

EGS Nationwide Limited

Monitoring visit report

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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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

EGS Nationwide Limited has delivered security services for many years. In January 2018, leaders secured a contract for the delivery of apprenticeships to levy-paying employers. The training division of EGS Nationwide Limited was established to do this. At the time of the monitoring visit, there were 499 apprentices based in locations around the country. All apprentices are employed by a single employer. Over two thirds of the apprentices are studying the level 2 customer service standard. Just over a quarter of apprentices are studying the level 3 team leader standard. The remainder are studying the level 3 business administrator standard.

Themes

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

Insufficient progress

Leaders do not take enough steps to ensure that the employer fulfils its obligation to apprentices. The employer does not adequately release apprentices to complete off-the-job training or provide apprentices with a workplace supervisor. Therefore, too few apprentices develop significant new knowledge, skills and behaviours.

Leaders do not carry out enough checks to ensure that they meet the requirements of apprenticeship provision. The plans for off-the-job training are weak and often do not happen as trainers intend. As a result, too few apprentices receive the necessary off-the-job training.

Leaders do not make satisfactory arrangements for apprentices to complete their end-point assessment quickly. They now recognise this but it is too early to identify the impact of their actions. Around a fifth of apprentices should have completed their programme by now but cannot progress to their end-point assessment.

Leaders do not have adequate oversight of apprenticeship provision. They do not measure progress to identify the necessary steps for apprentices to complete their programme on time. Of the apprentices who are past their planned end date, most

of those who need to achieve functional skills qualifications in English and mathematics have not done so.

Leaders recruit trainers with industry experience and almost all have teaching or training qualifications. However, coordination with employers to ensure synergy between on- and off-the-job training is weak. Therefore, apprentices do not benefit from high-quality provision.

Leaders use their knowledge of the security industry to plan the curriculum to meet the employer's training needs. Apprentices are recruited from the employer's existing staff. Trainers now carry out interviews to test the suitability of apprentices for the programme. As a result, fewer apprentices leave their programme early and the employer benefits from higher levels of staff commitment.

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 do not provide trainers with enough training on end-point assessments. Too few trainers can explain fully the processes or prepare their apprentices. Apprentices in the Midlands have a good awareness of end-point assessment but this is not the case in other areas. For example, apprentices are not aware of the evidence that they need to submit.

Managers do not work with employers to ensure that all apprentices have sufficient support in the workplace. Supervisors are too often based in different locations and do not take part in apprentices' reviews. Therefore, the majority of apprentices do not receive first-hand feedback on their progress in the workplace and cannot access the support that they need to achieve their goals.

Trainers do not use adequately the information that they have about what apprentices know and can do. Apprentices self-assesses their knowledge, skills and behaviours at the start of their programme. The majority of trainers use this information to plan the order of units the apprentice will complete. However, they do not work with the employer to schedule a programme of on- and off-the-job training that meets apprentices' needs. Apprentices are too often unable to identify opportunities to meet the requirements of units and, therefore, they make slow progress.

Trainers use their industry experience to support the majority of apprentices to develop generic work skills that they can apply in the workplace. For example, apprentices learn how to communicate better with clients and recognise the importance of body language. However, most apprentices do not develop sufficient new knowledge, skills and behaviours as they have been in the same role for many years.

Trainers support apprentices well to develop their English and mathematics skills. Apprentices develop confidence in the use of these skills and use them in the workplace.

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

Leaders give a high priority to safeguarding. They implement and apply a suite of policies effectively to provide high levels of support for staff and apprentices in difficult situations.

All staff undertake well-planned and appropriate training in safeguarding. Leaders follow up on any gaps in training quickly. Trainers deliver information to apprentices well and reinforce knowledge in reviews. Apprentices have a sound awareness of safeguarding and apply this directly to their interactions with the public in the workplace.

Leaders take appropriate steps to assess risks associated with radicalisation and extremism. They cascade information to trainers and apprentices but they do not consistently or quickly provide updates on emerging risks. Apprentices have a broad awareness of the risks of radicalisation and extremism. However, they have less understanding of the specific threats that may be developing in their local area.

Leaders and managers carry out a range of appropriate checks when employing new staff.

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