

Ingeus Training Limited

Independent learning provider

Inspection dates

20–23 September 2016

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Apprenticeships	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Traineeships	Requires improvement
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is a provider that requires improvement

- Although improving, the proportion of learners who achieve their intended qualifications is not yet high enough or consistently good across subjects and regions.
- Too few learners progress from the traineeship programme into employment or further training.
- Staff do not plan learning programmes and sessions sufficiently well to challenge all learners; as a result, learners do not make the maximum progress of which they are capable.
- The impact of leaders' and managers' actions to tackle many aspects of underperformance has been too slow.
- Leaders' and managers' evaluation of the quality of observed teaching and learning sessions is not sufficiently rigorous or accurate.
- Managers do not hold sufficient information on apprentices' progression to higher level programmes or other career developments.

The provider has the following strengths

- Strong collaboration with employers is increasingly effective in developing provision that meets local and national needs.
- Self-assessment and quality improvement planning by managers and staff are accurate and clear, and provide a sound basis for improvement.
- Leaders' and managers' clear strategy to improve English and mathematics has resulted in significant improvements.
- Staff promote equality, diversity and British values very effectively, resulting in learners' good understanding of these issues.
- Learners develop good personal and employability skills that enhance their performance in the workplace.

Full report

Information about the provider

- Ingeus Training Limited (Ingeus) is owned by Ingeus (UK) Limited, which has its headquarters in central London. Ingeus was established in November 2012 when it purchased Zodiac Training, a regional training provider in the North East of England. Since then, Ingeus has developed its provision across the country and now, as a national provider, operates in all regions.
- Ingeus offers apprenticeship and traineeship programmes, mostly in health and social care, retailing, hospitality and business administration. Apprenticeships are delivered entirely in the workplace; learners on traineeship programmes attend local training centres as part of their studies.

What does the provider need to do to improve further?

- In order to improve teaching, learning and assessment:
 - improve managers' evaluations of observed teaching and learning sessions so that they are more rigorous and focus accurately on learning and progress
 - develop a detailed improvement plan for each staff member following observation
 - improve programme planning so that staff take full account of learners' prior experience and abilities
 - ensure that staff provide work which challenges learners of all abilities to achieve their utmost throughout sessions, including the most able learners
 - ensure that staff set learners specific and challenging learning targets and monitor their achievement closely.
- Raise qualification achievement rates by monitoring learners' progress rigorously and taking action to support those at risk of not completing on time.
- Strengthen the use of information on apprentices' progression and destinations to determine the full impact of the programmes.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In the last year, senior leaders and managers have recognised that they must do more to tackle underperformance, and they have taken action to improve outcomes for learners. They have strengthened the capacity of managers to improve the quality of provision, and increased the accountability of staff for the outcomes of their work. The range of provision has been reduced to enable managers to focus their attention and resources on the apprenticeship and traineeship programmes. There has been some, but not enough, success. A larger proportion of learners are now successful in achieving their qualifications and more are making better progress compared with their starting points. However, too many learners still do not make sufficient progress, the standard of teaching is not consistently good, and too much variation exists in the quality of provision.
- Senior leaders and managers have integrated the training provision within the company's other lines of business, and the process of this transition has taken longer than first anticipated. They have worked hard to establish an aspirational culture through the effective management of staff performance and good communications; while these features are beginning to have a positive impact, they have not yet led to sufficient change in staff practice. Several management restructures and new appointments have helped to clarify roles and responsibilities across the organisation. However, as a result of high staff turnover, many apprentices have suffered disruption to their programmes. Early indications are that the current structure is working well, although it is too early to assess the full impact.
- Managers' evaluations of the quality of observed teaching and learning sessions are not sufficiently rigorous or accurate, and do not focus well on the extent of learning and progress. Managers recognise that too many learning sessions are not planned well enough and are insufficiently demanding. Plans to improve the process through which managers observe staff in teaching and learning sessions are well under way. Many staff have received effective support to help them to improve, although managers do not always agree action plans for individual staff which are sufficiently detailed or precise. Managers do not yet take an individual's support plan into account when evaluating their performance and planning their development.
- Managers have improved the self-assessment process; it includes the views of managers, staff and learners, and is self-critical. Evaluations of the quality of provision, summarised in the self-assessment report, are generally accurate. The quality improvement plan identifies key priorities and targets for improvement very clearly. Managers use data on learners' progress and outcomes increasingly effectively to evaluate performance.
- Managers have designed and implemented a good range of staff training and development activities to improve training advisers' and tutors' skills, knowledge and performance. For example, a five-day teaching excellence programme helps staff to increase their confidence and become more effective in planning and delivering learning. The impact of this is not fully evident as the planning of programmes and learning sessions still requires improvement.
- Managers' strategy to improve English and mathematics provision is given a high priority and is having a positive impact. Staff have good levels of confidence and knowledge,

