

# Care First Training Limited

Reinspection monitoring visit report

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<b>Unique reference number:</b>	58852
<b>Name of lead inspector:</b>	Robert Bamford, His Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
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## Monitoring visit: main findings

### Context and focus of visit

This is the first reinspection monitoring visit to Care First Training Limited following the publication of the inspection report on 22 September 2022 which found the provider to be inadequate overall.

Care First Training Limited is a national independent learning provider with 402 adult learners studying care and health adult learning programmes funded by the Greater London Authority. The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in actioning the main area for improvement related to adult learning programmes. Care First Training Limited is no longer funded for apprenticeships as these courses were found to be inadequate at the previous inspection.

### Themes

**What progress have leaders and managers made to ensure that trainers provide effective ongoing careers advice and guidance to enable adult learners to understand the career opportunities available to them?**

**Reasonable progress**

Leaders prioritised the actions required to improve the ongoing careers advice and guidance and how this will be achieved in an effective manner. Since the inspection in June 2022, leaders have created a detailed quality improvement action plan. Leaders have ensured that the progress towards each action is closely monitored and impactful.

Leaders and managers have implemented an appropriate careers advice and guidance curriculum. This supports learners to consider the options available to them. Leaders have established frequent opportunities for tutors to have careers conversations. Leaders monitor the quality of these interactions effectively. They provide appropriate training to tutors to improve their support for learners in providing effective information, advice and guidance.

Tutors meet with learners to consider suitable career options learners can aspire to in the health and care sector. Tutors explain clearly what learners need to do to successfully access these opportunities in the future. For example, tutors discuss with learners about higher-level programmes, such as the level 4 lead practitioner. They explain the different routes learners can study to become a specialist in areas such as oral care, diabetes and dementia.

Tutors discuss effectively any potential further training that learners can pursue and aspire to. For example, they link curriculum topics such as moving and handling clients to what further studies learners can progress to in order to deepen their understanding.

A minority of tutors do not consistently highlight to learners the transferable knowledge and skills they are learning. This limits learners' ability to consider careers wider than the care sector. Leaders have taken action to rectify these inconsistencies. They have implemented appropriate quality assurance procedures to provide the oversight they need. This has supported leaders to make effective interventions and improve the appropriateness of these discussions.

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