

Tendean Limited

Monitoring visit report

Unique reference number: 1278649

Name of lead inspector: Sambit Sen, Her Majesty's Inspector

Inspection dates: 24–25 July 2019

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.

Tendean Limited is a private training provider which operates mainly in London. It operates within the construction sector, specialising primarily in highway maintenance training. It started providing directly funded apprenticeships in March 2018. Currently there are 30 apprentices, most of whom are on framework apprenticeships. These include level 2 qualifications in highway maintenance, team leading and plumbing and team leader/manager at level 3.

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 strategy to specialise in providing apprenticeships within the construction sector and specifically in highway maintenance. They work effectively with their employers to design customised apprenticeships. In most cases apprentices carry out additional optional training to prepare them effectively for their industries. For example, once the highway maintenance apprentices complete their training, they complete an additional five-day street-works course. This helps them to attain their 'street-work' card, which they need to become fully qualified street-work specialists.

Leaders and managers recruit qualified and specialist staff who have current industry knowledge and experience to provide training. Where relevant they use employers' own staff to enhance training for the apprentices.

Staff recruit apprentices who are new to the sector and meet the requirements of an apprenticeship. This ensures that the apprentices gain significant knowledge, skills and behaviours during the qualification. Leaders and managers are closely involved in the recruitment process with the employer.

Leaders and managers communicate effectively the requirements of the end-point assessment to their employers and apprentices. This is done at induction and frequently during progress update meetings.

Leaders and managers track and monitor the performance of apprentices in detail. They work closely with the highway maintenance employer to ensure that the performance on the apprenticeship programme is updated regularly as part of the monthly performance management meetings that the employer has with their apprentices.

Managers have yet to ensure that assessors train apprentices fully on how British values have an impact on their lives and work.

Currently, the provider has no structured external governance. However, leaders have recently recruited external consultants to challenge and support them.

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**

Apprentices develop new and significant knowledge, skills and behaviours to benefit their employers' businesses. They are active and valued members of their teams. For example, apprentices on the team leading apprenticeship learn different ways of handling conflict, can self-reflect on their own behaviour as managers under pressure, and have gained ideas on how to motivate their teams beyond financial rewards.

Apprentices make good progress in their learning. They are supported effectively when they fall behind, for example through one-to-one and additional assessment sessions.

Assessors prepare apprentices adequately for their end-point assessments. They complete several practice tests and practical assessments to prepare them for the expectations of these examinations. Most assessors provide feedback on apprentices' work that is clear, concise and developmental.

Most apprentices develop good English and mathematics skills. They receive individualised training to support them. Staff use a good range of examples from the vocational sector that the apprentices work in, so they can apply their skills to their work.

Most apprentices benefit from high-quality training and are confident about their future employment prospects. They recognise clearly the knowledge, skills and behaviours they gain and how it links directly to their roles and responsibilities at work. Apprentices benefit from the expertise and experience of their assessors and the support they receive from them.

Assessors do not always assess adequately apprentices' vocational starting points. For example, they do not always establish prior knowledge that apprentices come with on the apprenticeship programme.

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

The provider has a fully qualified designated safeguarding officer. Safeguarding policies and procedures are appropriate and up to date. All staff are fully trained on safeguarding. Apprentices feel safe at their workplace and they know who to contact in case of any issues.

Leaders and managers ensure that new staff are suitable to work with their apprentices. This includes relevant pre-employment checks before new staff start their jobs.

Apprentices receive appropriate and relevant safeguarding training at induction and during progress-review discussions. Apprentices learn about bullying and harassment and the use of appropriate language at their workplace. In addition, most employers offer additional training on safeguarding.

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