

# Global Skills Training Limited

Monitoring visit report

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**Type of provider:** Independent learning provider

**Address:** 35 Horn Lane  
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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.

Global Skills Training Limited gained a contract to provide levy- and non-levy-funded apprenticeships in January 2018. Of the 173 apprentices on programme at the time of the monitoring visit, 125 were on apprenticeships in childcare, early years education, adult care or care management at levels 2, 3 and 5. The remaining apprenticeships were in business administration, management, or information and communication technology. Most apprenticeships are standards based, and 18 apprentices are funded by the levy.

## 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 are responsive to employers and provide training to meet their needs. Most candidates for the apprenticeship are already working for these employers when they enrol on their training programmes. Managers carry out thorough assessments of candidates' knowledge and skills, including in English and mathematics. They are careful to ensure that candidates who are accepted onto the apprenticeship will benefit from their training and improve their knowledge, skills and behaviours.

Managers have suitable systems for monitoring apprentices' progress. They hold monthly meetings with apprentices' trainers to review this progress and take appropriate action if necessary. Managers have a sound understanding of the progress that apprentices make and of the additional support that trainers provide.

Managers have established arrangements for assessing apprentices' technical qualifications and for the end-point assessment. Staff are suitably qualified and experienced to deliver these qualifications. A few apprentices are approaching end-point assessment. Managers have suitable plans for preparing apprentices for these tests.

Apprentices keep a log of the time they spend on their apprenticeships. Managers make effective use of these records to ensure that apprentices receive their entitlement to time off the job for their studies.

Managers have paid insufficient attention to preparing overarching aims for their provision or structured plans for its delivery. They focus too narrowly on apprentices' assessment and not enough on planning programmes of learning. They do not take sufficient account of the training that apprentices receive at work in planning apprentices' programmes. Managers correctly identify the need to improve trainers' teaching skills and prepare them for standards-based apprenticeships.

**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**

Managers are careful to match apprenticeships to job roles so that apprentices are enrolled on suitable programmes. Trainers make effective use of apprentices' assessments when they enrol to plan programmes that will develop their knowledge, skills and behaviours. For example, apprentices in childcare improve their understanding of what constitutes a balanced diet for young children. As a result, they are able to plan children's meals more effectively. Trainers work closely with employers to help them support apprentices and improve apprentices' performance at work.

Trainers prepare apprentices well for complex tasks such as helping clients with restricted mobility to use toilet facilities. Apprentices know how their courses are structured and what they need to do to complete their apprenticeships. They make effective use of their time off the job to carry out research for their assignments or complete their portfolios. Many complete additional training courses provided by their employers and gain useful skills in, for example, first aid or sign language.

Managers have suitable arrangements for helping apprentices to improve their knowledge and use of English and mathematics. Trainers include training in English and mathematics in their coaching sessions with apprentices. Managers provide specialist tutorials in English and mathematics, or in English for speakers of other languages, for those apprentices who need them. A high proportion of the apprentices who have taken external tests in English and mathematics have passed their examinations.

Trainers set tasks or activities that focus on assessment rather than the development of apprentices' knowledge or skills. They do not routinely check that apprentices have understood key concepts before moving on to the next topic, or do not make links between topics sufficiently clear. In their questions, they do not do enough to

consolidate or extend learning. Despite managers' interventions, a large minority of apprentices are behind with their assignments and making slow progress.

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

Leaders and managers have suitable safeguarding policies and plans which detail the actions staff should take if they have safeguarding, radicalisation or extremism concerns. Managers carry out appropriate checks with the Disclosure and Barring Service (DBS) and provide regular safeguarding training for staff. A manager is suitably trained and experienced to lead safeguarding. Leaders fulfil the requirements of the 'Prevent' duty.

Apprentices feel safe and know how to report concerns. Those on childcare apprenticeships have a thorough understanding of safeguarding concepts and the dangers of radicalisation or extremism. Apprentices know how to keep themselves safe online.

Managers do not do enough to monitor the work done by trainers in developing apprentices' understanding of safeguarding, and in particular, the local dangers that apprentices face. Although they check employers' health and safety arrangements, they do not do enough to monitor employers' actions to develop apprentices' understanding of work-related health and safety.

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