

LIGA (UK) LTD

Independent learning provider

Inspection dates

13–16 December 2016

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Apprenticeships Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Good	
Outcomes for learners	Good	
Overall effectiveness at previous inspection		Requires improvement

Summary of key findings

This is a good provider

- Leaders and managers have successfully resolved all areas for improvement identified at the previous inspection.
- Staff and learners have a strong understanding of radicalisation and extremism, having benefited from good online learning resources.
- A well-managed learner and staff discussion forum provides a safe environment for learners to 'blog' and safely discuss current affairs and topics of relevance to them.
- Managers have purposefully integrated the range of software applications to make best use of data to monitor the performance of staff and learners effectively.
- Safeguarding arrangements are effective and managers have introduced new systems which enable apprentices to develop an appropriate understanding of staying safe at work and in their personal life.
- Apprentices receive well-focused feedback from assessor trainers which is encouraging and motivational and clearly identifies areas for improvement.
- Apprentices successfully complete functional skills assessments early in their training and then continue to develop their English and mathematics skills successfully in assignments and in the workplace.

Full report

Information about the provider

- Liga Limited is a private limited company, established in 2011, with an administrative centre based in Witney, Oxfordshire. The company operates on a national basis, recruiting and delivering apprenticeships in the South East, London, the Midlands and the North East. Liga specialise in business administration, customer service, team leading and management, with courses targeted to meet the needs of employers. All training and delivery is conducted at the learner's workplace. Liga do not subcontract any of their provision.
- Liga employs a team of 20 staff, of whom seven trainer assessors have direct contact with learners. The trainer assessors are managed directly by the operations director, who, along with the quality manager and the recruitment manager, report to the managing director.

What does the provider need to do to improve further?

- Embed the role of the new group of governors in systematically providing support and challenge to leaders and managers.
- Extend the range of learning resources to challenge learners to develop a greater depth to their learning, including the correct use of referencing and bibliographies in their written work.
- Refocus the observations of teaching and learning to place more emphasis on what the learner can do, and to inform assessor trainers how to improve their practice.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers know their company and provision well. They have taken decisive action to improve the provision since the last inspection and have eradicated almost all of the weaknesses identified. Managers use data effectively to monitor the progress and outcomes of apprentices and have an accurate understanding of the quality of the provision. Achievement rates improved in the last year, and employers appreciate the partnership with Liga.
- The managing director and senior managers enthusiastically and energetically work well with enterprise partnerships and national employers across the UK to deliver provision that meets the needs of employers and fulfils local priorities. They work closely with employers to address specific skills gaps, for example by providing apprentices for doctor's surgeries.
- Managers have purposefully developed bespoke online learning and discussion forums to interact with the e-portfolio and the performance management systems. This enables managers to monitor online learning and learner performance, and to manage a learner and staff social media site to promote online discussion and 'blogging' on current topics and news items.
- Managers have strengthened links with assessor trainers to monitor their performance more closely, for example by discussing and checking learners' progress during monthly meetings, to ensure that all learners progress well. Assessor trainers are regularly set individual targets that focus on their performance, quality improvement and personal development. Regular observations of teaching and learning help staff to improve. However, the reports following observations focus too much on what the trainer assessor did, and not on what the learners could do.
- Managers work very effectively with employers to quickly identify concerns and take swift action. For example, when concerns were raised about the way an employer was using apprentices, managers acted decisively to stop new enrolments while these concerns were investigated. They then terminated further enrolments while continuing to support existing learners to complete their qualification.
- Managers effectively review health, safety and safeguarding procedures at employers' premises. Although assessment takes place, no records or commentary are kept to provide assurance that extremism and radicalisation have been considered.
- Quality improvement systems have been effective in improving the quality of provision since the last inspection. The quality improvement plan is detailed and clearly identifies the key improvements required. It prioritises actions and has useful milestones and a strong focus on the impact of actions taken. However, the self-assessment plan is overly descriptive and provides insufficient evaluation and clarity about the strengths and areas for improvement.
- All staff place particularly strong emphasis on improving learners' English and mathematics skills in the workplace. Apprentices quickly apply their knowledge and skills to pass functional skills assessments, and they continue to develop these skills as they progress at work. All assessor trainers are qualified at least to level 2 in English, mathematics and ICT.

