

Invisage Limited

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

Invisage Limited (Invisage) is a private training provider that was established in 2017 and set up by its parent company Ingeus. It specialises in programmes in leadership and management, business administration and customer service. Invisage gained a contract to provide apprenticeship and started recruitment in August 2017. The company is based in central London but works with levy-paying employers nationally. This is the first time that Invisage has been involved with apprenticeship training; however, Ingeus has previous experience of delivering apprenticeships.

Currently 147 apprentices are on apprenticeship programmes. The vast majority are on team leader/supervisory and operations and departmental-manager standards at levels 3 and 5, with smaller numbers on the customer service practitioner and business administrator standards at level 3. All apprentices are over the age of 18 years.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Insufficient progress

The directors and managers at Invisage have not implemented the apprenticeship standards well enough. They do not ensure that apprentices make good progress from their starting points, or that they benefit from an individualised programme that supports them to gain substantial new knowledge, skills and behaviours.

Leaders and managers do not have an accurate and clear view of the progress apprentices make and underestimate the proportion of apprentices who are at risk of not achieving their programme. Staff do not make good enough use of the systems they have for tracking apprentices' progress, and they do not identify quickly enough when apprentices fall behind.

At the start of the programme staff do not assess accurately enough apprentices' prior knowledge, skills and behaviours. Staff do not plan training for each apprentice that is tailored to their needs based on their starting points. As a result, apprentices

all complete the same work and are expected to progress at the same rate as each other. Staff have planned the duration for apprentices on operations and departmental manager standards to be considerably less than that which is typical for this apprenticeship standard. As a result, many of these apprentices are not on track to achieve in the planned time.

Leaders, managers and staff understand the requirements of the apprenticeship programme, including the off-the-job training element. Apprentices attend training days, one-to-one coaching sessions and complete online learning. Staff work closely with employers to ensure that they understand the requirements for apprentices to complete training away from their workplace. However, a minority of apprentices find it difficult to complete their learning during work time and staff do not pick this up quickly enough with employers.

The director of Invisage and managing director of Ingeus share a vision to provide high-quality apprenticeship programmes while they steadily increase the numbers of apprentices enrolled on programmes. They have put in place an appropriate structure to support this and implemented effective performance management processes for staff. Staff are well qualified and experienced and have qualifications in teaching, training and assessing.

Leaders and staff develop positive relationships with the small number of employers with whom they work. Employers are committed to supporting apprentices and can recognise the benefits that apprenticeships bring to their companies. However, employers do not receive regular information from Invisage on the progress their apprentices make, and they are not sufficiently involved in the design of the apprenticeship programme. As a result, employers are not aware when their apprentices make slow progress.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? **Insufficient progress**

Leaders, managers and development coaches have been too slow to put in place the appropriate intervention plans when apprentices fall behind with their work. They do not have a clear picture of how many apprentices have not submitted their assignments and too many apprentices have not completed the required amount of work. As a result, a high proportion of apprentices make slow progress.

Staff do not carry out regular and effective progress reviews with their apprentices and employers. Individual learning plans and targets set are incomplete or generic and do not focus on the individual needs of apprentices to support and challenge them to reach their potential. Not all apprentices are aware that they can achieve higher grades within their apprenticeship programme.

Staff have been slow to prepare apprentices for their end-point assessments. Staff do not ensure that apprentices nearing the end of their programme are fully prepared and clear on how they will achieve the end-point assessment. They have now implemented action plans, but the activities planned that apprentices need to complete go past apprentices' expected completion dates. As a result, it is very unlikely that these apprentices will achieve their programme in a timely manner.

Leaders' and managers' plans to ensure that those apprentices who require qualifications in English and mathematics achieve them within the first six months have not been fully successful. Managers have in place appropriate resources and staff to support apprentices in these subjects. However, not all apprentices have been able to access this and too many are not making sufficient progress towards achieving these qualifications.

The vast majority of apprentices are motivated and enjoy their learning. They value highly the set training days where they meet and collaborate with their peers on similar programmes. Apprentices feel well supported by their development coaches and appreciate the feedback they receive on their work, which helps them make improvements.

Apprentices can identify the new workplace skills, knowledge and behaviours they have developed. For example, team-leading apprentices can chair meetings more effectively and apply change management theory to planning internal restructures. They can better handle conflict between team members and plan rotas more efficiently using time-management skills. In business administration level 3, apprentices learn how social media can affect the business they work in.

Leaders and managers have implemented an effective process to evaluate the quality of teaching, learning and assessment which focuses on the impact of learning. The quality manager regularly observes the development coaches' and trainers' sessions. Coaches and trainers receive clear actions and tips on how to improve their practice, such as in the assessment of apprentices' work and embedding information technology into learning activities.

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

The safeguarding arrangements for Invisage are managed and supported through the parent company Ingeus. Leaders have established a culture for safeguarding apprentices and appropriate policies and procedures are in place. Managers and staff have a good knowledge of their responsibilities and duties and how to identify and report any concerns they have.

The designated safeguarding officer (DSO) is well qualified and experienced. The DSO has implemented suitable reporting procedures and established contact with the

relevant local authorities. Staff used the reporting process effectively in dealing with the two reported incidents since the programme has been established. The DSO quickly engaged with the appropriate referral agencies to ensure the safety of these apprentices.

Before staff are appointed, leaders make sure they that are safe to work with apprentices. All staff have received relevant 'Prevent' duty training and training on how to safeguard apprentices. This includes topics such as forced marriage, child exploitation, modern-day slavery and professional boundaries awareness.

Apprentices feel safe at work and on their training days. They have a good understanding of who to speak to if they have any concerns. Apprentices receive safeguarding information at the start of their programme and ongoing updates through the 'spotlight topics'. They have an adequate understanding of how to keep themselves safe online and of the dangers associated with extremism and radicalisation.

Leaders have implemented a detailed 'Prevent' action plan which sets out how they will further support the delivery staff to increase their confidence in discussing local issues with apprentices.

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