

# All Inclusive Advice and Training

Monitoring visit report

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**Unique reference number:** 1278595

**Name of lead inspector:** Philip Elliott, Ofsted Inspector

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**Type of provider:** Independent learning provider

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## 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.

All Inclusive Advice and Training (AIAT) is an independent learning provider operating on a not-for-profit basis. In business since 2009, AITA offers Association of Accounting Technicians (AAT) provision from levels 1 to 4. AITA began delivering apprenticeships for levy-funded programmes in May 2017. To date, two apprentices have completed their training and at the time of the monitoring visit, the provider delivered training for one adult apprentice studying on a level two apprenticeship framework.

### 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 developed effective relationships with a small group of employers and this enables a good match between employers' needs and apprentices' career goals. Employers benefit from the support that tutors and managers provide and the progress that their apprentices make in developing confidence and the ability to work independently.

Employers work closely with tutors to ensure that apprentices receive sufficient time away from work for off-the-job training sessions and to coordinate this with the training they provide at work. For example, the current apprentice developed a better understanding of creating journals by receiving training at the provider and at work in the same week.

Leaders and staff identify accurately apprentices' prior knowledge, skills and behaviours. As a result, apprentices are recruited with integrity and placed on the right programme and level to meet their needs.

Apprentices receive good and thorough advice and guidance at the start of, and throughout, their programme. They have a good understanding of the commitment needed to complete the programme and the options available to them after they complete their apprenticeship.

Managers do not keep sufficiently up-to-date records of staff development and, as a result, do not know accurately how much training staff have completed or how staff use their new knowledge to improve their teaching.

Leaders do not focus enough on evaluating all aspects of the quality of the apprenticeship programme in their overall quality evaluation of their provision. Consequently, tasks set in the quality improvement plan are not detailed and clear enough and their impact is not measurable.

**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**

All apprentices who have completed their programmes achieve their qualifications and progress to either higher levels of study or remain with their employers. The current apprentice is making good progress and developing new knowledge and skills.

Apprentices enjoy their learning and appreciate the good support they receive from knowledgeable and supportive tutors. Tutors know their apprentices well and use this knowledge to tailor their teaching, for example by providing additional tasks to stretch apprentices aiming for distinction grades. As a result, apprentices make good progress in using accounting software and raising invoices.

Assessment is frequent and tutors provide apprentices with helpful feedback on their mock examinations, which helps them improve. Apprentices understand what they need to do to achieve high grades in examinations. As a result, a recent apprentice achieved a distinction grade.

Tutors ensure that apprentices continue to develop their English and mathematics skills. Although apprentices have good levels of English and mathematics when they start the programme, tutors understand that these skills need to be developed further in an accounting context. This enables apprentices to develop their confidence in using English and mathematics at work.

Although apprentices benefit from detailed reviews, too often apprentices are unaware of the progress towards achievement they are making because these reviews take place later than planned.

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

**Reasonable progress**

Leaders and managers have implemented appropriate safeguarding policies and procedures. Managers and staff supporting the apprenticeship programme have a

good knowledge of their responsibilities and duties and of how to identify and report any concerns they have. The effectiveness of these procedures is untested, because no safeguarding incidents have occurred.

The designated safeguarding officer has appropriate qualifications and experience and has made links to relevant local authorities and referral organisations. Leaders and managers ensure that staff are suitable to work with apprentices before they are recruited.

Apprentices feel safe and know who to report any concerns to should they have them. They have a good understanding of how to keep safe online from potentially fraudulent activities within the finance sector.

Staff have received relevant 'Prevent' duty training and training on how to safeguard apprentices. However, the 'Prevent' duty action plan has not yet been fully implemented.

While staff provide apprentices with information about the dangers of radicalisation and extremism and specific potential risks in their community at their induction, this is not always sufficiently comprehensive. As a result, apprentices' understanding of how these risks may apply to their work or personal lives is limited.

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