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# Vista Training Solutions Limited

Monitoring visit report

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**Unique reference number:** 1280334

**Name of lead inspector:** Judy Lye-Forster HMI

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**Type of provider:** Independent learning provider

**Address:** 3–9 Balaam Street  
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# 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.

Established in 2011, Vista Training Solutions Limited provides apprenticeships in information communication technology (ICT), business administration and health and social care. Vista Training Solutions Limited worked as a subcontractor with other training providers before securing a contract for non-levy-funded apprenticeship provision in 2018. The company continues to work with five partner providers, as a subcontractor. At the time of the visit, 129 apprentices are on standards-based apprenticeships, 121 in ICT, seven in business administration and one in health and social care. The vast majority of the apprentices are in London, but 25 are in Birmingham.

## Themes

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

### **Reasonable progress**

Leaders and managers have a clear and well-considered vision for Vista Training Solutions Limited and ensure that the provision they offer meets the needs of the local and wider community. The external independent governance board supports their vision by holding them to account for the impact they have on the community.

Directors have appropriate expertise in the industries in which they are delivering apprenticeships, to ensure that the training meets the needs of the industry and meets the standards expected.

Managers put in place rigorous recruitment processes to ensure that apprentices are on the correct level of programme and that the programme meets the needs of both the apprentice and the employer. The interview processes are thorough, and apprentices have a good understanding of the industry in which they are already working, or in which they are applying to work. Managers put in place a comprehensive induction for apprentices, so that they have a good understanding of the demands and expectations of the apprenticeship programme. The provision of information, advice and guidance at all stages of the programme is comprehensive

and, as a result, apprentices understand their future progression options within the industry in which they work.

Managers maintain good links with employers and communication is effective. They provide employers with clear information about the requirements and demands of the apprenticeship programme. As a result, employers understand the off-the-job training requirements, which managers plan well. Employers engage actively with the on-the-job training and support. This has a positive impact on apprentices' development.

Most apprentices know what grade they are working towards early in their programme, and many talk positively about striving for a distinction. Although employers are aware of the demands of the gateway and of the end-point assessment, not all of them have enough understanding and confidence to know when an apprentice is ready for end-point assessment. They are unaware of what their role is in triggering the gateway process.

**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**

Leaders and managers have put in place robust systems for tracking and recording on- and off-the-job training. Employers understand the new systems, but it is too early to make a judgement on their impact. Systems for the tracking and monitoring of attendance and punctuality are in place and provide a good overview. Apprentices receive electronic messages to tell them where their lesson is, to improve their attendance and punctuality. Arrangements for tracking apprentices' progress are highly refined and map closely the skills development to the competency from the standard.

Apprentices develop good skills, knowledge and behaviours that equip them for work. They develop high levels of vocational competence that bridge skills gaps in, for example, networking and digital marketing. Healthcare apprentices support the improvement in the standards of care in health and social care settings.

Teachers identify the starting point of each apprentice through a comprehensive initial assessment process that includes sector-specific assessment. Teachers use this information well to inform their programme planning.

Employers fully understand the progress their apprentice is making and value the high levels of communication they receive from managers and teachers. Employers also appreciate the way in which teachers respond to specific training needs that they might have. For example, when an employer identifies an area for development such as HTML coding skills for a specific project, the apprentices receive additional off-the-job training. This enables them to complete the project in the customer's planned timescales. Employers are fully engaged in the development of vendor assessments to ensure that these reflect employers' needs.

Employers have a good understanding of the progress of their apprentices. They receive feedback from the teacher at each visit and, in turn, give feedback on apprentices' progress in the workplace. Teachers keep employers up to date on the attendance of their apprentices. Employers are aware of the new systems that managers are introducing to streamline this, and other reporting processes.

Arrangements with employers to ensure that apprentices maintain their off-the-job training are flexible, to meet businesses' needs. This supports employers to meet their targets, but also allows apprentices to attend catch-up sessions if necessary.

Leaders and managers evaluate the quality of the provision effectively. They accurately identify the main strengths and areas for development within the provision. They have written a detailed action plan with realistic and clear incremental steps towards their improvement targets. However, their new process for observing training events, while developmental, does not focus the observer sufficiently on identifying the impact of teaching, learning and assessment activities on learning.

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

Apprentices feel safe in the workplace and know whom to contact if they have any concerns. Teachers frequently talk to apprentices about safeguarding. Managers make suitable checks of employers' arrangements to safeguard apprentices' health and well-being.

Senior managers' oversight of safeguarding arrangements is comprehensive. The designated safeguarding lead and safeguarding officers are suitably qualified. The support for staff and students is good. Staff receive frequent training and updates and are knowledgeable about safeguarding. They know how to identify and report any concerns that they or the apprentices have. Senior leaders have effective links to local safeguarding agencies and referral points. All company safeguarding procedures and policies are up to date.

Apprentices have a good understanding of the risks and dangers to which they are exposed, including when online. They understand the risks associated with radicalisation and of being drawn into all forms of extremism. Teachers bring these topics to life and place them in context for apprentices, so that they can relate them to their working life and practices. Teachers embed topics well in their lessons. For example, digital media apprentices consider the key words for search engine optimisation when planning a website.

Apprentices understand British values and how they relate to their life and work. Teachers frequently discuss relevant current affairs topics to broaden apprentices' understanding of British values. Apprentices undertake activities related to these topics within their wider skills development. For example, they use the topic of -

'Brexit' when learning how to construct an effective and well-written essay. They also discuss topics such as knife crime. Apprentices are confident in how they would deal with specific issues.

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