which they use successfully to integrate English and mathematics activities in learning sessions. Apprentices' achievement of functional skills qualifications in English and mathematics has increased significantly.

- Managers are using their strong partnerships with employers increasingly effectively to improve learning in the workplace. Managers collaborate effectively with employers to design good learning activities that are matched very well with all aspects of on-the-job training. Links with restaurant, supermarket and retail chains are particularly strong. However, too few of the learners on traineeship programmes progress into jobs.
- The culture of the provider is inclusive; managers and staff promote equality of opportunity very well throughout the organisation. For example, great care and attention are given to ensuring that marketing campaigns reach a broad range of social and cultural groups. Managers have reduced some significant differences in achievement between particular groups of learners, and have negotiated pay rates at the national living wage for a large number of learners. Good resources and training are available for staff to ensure that they remain up to date in their understanding of equality, diversity and British values.

The governance of the provider

- Senior leaders are self-critical and evaluate their own performance effectively. They recognise that they have not had sufficient influence to ensure that the provision has improved quickly enough.
- The chief operating officer and senior leaders have a very good understanding of the provision and meet frequently with managers to review progress and drive performance forward.
- The quality improvement board meets every six weeks and receives a good level of support and challenge from senior leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority and staff ensure that learners receive the information and support they need to stay safe.
- All staff have received good training about their safeguarding responsibilities, and checks on their suitability to work with young and vulnerable people have been carried out.
- Learners' awareness of safeguarding issues, and how to raise any concerns, is covered well in learning sessions and in the learner handbook. Learners show good awareness and understanding of issues such as e-safety, cyber-bullying and mate crime.
- Managers have responded well to the 'Prevent' duty. A good strategy and action plan is in place and all staff have undertaken appropriate training.

Quality of teaching, learning and assessment

Requires improvement

- Apprenticeship programmes are not always sufficiently challenging, with a minority of learners undertaking qualifications that are too easy, often at a level specified by their employers. Staff do not use information gained through an initial assessment of learners' starting points well enough to tailor programmes to meet individual learners' needs,

circumstances and career aspirations. Progress for these learners is insufficient.

