

Rosewood Management Services Limited

Monitoring visit report

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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 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.

Rosewood was established in 1994. In 2014, the company acquired an established training company, Holt Green Training Limited, which began to deliver government-funded work-based training, mostly in health and social care, initially for other providers through subcontracting arrangements.

In November 2018, all subcontractors and learners were recontracted to Rosewood Management Services Limited (Rosewood). Rosewood currently has 36 apprentices enrolled under its prime contract and funded through the employer levy. All apprentices are on level 2 business improvement techniques frameworks. Rosewood provides a small amount of subcontracted apprenticeship training for Prevista. This is not in scope for the monitoring visit.

Themes

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

Reasonable progress

Leaders and managers have developed a relevant programme that fulfils all the apprenticeship requirements. Managers ensure that employers and apprentices are fully aware of the requirements of an apprenticeship. Consequently, apprentices benefit from sufficient and good quality on- and off-the-job training. Apprentices gain new skills and knowledge which they apply in their workplaces. For example, at a sunscreen manufacturer, apprentices improve the productivity of manufacturing processes through the new knowledge they gain on their apprenticeship.

Links with employers are good. Managers and tutors work closely with employers and apprentices to plan the apprenticeships around work-based projects. They design these specifically to review business techniques and develop new and more efficient ways of working. As a result, employers value the contribution that apprentices make to improving the profitability of their businesses.

Managers carefully monitor the progress that apprentices make, and whether they complete sufficient off-the-job training. Managers identify the very few apprentices whose off-the-job training is insufficient and agree a plan with their employers to

rectify this. In the current year, the numbers of apprentices who remain on their courses and make good progress is high.

Leaders and managers monitor carefully all aspects of the apprenticeship, and accurately identify areas which require improving. They do this through frequent team meetings and by using a range of data and information. Managers agree actions and review that they achieve them. However, in the current self-assessment report, managers do not evaluate stringently enough the quality of the new prime contract.

Managers have not yet implemented all of their intended quality monitoring processes to check that apprentices receive a high standard of training. They have very recently developed processes to check the quality of teaching, learning and assessment, but it is too soon to judge the effectiveness.

As yet, no external board members or governance arrangements are in place to ensure that senior managers receive sufficient support or challenge.

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

Apprentices develop new skills and knowledge, as a result of the good standard of training they receive. They benefit from well-planned off-the-job training sessions, by attending workshops and accessing high-quality learning resources. In addition, apprentices take part in daily project planning and review sessions at work. These sessions help apprentices to develop new skills and an understanding of business processes and systems. For example, through project work, apprentices develop a range of new skills and knowledge such as planning, evaluation, costing, communication skills and efficient business methods.

Apprentices enjoy the training they receive from supportive tutors. Consequently, they increase their confidence in applying improved systems in their workplaces.

For example, apprentices in manufacturing undertook a project to improve the productivity of the assembly area using 'lean' techniques. Managers value the contribution that apprentices make to improving productivity and profitability of their businesses.

Apprentices receive regular and effective teaching, assessment and progress review sessions from their tutors. Apprentices record their progress in workbooks and demonstrate evidence of the new skills and knowledge they gain. For example, apprentices gain a greater awareness of management theories and how they can use them in their workplaces to save production costs.

Managers monitor the online records and ensure that staff put interventions in place when necessary. However, tutors do not routinely set and record personal targets to ensure that apprentices make timely progress. Consequently, a very small minority make slower progress than expected.

Tutors provide apprentices with constructive verbal feedback that helps them to develop the skills and knowledge necessary in their job roles. However, when tutors provide written feedback, they do not always include sufficiently helpful guidance on how apprentices should improve their work.

Tutors ensure that they assess apprentices' English and mathematics starting points accurately. However, the progress that a few apprentices make in completing their functional skills in English and mathematics has been too slow. Managers recognise this and have recently appointed a new functional skills coordinator to ensure that apprentices now benefit from sufficient and timely support.

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

Leaders and managers place a high priority on ensuring that apprentices are safe. Managers monitor that staff and apprentices comply with the safeguarding and health and safety policies that are in place.

The designated lead safeguarding officer has had appropriate training and has the necessary experience to carry out her role. She ensures that all staff receive training on safeguarding, the 'Prevent' duty and radicalisation and extremism.

Managers have not yet developed effective relationships with the local authority designated officers in the four counties in which the provider delivers apprenticeships.

Leaders and managers ensure that all staff are subject to relevant pre-employment checks and vetting procedures before their employment begins.

Apprentices feel safe and are safe. They follow a structured induction programme and have access to a helpful handbook. Consequently, apprentices know to work safely in work and online. Most apprentices have a basic understanding of radicalisation and extremism and how it applies to them in their workplace.

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