

Tempest Management Training

Report following a monitoring visit to a 'requires improvement' provider

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Monitoring visit: main findings

Context and focus of visit

Tempest Management Training Limited (Tempest) was inspected in October 2021. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Tempest has been established for 20 years and provides training in care and management. Tempest began offering apprenticeships directly in 2017. All apprentices study standards-based apprenticeships. At the time of the inspection, there were 77 apprentices. Nineteen study level 2 adult care and 34 study level 3 adult care worker apprenticeships. The remaining apprentices study management or higher-level care apprenticeships.

Themes

What progress have leaders and coaches made in adapting curriculum plans and resources so that apprentices' learning is well planned? Reasonable progress

Since the last inspection, leaders have made several changes to curriculum plans and how apprentices are taught. Apprentices attend monthly workshops that are followed by one-to-ones, reviews, directed work and reflection activities. These activities structure apprentices' training well. Coaches are highly flexible in how and when they teach the curriculum to meet apprentices' needs. For example, coaches offer training sessions to apprentices during their night shifts.

Leaders and coaches structure the curriculum to allow apprentices to spend more time learning the areas they find difficult. For example, apprentices struggle to recognise the range of roles and responsibilities they carry out at work explicitly. They now revisit these themes throughout their studies. This means they can recognise what they do and identify it with appropriate terminology.

Leaders and coaches carefully consider the resources they that use to facilitate apprentices' learning. Materials are suitable and pitched at an appropriate level. They help apprentices extend their knowledge of the topics they cover in the workshops.

Coaches take time to get to know apprentices' roles and what their next steps are. They use this information effectively to adapt learning plans to tailor apprentices' training. For example, apprentices who want to become nurses study additional content that helps them to prepare for this.

What progress have leaders made in developing coaches' skills so that they effectively use assessment to check apprentices understand what they learn? Reasonable progress

Leaders support the professional development of coaches well so that they improve and develop their approaches to assessment. Leaders provide a wide range of support, such as formal training courses and peer support. This helps coaches to develop their skills so that they check apprentices understand what they learn.

Leaders frequently monitor the impact of coaches' development through informal lesson visits. They use the outcomes of the visits to identify any areas coaches can improve. Leaders provide helpful one-to-one support to help them do this.

Coaches use a broad range of assessment methods well. In workshops, they ask probing questions to check apprentices grasp key concepts correctly. In one-to-one sessions, coaches effectively review apprentices' written work. This helps apprentices identify where they can deepen their responses. However, on a few occasions, coaches could challenge apprentices further by setting them more demanding work or asking more challenging questions.

What progress have leaders made in ensuring that apprentices receive their full entitlement to off-the-job training time so they can study and apply what they learn? Reasonable progress

Leaders ensure that employers and apprentices know and understand the expectations for off-the-job training. Employers and apprentices receive clear training plans that state the hours required and how they should be gained. Managers undertake useful visits to new employers to provide additional guidance and set expectations.

Despite this, staffing pressures at most care apprentices' workplaces justifiably take priority. This makes it hard for employers to always provide the time they know apprentices should receive. As a result, and although improved since the last inspection, a few care apprentices still do not receive their full entitlement. The small number of team leader apprentices consistently receive and benefit from their off-the-job training.

Leaders and coaches closely monitor off-the-job training time. Leaders know exactly how much time apprentices receive. They take swift action to raise concerns with employers and there are sensible plans in place to support apprentices to get the time they need soon. Leaders cease working with employers if they are wilfully not meeting requirements.

Care apprentices attend valuable and relevant training with their coach in their off-the-job training time. They undertake tasks that help them develop their knowledge and skills in the workplace. For example, they shadow experienced colleagues giving personal care, and develop their communication skills by instructing student nurses.

What progress have leaders made in implementing strategies to improve the retention of apprentices and their final assessment grades?

Reasonable progress

Leaders have introduced a range of sensible strategies to improve retention since the last inspection. However, despite these strategies, retention remains low for care apprentices. In almost all cases, the reason apprentices leave their studies relates to the well-known pressures on the workforce in the care sector.

Leaders closely analyse the reasons why care apprentices leave their apprenticeship. They know that apprentices mostly leave domiciliary carer roles. As a result, leaders are in the process of adjusting the training available to this sector. Additionally, leaders have further strengthened their approach to how they work with employers prior to enrolling apprentices. It is too soon for inspectors to judge the impact these changes may have.

Leaders ensure that there is a strong focus on the final assessment requirements early in apprentices' studies. During induction, apprentices learn about what the assessment entails. Coaches explain the different components and share relevant examples with them. This gives apprentices a sound grasp of what to expect early in their training.

In training, coaches use assessment tasks that mimic the final assessment tasks. Coaches help apprentices develop their reflection skills and become more articulate in discussions. As a result, apprentices achieve well and very few apprentices fail or require a resit. Around a third of apprentices achieve a merit or distinction grade.

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