

# Eliesha Training Limited

Monitoring visit report

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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 the Education and Skills Funding Agency (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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Eliesha Training Limited began to deliver levy-funded apprenticeships in November 2017. Currently, the company has 174 apprentices on standards-based apprenticeships. Of these, 107 are on the team leader/supervisor apprenticeship at level 3 and 67 are on the operations/departmental manager apprenticeship at level 5. All apprentices are 19 years of age 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**

Leaders and managers have a clear strategic intent for their apprenticeship programmes. As experienced specialists in leadership and management training, they use their expertise successfully to meet the demands of employers. They ensure that they meet the principles of apprenticeships and that apprentices receive their entitlement to off-the-job learning during working hours. Apprentices on English and mathematics courses achieve their qualification, with a high proportion achieving at the first attempt.

Apprentices are recruited appropriately at the correct level. The curriculum starts with self-reflection and concludes with a workplace project that benefits both the employers and apprentices. Apprentices enjoy their training and feel fully supported in the workplace and by tutors. Contact with tutors is frequent and responsive, and it helps apprentices to improve their knowledge and skills. Apprentices' learning is enhanced through effective use of an electronic learning platform.

Apprentices who reach endpoint assessment (EPA) achieve high grades. Those awaiting EPA aspire to achieve distinctions. Apprentices understand fully the content of EPA and, through effective mock assessments, are prepared thoroughly. However, a few apprentices are not aware of when the EPA will take place.

Leaders and managers ensure that the training team works well together to support apprentices' progress. During monthly meetings, managers conduct in-depth analyses of apprentices' progress by group. For the minority who are falling behind, they intervene quickly to help them to catch up. However, information on progress is not used effectively enough to inform the content of apprentices' 12-weekly progress reviews.

Leaders and managers evaluate fully the quality of the provision. They identify and implement clear actions for improvement across most aspects of the provision. However, they did not pay sufficient attention to the time needed to complete the operational/departmental manager apprenticeship. As a consequence, apprentices do not complete the programme until after their planned end date.

Leaders and managers do not consistently take account of apprentices' prior attainment when adapting and developing the curriculum.

**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 substantial new vocational knowledge, skills and behaviours throughout their programme. As a result, many complete more complex tasks, take on additional responsibility within their job role or gain promotion. They improve their workplace behaviour and report greater self-awareness, assertiveness and the ability to accept and respond to constructive feedback. Apprentices recognise correctly the importance of British values and how these relate to their roles as line managers or supervisors.

Tutors provide high-quality learning resources that enable apprentices to develop and apply their knowledge, skills and behaviours. Apprentices value the workshop sessions and attendance at these sessions is good. They recognise correctly the benefits of working with colleagues and those from other organisations to share experiences and best practice. As a result, apprentices make positive contributions to their workplace, including finding creative solutions to identified problems.

Workplace managers provide high-quality opportunities for apprentices to develop their knowledge and understanding off the job. Apprentices attend relevant external conferences to increase their expertise. They also have good opportunities to participate in workplace projects that support their apprenticeship programme.

Tutors use their extensive knowledge and experience of leadership and management to test apprentices in their application of skills in the workplace. They challenge apprentices to assess how their behaviours at work impact on those that they line manage or supervise. Tutors provide useful feedback to help apprentices to consolidate their learning and to develop their knowledge and skills further. They

provide good constructive feedback to apprentices that helps them to improve their written assignments.

Managers offer a formal qualification as part of both apprenticeships. However, they do not review closely enough the progress that individual apprentices make in developing their knowledge, skills and behaviours. As a result, a few apprentices do not recognise the full extent of their progress.

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

Apprentices feel safe. They have a good understanding of how to keep themselves safe and report concerns. Tutors embed safeguarding effectively into professional debates during workshops and these are closely linked to specific apprenticeship modules. The vast majority of apprentices complete additional online training in safeguarding and the 'Prevent' duty to support their awareness and understanding.

Leaders ensure that staff complete appropriate training to carry out their safeguarding responsibilities effectively. All staff are subject to periodic Disclosure and Barring Service checks. The designated safeguarding lead has completed training in safe recruitment.

Leaders assess the risks associated with radicalisation and extremism and take action to minimise them. However, a few apprentices are not aware of the risks associated with county lines. They cannot identify localised risks in relation to radicalisation and extremism. Managers recognise correctly that they need to identify gaps in knowledge and extend surveys to include the 'Prevent' duty.

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