

# The Care Learning Centre (Isle of Wight) Limited

Report following a monitoring visit to a 'requires improvement' provider

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| <b>Unique reference number:</b> | 51002  |
| <b>Name of lead inspector:</b>  | Emma Leavey, His Majesty's Inspector   |
| <b>Inspection dates:</b>        | 4 and 5 June 2024  |
| <b>Type of provider:</b>        | Independent learning provider  |
| <b>Address:</b>                 | The Courtyard<br>Monks Brook<br>St Cross Business Park<br>Newport<br>Isle of Wight<br>PO30 5BF |

## Monitoring visit: main findings

### Context and focus of visit

The Care Learning Centre (Isle of Wight) Limited was inspected in March 2023. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

The Care Learning Centre (Isle of Wight) Limited is a national training provider for apprentices working in health and social care, business administration and management. At the time of the monitoring visit, there were 280 apprentices studying standards-based programmes. Of these, 58 were studying level 2 adult care worker, 98 were studying level 3 lead adult care worker, 34 were studying level 4 lead practitioner in adult care and 75 were studying level 5 leader in adult care. The remaining apprentices were studying level 5 operations and departmental manager, level 3 team leader or supervisor and level 2 business administration.

The Care Learning Centre (Isle of Wight) Limited does not work with any sub-contractors.

### Themes

#### **How much progress have leaders and managers made to plan the curriculum so that employers and trainers understand the progress that apprentices make and have time to teach the required elements? Insufficient progress**

Since the previous inspection, despite increasing the number of teaching sessions, leaders have not taken sufficient action to reduce the number of apprentices who are passed their completion dates. Too many apprentices are very behind in their studies, including some who have started more recently.

Leaders and managers do not have effective systems to identify apprentices' progress. Trainers do not help apprentices who are behind to clearly understand what they need to do to catch up. They do not ensure that employers understand their roles in supporting apprentices. Leaders do not provide employers with sufficiently detailed feedback on apprentices' progress or the knowledge and skills they need to develop. Consequently, employers are unable to support apprentices.

**How much progress have managers and trainers made in ensuring that apprentices with special educational needs and/or disabilities develop new knowledge, skills and behaviours quickly and securely?**

**Reasonable progress**

Since the previous inspection, leaders now provide useful training for staff in understanding learning difficulties such as dyslexia, dyspraxia and mental health first aid. They have increased opportunities for training staff to work together to develop strategies and resources to support apprentices with special educational needs and/or disabilities (SEND). As a result, most training advisers understand apprentices' needs and how to support them. Leaders have sensible plans to continue to train staff, particularly in their knowledge and skills to support apprentices with neurodiversity.

Apprentices with SEND rightly feel well supported. Training staff collaborate with apprentices to use a range of appropriate tools and activities that help apprentices to access learning and remain engaged. For example, they provide resources on coloured paper and make effective use of tools such as 'read aloud' digital pens. As a result, outcomes for apprentices with SEND have improved.

**How much progress have leaders and managers made in providing apprentices with an age-appropriate personal development programme to support their needs and explore opportunities available to them?**

**Insufficient progress**

While leaders have developed training and opportunities to cover topics such as physical and mental health, finance and keeping safe, too few apprentices attend or understand the purpose of these sessions. Leaders have not made sure that all training advisers provide a consistent curriculum of personal development topics. Training advisers do not tailor training so that it is age appropriate and meaningful for individual apprentices.

**How much progress have leaders and managers made to ensure that all apprentices are supported to improve their English and mathematics skills continually?**

**Insufficient progress**

Too many apprentices do attend English and mathematics sessions well enough and so do not make sufficient progress in their functional skills qualifications. Staff use a limited range of teaching, learning and assessment methods to engage apprentices in these subjects. They often rush teaching, combining both subjects in a limited amount of time. Consequently, many apprentices fall significantly behind their planned end dates.

Leaders and managers do not have sufficient oversight of apprentices' progress towards their functional skills qualifications. Consequently, they do not take effective action to make sure that apprentices complete their qualifications promptly.

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Piccadilly Gate  
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Manchester  
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