

# Skanska UK Plc

Monitoring visit report

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**Type of provider:** Employer

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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.

Skanska UK PLC (Skanska) received a direct contract to be a provider of apprenticeships in June 2017. It offers a highways maintenance apprenticeship framework programme at level 2 to its employees working in the construction industry across England. At the time of the inspection, Skanska had 18 apprentices funded through the employer levy. Most are aged 19 years and over.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Managers and staff are ambitious for their apprentices. Leaders, managers and all staff have high expectations of apprentices and their ability to meet demanding work standards that support the business aims of the company.

Senior leaders participate in influential boards and strategy groups to further develop the provision. For example, they have contributed to the development of a range of qualifications up to level 6. They are well prepared to deliver these apprenticeship programmes later this year.

Leaders and managers ensure that apprentices receive their full entitlement to training away from work. As a result, apprentices make effective progress towards their academic qualifications, as well as significantly improving their work-related skills.

Leaders and managers know their provision well. The very recently produced self-assessment report is sufficiently self-critical. For example, it accurately identifies the need for further development of additional support for apprentices with low levels of English and mathematics skills.

Senior managers have yet to develop fully the processes needed to make continual improvements. For example, trainers and managers regularly increase the support

provided to individual apprentices whose progress with their learning slows. However, managers have not ensured that sufficient measures are agreed with apprentices and their workplace supervisors to monitor the effectiveness of the additional support provided.

Senior managers have not developed robust systems to monitor the progress apprentices make with all parts of their learning. They are over-reliant on trainers reporting the progress of individual apprentices towards their main qualification.

Governance arrangements for the apprenticeship programmes are effective. Apprenticeship training is now regularly discussed by directors, who have recognised the need to be more challenging to managers about the quality of training and the outcomes of the programme.

**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**

Well-planned on- and off-the-job training helps apprentices make good progress in their learning. Trainers use the results of initial assessments of apprentices' work-related and personal skills, as well as relevant previous vocational experience, to plan training that meets their needs effectively.

Trainers' and apprentices' line managers work closely to support apprentices in their learning. They make excellent use of a wide range of work opportunities across different sites to ensure that apprentices develop and demonstrate new skills, well beyond the requirements of the apprenticeship programme.

Trainers and workplace mentors provide very useful individual coaching and guidance to apprentices and ensure that they understand the high standards of work expected of them.

Apprentices enjoy their learning and apply their theoretical learning effectively to their work roles. For example, apprentices regularly make use of a wide range of complex information and accurate map-reading skills to plan and carry out work tasks without interrupting local utility supplies.

Apprentices understand the contribution that English and mathematics skills make to their personal and career aspirations and continue to develop these skills throughout their training. Apprentices produce written work of a good standard.

Trainers and workplace mentors provide accurate, detailed feedback that motivates apprentices to improve the quality of their academic and practical work. Apprentices and their line managers know where they are in the programme and what they need to do to make good progress and achieve their aims.

Trainers ensure that apprentices receive appropriate advice and guidance to help them make choices about their next steps in learning, particularly within Skanska and the construction industry. Apprentices complete a wide range of additional employment-related training and gain valuable extra qualifications alongside their apprenticeship programme. These include temporary traffic management, emergency first-aid certificates, small-plant training and banksman training.

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

**Reasonable progress**

Apprentices feel and are safe. Managers and trainers promote good standards of health and safety throughout the training programme. Comprehensive 'risk and method' assessments are completed for all worksites. Consequently, apprentices demonstrate safe working practices in busy, high-risk environments. For example, apprentices are given training in how to deal with sharps and the dangers arising from the discovery of used hypodermic needles on worksites.

Apprentices have a good recall of the Skanska code of conduct. They clearly recognise the risks arising from radicalisation and extremism. Apprentices are confident about discussing their concerns with their line managers, mentors or trainers.

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