

# Kiwi Education Ltd

Monitoring visit report

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**Unique reference number:** 1280349

**Name of lead inspector:** Peter Cox, Her Majesty's Inspector

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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 '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.

Kiwi Education Ltd is a small independent learning provider. Prior to gaining approval to deliver levy-funded apprenticeships, it worked as an apprenticeship subcontractor. At the time of the monitoring visit, the company has 301 standards-based apprentices. Of these, 144 are working towards health and social care at levels 2 and 3. Sixty-one apprentices are working towards team leader at level 3, 25 towards operations management at level 5 and 16 towards business administration at level 3. The remaining 55 apprentices are working towards a variety of other standards, including digital marketer at level 3 and junior management consultant at level 4.

### 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 rationale for the curriculum offer. They work closely with local employers to make sure that the apprenticeships meet their needs, particularly within the local health and social care sector. Leaders and managers have developed programmes successfully that enable apprentices to gain substantial new vocational knowledge, skills and behaviours.

Leaders and managers have recently strengthened how they monitor the quality of their provision. They ensure that they meet all the requirements of apprenticeships. Employers complete the apprenticeship commitment statement. Leaders and managers have introduced more rigorous systems to track apprentices' off-the-job training to ensure that they are benefiting from this learning. Leaders and managers have suitable systems in place to monitor apprentices' progress. They intervene swiftly when apprentices fall behind, which ensures that apprentices are able to catch up quickly.

Leaders and managers work closely with employers to make sure they understand the requirements of the apprenticeship programme. Most employers value the positive impact that the apprenticeship programmes have on their business. Leaders

do not ensure that all employers receive sufficiently frequent updates about the progress their apprentices make. As a result, not all employers have the necessary information to support their learners through on-the-job training.

Leaders and managers ensure that all staff are suitably qualified and experienced. Trainers benefit from a comprehensive programme of professional development which keeps them up to date with their subject knowledge. Leaders and managers exploit strong relationships with employers to enable trainers to receive up-to-date vocational training. For example, a nursing home employer provided social care trainers with training on safe handling. This ensures that trainers remain vocationally competent.

Leaders and managers are in the process of appointing a governing body. As such, it is too early to make a judgement on the impact of governance.

**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**

Trainers plan their teaching programmes carefully and sequence learning appropriately. Apprentices use their substantial new knowledge, skills and behaviours to take on increasingly complex roles in their companies and gain promotion. For example, one apprentice was promoted into a senior strategic management position as a direct result of the operations management programme. Trainers have improved the way they assess and identify apprentices' knowledge and skills at the start of their programme. Trainers use the results of these assessments to plan carefully to meet the needs of apprentices.

Trainers use their strong vocational expertise to develop apprentices' knowledge and understanding. Apprentices learn to apply new knowledge to improve their work skills. For example, health care apprentices learn about the impact of diabetes on their patients. Apprentices become skilled in identifying symptoms and implementing appropriate medical care for their patients. Trainers do not make sure that employers build routinely on off-the-job training in the workplace. As a result, a few apprentices make slow progress in developing and applying their knowledge and skills in the workplace.

Trainers set apprentices sensible targets that build on previous learning. Trainers do not have a consistent approach to feedback. As a result, a small minority of apprentices do not have a clear awareness of how to improve their work.

Trainers support apprentices who study English and/or mathematics effectively and help them to achieve their qualifications. However, teaching staff do not do enough to help apprentices who are exempt from functional skills to develop their English and mathematics further.

Trainers ensure that apprentices receive information about end-point assessment (EPA) at induction. However, they do not help apprentices to develop the wider skills, such as how to deliver presentations, that would enable them to be more confident about preparing for their EPA.

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

Leaders and managers prioritise safeguarding and make sure apprentices are safe. They have appropriate safeguarding policies and procedures. Staff implement these policies and procedures effectively to keep apprentices safe. Managers adhere to safe recruitment practices. They ensure that all staff receive appropriate Disclosure and Barring Service (DBS) checks so that staff are safe to work with apprentices.

The experienced and appropriately trained designated safeguarding lead (DSL) ensures that staff receive frequent safeguarding and 'Prevent' duty training. The DSL uses good relationships with the local safeguarding board and other external agencies to keep informed about regional safeguarding issues. The DSL shares this information with staff to support keeping apprentices safe.

Safeguarding training is effective in ensuring apprentices feel safe and know how to report concerns. Apprentices receive useful safeguarding information at the start of and during their apprenticeship. Apprentices have a good understanding of how to keep themselves safe from the risks of radicalisation and extremism.

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