- Managers recognise the importance of promoting equality, diversity and living in modern Britain. New e-learning arrangements have been successfully introduced to expand learners' understanding of these areas. Apprentices and employers use and value materials that have been embedded into learning. Assessor trainers have received purposeful training to promote these essential skills to learners and are confident discussing topics with learners. However, e-learning is not yet systematically planned into all learners' programmes.
- Managers have used data successfully to identify and tackle achievement gaps between most groups of learners. However, they do not collect data to monitor the performance of learners from groups such as those who received free school meals learners or who were in care. Although destination data is collected at the point when learners complete their apprenticeship, no further checks are made on the sustainability of their employment.

The governance of the provider

- Managers have recognised the importance of developing effective ways of providing external support and challenge for the provision. As a result of this, a governing body has just been appointed which brings a wealth of knowledge from business, industry and education. It is too early to judge the effectiveness of the governing body.

Safeguarding

- The arrangements for safeguarding are effective and well integrated throughout the provision, ensuring that learners and staff know how to stay safe. Managers have transformed the provider's approach to safeguarding, taking the safety of apprentices very seriously. Apprentices have a good understanding of how to report any concerns they may have.
- Appropriate safeguarding checks are made on any new staff recruited. A complete and appropriately detailed record of all staff is held centrally. All staff complete online and face-to-face training in safeguarding, cyber security and extremism. The designated safeguarding lead and other staff are appropriately trained and maintain suitable links with external agencies, including the local safeguarding children's boards. Leaders and managers are proactive in creating resources to deepen learner understanding of these topics.
- Managers have introduced a detailed 'Prevent' action plan that ensures that learners are well protected from the dangers associated with terrorism, extremism and radicalisation. All staff have completed training on their 'Prevent' duty, and are alert to changes in learners' behaviour that may give cause for concern.
- Managers have introduced creative purposeful e-learning resources to ensure that apprentices and employers are able to demonstrate good understanding of all aspects of safeguarding, including the 'Prevent' duty and British values and their relevance to the workplace. As a result, apprentices' understanding of these is excellent. For instance, one apprentice identified that patients in a surgery may also be vulnerable to negative influences and potential radicalisation.

Quality of teaching, learning and assessment

Good

- Assessor trainers work collaboratively with apprentices and their employers to provide a supportive and positive learning experience, where apprentices make good progress and

develop high levels of knowledge and skills which they apply well in the workplace. The introduction of e-portfolios has resulted in better monitoring of learner performance and providing learners with timely feedback.

- Apprentices are highly motivated and enjoy their learning. Assessor trainers plan training and assessment sessions well, developing apprentice's confidence as they apply their knowledge at work; this is quickly recognised by employers. For example, a team-leading apprentice had developed the skills to manage boundaries with his peers, as part of his transition from team member to a manager.
- Initial assessment is thorough and used well to identify each apprentice's existing skills and their weaknesses in English and mathematics. Results are used successfully to plan the learning needed for functional skill tests, and to extend learners' understanding in the workplace. For example, an apprentice who was exempt from studying English and mathematics was challenged by the assessor trainers to review and develop a complex financial spreadsheet.
- Apprentices plan their programmes in consultation with their employer and assessor trainer to develop the most appropriate skills. For example, apprentices aspiring to progress to a level 3 qualification in business administration complete units in team-leading or minute-taking and organising meetings. A very high proportion of apprentices remain in employment and gain promotion on completion of their apprenticeship.
- Assessor trainers are knowledgeable and experienced in their vocational areas. They have high expectations of their apprentices, who benefit from some excellent coaching and support. Training is structured well with good use of questioning to evaluate understanding. Employers value the skills apprentices develop; for example a training activity on time management addressed an employer's concerns about an apprentice's accuracy and performance. In a small minority of sessions, assessor trainers rely too much on presentations to teach topics, and do not provide sufficient pace and challenge for the more capable apprentices.
- Apprentices receive purposeful good-quality feedback that supports, encourages and identifies clearly what they need to do to improve. Verbal feedback during discussions is explicit and immediate, enabling apprentices to consolidate their knowledge effectively. Written feedback and additional questions help apprentices understand what they need to do to develop their skills.
- Learners make good use of the much improved range of e-learning resources, including access to video clips, online training and workbooks, supported by online discussion groups. However, learners do not reference their reading or develop bibliographies in their written work.
- Employers have a good understanding of the progress their learners make. Staff monitor the progress of apprentices well and know who is on track to succeed. Additional purposeful and effective support is provided to those learners who fall behind. Learners make good use of their electronic portfolios to upload evidence and to monitor and reflect on their achievements, enabling staff to provide useful feedback promptly.
- Apprentices benefit from excellent online and social media resources, which have evolved significantly since the last inspection. Their understanding of the 'Prevent' duty, safeguarding and cyber safety is highly developed. All complete additional training modules that heighten their understanding to enable them to keep themselves safe, and

also support their colleagues and siblings to keep themselves safe. For example, one learner identified how she had shared her learning with her younger siblings to develop their awareness of cyber bullying.

