

Triage Central Limited

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

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.

Triage Central Limited (Triage) was formed in 1998. The head office is in Scotland. In addition to training centres in Scotland, which were out of scope of the inspection, Triage has three centres in in Middlesbrough, Darlington and Hartlepool. Triage began the direct delivery of adult learning programmes in autumn 2017 and apprenticeships in January 2018. The company offers framework and standards-based apprenticeships in business administration, customer service, management and warehousing. It also offers courses for unemployed learners in business administration, health and social care, hospitality, information and communication technology, retail and employability. Triage currently has 26 apprentices and around 80 adult learners in its centres in north east England.

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 plan apprenticeships effectively. They ensure that their apprenticeships meet the requirements and principles of an apprenticeship. Leaders and managers work hard with employers so that they understand apprentices' on- and off-the-job training requirements. Apprentices benefit from one-to-one learning sessions, work shadowing, additional relevant qualifications and work-related projects.

Managers and employers recruit apprentices with integrity. They ensure that they match apprenticeships effectively to employers' needs and job roles. Trainer assessors liaise appropriately with employers and ensure that apprentices gain substantial new knowledge, skills, understanding and behaviours that are expected in their work roles. Apprentices add value to their employers' businesses.

Managers have a good overview of apprentices' progress. They work systematically with trainer assessors to provide help for apprentices, so that apprentices can complete their programme by the planned end date.

Managers ensure that tutors and assessors have the specialisms and qualifications that they require to support apprentices to make good progress. Managers provide useful staff development opportunities for trainer assessors. Consequently, trainer assessors use their experience and expertise effectively to support apprentices to improve their work and their knowledge, skills, understanding and behaviours.

Managers have a good understanding of the quality of their provision. They have identified swiftly and accurately the areas that need to improve. They have implemented a useful improvement action plan which recognises the areas that need to improve. For example, they are working effectively on strengthening the impact of the work of trainer assessors on apprentices' skills development and subsequent 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

Leaders and managers work effectively with employers to provide opportunities for apprentices to gain effective knowledge, skills, understanding and behaviours expected in busy office or work environments. Apprentices swiftly become valued and respected members of the workforce and gain the specialisms and job-related knowledge and skills that contribute to employers' businesses.

Trainer assessors identify apprentices' starting points accurately. Managers and trainer assessors successfully match apprentices' career and personal aspirations to relevant employment opportunities. They make effective use of apprentices' prior knowledge, skills and qualifications to design programmes that are achievable by the planned end dates. Trainer assessors provide good support that helps apprentices to prepare for end-point assessment.

Almost all apprentices make at least the progress expected of them and complete their work on time. Trainer assessors work cooperatively with employers to provide effective support and guidance. Employers provide useful job shadowing sessions for apprentices to enable them to gain the knowledge, skills and behaviours expected in their job roles or for future promotion. For example, apprentices understand and swiftly acquire the behaviours that employers expect them to demonstrate in business administration or customer service roles while at work.

Managers and trainer assessors monitor closely apprentices' progress and achievements. They hold valuable and regular discussions with apprentices and their employers to support progress. However, a few employers are not involved sufficiently in planning and reviewing the work that apprentices complete and in identifying what apprentices need to do next, which limits the pace of the apprentices' progress.

Trainer assessors provide regular feedback to apprentices. However, too little feedback is constructive and, too often, trainer assessors do not help apprentices to improve the standard of their written English. Apprentices develop their information, communication technology and mathematical skills and apply them in their work.

What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals? Reasonable progress

Leaders and managers ensure that adult learning programmes are effectively planned to meet the local back-to-work and health initiative. They work successfully with local agencies to ensure that the provision is highly relevant to identified needs in local communities. Trainer assessors focus effectively on helping unemployed adults to develop the knowledge, skills and understanding that they need to gain employment or progress to further training. Courses are easily accessible for learners and delivered in modern and well-equipped learning environments.

Learners improve their self-confidence. As a result, they are more able to prepare themselves to enter the local job market. A high proportion of adult learners progress into employment or further training.

Trainer assessors know their learners and have a good understanding of their training needs. They provide effective support and challenge to help learners achieve their learning goals. Trainer assessors take great care to understand the personal goals and career aspirations that learners have at the start of their course.

Adult learners who have not been in education for some time make good progress in developing their knowledge and skills in subject areas such as business administration, and customer service. Trainer assessors support learners effectively to improve the standard of their work and give them a better appreciation of the job roles available locally.

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

Managers ensure that effective safeguarding arrangements are in place. The designated officer and safeguarding coordinators implement Triage's policies and procedures effectively to keep apprentices and learners safe.

Managers follow safe recruitment processes efficiently when they appoint new staff. All staff are suitably checked to work with young people and vulnerable adults. Staff participate in regular update sessions about the 'Prevent' duty and keeping young

people and vulnerable adults safe. Tutors who teach on adult learning programmes establish an effective understanding of their learners' diverse backgrounds and the problems that they may face in their daily lives.

Apprentices and adult learners know how and to whom they should report any safeguarding concerns. They learn in very safe and secure environments and feel safe there and while at work. However, apprentices and adult learners only have a basic understanding of the possible threats posed by radicalisation and extremist groups.

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