

WMC Training UK Limited

Monitoring visit report

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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.

WMC Training UK Ltd was set up in 2012 as a training company. Since May 2017, WMC has become a training provider for levy-paid apprenticeship training. At the time of the monitoring visit, 20 apprentices were studying on frameworks and standards-based programmes in four specialist areas: leadership and management, business administration, early years education and operations management. Half of the learners are studying the level 5 operations management standards-based programme and are employed by the national health service (NHS). The remainder are all studying on frameworks at levels 2, 3 and 5.

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 a clear strategy to develop apprenticeships specialising in early years education and operational management. This meets employers' needs and national skills shortages. Leaders and managers, with employers, are developing the knowledge and skills of their apprentices well. As a result, apprentices make a positive contribution to their workplaces.

Leaders and managers have created a well-structured training programme that meets the requirements and principles of an apprenticeship. They make sure that apprentices and their line managers understand the content of the programme before they start. Apprentices are selected carefully, with integrity, and their skills, knowledge and experience are assessed and considered before they begin the programme. As a result, most apprentices are making good progress and are on track to complete on time.

Leaders and managers carefully monitor the progress apprentices are making and act if they fall behind. Managers make sure that apprentices are given the required time off work to complete their studies.

Leaders and managers make sure that apprentices have high-quality learning resources to support their training programme. Assessors are experts in their subject and complete extensive staff development to make sure they remain current in their vocational areas.

Managers work closely with employers so that they are aware of the progress apprentices are making. This is achieved through effective communication with assessors, copies of reviews and frequent one-to-one meetings. As a result, employers are able to support apprentices to develop new knowledge, skills and behaviours at work.

Leaders and managers do not place enough emphasis on apprentices developing their English, mathematics and digital skills beyond the qualification requirements of the apprenticeship. Consequently, apprentices are not developing these skills, which they need for work.

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

Leaders and managers have developed and invested in high-quality training materials to support the delivery of the off-the-job training. The level 5 apprentices employed by the NHS benefit from very good training centre facilities and specialist staff to support their learning.

Apprentices receive well-planned off-the-job training. They benefit from completing additional qualifications to support their training programme and work, for example dementia awareness, first aid, mental health awareness, handling data in care and nutrition and hydration. Assessors are well qualified, and they use their areas of expertise to support apprentices during their training. They meet with them frequently to review their progress. Assessors prepare apprentices for their endpoint assessment throughout their programmes so that they are aware of what they will need to do.

Apprentices' written work is appropriate to their level of study. They apply their new knowledge and skills to their jobs and can give examples of new responsibilities they have been given. They benefit from useful feedback on how to improve their work.

Apprentices have a good knowledge and understanding of British values and equality and diversity. They recognise the relevance and importance of good patient care and provide the respect and dignity that patients deserve.

Progress reviews require improvement. Workplace supervisors and line managers do not attend or contribute to target setting. Assessors do not set detailed development targets for apprentices linked to their work. Targets set place too much emphasis on

apprentices completing tasks, workbooks and units. Assessors do not focus sufficiently on the development and improvement of apprentices' knowledge, skills and behaviours.

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 safeguarding learners and, as a result, apprentices are safe and know to whom they should report concerns.

Leaders and managers have appropriate policies and procedures in place. Managers have systems in place to record incidents, but there have been none to date. All staff are subject to pre-employment checks to ensure that they are suitable to work with apprentices.

Staff have received recent and appropriate training in safeguarding and the 'Prevent' duty to make sure they know how to protect learners from harm, including radicalisation and extremist activities.

Apprentices have a broad understanding of the dangers of radicalisation and extremism. They recall their training on these matters. They receive information during their induction that is reinforced at workshops and reviews. Apprentices would benefit from further information on how the dangers of radicalisation and extremism might apply to their region and their work.

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