

Inspection of Rewards Training Recruitment Consultancy Limited

Inspection dates:

22 to 25 August 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

Rewards Training and Recruitment Consultancy Limited (Rewards) is a national independent learning provider based in Crawley. It last received a full inspection in 2014, when it was judged to be good. A short inspection in December 2017 found that the provider continued to be good.

At the time of inspection, there were approximately 460 apprentices, including approximately 50 below the age of 19. There were approximately 175 on programmes from level 2 to 4 in health and social care, 105 apprentices on level 4 and 6 conveyancing apprenticeships, 25 apprentices on level 2 and 3 hairdressing and beauty courses, and a further 20 on level 2 to 4 hospitality programmes. The remainder were mainly on business and management programmes at levels 2 to 6.

Rewards works with two subcontractors. Partners 4 Training Ltd provides hairdressing and barbering apprenticeships, and Professional Vocational Training Ltd provides conveyancing and legal apprenticeships.

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

Apprentices enjoy calm and welcoming online learning environments led by supportive and friendly trainers. Apprentices express their views confidently and reflect on their learning well. They value the support they receive from their trainers, and so most apprentices are very motivated to learn.

Most apprentices rightly recognise and value the substantial new knowledge, skills and behaviours they gain through their apprenticeship. For example, level 2 adult care worker apprentices learn how to apply a person-centred approach, ensuring the client feels that their care is the apprentice's main priority. Most apprentices apply what they learn during their apprenticeship in their job roles effectively.

Apprentices at the provider, and at subcontractors, do not benefit from a consistent or structured programme of careers advice and guidance. As a result, apprentices are not fully informed of the longer-term career options and progression routes available to them on completion of their apprenticeship.

Apprentices feel safe; they benefit from a thorough induction into safeguarding, health and safety and safe working practices. They know who to speak to in the workplace and in their learning environment if they have a concern about themselves or a peer. However, too many apprentices do not have a secure understanding of the local risks of radicalisation and extremism. As a result, they are not able to identify the potential risks or know what action to take.

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

Leaders have not acted quickly enough to ensure employer commitment to apprentices' learning. Too many employers do not attend reviews or give apprentices their entitled time for off-the-job training. As a result, too many apprentices still do not remain in learning and so do not complete their apprenticeships successfully. While leaders have recently implemented sensible plans to improve these issues, it is too early to see the full impact of these actions.

Leaders have not put in place a suitably structured and broad curriculum to help apprentices develop their skills, knowledge and behaviour beyond the apprenticeship. Too many trainers do not review or discuss topics, such as staying mentally and physically healthy, adequately with apprentices. Younger apprentices do not learn about healthy relationships and therefore have little knowledge about recognising and challenging controlling or abusive behaviours. As a result, most apprentices, including those at subcontractors, have limited opportunities to develop their understanding of essential personal development topics.

Leaders have ensured that the curriculum meets most principles and requirements of an apprenticeship appropriately. Staff carefully discuss programme content with employers prior to preparing individual training plans for apprentices. Staff use

documentation effectively to confirm that all parties understand their responsibilities adequately. Where apprentices have recognised prior learning or knowledge, most staff adjust the programme accordingly to meet the conditions of funding.

Leaders work closely with networking groups and employers and consequently have a close understanding of local and regional business need. They use this understanding effectively to plan the curriculum. For example, leaders and managers worked with a large hospital trust to select additional qualifications, enabling apprentices to develop the key leadership and management skills needed to progress in their organisation. As a result, leaders have created a curriculum with a clear intent to prepare apprentices with the knowledge, skills and behaviours needed by employers to fulfil a variety of roles.

Staff adapt programmes successfully to meet the needs of apprentices, including those with additional learning needs. For example, trainers on the level 4 conveyancing technician apprenticeship adapt the practical examples they use to reflect the residential or commercial settings of their apprentices. Trainers provide additional support and arrange extra time for final tests for those with additional needs. As a result, most apprentices who remain in learning, including those with additional learning support needs, participate fully in their studies. Those who complete their apprenticeship develop relevant skills and pass their final assessments, often with high grades.

Most trainers explain key concepts clearly in their teaching. They use engaging resources, demonstrate theory in practice helpfully and refer to legislation appropriately to help apprentices learn. For example, trainers share useful examples to explain the relevance of health and safety law in care settings for level 3 lead adult care worker apprentices. As a result, most apprentices learn new skills and knowledge that they can apply successfully in the workplace.

Most trainers check apprentices' understanding carefully. They use assessment to identify where apprentices need further learning or support, which trainers then provide successfully. For example, trainers on the level 5 operations or departmental manager help apprentices to identify and resolve gaps in their knowledge through careful questioning. As a result, apprentices become increasingly more skilful and useful in their workplaces.

Leaders focus strongly on staff training, well-being and engagement. They support staff to be appropriately qualified and skilled. Where trainers do not have teaching qualifications, the provider supports them to achieve these. Leaders seek and include staff views proactively on projects such as developing new mission and values for the organisation. Consequently, motivated trainers support most apprentices well to acquire industry-standard skills and knowledge successfully.

Leaders have a clear understanding of the strengths and weaknesses of their own provision and of that of their subcontractors through clear reporting. For example, they have implemented an action plan, which has successfully reduced the number of apprentices leaving prior to completion of their final tests. As a result, they have

rightly implemented action plans to address most identified weaknesses. However, they rightly recognise there are areas where they still need to put in place appropriate plans.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that employers attend review meetings with apprentices and trainers and give apprentices sufficient study time at work so they can remain in learning, complete their programmes in a timely manner and achieve well.
- Ensure that apprentices, including those at subcontractors, have access to sufficient careers information, advice and guidance so they are prepared fully for their next steps.
- Establish a wider personal development curriculum that develops the knowledge, skills and interests of all apprentices, including those at the subcontractors, beyond the technical, vocational and academic content of their apprenticeships.
- Ensure that all learners and apprentices have a secure understanding of the risks of radicalisation and extremism so that they are aware of local risks and know how to keep themselves safe from them.

Provider details

Unique reference number	54113
Address	The Pinnacle Station Way Crawley RH10 1JH
Contact number	01293562651
Website	www.rewardstraining.co.uk
Managing Director	Mike Ward
Provider type	Independent Learning Provider
Date of previous inspection	4 August 2014
Main subcontractors	Partners 4 Training Ltd, Professional Vocational Training Ltd

Information about this inspection

The inspection team was assisted by the director of training, 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

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