

# Catalyst Learning and Development Limited

Monitoring visit report

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**Unique reference number:** 1278617

**Name of lead inspector:** Jon Bowman HMI

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as the provider was judged to have made insufficient progress in ensuring that effective safeguarding arrangements were in place for apprentices at the first monitoring visit on 6–7 February 2019.

Catalyst Learning and Development Limited is a private training provider that was established in 1988, specialising in commercial programmes in leadership and management. Catalyst gained a contract to provide apprenticeships and started training in September 2017. The company is based in Enfield and works with levy-paying employers across London. This is the first time that Catalyst has been involved with apprenticeship training.

Currently, 135 apprentices are on apprenticeship programmes. The majority follow team leader/supervisory and operations and departmental manager standards at levels 3 and 5, with smaller numbers on the recruitment consultant standard at level 3. All apprentices are over the age of 18 years.

### Themes

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

Leaders and managers have worked hard in the short space of time since the previous monitoring visit to develop a positive safeguarding culture. They have reviewed and updated their safeguarding policies and procedures. As a result, there are clear routes for coaches to follow should they be concerned about the welfare of apprentices, including who to contact out of office hours. Apprentices know who to turn to should they have a concern about their, or others', welfare.

Leaders and managers have developed a 'Prevent' duty action plan and now ensure that safeguarding, the 'Prevent' duty and the promotion of British values are regularly discussed with apprentices. They ensure that these discussions take place within the context of apprentices' job roles. Consequently, apprentices understand how, for example, changes in behaviour within their team or by their peers could indicate a safeguarding concern, such as radicalisation or abuse. Through discussing issues such as respect and tolerance, apprentices consider how these relate to their own conduct in their role as managers.

Leaders and managers have reviewed the resources they use to develop apprentices' understanding of safeguarding. For example, they have new online resources to support apprentices who are parents in order to develop their awareness of online grooming and how to keep their children safe online. Apprentices now have access to online 'Prevent' duty training, which a few have completed and found useful.

Leaders and managers have undertaken a full assessment of existing staff suitability for their role and have completed Disclosure and Barring Service checks for the small number of staff who did not have these in place. They have in place pre-employment checks to ensure that any new staff are suitable for their role.

Coaches and managers are dealing with any safeguarding concerns that apprentices have, such as mental health issues and struggling to complete tasks in a timely way due to personal circumstances. In the cases looked at, managers were liaising well with employers and apprentices to support them during their training.

Leaders and managers are developing well the culture within which learning takes place. Apprentices find the coaches, leaders and managers to be very approachable and benefit from the caring environment that they create.

Leaders and managers do not record the low-level safeguarding concerns which they and coaches routinely deal with. This inhibits them in identifying any safeguarding themes that exist and subsequent training from which staff might benefit.

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