

Lighthouse (Training and Development) Ltd

Monitoring visit report

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Name of lead inspector: Sue Hasty, Her Majesty's Inspector

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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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Lighthouse (Training and Development) Ltd provides bespoke commercial leadership and management training to employers on a local and national basis. At the time of this monitoring visit, 345 apprentices, all aged over 19 years, are on standards-based programmes from level 3 to level 5. Of these, 241 study the level 3 team leader/supervisor apprenticeship, 72 study the level 5 operations departmental manager apprenticeship, 20 study level 3 customer service specialist, six study level 3 business administrator, and six study level 3 financial services administrator apprenticeships.

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 vision and mission for providing apprenticeship programmes. They are passionate about improving leadership and management skills within the businesses with which they work. They work with a group of employers that share the same vision and values.

Leaders, managers and tutors are well qualified and appropriately experienced to provide apprenticeship standards training. Most tutors hold teaching and training qualifications and are experienced senior leaders and managers in a range of different occupational contexts. Leaders and managers have designed responsive and effective programmes in partnership with employers. They take time to listen to what employers want and adapt programmes accordingly. For example, staff from employers' human resources departments work closely with tutors to deliver sessions on relevant workplace policies and procedures.

Leaders ensure that they meet the requirements of delivering successful apprenticeship programmes.

Too many apprentices do not complete their programmes by their planned end date, or they leave the programme early. Senior leaders have introduced a more rigorous induction and assessment process. As a result, retention has recently improved, but it is too soon to evaluate its longer-term impact.

Leaders have not acted quickly enough to ensure that sufficient capacity exists within the organisation to respond to growth in the proportion of apprentices they train. The turnover of trainers is high. New trainers have now been recruited. They support apprentices appropriately to catch up with their work. Trainers ensure that employers and apprentices know the requirements of the final examinations.

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 substantial new knowledge, skills and behaviours. For example, they have learned about the concepts of coaching and mentoring, motivating staff, and time management. Their communication skills have developed and are good. Apprentices confidently chair meetings and they know how to run coaching and mentoring workshops effectively.

Tutors do not use information about apprentices' prior knowledge effectively to personalise the one-to-one training. They do not develop apprentices' knowledge, skills and behaviours in relation to their performance at work.

Managers and tutors plan the off-the-job training effectively. Apprentices receive the training they require to meet the apprenticeship standards.

Apprentices access high-quality online learning resources. As a result, they develop their skills outside training sessions effectively. For example, apprentices gain from using resources to learn how to develop and build effective stakeholder relationships.

Tutors set high standards for their apprentices. They provide good personal support and encourage their apprentices to do well with their studies. The small number of apprentices who have completed their final examinations achieved high grades.

In training sessions, tutors are effective in making English and mathematics relevant to apprentices' real work situations. Tutors correct spelling and sentence structure mistakes where relevant. However, apprentices do not receive sufficient preparation for their functional skills English and mathematics examinations.

Staff are aware of apprentices' support needs and adapt their training methods accordingly. For example, apprentices who have learning difficulties receive support before training sessions to ensure that they are not disadvantaged.

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

Leaders and managers ensure learners are safe. Apprentices feel safe and know how to keep themselves and others safe. Tutors promote health and well-being well to apprentices.

The designated safeguarding lead links with the local safeguarding body and receives frequent updates on current local issues such as self-neglect.

Apprentices receive safeguarding training at induction and in training sessions. They link this well to their job roles and benefit from additional training from their employers.

Staff receive training in the 'Prevent' duty, but are not fully aware of their responsibilities. Consequently, they are unable to help apprentices further their knowledge and understanding of the risks of radicalisation and extremism.

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