

# Intelligencia Training Limited

Monitoring visit report

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**Unique reference number:** 1276511

**Name of lead inspector:** Elaine Price HMI

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**Type of provider:** Independent learning provider

**Address:** Suite A4  
Chadwick House  
Birchwood Park  
Warrington  
Cheshire  
WA3 6AE

## 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the three themes set out below.

Intelligencia Training Limited (Intelligencia) was established in November 2016. The company became a registered training provider in April 2017. Intelligencia delivers the higher-level apprenticeship framework in Intelligence Operations at level 4. Currently, 138 apprentices are on programme and they are employed by one of nine employers. Intelligencia does not now work with any subcontractors.

### Themes

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

#### **Reasonable progress**

Directors have developed a clear strategy for Intelligencia to provide high-level training to support employers operating in the intelligence industry outside of military and security settings. Directors use their prior experience as a subcontractor to focus on delivering the higher-level apprenticeship framework for the intelligence operations industry. They have successfully engaged a range of large and diverse organisations including local authorities, financial services organisations, and law-enforcement agencies that are committed to developing a professional, specialist and qualified workforce. Directors and managers have designed the programme specifically to meet the needs of employers and apprentices. They have created pathways within the apprenticeship programme that develop the knowledge, skills and understanding of apprentices working within the different public- and private-sector organisations.

The requirements of the higher-level apprenticeship framework are met. Directors and managers ensure that apprentices receive sufficient time away from their job to complete off-the-job training activities within working hours. Apprentices gain new knowledge, skills and understanding that they apply successfully in their workplace.

Directors and managers ensure that trainers are highly qualified and skilled in intelligence operations. Trainers use their knowledge, skills and experience very successfully to plan and deliver effective off-the-job training to apprentices. They develop good-quality teaching resources that are tailored to the different

organisations in which apprentices work. However, trainers do not sufficiently plan and structure on-the-job training to help apprentices quickly apply the knowledge and skills they develop off the job.

Directors and managers monitor closely the progress that apprentices make. When an apprentice fails to complete work on time, managers intervene swiftly to ensure that trainers help apprentices catch up and get back on track. Apprentices are recruited with care and almost all of them remain on the programme. Achievement rates for apprentices who complete their programmes are very high. Currently, the large majority of apprentices are on target to complete by their planned end date.

Directors and managers provide regular and highly effective feedback to employers on apprentices' progress. The training that apprentices receive benefits the organisations they work for. For example, employers identify that as a result of the training their apprentices receive, data is used more specifically and insightfully to assess business needs.

Directors and managers have effective quality-assurance processes that help them to identify areas for improvement. Managers use direct observation of teaching, learning and assessment and scrutiny of apprentices' work to raise standards. They have a self-assessment report that identifies accurately their strengths and most of their weaknesses. The comprehensive quality-improvement plan is monitored frequently. As a result, directors and managers have improved the assessment process and the feedback that apprentices receive.

**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**

Apprentices enjoy their training that is highly relevant to their job role. They are now much more knowledgeable about the intelligence industry and the reasons for implementing specific processes and procedures. For example, apprentices use their skills to apply analytical techniques to interpret information for intelligence products and develop assessments from intelligence analyses. They gain knowledge and skills to enable them to carry out hypothesis testing and understand the code of plausibility.

Apprentices benefit from effectively taught sessions. Teaching is tailored skilfully to the needs of the apprentices and the organisations where the apprentices work. For example, for apprentices working in local authorities, loss-prevention organisations or building societies, assignment scenarios are adapted to ensure that learning is relevant to them and their workplace.

Trainers assess apprentices' assignments thoroughly. They provide detailed and helpful feedback to apprentices, so they know what they have done correctly and what they need to do to improve. Where apprentices struggle, trainers provide

additional support to help them develop a better understanding of particular concepts or methodologies.

Employers have a good awareness of which apprentices are on target to complete the programme by their planned end date and which, if any, are falling behind. Managers and trainers respond rapidly to any concerns raised by employers. Apprentices increase their knowledge, skills and understanding and, as a result, are able to give accurate intelligence information that benefits employers. Apprentices' self-confidence and self-assurance increase as they become more knowledgeable about intelligence operations.

Apprentices' starting points are not identified carefully enough. Their existing knowledge, skills and understanding are not compared systematically with the intelligence operations qualifications at level 4 to identify each apprentice's knowledge and skills gaps as a basis for more individualised learning. Apprentices apply English and mathematical knowledge and skills in their presentations and assignments. However, trainers do not support apprentices to develop their English and mathematics to higher levels.

Trainers do not set individual and personalised targets for apprentices. Apprentices' targets are based on the tasks they are required to complete or on deadlines for the completion of assignments. As a result, apprentices do not achieve individual personal development goals.

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

Directors and managers make safeguarding a priority. They have an effective range of policies to ensure that staff understand their responsibilities to safeguard apprentices. Safeguarding procedures provide staff with clear guidance on how to identify and report any concerns they have about their apprentices.

Directors and managers have appointed a designated safeguarding officer (DSO) who has been appropriately trained to carry out the role effectively. The DSO has compiled a comprehensive list of safeguarding contacts for all the regions in which apprentices are located to ensure swift advice or referral when required to safeguard apprentices. The DSO carefully records, actions and monitors all concerns raised.

At the time of the monitoring visit, no referrals to external safeguarding agencies had been made. Apprentices are directed to and receive specialist support from occupational health and welfare agencies to support their well-being where this has been identified as a concern. The DSO monitors all apprentices where there has been a concern and liaises with trainers and, where appropriate, employers. This helps apprentices remain on programme. The DSO reports all concerns to directors at the frequent management meetings.

Directors and managers ensure that all staff are trained in safeguarding and the 'Prevent' duty. Trainers ensure that all apprentices receive training on safeguarding, radicalisation, extremism and British values during their induction. However, not all apprentices have a thorough understanding and awareness of radicalisation, extremism or British values.

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