

Tagadvance Limited

Monitoring visit report

Unique reference number: 1278645

Name of lead inspector: Sarah Stabler, Her Majesty's Inspector

Inspection dates: 29 to 30 April 2019

Type of provider: Independent learning provider

Address: Unit 15, Venture One Business Complex
Longacre Way
Holbrook Industrial Estate
Sheffield
S20 3FR



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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Tagadvance was established in 2014 to deliver apprenticeships as a subcontractor. In 2017/18, the provider began delivery of apprenticeships on behalf of levy-paying employers. At the time of the monitoring visit, 75 apprentices followed framework or standards-based apprenticeships. More than two thirds of the apprentices were on facilities services level 2 framework programmes. A further 20 apprentices were enrolled on facilities management framework and standards-based apprenticeships at levels 3 and 4. A small minority of apprentices were on customer service and performing manufacturing operations frameworks and two apprentices were on the team leader/supervisor level 3 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

Leaders and managers work effectively with local and national employers to plan and deliver apprenticeship programmes that meet business needs. They have developed an effective programme of on- and off-the-job training that ensures they meet the principles of apprenticeships. As a result of the well-designed programmes, apprentices develop their skills and make successful contributions to the workplace.

Leaders and managers have recruited well-qualified assessors with extensive occupational competence. Assessors use their vocational expertise effectively to deliver learning activities that develop apprentices' knowledge, skills and behaviours, relating to the industries in which they work.

Leaders and managers gain an oversight of apprentices' progress through assessors' informal analysis of the work that apprentices complete. While this enables them to monitor the progress of the overall cohort of apprentices, it does not enable them to identify areas of concern quickly and set appropriate actions for intervention. As a result, a small minority of apprentices make slow progress. Leaders and managers do not identify effectively all the strengths and weaknesses of their provision. Their self-assessment is not sufficiently evaluative. Consequently, the

actions for improvement that leaders and managers identify do not focus sufficiently on the impact that the actions will have on apprentices' 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

Assessors successfully involve employers in apprentices' programmes. Employers meet frequently with their apprentices to review their progress, often with the individual apprentice's assessor. They have a good understanding of the progress that their apprentices make. Apprentices are well motivated by the content and frequency of these reviews. As a result, the large majority of apprentices make the progress of which they are capable.

Assessors deliver effective training activities in the workplace to support the development of industry-specific skills. Apprentices receive challenging workplace projects and assignments to complete. As a result, they develop new skills beyond those needed in their main job roles and make positive contributions to their workplace.

Assessors ensure that apprentices receive sufficient time in the workplace to complete off-the-job training. Apprentices take part in additional work-based training opportunities to upskill them within their businesses. For example, apprentices working in retail returns gain the opportunity to learn about furniture upholstery repair.

Most apprentices receive good careers education, information, advice and guidance throughout their programme. Assessors work effectively with employers to keep apprentices informed of the training and career opportunities available to them. This has enabled the small number of apprentices who have completed their programmes to secure permanent employment.

In too many instances, assessors do not measure effectively apprentices' existing knowledge and experience when they plan learning and assessment activities. Assessors do not develop apprentices' English and mathematical skills well enough. As a result, a few apprentices take too long to complete their apprenticeship.

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

Apprentices benefit from an effective induction that covers safeguarding, radicalisation, extremism and equality and diversity. Managers have designed successful learning resources that help apprentices to develop their understanding of these topics. As a result, apprentices understand the relevance of safeguarding, the risks posed by radicalisation and extremism, and the importance of diversity in their

everyday lives and at work.

Leaders and managers ensure that staff receive appropriate training to keep them up-to-date with safeguarding and 'Prevent' duty issues and concerns. Leaders, managers and staff apply their knowledge very effectively to keep apprentices safe. As a result, apprentices are safe and feel safe. They know to whom they should report concerns. However, the 'Prevent' duty policy and action plan do not identify the actions that staff should take if they have a concern regarding racialisation and extremism.

Leaders have implemented appropriate policies and procedures for safeguarding, the 'Prevent' duty and safe recruitment of staff. However, they do not ensure that they follow these policies correctly. For example, managers conduct appropriate pre-employment checks for staff, but do not routinely take up references for new employees, even though this is part of their procedure.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019