

MYF Training Limited

Monitoring visit report

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Name of lead inspector: Ann Monaghan Her Majesty's Inspector

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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 three themes set out below.

MYF Training Limited (MYF) has delivered subcontracted apprenticeship provision since 2001. In May 2017, MYF also began to deliver its own directly funded apprenticeships. Currently, there are 96 apprentices. All apprentices are on veterinary nursing apprenticeships at level 3. Forty apprentices are completing apprenticeship frameworks and 56 are on standards-based programmes. MYF works with a large number of veterinary practices in the south-east of England.

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 staff have established successful apprenticeship provision. They work successfully with veterinary sector professional bodies and awarding organisations. This results in a strong focus on the sector's professional standards, which permeate all aspects of apprentices' learning and development.

Leaders and staff are ambitious for apprentices. They review apprentices' experiences frequently and act on feedback to improve their learning. At the recruitment stage, staff assess applicants thoroughly for their suitability and interest in veterinary nursing. Staff provide very good levels of support so that apprentices develop substantial new knowledge, skills and behaviours during their programme.

Senior managers, lecturers, clinical coaches, assessors and apprentices monitor learning and progress. All have a general awareness of apprentices' progress. However, the links between the different components of the programme are not clear enough to be able to easily understand and monitor apprentices' overall progress. Leaders have not fully implemented plans to ensure that staff support those apprentices on standards-based programmes to achieve high grades in their end-point assessments.

Enthusiastic and well-qualified staff plan and deliver learning so that apprentices benefit from their significant academic knowledge and vocational experience. Leaders recognise the importance of vocational and professional development and staff benefit from frequent training opportunities. They have very up-to-date knowledge and skills. Staff share good practice at the monthly team meetings and discuss relevant developments in the sector. They also benefit from frequent observations of their teaching practice, which provide extensive developmental feedback.

Leaders produce and monitor a quality improvement plan. However, it does not have sufficient detail to secure further improvements. The quality improvement plan is not shared with staff and not used to set targets or monitor their performance. Staff performance processes are informal and they do not include specific targets for improvement.

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 the veterinary nursing knowledge, skills and behaviours, which their employers value highly. They benefit from the very close working partnerships between their clinical coach and the lecturing and assessing team. Apprentices become more knowledgeable and confident practitioners through a skilfully coordinated and appropriately sequenced plan for on- and off-the-job learning.

Apprentices receive their full entitlement to off-the-job training through attendance at the well-resourced teaching centre. Apprentices enjoy their off-the-job learning. They provide numerous examples of how they benefit from the high-quality sessions and effective support.

Clinical coaches provide apprentices with high levels of support to help them achieve the requirements of the nursing practice log. This support includes frequent tutorials and helpful oral guidance that help apprentices to improve their knowledge, skills and behaviours. For example, through good questioning by a clinical coach, apprentices learned very effectively how to develop a new feeding plan to meet the dietary and nutritional requirements of sick animals. However, this oral guidance does not lead to sufficiently detailed targets to help apprentices recall and reflect on the overall actions they need to take to improve. This slows their progress.

Staff assess apprentices' English and mathematical knowledge and skills appropriately at the start of the programme. They make good use of the results for the very small number of apprentices that need to study for functional skills qualifications. However, staff do not support other apprentices to improve their English and mathematics, even when the assessment indicates that they require further development.

Apprentices benefit from extensive and helpful feedback from lecturers on their written assignments. This feedback includes the accurate correction of spelling, punctuation and grammatical errors, usually with brief guidance on how to reduce such errors.

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

Safeguarding is effective. All staff receive safeguarding training frequently. They have a good understanding of their responsibilities to keep apprentices safe. The lead manager for safeguarding has completed appropriate higher-level training. The lead manager receives detailed and appropriate referrals from staff. Overall monitoring of safeguarding disclosures is effective. However, there is no summary record in place to identify any trends or to ensure prompt follow-up of safeguarding cases.

Apprentices feel safe and are safe. They have a good awareness of radicalisation and extremism. Apprentices benefit from a consistently strong emphasis on safe working practices. Their knowledge of healthy and safe working practices in veterinary surgeries is good.

A 'Prevent' duty action plan is in place but it is generic and not focused sufficiently on the local area. Leaders are beginning to work more closely with external agencies to ensure that they are more informed about local risks.

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