

Inspection of London Metropolitan College Limited

Inspection dates: 28 February to 1 March 2024

Overall effectiveness	Good
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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

London Metropolitan College (LMC) is an independent learning provider that started teaching apprentices in September 2018.

At the time of the inspection, 189 apprentices were studying standards-based apprenticeships. Thirty apprentices study the level 3 project control technician apprenticeship, five study the level 4 information management apprenticeship, 50 apprentices study the level 6 project control professional apprenticeship, and 104 apprentices study the level 6 project manager degree apprenticeship. The University of West London validates the degree apprenticeship. All apprentices are over the age of 19.

Six apprentices study functional skills qualifications in mathematics and English as part of their apprenticeship.

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

Apprentices have a positive and purposeful attitude to their training. They are keen to make progress and develop their skills. Most complete their assignments on time and keep up to date with their work. Apprentices benefit from frequent contact with link tutors who support them in managing their workload and achieving the targets they set themselves. When in lessons, apprentices are polite, friendly and respectful to each other, their lecturers and tutors.

Most apprentices develop new skills and knowledge, which they apply in the workplace. For example, apprentices rapidly develop and understand the importance of compliance, project ethics and risk assessment when project planning. Apprentices quickly become more confident in their roles and take on new responsibilities at work.

Apprentices benefit from helpful careers advice and guidance. Lecturers plan and use a self-assessment tool that helps apprentices to know the competencies that they need to improve to secure their desired job roles. Lecturers and teachers support apprentices with CV updating and provide helpful sessions on interview techniques. Most apprentices feel well prepared for their next steps and are clear about the career options available to them.

Apprentices have too few opportunities to take part in extra-curricular activities beyond their main programme of study. Because of this, apprentices do not benefit from opportunities to pursue their wider talents and interests.

Apprentices feel safe, including when working online. Leaders and link tutors make sure that apprentices understand the risks associated with radicalisation and how to identify potential signs that someone has been influenced by extremist views. Apprentices know who to contact if they have any concerns. Apprentices have a good understanding of fundamental British values, which they relate to the classroom and their workplace. For example, apprentices recognise that they work in democratic environments where their opinion is valued and respected.

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

Since the new provider monitoring visit, leaders have sensibly focused on continuing to improve the quality of their training. Leaders faced significant staffing challenges following the monitoring visit, due to staff illness and delays in recruitment. This caused some apprentices to leave without completing their training. Leaders have recently invested considerably in recruiting additional teachers and in the professional development of their staff.

Leaders have increased leadership capacity in order to work more closely with employers. They make sure that employers and apprentices know about all the parts of the apprenticeship at the beginning of the training. Because of this, the number

of apprentices who leave before completing their apprenticeship has significantly reduced and is now low.

Leaders have developed a responsive curriculum that meets the local and national need for skilled project managers and controllers. Leaders work closely with the professional body for project management and trailblazer groups to design the content of their apprenticeships. Leaders respond proactively to industry requests, for example by creating pathways to higher education. By offering this option to their employers, employees who would otherwise not have accessed higher education have the opportunity to achieve a degree.

Lecturers plan the content of apprenticeships carefully. They teach foundation concepts early on in their programmes before they move on to more complex and challenging tasks. For example, apprentices study the basic components of the project management lifecycle, such as governance and finance requirements, before they learn how to analyse the risks associated with project implementation and quality assurance mechanisms. As a result, apprentices develop their skills incrementally over time.

Lecturers have thorough subject knowledge. Leaders and managers support staff to keep their expertise and knowledge up to date. Most lecturers use their subject knowledge effectively to explain concepts to apprentices clearly and correct misconceptions. However, in a few instances, lecturers do not allow sufficient time for apprentices to process the information they teach and do not check apprentices' understanding of what they learn frequently enough. As a result, some apprentices do not consolidate what they are learning.

Most lecturers give apprentices helpful feedback, so they know how to improve their work. Lecturers explain to apprentices the importance of using examples, referencing correctly and using detailed analysis. However, in a few cases, lecturers' feedback is too generic and apprentices do not know the steps they need to take to improve their work.

Leaders work effectively with employers to plan on-the-job training that links with the training they give apprentices. For example, level 3 apprentices learn about writing risk assessments and method statements. Employers then make sure that apprentices can put these skills into practice in the workplace. Apprentices create risk and method statements and present them to their teams at work. Employers value the skills that apprentices develop and bring to the workplace.

Leaders make sure that apprentices benefit from frequent and helpful progress reviews that their managers attend. Link tutors review apprentices' progress, give them effective feedback and set and agree future targets. Because of this, most apprentices are on track to achieve their apprenticeships, including those who require extra help. However, a small number of level 3 apprentices are behind with their studies. Leaders have put in place effective actions to support these apprentices to complete by their revised end dates.

Leaders and governors have a good understanding of their areas of strength and the areas that they need to improve. They use a range of quality assurance processes effectively, to monitor and improve the apprentice experience. Leaders visit lessons, analyse data and review employer and apprentice feedback. Leaders act swiftly when they identify areas of concern. For example, they have put in place an effective recruitment and onboarding process so that employers and apprentices fully understand their commitment to the apprenticeship. Because of this, most apprentices complete their apprenticeship, and many pass with merits and distinctions.

Leaders provide an effective range of continuous professional development opportunities for staff. Leaders have an effective relationship with their partner university. Lecturers attend university-led training to make sure their teaching has sufficient academic rigour to meet the demands of the degree. Leaders arrange effective in-house training in areas such as blended learning, interactive online teaching, and the use of different assessment strategies. Leaders support teachers to achieve recognition for their professional practice, for instance with gaining fellowship of the higher education academy. Teachers value the training they receive.

Governors have expertise in education and project management, which they use well to support leaders. Governors provide effective mentorship to senior leaders so that they understand apprenticeship requirements and changes in government policy better. Senior leaders keep governors well informed about their strengths and areas for improvement. Governors provide effective support and challenge leaders to make improvements in areas such as retention and achievement of apprentices.

Leaders and managers are considerate of the well-being and workload of their staff. Leaders monitor caseloads to make sure lecturers have sufficient time for marking, teaching and professional development opportunities. Staff say that their workload is manageable, and they are confident to talk to leaders to discuss their well-being if needed. Leaders have recruited a trained mental health and well-being champion to provide support to staff, apprentices and employers. Staff value the support they receive, enjoy their work and are proud to work for LMC.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Make sure apprentices can access and take part in personal development opportunities.
- Make sure that teachers and lecturers give feedback to apprentices that makes it clear how they can improve their work.
- Make sure teachers and lecturers check apprentices' understanding of new topics thoroughly before moving on to the next one.

Provider details

Unique reference number	2539284
Address	30 St George's Road London SW19 4BD
Contact number	020 3883 1305
Website	https://londonmetropolitan.college
Principal, CEO or equivalent	Suresh Karanjeet
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of operations, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Paul Manning, lead inspector	His Majesty's Inspector
Andrea McMahon	His Majesty's Inspector
Ramin Narimani	His Majesty's Inspector

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