

Dhunay Corporation Limited

Report following a monitoring visit to a 'requires improvement' provider

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

Dhunay Corporation was inspected in November 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Dhunay Corporation Limited (Dhunay) is an independent learning provider based in Ealing, West London. They offer framework apprenticeships in security services and cleaning and support services at level 2. They also provide standard apprenticeships in associate project management at level 4. At the time of the monitoring visit, there were 6 apprentices on the associate project management apprenticeship. There were no adult learners on programmes at the time of the monitoring visit.

Themes

How effectively do governors challenge senior leaders to secure improvements in the quality of provision, including improvements to teaching and assessment practice on apprenticeships?

Insufficient progress

Leaders have not developed effective processes to know what progress they are making against their improvement targets. As a result, they do not have a good understanding of the quality of provision. Leaders have not been swift enough to implement improvements identified in their improvement plans or in governance meetings. Too many actions in the improvement plan have not been completed within planned timescales.

Since the previous inspection, leaders have established external scrutiny of their work. They have implemented quarterly governance meetings to review performance. Leaders have appointed a consultant who provides appropriate and relevant challenge in governance meetings.

At governance meetings, leaders and managers do not present management information clearly enough and do not understand sufficiently well the impact of actions they have taken. Too often, reports lack detail and information from different sources is not analysed sufficiently. For example, although managers meet frequently with curriculum leaders, information on the retention and progress of apprentices is not compared effectively with other available information. As a result, leaders do not have a clear understanding of apprentices' progress, how many apprentices remain on programmes or whether apprentices progress on to meaningful employment.

Leaders have responded appropriately to the performance management of staff where necessary. They have taken relevant action to support tutors and have monitored their progress well. Leaders do not, however, have a good understanding

of the overall quality of teaching and assessment. They do not routinely review the outcomes of observations of training sessions or evaluate the impact of training on tutors' practice.

Leaders and managers have reviewed the curriculum and have taken a decision to stop offering programmes where the quality of provision is poor. They have considered carefully the curriculum that they plan to develop, so that they meet the needs of local employers and have the relevant expertise to provide high-quality provision.

How effectively do staff check apprentices' prior skills and knowledge so that they can plan an effective curriculum and ensure that apprentices make good progress, gain their qualifications and progress to relevant employment. Insufficient progress

Leaders and managers have not taken appropriate action to improve the quality of the cleaning and support services apprenticeship or the associate project management apprenticeship. Too many apprentices on these programmes do not receive their entitlement to off-the-job training and, as a result, too many project management apprentices have fallen behind with their work and withdrawn from the programme. No project management apprentices have achieved their qualifications within the planned timescales.

Leaders do not ensure that all apprentices receive well-planned and sequenced learning. Project management apprentices have experienced too much disruption with their programmes. Although this has improved recently, they do not benefit from well-structured teaching and assessment. For example, they have had to wait to complete a final examination, and tutors do not provide helpful enough feedback on apprentices' portfolios.

Staff have not supported apprentices on cleaning apprenticeships well enough to develop substantial new knowledge and skills. Most apprentices on this programme have extensive experience in this area and have not make good progress in developing their knowledge and skills further. Too often, assessment of apprentices on cleaning programmes is ineffective. Staff do not visit apprentices in the workplace frequently enough, and too often visits are cancelled.

There have been no new apprentices since the previous inspection and, as a result, inspectors were not able to evaluate how effectively staff checked apprentices' knowledge and skills at the start of their programmes.

Apprentices on security services frameworks develop new skills, knowledge and behaviours, and the vast majority achieve their qualifications. Managers of security service apprentices recognise the progress that apprentices make on their programmes. For example, apprentices understand the legislative knowledge required to work as security guards, and they develop good customer service skills when dealing with customers in different settings.

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