

ODT Training Professionals Limited

Monitoring visit report

Unique reference number: 2701039

Name of lead inspector: Lynda Brown, His Majesty's Inspector

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Type of provider: Independent learning provider

Address: 3 Nelson Close
Tangmere
Chichester
West Sussex
PO20 2FW

Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded 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.

ODT Training Professionals Limited is a small independent training provider based in Chichester, West Sussex. At the time of the New Provider Monitoring Visit there were five apprentices enrolled on apprenticeship standards. One apprentice was on a break in learning. Apprentices were studying level 3 adult care worker and level 5 leader in adult care. One apprentice was studying English and mathematics functional skills at level 2. At the time of the monitoring visit, there was one member of staff employed within the organisation who was the leader and the tutor.

Themes

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

Insufficient progress

The leader has carefully considered the curriculum that they offer to meet the training needs of local and regional adult care employers. They have chosen to start the provision with a small number of apprentices and to expand gradually to secure quality growth.

Although the leader has a sound understanding of the components of apprenticeships, in practice these are not applied or monitored rigorously enough. As a result, the principles and requirements of an apprenticeship are not followed. The leader has put in place commitment statements, but these are not checked thoroughly for accuracy. The leader does not ensure that completed commitment statements are signed by all parties.

The leader does not ensure that they identify swiftly and accurately those apprentices who are required to study English and mathematics. The leader has not worked sufficiently well with employers to ensure that apprentices receive the planned time away from work to complete their studies and apprenticeship-related activities. Too many apprentices are required to cover for colleagues or work

additional shifts. The leader is aware of this, but they do not take appropriate actions to rectify the issue swiftly. As a result, too many apprentices make slow progress.

The leader does not have a detailed understanding of the strengths and weaknesses of the provision. They have completed an improvement plan, but they have not monitored their progress against targets or updated the plan so that it reflects the current position of the organisation. As a result, the leader's actions to rectify weaknesses are too slow and the quality of the provision remains poor. The leader has not implemented appropriate governance arrangements to provide rigorous support and challenge.

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

The tutor does not assess the skills and knowledge of apprentices thoroughly at the start of their programmes. A very small proportion of apprentices have been transferred from other providers. In these instances, the tutor and employers focus on apprentices completing the qualification and do not focus sufficiently on the development of apprentices' new knowledge and skills.

The tutor does not ensure that they receive evidence of apprentices' qualifications in English and mathematics swiftly enough at the start of the programme. As a result, apprentices who require English and mathematics qualifications do not begin to study them early enough in their programme. The tutor assesses apprentices' English and mathematics skills at the start of their course, but they do not use this knowledge to develop apprentices' skills in these subjects.

The tutor does not maintain accurate records of apprentices' work. They do not ensure that the dates work is set or submitted are accurately recorded. The tutor does not track apprentices' completed and marked work accurately. As a result, the tutor does not have a good understanding of the progress that apprentices are making or how well they are developing new knowledge and skills. Too frequently, the tutor is not able to locate work that has been submitted.

The standard of apprentices' work at level 5 is too low. The tutor does not support apprentices to evaluate or analyse information or ensure that they apply their work to the settings in which they are employed. The tutor does not develop apprentices' higher-level study skills. For example, they do not ensure that apprentices use referencing appropriately in their assignments. The tutor does not provide apprentices with detailed and useful feedback on their work. As a result, apprentices do not know what they do well or what they need to do to improve.

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

The leader has a sufficient understanding of safeguarding requirements and keeping apprentices safe. They have a recent safeguarding qualification at an appropriate level. The leader has established a range of policies and procedures; however, these are not contextualised sufficiently well to the organisation and are not routinely reviewed.

The designated safeguarding lead has a basic understanding of their responsibilities. However, they have not participated in relevant training to ensure that they have a full understanding of their obligations.

The leader has not put procedures in place to establish a thorough and consistent approach to the safe recruitment of staff. At the time of the visit the leader had not recruited any staff to the organisation. There were no vulnerable apprentices or any under the age of 19.

Apprentices feel safe in the organisation, they know who to report any concerns to. Apprentices have a good understanding of safeguarding from their work roles within adult care settings.

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Piccadilly Gate
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Manchester
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