

# Training Works (NW) 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 that 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 three themes set out below.

Training Works (NW) Limited received its first publicly funded contract for apprenticeship training provision in October 2017. Training Works is an independent learning provider that delivers apprenticeships in the health care and leadership sectors. Their aim is to develop the 'skills, attitudes and ability of the workforce to meet the changing needs of business'. Currently, there are 62 apprentices on programmes at level 2, 3 and 5. Fifty-three are completing level 2 adult care worker and level 3 lead adult care worker standards-based apprenticeships. Nine are on the intermediate apprenticeship in team leading or health and social care (adults), advanced apprenticeship in health and social care (adults) or higher apprenticeship in leadership and management in care frameworks.

### Themes

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

Leaders have a sharp vision and strategy to deliver high-quality training for apprentices in the health and care and leadership sectors to meet the needs of apprentices and local and regional employers. They have devised effective curriculum plans that ensure apprentices develop the new knowledge and skills they need to be successful at work.

Leaders have built effective relationships with their employer partners. They use labour market information and updates from 'Skills for Care' and the Care Quality Commission (CQC) well to devise bespoke training packages that meet their needs and the requirements of a successful apprenticeship.

Leaders ensure that trainers have the appropriate training and qualifications to deliver the curriculum well. All trainers have undertaken development programmes to move from being assessors to trainers. Leaders and managers ensure that trainers benefit from effective staff development that improves the quality of provision for apprentices. Trainers complete 'back to the floor' industry placements that provide

them with up-to-date and relevant practices from industry. This enables trainers to pass current practice on to their apprentices, for example the change from outdated practices such as 'moving and handling' to 'moving and assisting'.

Leaders and managers have an accurate oversight of the quality of provision and areas they need to improve. They recognise that self-assessment processes and quality improvement plans lack the rigour needed and are working effectively to improve these. They closely monitor the progress apprentices make and ensure that trainers take effective steps to make sure that apprentices catch up when they fall behind. As a result, the vast majority of apprentices make at least expected levels of progress.

Leaders have recently recruited governors with an appropriate range of skills and expertise to provide the governance, support and challenge they need. It is too early to see the impact and effectiveness of the governing body.

**How much progress have leaders and managers made to ensure that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Leaders and managers use integrity to recruit apprentices. Staff provide effective initial advice and guidance that ensures apprentices are on the right programme and benefit from their training. Apprentices develop new, occupationally specific knowledge and skills that benefit their employers' businesses. For example, they learn Makaton and responsible care methods.

Trainers effectively assess the skills and knowledge that apprentices have at the beginning of their apprenticeship, including in English and mathematics. They use this information skilfully to help apprentices settle quickly into their programmes. As a result, most apprentices develop their professional skills further. For example, adult care apprentices master the 6Cs of care, compassion, competence, communication, courage and commitment, and team leadership apprentices develop professional communication, time management and presentation skills.

Trainers are well qualified and have relevant recent experience in the industry that they use effectively to plan and deliver training that develops apprentices' skills. Trainers provide additional courses, including dementia, stroke and mental health awareness, epilepsy care and recognising difficult behaviours, that enrich the programme for apprentices. As a result, apprentices are well-prepared for work.

Apprentices benefit from relevant and appropriate high-quality off-the-job training, such as visits to other care settings and mentoring schemes, although a few have misunderstandings about what constitutes off-the-job training. Trainers effectively support apprentices who fall behind and help them catch-up. As a result, the vast majority of apprentices stay on track to complete their apprenticeship.

Most apprentices produce work appropriate to their level of study. Trainers check and correct work, but do not routinely provide apprentices with helpful and detailed feedback. As a result, not all apprentices know what they need to do to improve their work. A few apprentices remain confused about what they need to do to prepare thoroughly for their end-point assessment.

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

Leaders ensure that safeguarding is a high priority. The designated safeguarding officer (DSO) has the appropriate training and experience to carry out the role effectively. The DSO ensures that any concerns are logged and followed up appropriately. Managers ensure that they follow safe recruitment practices and staff have relevant pre-employment checks to make sure of their suitability to work with apprentices.

Leaders have developed relevant safeguarding policies and procedures that staff understand and follow. All staff complete safeguarding and 'Prevent' duty training. Trainers know how to report any concerns in relation to the safeguarding or radicalisation of apprentices. They routinely check on the safety, welfare and well-being of apprentices.

Apprentices benefit from training that ensures they know how to keep themselves safe, including when online, and how to report any concerns they may have. They complete training that gives them an appropriate insight into protecting themselves from the dangers of radicalisation and extremism.

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