- Staff do not set effective targets for learners. Targets often lack precision and challenge and mainly focus on tasks to be completed, rather than learning. Staff use digital voice recordings to record assessments and the targets set, and learners do not find it easy to retrieve specific information later. In a minority of instances, agreed targets are not reviewed or met, thus slowing learners' progress.
- Not all employers are sufficiently involved in apprenticeships and some have little knowledge of the programme requirements. These employers do not attend meetings to discuss apprentices' progress and are largely unaware of how their apprentices are developing.
- Individual coaching sessions for apprentices are generally effective; training advisers use this time to review progress, assess and give feedback on completed work and introduce new learning topics. Training advisers and apprentices are increasingly using the new electronic portfolio system and online resources, but on occasion they are prevented from doing so by a lack of internet access in the workplace. Not all learners are sufficiently competent and confident to use the electronic portfolio independently.
- Sessions for those on the traineeship programme are participative and fun, with well-devised tasks and team activities that develop learners' self-confidence and communication skills. Tutors make good use of open and targeted questions to check learners' understanding. However, they tend to give all learners the same work, irrespective of their abilities, and do not provide the most able learners with challenging work to develop their knowledge and understanding fully.
- Training advisers and tutors develop learners' English and mathematical skills effectively, providing work-related and relevant tasks. For example, trainees were asked to calculate the weekly number of hours spent on work placement. However, where apprentices already hold GCSEs at grades A* to C in English and mathematics, training advisers do not routinely encourage them to progress further. Ingeus is introducing learning support staff in each region to provide specialist support in English and mathematics for training advisers, tutors and learners where necessary. This arrangement is already established in the North East, and plans are in place to extend it to the other regions.
- Staff work very effectively with the majority of employers to design programmes that are carefully tailored to meet their varied business needs. For example, the traineeship programme provides learners with work experience with two large retailers, greatly enhancing their employability skills and job prospects. Similar partnership work with the employers of apprentices, including two high-quality restaurant chains, is very effective in ensuring that programmes reflect current industry practice and equip learners with valuable skills for sustained employment and career progression.
- Training advisers provide a high level of support for apprentices. In addition to frequent visits, they provide ongoing support through emails and text messages. Where required, such as following a period of sickness absence, training advisers increase the frequency of their visits to speed apprentices' progress. Apprentices carry out independent learning, including through the completion of work books between visits from their training advisers. One business administration apprentice researched the roles of the sector skills councils and the legal requirements of employment as part of her independent studies.
- Staff are skilled at setting learning in the context of the workplace, so that learners can see the relevance of what is being taught and can apply their new knowledge and skills readily. Staff have good industrial experience that they use well to provide learners with

relevant and up-to-date guidance, including technical terminology.

- Staff promote equality, diversity and British values well. Learners' understanding of life in modern Britain is good. Learners can discuss topics such as stereotyping, bullying and discrimination confidently. Staff link learning to current affairs such as the Paralympic Games and to the work context, for example the importance of considering the different backgrounds, cultures and religions of residents in a care home.
- Learners feel safe and are well aware of the action to take should they have a safeguarding concern. Staff emphasise health and safety well and learners demonstrate safe practices at work.

Personal development, behaviour and welfare

Requires improvement

- Initial information, advice and guidance for learners are not fully effective in ensuring that they embark on the most suitable and challenging learning programme. A minority of learners are not sufficiently challenged and as a result do not make enough progress given their starting points.
- Not all learners are sufficiently competent and confident in information and learning technology (ILT) skills to use the electronic portfolio and locate the online learning materials effectively. These learners do not develop their information technology skills well enough and rely too much on their training advisers to manage their portfolios for them.
- Learners' awareness and understanding of safeguarding, including the importance of staying safe online, are good. Learners are also well aware of matters relating to equality and diversity, and understand British values, which are topics that training advisers reinforce frequently. However, a minority of workplace environments where learners are employed or placed include areas that are cramped and untidy and do not promote good practice in housekeeping.
- Training advisers and tutors are increasingly effective in developing learners' English and mathematical skills throughout their programmes. As a result, apprentices' achievement of English and mathematics qualifications has increased significantly. However, qualification achievements for those on the traineeship programme remain too low.
- Learners' behaviour at work and in the training centres, and their attitudes to learning, are good. Attendance is good and the majority of learners are punctual at their lessons, work placements and meetings with their training advisers. Learners respect each other and relate well to staff and work colleagues, demonstrating mature and professional attitudes.
- Learners benefit from a comprehensive induction to their programmes, reinforced through learner handbooks which include useful reference material on a range of issues including safeguarding, equalities legislation, and the threat posed by those promoting extremist views.
- Learners on the traineeship programme enjoy their work placements and are motivated well by preparing to apply for specific roles with well-known retailers. Apprentices value their programmes highly and are proud to take part in training that they hope will enhance their career plans.
- Learners improve their personal and employability skills markedly, which makes them more effective in the workplace. In particular, learners develop their self-confidence, time management and ability to work as part of a team. The vast majority of trainees are

initially nervous about speaking to customers in their retail settings but develop the skills not only to respond to customer queries, but to initiate discussions.

