

Inspection of Impact Futures Training Limited

Inspection dates: 8–11 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Impact Futures Training Limited (Impact Futures) is a national training provider that trains apprentices using levy and non-levy funding. At the time of the inspection, 1,019 apprentices were on apprenticeship programmes. Just over half of the apprentices were on level 3 apprenticeships, a further third were on level 4 and level 5 apprenticeships, and the rest studied at level 2. Impact Futures delivers apprenticeships in 102 local authorities, working with a range of companies from privately owned small businesses to large National Health Service trusts. Apprentices study predominantly standards-based apprenticeships in health and social care, management, team leading, business administration, customer service and recruitment. Approximately one eighth of the apprenticeships that Impact Futures delivers are framework apprenticeships. This was the provider's first full inspection since its inception as a funded training provider in 2017.



What is it like to be a learner with this provider?

Apprentices enjoy their learning and are highly motivated by their training. They know how important the apprenticeship programme is for their future careers. Apprentices benefit from responsive tutors who support them well and enable them to achieve.

Apprentices develop the knowledge, skills and behaviours that they need to become better at their jobs. They benefit from well-planned programmes that meet their individual professional development needs. Almost all of those who complete their programmes gain promotions or increased responsibilities. As a result of their training, apprentices improve their confidence and become valued employees.

Apprentices are very well informed about all aspects of safeguarding. They apply this knowledge to ensure that they stay safe at work and in training. They understand how to keep themselves safe online.

A very small minority of apprentices have not had a positive experience. These apprentices have not been well supported and have made slow progress.

What does the provider do well and what does it need to do better?

Leaders have a clear rationale and an ambitious vision for the apprenticeship training they offer. They provide well-designed and high-quality training in the care sector to meet the national shortage of skilled care workers and managers. Leaders and managers work well with employers to plan the apprenticeship programmes. As a result, the programmes meet the needs of the employers and the specific demands of the sectors in which they work. Employers rightly value the close working relationship they have with staff at Impact Futures. For example, a large national healthcare provider has worked with Impact Futures to design programmes for five specialist areas in the care sector.

Apprentices develop the knowledge, skills and behaviours that they need to be more effective in their workplace. Tutors work closely with employers to ensure that apprentices develop their learning effectively. Apprentices apply their learning successfully in their jobs. For example, level 5 operations management apprentices speak confidently about their understanding of coaching and how they have applied this to support others to become more autonomous. Leaders and managers have not made sure that a very small minority of employers give apprentices enough time off work to complete their apprenticeship training. They are working with these employers to rectify this.

Specialist lecturers and tutors use their expert knowledge to deliver high-quality training sessions. Most tutors present information clearly and in a logical order. As a result, apprentices build on previous learning and improve their practical skills in the workplace. Tutors use professional discussions to check apprentices' knowledge of

previously covered content. They adapt assignments to enable apprentices to develop their learning for their specific workplaces. They skilfully use well planned and creative teaching methods to encourage and improve teamwork skills. A small minority of tutors do not accurately assess what apprentices know and can do at the start of their apprenticeship programme. As a result, these tutors do not teach programmes that build on the apprentices' existing knowledge and skills.

Apprentices develop a good understanding of life in modern Britain. Tutors ensure that apprentices review their working practices in light of this learning. For example, apprentices adapt their practice to take into account the multi-cultural society and diverse beliefs of their clients in their healthcare settings.

All apprentices who have reached their end-point assessment achieved their qualifications. Two thirds of them achieved high grades. Many apprentices advance in their job roles, undertake increased responsibilities and gain promotions as a result of their apprenticeship. For example, apprentices in the recruitment sector have progressed from associate to consultant midway through their programme.

Most apprentices receive effective careers advice and guidance from staff at Impact Futures. This helps them make decisions about their next steps. A small minority of apprentices do not receive helpful guidance about their next steps. These apprentices are not aware of all the options open to them.

Leaders and directors have managed Impact Futures effectively through a period of rapid expansion. They have made sure that the apprenticeship provision is sustainable. Directors understand the strengths and weaknesses of Impact Futures. They use this knowledge effectively to challenge senior leaders to improve the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have made sure that effective safeguarding arrangements are in place and that staff and apprentices are safe. Staff and apprentices complete comprehensive safeguarding training and know who to contact if they have any concerns. Employers understand their safeguarding responsibilities and ensure that apprentices are safe at work. Apprentices learn about a wide range of safeguarding topics, including keeping themselves safe from the dangers of radicalisation and extremism. They understand how to protect themselves from local threats.

What does the provider need to do to improve?

- Leaders and managers should ensure that all tutors accurately assess the starting points of apprentices. Tutors should use this information to support all apprentices to develop new knowledge and skills more rapidly.
- Leaders and managers must continue to work with a small number of employers to make sure that all apprentices receive their full entitlement of time to complete their off-the-job training.
- Leaders and managers must ensure that all apprentices receive high-quality careers advice and guidance to help them make decisions about their future.

Provider details

Unique reference number	1276401
Address	Floor 1 The Urban Building 3-9 Albert Street Slough SL1 2BE
Contact number	01753 596 004
Website	www.impactfutures.co.uk
Principal/CEO	Guy Helman
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the operations director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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