

Extel Limited

Monitoring visit report

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Type of provider: Employer

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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.

Extel Limited, trading as Care Through The Millennium, is an employer providing specialist residential care to people with learning difficulties and mental health issues. The company has 18 care homes across the West Midlands. Prior to gaining approval to deliver levy-funded apprenticeships, it had a small number of apprenticeships delivered by a training provider. At the time of inspection, Extel Limited had 14 apprentices undertaking the level 2 adult care worker standards-based apprenticeship.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?	Reasonable progress
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Leaders and managers have a clear plan for apprenticeships which meets the needs of the business and the high standards they set for service users. Most apprentices are new to care and have not worked before. As a result of effective training and support, apprentices gain new knowledge and skills and become confident support workers.

Leaders and managers plan a curriculum which prepares apprentices well for their future careers. Leaders and managers take care to place apprentices in appropriate care homes. Managers ensure apprentices work alongside qualified care workers until they have sufficient knowledge and skills to take responsibility for tasks such as planning activities for service users, providing personal care, budgeting and taking them into the community.

Leaders and managers ensure that they have appropriately skilled teaching and specialist support staff. Managers of the care homes are trained as adult educators, which enables them to coach and supervise apprentices well. One manager is a trainee assessor and is helping their apprentice to achieve.

Leaders and managers demonstrate appropriate governance and oversight through the board of directors and trustees. They monitor the progress of apprentices well using frequent progress reports and analysis of feedback. Directors recognise they

do not have external oversight of the apprenticeships and are working with a local employer provider to review the provision.

Leaders and managers have a strong commitment to improve the quality of apprenticeships continuously and know their weaknesses. They are taking appropriate actions to improve the provision. For example, they want to coordinate on- and off-the-job training more effectively to ensure that apprentices are fully prepared for assessment.

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

Trainers assess accurately applicants' skills before the start of their course. They ensure that applicants have the appropriate attributes and academic skills, including English and mathematics, to work successfully with service users and achieve their qualification.

Trainers plan an appropriate curriculum to ensure that apprentices develop the skills the employer requires. Trainers ensure that topics link closely to apprentices' job roles, so apprentices can apply new knowledge at work. Apprentices also receive additional training to enhance their skills, such as ways to communicate effectively with service users who have challenging needs. Most apprentices aspire to be team leaders and managers in the care sector.

Apprentices receive effective on-the-job training. Managers check their understanding frequently and provide them with additional support in areas such as health and safety, safeguarding and techniques to calm service users when they are agitated. Apprentices receive comprehensive off-the-job-training covering most of the qualification. However, trainers do not always plan work well enough to ensure that all apprentices develop sufficient knowledge to complete their assignments fully.

Trainers and managers ensure that apprentices revisit topics and frequently test their understanding of the underpinning values of care. However, trainers do not monitor early enough the extent to which apprentices know and can remember their subjects sufficiently so that they can achieve the grades of which they are capable.

Assessors accurately record apprentices' progress towards the achievement of units and provide apprentices with helpful feedback to ensure they can make improvements to their work. However, their review of apprentices' progress does not identify specifically enough the gaps in particular areas of apprentices' knowledge. In the few cases where apprentices fall behind, trainers and managers provide additional catch-up sessions, training and support materials to help them get back on track.

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

place?**progress**

Leaders promote a strong culture of safeguarding for service users and staff. The designated safeguarding officer is suitably trained and reports monthly on current issues. No safeguarding concerns with apprentices have been raised over the last 12 months.

Leaders and managers ensure staff pass recruitment checks and they maintain records securely on a central system.

Leaders and managers have appropriate and effective policies for safeguarding, which highlight the potential risks to young apprentices. Staff routinely update risk assessments of workplaces, to ensure apprentices are safe on and off the job. However, leaders do not make apprentices aware of the local dangers of county lines and knife crime.

Apprentices know who to contact if they are concerned about their own welfare or that of service users. Apprentices understand the dangers of radicalisation and extremism and can relate these to the vulnerabilities of their service users.

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