

Havilah Prospects 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.

Havilah Prospects Limited is a commercial training company specialising in health and social care programmes. The company gained a contract to provide apprenticeship training in 2018. It is based in Essex, and it works with employers in Essex, London and Kent. The provider previously delivered apprenticeships through subcontract arrangements. Currently, 154 apprentices, of which the majority are aged over 25, are on apprenticeship programmes and working towards health and social care standards at levels 2, 3 and 5. The remainder are on framework apprenticeships in business and administration, and they care for children and young people at levels 2 and 3. The company works with 19 employers in the health and social care sector.

Themes

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

Insufficient progress

Managers do not ensure that the programmes they offer meet the requirements of an apprenticeship. Managers have not ensured that all employers provide their apprentices with enough time to take part in high-quality training and development. Managers have put in place plans to stop working with these employers, but they have not fully implemented them. As a result, too many apprentices are not receiving the support to which they are entitled.

Managers do not check the quality of provision effectively or set targets to improve the training apprentices receive. Managers have identified a number of strengths and weaknesses as part of their evaluation and self-assessment, but they have underestimated the severity and impact of many of the weaknesses.

Managers' use of data to improve their provision is poor. Managers do not receive accurate or timely reports about the progress that apprentices make to ensure that those working on standards will be ready for end-point assessment. Too many apprentices have not made sufficient progress in achieving their functional skills qualifications and completing their apprenticeship in the planned timeframe.

Managers' quality assurance of the apprenticeship programme is weak. Managers recognise some aspects of assessors' poor performance and have implemented support strategies. However, these are not having sufficient or timely impact on improving the quality of apprenticeship provision.

Managers have been too slow to ensure that employers and apprentices receive appropriate information about the apprenticeship programmes and the quality of the training. Most employers do not participate in the planning of apprentices' programmes or in reviewing their progress, and this contributes to apprentices' slow progress.

Managers have recently collaborated effectively with the third-party broker used to engage employers to improve the integrity of recruitment and the numbers of apprentices staying on their programme. While improvement measures are being put in place, they have, as yet, had no impact.

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

Managers and assessors do not take into account apprentices' existing knowledge, skills and behaviours before beginning their apprenticeship programme. Staff monitoring of apprentices' progress focuses only on assessment milestones and the completion of tasks.

Apprentices do not receive an individualised approach to their training. Consequently, not all apprentices develop new knowledge and skills that promote enhanced workplace practice and add value to their employer's business. These include the skills and knowledge that will help them to achieve their qualifications as well as the broader personal skills that they develop during their courses.

Apprentices who have been recruited more recently with small employers have a clearer understanding of how their apprenticeship links to developing job-related skills, knowledge and behaviours. As a result, they make better progress.

The quality of teaching and learning is not of a high enough standard. Assessors do not use the information they collect about apprentices' English, including English as a second or other language, and mathematics skills to plan learning that develops their functional skills. As a result, too few apprentices develop the skills required to pass their functional skills examinations in a timely manner.

The majority of apprentices' written work meets required standards. However, many apprentices have not yet completed the assessments or assignments needed to make good progress. Managers have a superficial overview of apprentices' progress. They do not track this carefully and systematically. Therefore, managers do not act quickly to prevent apprentices missing reviews and meetings with assessors.

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

Leaders have ensured that effective safeguarding arrangements are in place. The nominated safeguarding lead is completing an appropriate training programme.

Leaders ensure that all staff appointments follow safer recruitment procedures. They check the appropriateness of all applicants thoroughly. They include Disclosure and Barring Service checks when necessary for the role. All staff have completed training in safeguarding principles and procedures as well as in the 'Prevent' duty. As a result, staff are clear about their responsibilities and the procedures for reporting concerns.

The safeguarding and 'Prevent' duty training that apprentices receive provides them with a basic understanding of topics such as radicalisation and extremism. Apprentices know how to report any concerns and to whom they should report them. As a result, apprentices feel safe and work safely in their workplace. They demonstrate an effective understanding of safeguarding practices.

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