

# Manatec Limited

Monitoring visit report

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**Unique reference number:** 1278572

**Name of lead inspector:** Steve Hunsley, HMI

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**Type of provider:** Independent learning provider

**Address:** The Innovation Centre  
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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 (ESFA) and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Manatec was formed in 1983 and is based in Grimsby. It began offering employer and levy-funded apprenticeships in May 2017. The range of programmes includes standards-based apprenticeships for adult care workers, customer service practitioners and team leader/supervisors, and a small number of framework apprenticeships in health and social care leadership and business administration. Manatec currently has around 550 apprentices. Just over a third of them follow programmes at level 2. Almost all apprentices are above 19 years of age. Manatec delivers all its provision in care home settings.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Insufficient progress**

Leaders and managers have not ensured that the apprenticeships they offer meet the requirements of apprentices or of their employers. A high proportion of apprentices have a poor learning experience, do not gain new knowledge, skills or behaviours or are unaware that they are completing an apprenticeship programme.

Too many apprentices and their employers are unsure about the requirements and principles of an apprenticeship. Leaders do not ensure that learning consultants plan all elements of an apprenticeship well enough. Employers are not routinely involved and, consequently, too many apprentices do not receive their entitlement to off-the-job training. This means that, for too many apprentices, the provider does not meet the principles of an apprenticeship.

While leaders and managers have determined a number of strengths and weaknesses as part of their evaluation and self-assessment, they underestimate the severity of many of the weaknesses. Consequently, they have been too slow to ensure that employers and apprentices have good information about the programmes offered and the quality of the training that apprentices receive.

Leaders do not have a strong enough relationship with employers. Most employers and their staff do not participate in the planning of apprentices' programmes or in reviewing the progress that apprentices make. Too many employers do not have a good enough understanding of an apprenticeship programme and the elements involved. Managers and learning consultants do not take effective action to overcome employers' lack of involvement when visiting apprentices. Consequently, employers' insufficient support for their apprentices persists.

Leaders, managers and employers do not ensure that all apprentices are suitable for an apprenticeship. In many settings, apprentices already have the skills, knowledge and behaviours expected in their job roles, or are existing members of staff. Careers advice and guidance are minimal. Many apprentices and employers seek only the mandatory qualifications that employees need to work in the care sector.

Learning consultants are well qualified for, and experienced in, the care sector. Employers value their positive relationships with Manatec's learning consultants.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?      Insufficient progress**

Leaders, managers and learning consultants have not worked effectively with employers to put in place relevant training programmes for apprentices. They do not ensure that apprentices receive their entitlement to off-the-job training. Most apprentices are unaware of this entitlement, and almost all of them complete their training in their own time. Too often, employers do not permit apprentices to complete their training while at work, because of high workloads or shift work. The exceptions are when learning consultants visit or when apprentices take additional qualifications, such as manual handling and epilepsy awareness training. Consequently, too many apprentices make slow progress towards completing the expected outcomes of their apprenticeship.

Most apprentices are unaware of how they will be assessed at the end of their programmes. Managers and learning consultants do not monitor or evaluate apprentices' progress well enough. Learning consultants do not use information about apprentices' starting points or their prior knowledge. As a result, they do not plan and set meaningful milestones for apprentices that meet their individual needs or the requirements of their job roles.

Managers have been slow to take the required actions to improve the performance of learning consultants. They have introduced an appropriate quality assurance process that includes observations of teaching and learning. However, the process is limited to the evaluation of assessment practice. Managers do not effectively evaluate the quality of teaching and learning. They fail to identify any specific actions

to help learning consultants improve their craft of teaching or improve their coaching skills. Consequently, managers' actions to improve the quality of the provision do not have sufficient impact on the progress that apprentices make or on the quality of training that they receive.

Too few apprentices improve their English and mathematical skills beyond the minimum requirements of the apprenticeship. Learning consultants do provide effective support or ensure that apprentices study the appropriate level of English and mathematics to comply with the apprenticeship standards.

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

Leaders and managers have ensured that effective safeguarding arrangements are in place. Managers and staff are suitably qualified and partake in regular updating and mandatory training. Staff follow procedures well and use them effectively whenever there is a need.

Apprentices feel safe and are safe in their workplace, and they demonstrate an effective understanding of safeguarding practices. They know how to report any concerns and to whom they should report them. Learning consultants make effective checks on apprentices' safety, health and well-being when they visit them at work.

During the induction phase of the apprenticeship, leaders, managers and learning consultants provide useful information regarding the dangers from possible radicalisation or extremist groups. Learning consultants reinforce this during assessment visits. However, apprentices are unable to recall how these issues might influence their daily lives.

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