

Inspection of Universal Vibes Limited

Inspection dates:

8 to 10 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Universal Vibes Limited (Universal Vibes) is an independent learning provider based in East London. Care Trainings is the trading name for Universal Vibes.

Universal Vibes offers adult care standards-based apprenticeships at level 2, level 3 and level 5. Training takes place online, face-to-face in small groups or in the workplace.

At the time of the inspection, there were eight apprentices studying level 2 adult care worker, 11 studying level 3 lead adult care worker and 17 studying level 5 leader in adult care. The majority of apprentices are based within East London.

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

A high proportion of apprentices achieve their learning goals and are prepared well for their final assessments. However, a significant minority do not achieve the apprenticeship within the planned time. This is because leaders have been too slow to identify and implement support for apprentices who fall behind, particularly those apprentices who were severely impacted by COVID-19.

Apprentices have good opportunities to study topics that relate to their specific care roles. Tutors work well with apprentices and employers at the start of programmes to select appropriate optional units for each apprentice. For example, apprentices who work with clients who have mental health needs study a unit on this topic, so that they learn how to care for these clients.

Apprentices have positive attitudes and demonstrate a good level of commitment to their studies. They enjoy their apprenticeship. Tutors have high expectations of apprentices' behaviour. They give clear instructions for apprentices' conduct in lessons. Apprentices are punctual and respectful to their peers.

Apprentices have limited opportunities to develop their talents and interests outside of their core curriculum. This is because leaders have only very recently introduced a calendar of events that apprentices can take part in, such as meditation. These events have not been communicated to apprentices effectively. This means that too many apprentices are unaware of these opportunities, so miss out on events that may interest them.

Apprentices feel safe in learning and when at work. They know the correct procedures to follow if they need support to safeguard themselves and others. They feel confident that staff will take effective action. For example, level 2 apprentices have good knowledge of the procedures to follow in an emergency when they work alone in clients' houses.

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

Leaders do not have good enough oversight of the quality of education and training that apprentices receive. Until very recently, leaders had few quality assurance processes that allow them to gain sufficient oversight and scrutiny of the provision. This has meant they have not been able to take action to improve the weaknesses. Leaders have very recently put in place a suitable improvement plan to guide their improvement work. However, it is too soon to see the impact of their actions.

Leaders have very recently introduced a governing board to provide strategic oversight and scrutiny of the provision. Board members bring a suitable range of expertise and knowledge within the further education and skills sector to their roles. It is too soon to judge the effectiveness of the board as it is still in its infancy.

Leaders, managers and tutors work well with employers to plan training opportunities for apprentices in and out of the workplace. This means employers provide valuable learning and development opportunities for apprentices when they are at work. For example, level 2 apprentices receive additional training in emergency life support, administering medication and manual handling. This enhances the knowledge and skills that apprentices learn.

Tutors identify well the skills that apprentices have at the start of the programme. However, tutors do not identify well enough the knowledge and behaviours apprentices start with. Tutors do not plan specific learning and development opportunities for apprentices based on their individual needs. As a result, apprentices do not benefit from a challenging programme which enables them to make significant progress.

Tutors do not provide apprentices with detailed feedback about their progress that is helpful or developmental. They do not identify well enough what apprentices need to improve. As a result, apprentices do not know how to improve their written and practical work, or how to avoid making the same spelling, punctuation and grammar mistakes in their written work.

Leaders do not provide sufficient development and training opportunities for tutors so that they can improve their teaching and assessing skills. This negatively impacts on the quality of education and training that apprentices receive. For example, during lessons, tutors do not effectively check apprentices' understanding. Tutors are therefore not aware of what apprentices can remember or understand and do not adjust the teaching of content accordingly.

Tutors are experienced and well qualified within the care sector. They use their expertise to provide helpful careers advice and guidance to apprentices throughout their programme. Apprentices are aware of the options available to them once they complete their studies. For example, level 2 apprentices who aspire to have a career in nursing are clear about what they need to study before they can become a registered nurse.

Leaders make sure that tutors teach apprentices a well-planned and coherent personal development curriculum. Leaders and managers have recently introduced topical conversations that they expect tutors to teach. Topics include forced marriage, healthy eating and domestic violence. However, as this is a recent introduction, too few apprentices recall being taught these topics or have not yet been taught them.

Tutors teach apprentices well about fundamental British values. They contextualise topics so that they are relevant to adult care. For example, tutors on the level 5 leader in adult care programme teach apprentices about changes to laws and acts within adult care. As a result, apprentices understand the most recent legislation and how this affects them at work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and tutors ensure that apprentices and employers have a sound understanding of the dangers of radicalisation and extremist ideology. Leaders provide training events for apprentices and employers about the 'Prevent' duty in the care sector. As a result, apprentices and employers have a good awareness of how to keep themselves and their clients safe from radicalisation and extremism. Employers value this training highly.

Leaders and managers have suitably trained staff in place to provide helpful support and guidance to apprentices. Designated safeguarding leads and mental health first aiders signpost apprentices to external agencies for support. This includes support services at local authorities and charities who provide advice and support on a range of issues, such as housing.

Leaders and managers have thorough processes in place to recruit new staff. This includes criminal record and background checks. This means that they recruit staff who are suitable to work with apprentices.

What does the provider need to do to improve?

- Leaders must ensure that they have suitable quality assurance processes that enable them to take swift action to identify and improve weaknesses.
- Leaders must make sure that they know when apprentices have fallen behind. They should provide effective support so that apprentices catch up, and so that a higher proportion achieve their learning goals within the planned time.
- Leaders must ensure that they provide opportunities for tutors to develop their teaching skills and enable them to provide feedback to apprentices that helps them improve their work.
- Leaders must provide opportunities for apprentices to participate in activities beyond the core curriculum in order to develop their wider interests and develop good knowledge on topics that may have an impact on their lives.

Provider details

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| Contact number | 020 3929 2013 |
| Website | www.caretrainings.com |
| Principal, CEO or equivalent | Vishnu Appadu |
| Provider type | Independent learning provider |
| Date of previous inspection | Not previously inspected |
| Main subcontractors | Not applicable |

Information about this inspection

The inspection team was assisted by the quality 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

Joanna Walters, lead inspector

His Majesty's Inspector

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His Majesty's Inspector

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