

# Learning for Futures Ltd

Monitoring visit report

---

**Unique reference number:** 2654119

**Name of lead inspector:** Emma Woods, His Majesty's Inspector

**Inspection dates:** 3 and 4 November 2022

**Type of provider:** Independent learning provider

**Address:** 22 St Georges Way  
Leicester  
LE1 1SH

## 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.

Learning for Futures Ltd trades as Wise Origin College. They have been a provider since 2006, mainly as a subcontracting partner to other organisations. In 2020, they gained a contract to offer traineeships and in June 2022 started to offer standards-based apprenticeships. There are 17 apprentices who are all in the first three months of their course. They study level 3 customer service, digital marketing, early years educator or business administration apprenticeships. On traineeships, 15 learners study a six-week college certificated course. Training takes place in the workplace or at the training centre in Leicester.

### Themes

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

#### **Reasonable progress**

Leaders offer traineeships and apprenticeships to meet the needs of hard-to-reach learners in the local area. This supports them to gain employment. Leaders collaborate successfully with several community partners, local colleges, religious groups and local authorities to promote the courses and opportunities they offer.

Leaders recruit learners and apprentices to appropriate courses. They are yet to ensure that tutors assess apprentices' existing knowledge, skills and behaviours in enough detail. Tutors complete a professional discussion at the start of apprentices' studies but it is not recorded anywhere. As a result, tutors cannot systematically use this to review apprentices' progress. Leaders are in the process of implementing a new approach, but it is too soon to judge the impact this will have.

Leaders ensure that learners receive supportive careers guidance. This helps them to consider what their next steps are and apply for apprenticeships or further study.

Leaders recruit tutors with appropriate vocational knowledge and experience. All tutors have at least an introductory level teaching or training qualification. Leaders

have plans to support tutors to study higher-level teaching qualifications to develop their skills.

Leaders' and managers' quality assurance processes are in their infancy. They understand the strengths and weaknesses of their courses but do not always resolve the issues they identify quickly enough. Leaders carefully monitor the destinations of their traineeship learners and use this information to adjust the curriculum to meet learners' needs.

Leaders and managers rely on external consultation and informal advice for governance. They recognise the benefits of having a formal governance board and have plans to put this in place.

**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**

Most apprentices develop new knowledge, skills and behaviours. Apprentices start to make valuable contributions at work quickly. For example, customer service apprentices confidently have difficult conversations with challenging customers.

Leaders have suitable arrangements in place to assess apprentices' English and mathematical skills. Tutors use the outcomes of the assessments to plan apprentices' learning in these subjects.

Apprentices attend short monthly training sessions with their tutors. Tutors set appropriate workbooks, research tasks and activities for apprentices to complete in-between the sessions. Apprentices receive additional helpful one-to-one guidance when they ask for it. However, this approach relies too much on apprentices studying independently. A few apprentices are unable to recall information in sufficient detail and they need more guidance to understand difficult topics.

Tutors have started to consider how they sequence the curriculum beyond the qualification specification. For example, early years tutors incorporate themes for a longitudinal study throughout the course. This helps apprentices build up to this large project. A few tutors do not break down the content of topics into manageable enough chunks for apprentices. This means apprentices can become overwhelmed with what they need to learn.

Apprentices receive sufficient off-the-job training time. Business and digital marketing apprentices use the time to complete relevant activities and research that their tutor has set for them. Early years apprentices benefit from valuable opportunities to visit other sections of the nursery or complete additional training.

Apprentices have a suitable understanding of their final assessments for the point they are at in their studies. They know the grades they can achieve, and the

standard of work required. No apprentices have undertaken their final assessments yet.

**What progress have leaders and managers made in ensuring that learners benefit from high-quality traineeships that prepare them well for their intended job role, career aims and/or personal goals? Reasonable progress**

Managers and tutors plan the content of the six-week traineeship curriculum in detail so that learners build their knowledge and skills over this short time. For example, learners first learn how to recognise their own strengths and write a curriculum vitae before practising interview techniques. As a result, learners quickly gain knowledge and skills that help them apply for work experience and employment.

Tutors use questioning well in sessions to assess learners' understanding. They ask learners to justify their answers and explain clearly why they think something is the case. For example, in health and safety lessons, learners explain in detail why something is a high-risk hazard and not a low-risk hazard.

Learners complete an assessment of their English and mathematics skills at the start of their course. Tutors use the outcomes of these assessments to plan learners' studies. They focus on developing learners' skills in the areas they most need support with. This is effective given the short duration of the traineeship course.

Tutors adapt resources and activities to match the industry that learners want to progress to. This helps them to prepare for interviews and what to expect at work well. For example, if they want to work in hairdressing, mock interview tasks contain activities that relate to this industry.

Tutors are adaptable and flexible with traineeship start dates. Groups often have learners that are at different stages in their studies. Tutors work hard to manage this, but it creates too many priorities in the class and slows a few learners' progress.

Learners complete high-quality and relevant work placements. This prepares them well for their next steps. Learners achieve their courses and almost all progress into employment.

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

Leaders and managers create a safe environment. Apprentices and learners are happy to raise any concerns or request support. Tutors undertake risk assessments with employers to ensure learners who complete work experience are in a safe environment.

Tutors give learners and apprentices a basic introduction to safeguarding, the risks of radicalisation and British values. However, tutors do not have a clear plan to revisit these topics to broaden their understanding.

Staff complete relevant training in safeguarding and managers provide a programme of annual updates. The designated safeguarding lead is suitably qualified. To date, there have been no safeguarding cases reported; there is a clear process for staff to follow should there be any.

Managers meet the requirements for safer recruitment. However, they have made commitments in their policy that they do not always meet. For example, independent reviewers are said to undertake checks on the single central record but this is yet to happen.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022