

ITEC Learning Technologies

Monitoring visit report

Unique reference number: 52561

Name of lead inspector: Derrick Baughan, Her Majesty's Inspector

Inspection date(s): 19–20 March 2019

Type of provider: Independent learning provider

Address: Burnt Mills Road
Basildon
Essex
SS13 1DQ



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 themes set out below.

ITEC Learning Technologies (ITEC) gained a contract to provide apprenticeship programmes in January 2018. It operates from one site in Basildon. At the time of gaining the contract, ITEC also provided training for apprentices as a subcontractor. However, those learners have all completed their learning. ITEC also provides full-cost training courses for vendor qualifications in information and communication technology (ICT). At the time of the inspection, 51 apprentices were on programmes at levels 2 and 3. Most apprentices are on ICT apprenticeships and the rest on apprenticeships in business administration. Just over half of the apprentices are on framework programmes, with the rest on standards-based programmes. Apprentices are employed in locations in Basildon and the surrounding area. On 1 January 2019, ITEC was acquired by USP College and is currently wholly owned by the college, although ITEC retains its own contract.

Themes

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

Reasonable progress

Leaders have a clear rationale for gaining a direct contract, based on their experience as a subcontractor. Leaders use this experience effectively to ensure that programmes meet the principles and requirements of apprenticeships. Leaders ensure that staff work only with employers who are committed to providing good-quality training for their staff. As a result, apprentices develop the essential new skills, knowledge and behaviours they require to become skilled employees.

Employers provide well-planned and resourced training to apprentices while they are at work. They make sure that apprentices have the time they need to practise and develop their skills. Workplace mentors help apprentices to improve the standard of their work. Mentors' feedback to apprentices is clear about what they can do well and what they need to do to improve further.

Apprentices are well prepared for their final external assessments. Training staff make sure that apprentices understand fully how the new knowledge, skills and behaviours they have developed will be tested. As a result, apprentices know what they will need to demonstrate to examiners to be successful. Employers understand what will be required of apprentices and help them to prepare thoroughly.

Leaders have used their existing resources and staff effectively to provide high-quality training for apprentices. In addition, leaders provide apprentices with training towards vendor-specific qualifications. To date, most ICT apprentices have gained one or more such qualifications. This makes them more employable in a sector which values these qualifications highly.

Managers have established effective arrangements to develop apprentices' English and mathematics skills. Most are exempt from the requirement to complete functional skills. Staff work effectively with apprentices, by setting them specific English and mathematics assignments to develop these skills further.

Leaders, including USP College senior leaders, have a good knowledge of the strengths and weaknesses of the provision. Staff have established clear quality improvement actions, which they monitor closely to ensure that improvements are effective in improving the quality of provision.

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

Because of the good teaching they get, apprentices are developing substantially new knowledge, skills and behaviours. Staff work closely with employers to establish apprentices' starting points and to ensure that the plan for apprentices' learning is appropriate for their job role.

Most apprentices make good progress in their learning. Staff know when and why a few apprentices are behind schedule and have detailed plans to help them catch up. Apprentices benefit from good individual help while at work and in the training centre. They feel confident to approach training staff with any concerns they have that may hamper their progress.

Tutors work effectively with apprentices to ensure that they develop the theoretical knowledge required to complete their programmes. For example, apprentices have a detailed understanding of the international standards organisation (ISO) seven-layer model for ICT networking. Tutors reinforce effectively the need for apprentices to develop their own methods of remembering key facts. For example, apprentices use a mnemonic to remember the functions of the different layers in the ISO seven-layer model for computer networks. Apprentices are adept at effective note-taking as an aid to learning.

Apprentices develop good written skills in English. Tutors pay close attention to correcting any grammatical errors in apprentices' written work. Apprentices respond quickly to feedback from tutors and are eager to improve the standard of their work further. The few apprentices who need to complete functional skills in English and mathematics make adequate progress.

Apprentices' attendance at off-the-job training lessons is extremely high. Only a very few apprentices have left their programmes early.

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

Directors and senior leaders work effectively to safeguard apprentices. Staff work well with employers to ensure that workplaces are safe and that employers focus appropriately on keeping apprentices safe. Safeguarding staff deal promptly and effectively with any issues that occur. They record these issues in detail and focus on satisfactory resolution of any concerns.

Leaders ensure that all staff have had appropriate safeguarding training that is refreshed annually. Leaders ensure that all staff who have contact with apprentices have had appropriate Disclosure and Barring Service checks.

Apprentices know how to keep themselves safe at work and when working online. They have an effective understanding of how to keep their organisation safe from potential cyber-attacks and other internet-based criminal activity. Staff work effectively with apprentices to develop their understanding of safeguarding and how to keep themselves safe online. Staff help learners to develop an appropriate understanding of British values, the risks of extremism and radicalisation, and equality and diversity. For example, staff use 'hot topics' to develop apprentices' understanding of key issues such as unconscious bias.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019