- Apprentices have a very good understanding of equality and diversity in the workplace. For example, assessors discuss skilfully with apprentices how to meet the needs of service users who have different religious or cultural backgrounds in residential care homes.

Personal development, behaviour and welfare

Good

- Apprentices enjoy their learning, are proud of their work and are committed to learning and making good progress in their qualifications and careers. The work they produce for their qualifications is of a good standard. As they mature, most develop the skills they need in the workplace, such as time management, prioritisation and how to deal with other people.
- Apprentices become more confident, demonstrating increased professionalism as they become more capable at work. They reflect purposefully on their performance, which supports their learning and encourages them to analyse what they need to do to improve. This in turn enhances apprentices' self-esteem and knowledge of business practice, often leading to subsequent promotion.
- Apprentices make good progress in their qualifications. They complete appropriate qualifications in mathematics, English and information and communication technology, then further develop these skills, as they contextualise and extend their knowledge in the work place. For example, an apprentice who was exempt from studying English and maths enjoyed being stretched and challenged by reviewing a spreadsheet with the assessor.
- Most learners understand how completing their apprenticeship will help them develop their career. Many gain promotion on completion and progress to higher levels. Many intermediate-level apprentices want to progress to the next level and take on more responsibility at work.
- Apprentices spend time with their employers and assessor trainers, carefully selecting specific units of their qualification to best meet their job role and personal goals. Learners receive appropriate careers advice at the start of their training and whenever it is needed. However, too many personal and career goals recorded in individual learning plans lack specific detail of what the learner needs to do in order to achieve their goal.
- Apprentices thrive in the safe learning environment promoted by staff at Liga. They feel safe and have a good awareness of how to keep themselves safe and to report any concerns. Apprentices develop a good understanding of safeguarding at induction, and this is frequently reinforced through well-designed and appropriate e-learning.
- Apprentices gain a good understanding of equality, diversity and British values through accessible and topical e-learning. Many have the opportunity to discuss and demonstrate this understanding across the workplace. Assessor trainers routinely discuss safeguarding, diversity, British values, extremism and other relevant topics with learners during their regular visits.
- In addition, purposeful e-learning programmes help develop learners' confidence in discussing difficult or sensitive topics. Learning is regularly informed through the use of

topical material which reflects the latest news stories. For example, a short video news clip led to a productive discussion on entitlement to maternity and paternity leave. This enabled learners to improve their knowledge about equality. Many learners make good use of the internal 'blog' to discuss and share their views. Learners have a particularly well-developed understanding of the 'Prevent' duty and are able to talk about this with confidence.

Outcomes for learners

Good

- Outcomes for apprentices have improved since the last inspection. The majority of learners make good progress relative to their starting points. Timely achievement for apprentices aged 16 to 19 has increased each year. Managers have identified a small number of the adult apprentices who were not making progress, and took swift action to resolve the situation.
- Apprentices successfully improve and extend their English and mathematics skills well. Most pass their functional skills tests at the first attempt. Where this does not happen, learners receive individualised support which ensures their success at the second attempt. Most apprentices recognise the importance of good English and mathematics skills at work, and were able to share examples such as managing doctors' appointment times and prescriptions.
- Apprentices develop good vocational knowledge, understanding and skills to support their employers in customer service and managing administrative systems. They work to high standards and contribute purposefully to their working environments. On completion of their qualification most apprentices are retained, with many gaining promotion and progressing to higher-level training as supervisors and managers.
- Apprentices engage well with their learning, enjoy it and are valued in the workplace by their colleagues. They understand what they need to do to improve. The thorough and constructive feedback given by assessor trainers, which also identifies any errors in spelling, punctuation and grammar, helps learners to improve their subject skills successfully.
- Managers collate and make good use of a wide range of data about apprentices' aspirations, and they frequently collect information from them on their levels of satisfaction and their concerns. Levels of satisfaction among all learners are high.

Provider details

Unique reference number	59155
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	305
Principal/CEO	Mr Wilson Black
Telephone number	0845 177 1880
Website	www.ligauk.com

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+
								12
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	95	42	10	74	–	–		
Number of traineeships	16–19		19+		Total			
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:	None							

Information about this inspection

The inspection team was assisted by the interim operations director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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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