

# Dentrain Professionals Ltd

Monitoring visit report

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<b>Name of lead inspector:</b>	Alison Humphreys, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Rear of 22 Bridge Street Bolton BL1 2EA

## 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.

Dentrain Professionals Ltd is based in Bolton and delivers apprenticeships across north west England. At the time of the monitoring visit, 32 apprentices were on level 3 standards-based apprenticeships in dental nursing. As a result of the COVID-19 (coronavirus) pandemic, apprentices receive all training remotely. Apprentices continue to receive regular training and continue to work in dental practices.

The impact of COVID-19 has been taken into account in the findings and progress judgements below.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

The directors have a clear rationale for delivering dental nurse apprenticeships. They have identified a skills gap for trained dental nurses to meet the demands of dental practices in the region. The directors have appropriate expertise in the sector and are qualified and experienced dental nurses. The directors have specialisms in oral health, sedation and radiography. As a result, they can provide training for a wide range of specialist dental practices.

Leaders recruit apprentices with integrity. All apprentices are new to the industry. Consequently, they gain substantial new knowledge, skills and behaviours. For example, apprentices learn about oral diseases, which enables them to talk confidently to patients about oral health and give appropriate advice.

Leaders ensure that all staff are highly experienced and qualified in their roles. They support staff to continually update their skills in dental practices and through training courses. For example, staff completing a radiographer course undertake an industrial placement in a local dental practice. This provides staff with up-to-date and relevant knowledge of industry practices and enables their continued registration with the General Dental Council.

Leaders recognise that the self-assessment process and quality improvement plans lack rigour. They do not focus enough on the quality of training that apprentices receive. For example, leaders do not consistently identify learning and development officers' (LDOs) training needs in the craft of teaching. They do not act swiftly enough on areas of improvement to ensure that apprentices make the progress of which they are capable.

Senior leaders are not sufficiently held to account well enough for the effectiveness of training they provide. The board of directors has recently appointed an independent board member with the appropriate skills and expertise in training and quality to provide external scrutiny and challenge. Leaders do not provide detailed reports on key information that board members require to help them provide effective challenge.

**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**

LDOs use the results of apprentices' assessments, completed at the start of the programmes, to plan individualised training. They regularly review how well apprentices are progressing on their programme with their employers. As a result, LDOs and employers identify gaps in knowledge and put actions in place to help apprentices catch up or develop new technical skills.

LDOs teach topics in a logical order to allow apprentices to learn, remember and use new knowledge and skills over time. For example, apprentices start their programme by learning about health and safety and infection control. Apprentices use this knowledge throughout their apprenticeship when they learn about sterilisation, decontamination procedures and developing X-rays. Apprentices could confidently explain how they check patient safety for X-rays, for example checking if patients are pregnant or asking them to remove jewellery and glasses.

Apprentices receive meaningful on- and off-the-job training that helps them develop substantial new knowledge, skills and behaviours. LDOs work effectively with mentors in their dental practice to support apprentices' professional development. For example, when apprentices are due to learn about surgery preparation, mentors arrange for apprentices to shadow colleagues before practising their skills. As a result, apprentices develop their skills swiftly.

LDOs work closely with employers to develop additional skills to support the different roles that apprentices carry out. For example, apprentices work on reception to develop their communication skills and confidence when dealing with patients. As a result, employers explain how apprentices confidently talk to patients with empathy and consideration, which makes patients feel more at ease.

LDOs provide additional support for English and mathematics through face-to-face teaching and online learning. LDOs check errors in spelling and the use of correct dental terminology in assessments. For example, they set apprentices targets on making sure they use dental terminology in clinical notes.

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

Leaders place a high priority on safeguarding. Appropriate policies and procedures are in place to keep apprentices safe. Staff use these effectively to support apprentices when safeguarding concerns arise. At the start of the apprenticeship, apprentices and staff complete safeguarding risk assessments. The safeguarding lead uses these effectively to check on apprentices' health and well-being. This results in swift referrals to external agencies, providing apprentices with timely support.

Apprentices know who to contact about concerns linked to safeguarding. They talk confidently about how safeguarding impacts on their job role; for example, the importance of patient confidentiality and data protection.

Leaders have completed a 'Prevent' duty risk assessment and action plan. Apprentices receive training on the potential risks of radicalisation and extremism at induction. However, too many apprentices do not understand these concepts and how they relate to their work and personal lives.

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