ICTC also offers courses through a subcontracting arrangement. The subcontracted provision was not in scope at this inspection.

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

Too many apprentices do not receive their full entitlement to training time because their employers do not facilitate this and leaders at ICTC do not adequately enforce it. As a result, apprentices too often do not make good progress.

Too many apprentices miss deadlines, fail to hand in assignments and fall behind with their work. Tutors and managers are not clear with the apprentices about how and when to complete work. Where apprentices do hand work in, tutors do not give them useful enough feedback to guide them enough to produce work of a high enough quality. For example, childcare apprentices do not demonstrate a clear understanding of the theory tutors have taught.

In a few instances, staff do not ensure that apprentices studying early years develop a clear enough understanding of equality as it relates to them as practitioners. Most childcare apprentices develop a clear understanding of fundamental British values as this is taught as part of their course. Tutors do not give enough insight into this topic for business administration apprentices. As a result, too many apprentices do not understand how British values apply to them in their work or home lives.

Apprentices learn the interpersonal skills they need to help them communicate with a range of people at different levels at their work. Apprentices develop professionalism and determination to succeed in their job roles.

Apprentices benefit from the positive relationships staff build with them. Leaders promote a culture where staff make themselves available to apprentices and know them well. Staff provide comprehensive support to apprentices who face any personal or health issues and care about apprentices' well-being.

Apprentices feel safe in learning and at work. For example, early years apprentices are aware of appropriate safeguarding procedures for themselves and the children they care for. Staff support apprentices to challenge any inappropriate safeguarding practices in their places of work.

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

Leaders and managers have struggled to manage staff changes which have been exacerbated by the impact of COVID-19. Leaders have recently recruited a new team to run the apprenticeship programme. While there are many plans in place, staff have not taken action quickly enough to ensure apprentices on all programmes receive high-quality training.

Leaders have not ensured the programme meets the requirement of an apprenticeship. Until recently, staff have not planned the programme well enough for apprentices to achieve their apprenticeships. At the start of the apprenticeship, managers do not ensure there is a clear understanding of the training for apprentices and the commitments required on all sides. Leaders and managers have

not given apprentices sufficient structured teaching for those who need to complete English and mathematics qualifications. Employers have not given these apprentices work time to achieve these qualifications. In early years, apprentices have to resubmit work because what they were initially asked to submit was not aligned with the apprenticeship standard. In their reviews of apprentices' progress, tutors do not record sufficiently the knowledge, skills and behaviours apprentices have and need to develop. Leaders and managers do not monitor apprentices' progress closely or accurately enough. As a result, too many apprentices are not clear about what they need to do to achieve.

Tutors do not always give apprentices the correct information. As a result, too many early years apprentices have gaps in their knowledge relating to language development theory and are unable to apply theory correctly to practice.

Attendance at training sessions is not high enough. Staff do not guide apprentices to catch up on missed work quickly enough. Too many apprentices do not achieve their programmes in the expected timescales.

Leaders offer apprenticeship standards that are in demand in the local area. They work closely with businesses in Redbridge and surrounding boroughs. As a result, employers value the apprenticeship. However, too many do not support apprentices adequately to attend training.

Staff suitably check the knowledge and skills that apprentices already have. As a result, apprentices are on a programme at the correct level. Apprentices work in job roles which are aligned to their programmes, through which they develop sufficient knowledge to achieve highly in external examinations.

Staff do not supply sufficient impartial information, advice and guidance to help apprentices progress to further and higher-level learning. For example, early years apprentices are unclear about what they can do next or how they can achieve their career aspirations. They are unaware of the wide range of job opportunities available to them.

Teaching staff have high levels of industry experience. As a result, they help apprentices apply what they have learned to their workplace settings. However, they do not always have suitable teaching skills to ensure apprentices remember enough of what they are told. For example, apprentices are not clear on the requirements of their final assessments or when these will take place.

Leaders and managers are considerate of the well-being needs of their staff. For example, they ensure tutors have manageable workloads. Staff also offer activities such as a workshop on managing mental health to promote the well-being of apprentices. However, not enough apprentices are aware of the offer or able to attend.

Leaders formed a board of governors who have the knowledge and expertise to provide suitable support and scrutiny to managers. Governors provide appropriate

advice to help leaders make improvements to the quality of their provision. However, leaders do not always share sufficient information with the board. Leaders do not act quickly enough to make suggested improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers implement suitable policies to help keep apprentices safe. The designated safeguarding lead is suitably qualified. They take swift action and work with relevant agencies to offer appropriate support where apprentices need it.

Leaders check new staff are safe to work with young apprentices. They obtain references and carry out Disclosure and Barring Service checks.

Staff raise apprentices' awareness of how to stay safe locally. For example, they inform apprentices of the potential dangers of knife crime and substance misuse. Consequently, apprentices are alert to these risks. However, not enough apprentices understand how to protect themselves from risks related to extremism and radicalisation.

What does the provider need to do to improve?

- Leaders and managers need to ensure that apprentices receive sufficient training time to achieve all of the component parts of their apprenticeship within the expected timescale, including functional skills qualifications.
- Staff need to ensure that employers and apprentices are clear about how apprentices will complete their training and the commitment required from all parties.
- Tutors need to give apprentices clear guidance about what they need to do to improve. They need to ensure that apprentices complete and submit work to planned timescales.
- Tutors need to use techniques which help apprentices commit key information to memory.
- Staff need to ensure apprentices have thorough reviews of apprentices' progress so apprentices and employers know the knowledge, skills and behaviours they have developed and what they need to achieve in their programmes.
- Leaders need to implement their quality improvement plans to ensure consistently high-quality training across all programmes.
- Leaders need to ensure they give governors accurate information about the quality of training and apprentices' progress. They need to act on guidance in a timely manner.
- Leaders need to ensure that staff give all apprentices impartial careers advice and guidance so apprentices are aware of the range of opportunities available to

them.

- Leaders and managers need to improve access for apprentices to personal development opportunities to explore their wider interests.
- Leaders and managers should ensure apprentices gain a thorough understanding of equality.

Provider details

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| Unique reference number | 1270927 |
| Address | Forrest House, 4th floor 16-20 Clements Road Ilford IG1 1BA |
| Contact number | 02033711041 |
| Website | www.ictraining.co.uk/ |
| Principal/CEO | Jayabalan Gukanesan |
| Provider type | Independent learning provider |
| Date of previous inspection | Not previously inspected |
| Main subcontractors | None |

Information about this inspection

The inspection team was assisted by the training and performance manager, 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

| | |
|----------------------------------|-------------------------|
| Rebecca Jennings, lead inspector | Her Majesty's Inspector |
| Rosy Belton | Ofsted Inspector |
| Kanwaljit Dhillon | Ofsted Inspector |

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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

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