Outcomes for learners

Requires improvement

- The proportion of apprentices who achieve their intended qualifications has improved in the last two years but is below average for similar providers. The completion of qualifications within planned timescales, by just under half of apprentices, has also improved but is also below average. The provider has identified the reasons for the low achievement of apprentices, including high staff turnover, and has taken steps to provide greater stability for learners to aid their progress.
- Achievement rates vary too much between subjects and regions. For example, the achievement rates for the small number of apprentices in engineering are very low, while in the largest subject area of health, public service and care, rates are much higher and slightly above national figures. Wide regional differences in learners' achievements exist, with more established provision in the North East having relatively higher achievements than newer provision in Yorkshire. Managers monitor data closely, identify differences in achievement between particular programmes and groups of learners, and take effective action to close gaps.
- Trainees' achievement of English and mathematics qualifications is low, particularly at levels 1 and 2. Following the introduction of entry-level functional skills qualifications, learners' achievements at these more appropriate levels are higher, but remain well below national rates. Trainees' achievement rates in employability and vocational qualifications are also low.
- Trainees' rate of progression to employment or further training in 2015/16, although increased since the previous year, remains low, with just under a half of leavers achieving this positive progression. Through increasing its partnership work with large employers who directly recruit from traineeship programmes, Ingeus seeks to increase job outcomes. While the vast majority of apprentices remain in employment upon completion of their programmes, Ingeus does not have accurate information on the proportion that progress to higher level studies or gain promotion at work.
- Apprentices' achievements in English and mathematics functional skills qualifications have improved considerably. Achievement rates for English have risen to around the national rate, while those for mathematics are above.
- The majority of current learners are making at least the progress expected of them and are on schedule to complete their qualifications on time. Where they have fallen behind, staff provide intensive support to help them catch up. For example, training advisers increase the frequency of their visits to weekly, in order to speed up apprentices' progress if necessary.

Types of provision

Apprenticeships

Requires improvement

- At the time of the inspection, 1,313 apprentices were in training, two thirds of whom were on intermediate apprenticeships. The majority of apprentices follow programmes in health and social care, business administration, retailing and hospitality.

- Apprentices' achievement rates have increased in the last two years but remain below average. The majority of current apprentices are making at least the progress expected of them and are due to complete their qualifications on time. Increasing use of the new electronic portfolios helps most learners to be aware of their progress so far and the target dates for completion of each qualification.
- Training advisers do not always use the information they gain through initial assessment of apprentices' starting points to place them on the most appropriate level of programme and tailor the content to take into account their existing skills and knowledge. As a result, a minority of learners are on programmes that are not sufficiently challenging.
- Apprentices are not always sufficiently aware of their individual targets. Targets set by training staff are often not individualised or specific enough and tend to focus on tasks to be completed rather than learning objectives. Apprentices do not always meet targets and their progress is too slow.
- Not all workplace supervisors are sufficiently involved in the apprenticeship programme. Some do not have a good enough understanding of the framework requirements; nor do they participate in discussions regarding apprentices' progress on the programmes.
- Training advisers provide effective individual coaching for apprentices in the workplace, with at least monthly visits, and often far more frequently. Training advisers carefully link learning activities to their application at work. Apprentices develop their vocational skills well and become more skilful in their roles. However, training advisers sometimes use part of the visit time to mark apprentices' work, which reduces the amount of new learning that takes place.
- Apprentices develop their independent learning skills well, including through the use of workbooks and ILT, including web-based seminars. However, not all apprentices have good access to ILT in the workplace in order to make use of the available resources. To resolve this problem, Ingeus is providing apprentices in a selection of workplaces with tablet computers.
- Assessments are accurate. Training advisers' verbal feedback to apprentices is clear and constructive. However, training advisers rely too much on digital voice recording of evidence and notes of meetings, which makes it difficult for learners to retrieve information quickly at a later date.
- Programmes are provided to meet local and regional needs, in strong collaboration with employers. Staff manage programmes well and ensure that they meet apprenticeship requirements.
- Apprentices benefit from good communication with their training advisers, who are very supportive and highly responsive to their needs. For example, one apprentice working in a fast-food outlet was worried about moving to work in another branch of the business. The tutor ensured a seamless transition to the new venue by introducing the apprentice to their new training adviser before the move took place.
- The majority of apprentices have a good understanding of safeguarding, equality, diversity and British values, topics that are reinforced well by training advisers during their visits. Training advisers link this learning well to real-life work scenarios, using monthly 'hot topics' well to reinforce specific issues relating to equality and diversity.

