

# Engage Training and Development Limited

Monitoring visit report

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

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**Type of provider:** Independent learning provider

**Address:** 2 Duke Street  
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## Monitoring visit: main findings

### Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. 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 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Engage Training and Development Limited was established in 2005. It received a direct contract for the delivery of adult education in 2017. The company's main office is in Doncaster and it has two other training centres in Rotherham and Mexborough. At the time of inspection, there were 10 learners working towards awards in construction at level 1. The provider works in partnership with organisations such as Jobcentre Plus to provide training for vulnerable adult learners.

### Themes

**How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? Reasonable progress**

Leaders work effectively with local agencies to plan and deliver provision that is responsive to local needs. Managers have effective links with partners such as Jobcentre Plus and local recruitment agencies. As a result, they help those furthest from the labour market to progress and reintegrate into education and employment.

Leaders work successfully with employers to provide training that upskills their workforce. They provide courses leading to English and mathematics qualifications that help learners to develop skills in these subjects and use them at work. For example, learners working in warehouses improve their knowledge of weights and measures. Leaders also provide training to enable learners to gain other relevant qualifications, including training to obtain forklift truck licences, manual handling certificates and first aid certificates. The training enables learners to make positive contributions to their workplace.

Leaders and managers promote equality and diversity effectively. They produce regular newsletters that ensure that colleagues and partners have a heightened awareness of the importance of diversity. Consequently, the organisation is welcoming, supportive and a respectful and tolerant place to learn.

Leaders have well-developed plans in place to provide external scrutiny of leadership decision-making and the delivery approach. They monitor closely their performance in meeting the requirements of the contract and use appraisals successfully to hold managers to account.

Managers monitor the quality of teaching, learning and assessment effectively. They meet regularly to standardise practice and they provide relevant training for staff. However, when managers evaluate the actions that they take to improve quality, they do not identify the impact on learners. Too often, deadlines in the quality improvement plan are extended without demonstrating that progress has been made.

Leaders and managers collect information about skills that learners develop and their destinations after completing their courses. However, the information is not sufficiently detailed to enable them to analyse fully the progress of individual learners. Consequently, they are unable to evaluate the full impact of their adult learning programmes.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress**

Managers and staff successfully recruit adult learners with significant barriers to learning and work. Staff provide effective academic support and guidance that enable learners to return successfully to learning. Learners enjoy their learning and are well informed about their chosen next steps.

Tutors and support staff help learners to evaluate their personal skills at the start and end of the programme. They use this information to design and deliver learning activities that help learners to develop the skills required for work. Tutors plan effectively for the development of job search skills and they work well with local recruitment agencies to provide job opportunities for learners. As a result, all learners improve their confidence and are motivated to move forward in learning or work.

Tutors complete a thorough assessment of learners' starting points and effectively identify their barriers to learning. They use this information successfully to provide additional support to learners. However, tutors do not make effective use of English and mathematics assessments to identify specific improvement that learners need to make. For example, they do not address gaps in learners' numeracy skills that they identify when learners start the course.

Tutors are experienced and well trained. They use their knowledge and expertise well to deliver vocational sessions. As a result, the large majority of learners gain

new vocational knowledge and skills. They produce work at least at the standard required for their qualification and are provided with opportunities to gain additional work-related qualifications. For example, learners on warehousing courses achieve forklift truck qualifications and those on construction courses are prepared for external assessment for gaining their construction skills card.

Too many learners do not complete their programme within the planned timeframe. Tutors offer additional sessions to support learners who are making slow progress but this has limited impact on enabling these learners to complete on time.

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

Leaders and managers have effective policies and procedures in place to deal with safeguarding incidents and to ensure safe recruitment of staff. Staff work closely with local support agencies to access help and advice for learners. For example, they make appointments with local support services for learners suffering with drugs and alcohol dependency.

Leaders and managers provide high-quality training opportunities to staff on the key risks posed in their local areas. Designated safeguarding leads attend external training regularly and provide contextualised safeguarding information to staff at all levels. As a result, staff manage risks effectively and learner safety is paramount in their practice.

Managers and staff pay high regard to safeguarding and the 'Prevent' duty. However, a few learners do not have a thorough enough understanding of how to identify the risks posed by radicalisation and extremism or how these risks are relevant to them in their everyday lives and work.

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