

# KPMG Limited Liability Partnership

Monitoring visit report

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

KPMG Limited Liability Partnership (KPMG LLP) is a member firm of the global KPMG network of professional services firms. In 2015, KPMG started working with Civil Service Learning (CSL) on the delivery of their core curriculum and apprenticeship programmes. When the government introduced the apprenticeship levy, KPMG became a registered apprenticeship training provider to continue its work with CSL.

Currently, 366 apprentices are enrolled on the programmes. All apprentices are funded through the levy and are on programmes at levels 3, 4 and 5. Nearly two thirds of apprentices are on standards apprenticeships, with the remainder undertaking frameworks apprenticeships. Just over two thirds of apprentices are undertaking level 4 and above. KPMG LLP has a substantial subcontracting arrangement with QA Ltd. It has one smaller subcontracting arrangement with Aspire, Achieve, Advance Ltd and a partnership agreement with Kaplan Financial Ltd.

### 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 strategic purpose and direction to use their expertise in professional services to deliver high-quality apprenticeships. They work in close partnership with CSL to deliver apprenticeships designed to meet skills shortages within civil service departments.

KPMG LLP has appropriate arrangements for governance. The advisory board comprises qualified and experienced individuals. They provide effective oversight of the provision. Board members receive regular reports on the quality of provision and are aware of both its strengths and its weaknesses. Through regular meetings, they hold managers to account for the quality of provision. Leaders have an appropriate structure of managers, coaches and trainers to meet the demands of the programme.

Managers have appropriate arrangements in place to manage the subcontractors. They have regular meetings with subcontractor managers where they monitor the progress of learners on the programmes. They engage in joint lesson observations to check on the quality of teaching, learning and assessment, which results in appropriate actions being taken to improve the quality of the programmes.

The design of the programme takes sufficient account of on- and off-the-job training. All apprentices undertake a number of group workshop sessions during the programme, which accounts for some for their entitlement to off-the-job learning. In the majority of cases, apprentices negotiate with their line managers how they will use the remainder of their entitlement. However, in a few instances, line managers were not aware of their responsibility to support apprentices to fulfil the off-the-job requirements of the programme.

Leaders and managers are aware of the need to improve the early stages of the course, particularly the initial information, advice and guidance that apprentices receive. Too many of the current cohort did not start the apprenticeship programme until they had been in employment for a number of months. A few apprentices, particularly those on level 3 programmes, were not aware of the additional demands of the programme on their work. This has led to one in four apprentices on level 3 programmes withdrawing. Managers are taking action to address these issues in the next recruitment cycle.

A very high proportion of apprentices remain on level 4 and 5 programmes. The majority of apprentices are making good progress.

**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**

Managers have ensured that trainers and coaches are well qualified and have relevant industrial experience. Most apprentices receive good support in their academic and personal development.

Managers work closely with employers to develop training and assessment plans that take account of the apprentices' job role. For example, managers choose units within qualifications that meet the needs of apprentices in their workplace. As a result, apprentices are highly motivated. Most apprentices enjoy their learning.

Coaches provide effective support in reviews. This enables the majority of apprentices to keep on track and to prepare for assessments. Standards-based apprentices are aware of the requirements of the end-point assessment.

Managers monitor the progress of apprentices effectively. They take appropriate action to support apprentices who are at risk of not achieving the qualification.

At levels 4 and 5, tutors and assessors set demanding work projects and provide helpful written feedback to enable apprentices to improve their work. Apprentices produce work of a high standard. Two different apprentices provided excellent plans to improve the use of data within their organisations. At levels 4 and 5, apprentices are able to successfully apply theory to practice.

Teaching, learning and assessment at level 3 require improvement. Tutors do not help apprentices sufficiently to link theory with practice. Tutors' written feedback to apprentices is not consistently good. Tutors do not correct spelling, grammatical and stylistic errors routinely.

The large majority of apprentices participate in, and record, their off-the-job training regularly. A small minority report that it is difficult to find sufficient time during very busy work periods to use their full entitlement to off-the-job training.

The large majority of coaches and tutors work effectively with apprentices to develop short- and long-term targets. Targets are precise, with clear timescales. As a result, apprentices make good and consistent progress.

Managers assess the starting points of the majority of apprentices effectively. This includes the assessment of English and mathematics, their vocational and academic knowledge and skills and their additional learning needs. However, a minority of tutors do not extend apprentices' understanding rapidly enough from their starting points. In particular, the most able learners are not making the progress of which they are capable in these sessions.

Managers use a range of effective quality-assurance processes to identify positive practice and to identify areas for improvement. Managers observe teaching, learning and assessment, review the quality of apprentices' work and regularly analyse learners' feedback. Managers are aware of the key strengths and areas for improvement. They are taking appropriate actions to address identified weaknesses.

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

Leaders and managers have developed an appropriate safeguarding policy. It is comprehensive and covers their approach to meeting the 'Prevent' duty. They have a detailed 'Prevent' action plan, which they are implementing across the organisation.

The company has two designated safeguarding officers (DSOs), who have received enhanced training in safeguarding. All staff members, including those on the advisory board and subcontractors' staff, have received training in safeguarding and on the 'Prevent' duty.

DSOs have contact details of agencies, such as the Local Safeguarding Children Board and Channel panels, within the regions in which they operate to make referrals if required. Managers keep an incidents log and have dealt efficiently with the few recorded incidents. The advisory board receives regular updates on safeguarding, which is a standing item on their monthly meeting agenda.

Apprentices receive appropriate information on safeguarding and the 'Prevent' duty at induction. However, the extent to which coaches reinforce these within their reviews varies considerably. The majority of apprentices have an appropriate understanding of fundamental British values and how to keep themselves safe from radicalisation and extremism. The few apprentices who have opportunities to discuss these issues in workshops demonstrate a good understanding. Apprentices know how to keep themselves safe and whom to contact if they have any concerns.

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