Traineeships

Requires improvement

- Of the 331 learners on traineeship programmes, 90 are aged 16 to 18 and the remainder

are over 19 years old. At the time of the inspection, nine cohorts of learners were at various stages of the eight-week programme. Managers ensure that the programmes include the required components including English, mathematics, work preparation training, vocational training and work placements.

- A higher proportion of learners progressed from the traineeship programme into employment or further training in 2015/16 than in the previous year, but this progress rate remains below average. Learners' achievement of qualifications is low. Previously, many learners were placed on English and mathematics qualifications at too high a level, given their starting points and the programme's duration.
- Tutors deliver lively and interesting sessions, which learners enjoy and participate in enthusiastically. Tutors ensure that activities are practical, relevant and contextualised to work roles. While the majority of learners make good progress in lessons, tutors do not always challenge the most able learners, who sometimes finish their tasks earlier than others and remain unoccupied for part of the session.
- The majority of sessions take place in appropriate and well-resourced training rooms. However, in a minority of cases, sessions take place in rooms that are unsuitable and cramped, to the detriment of learners' concentration and progress.
- Managers work in strong partnership with two national retailers, including a major supermarket, to provide bespoke eight-week programmes matched to specific job vacancies. Learners are motivated well by the incentive of having a realistic chance of gaining a job with well-known retailers in their location.
- Despite the low rate of achievement of English and mathematics qualifications, current learners are developing their skills satisfactorily. Tutors encourage learners to use dictionaries to improve the accuracy of their spelling. Learners practise and improve their speaking and listening skills through group discussions and mock job interviews. Tutors point out English errors in learners' written work and provide them with clear suggestions on how they can improve. Learners develop their mathematical skills through work-related tasks such as measuring a storeroom as part of their retailing studies.
- Learners develop their personal and employability skills well. In particular, tutors ensure that learners understand and demonstrate the work behaviour expected of employees, including good timekeeping, teamwork and showing respect for others. Learners agree to, and generally adhere to, high standards of behaviour. They develop confidence and become increasingly willing to contribute in sessions and share their views with others.
- Learners benefit from their work placements by developing good vocational skills. To link the work placement well with other parts of the programme, Ingeus provides a workbook relating specifically to each of the two employers, for learners to complete in the workplace. Tutors ensure a smooth transition into the placement by arranging for learners to meet with their workplace supervisor towards the end of their initial block of classroom-based learning. Tutors monitor learners in the workplace well, collaborating with work-placement staff to ensure the well-being and progress of learners.
- Learners feel safe and know how to raise any safeguarding concerns in the training centres or the workplace. Tutors provide good information and training on safeguarding, including the dangers of extremism and radicalisation, staying safe online and health and safety. Learners follow safe working practices in their work placements.

Provider details

Unique reference number	55491
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,512
Principal/CEO	Fiona Hawkesley
Telephone number	020 7625 3000
Website	www.ingeus.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	–	–	–	3	–	15	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	88	811	11	311	–	92		
Number of traineeships	16–19		19+		Total			
	90		241		331			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the head of skills quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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