

CPC Training Consultants Limited

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the ESFA. 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 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

CPC Training Consultants Ltd (CPC) was established in 2010 and has been directly funded since April 2017. CPC offers courses in employability, warehousing and distribution, plant operations, first aid, and forklift truck driving to unemployed adult learners at level 1 and level 2. Learners enrol on short courses that provide them with qualifications to access employment. During 2018/19, 94 learners studied with CPC.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Insufficient progress**

Leaders and managers do not have sufficient oversight of the quality of training for learners. They remain reliant on the support they receive from the providers they have worked with as a subcontractor. Leaders and managers do not monitor the quality of teaching, learning and assessment well enough. While managers monitor the proportion of learners who complete their programmes, they do not sufficiently monitor the progress learners make from their starting points. Managers do not identify or track the new skills, knowledge and behaviours that learners develop as a result of their programme.

Managers have an overly positive view of the quality of provision and the quality of teaching, learning and assessment. They have not identified areas for improvement or taken action to address weaknesses.

Leaders and managers do not sufficiently track learners' next steps when they complete their programme. Staff routinely collect learners' intended next steps during their final reviews. However, they do not check that learners have been successful in their job applications. Staff do not adjust their records to demonstrate how many learners have moved on into work. As a result, managers do not have

reliable information to analyse how successful the curriculum is in supporting learners to return to work.

Leaders and managers have responded well to information they receive from partners on local skills shortages. They have worked closely with Jobcentre Plus (JCP) to develop a curriculum for the unemployed. Staff meet JCP advisers to discuss how programmes can meet the needs of the local community. They frequently attend local jobcentres across the Black Country to provide information and advice to JCP customers.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?

Insufficient progress

Managers and tutors do not sufficiently use the information on learners' starting points and prior experience to place them on the right level of programme. Staff recruit learners with low levels of English skills onto level 2 programmes, where they struggle with theory sessions. Staff place learners with previous experience of warehousing and forklift truck driving onto the same level of course, which is too easy for them. As a result, they do not gain new knowledge and skills.

Tutors do not use well enough the information they have on what learners already know and can do to plan their sessions. Tutors do not set precise targets to improve learners' skills. They do not ensure that learners develop the English and mathematical skills they need to complete their qualification independently.

Managers and tutors do not have an accurate view of the progress learners make on their programme. Tutors do not develop or assess learners' understanding well enough. Consequently, learners have a very weak grasp of important knowledge in warehousing practices. Learners do not have a secure understanding of working effectively and safely in the workplace.

Tutors are appropriately qualified and experienced within the sectors of warehousing, plant operations and forklift truck driving. Too few tutors are appropriately qualified in teaching, learning and assessment.

Tutors work closely with JCP advisers to develop their understanding of learners' previous experiences. A minority of learners benefit from the support they receive from tutors and staff. They can discuss the importance of timekeeping and personal presentation. Learners become motivated to return to employment.

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

Managers have put in place an appropriate safeguarding policy which includes the 'Prevent' duty. Managers and tutors have completed safeguarding awareness training. Staff understand how to identify and report their concerns.

Senior leaders carry out safer recruitment and selection procedures when recruiting staff. Managers maintain an appropriate single central register. All tutors have had Disclosure and Barring Service (DBS) checks.

The designated safeguarding lead and designated safeguarding officer have completed appropriate training. Managers liaise well with external agencies and use the information they receive on local risks to inform their safeguarding policy and 'Prevent' action plan.

Managers and tutors support learners with well-being and health issues. Staff refer learners with financial problems, housing and well-being concerns for support from local agencies. Tutors support learners to access help from local housing associations, financial services and healthcare professionals. As a result, learners are able to remain and achieve on their programme.

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