

TVS Education Limited

Monitoring visit report

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Type of provider: Independent learning provider

Address: Premier Training Academy
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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.

TVS Education Limited is an independent learning provider based in Shropham, Norfolk. It started delivering ESFA-funded adult learning qualifications in November 2017. TVS Education Limited started to deliver standards apprenticeships in the sports and leisure sector in September 2018. At the time of the visit, 37 apprentices were on level 2 sports activator coach programmes, 41 on level 3 community sport and health officer programmes and 10 on leadership and management programmes at levels 3 and 5. No adults are in learning. TVS Education Limited came under new ownership just before the monitoring visit.

Themes

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

Insufficient progress

Leaders and managers do not have sufficient knowledge and understanding of apprenticeships to ensure that apprentices meet the requirements of the programme. They have not implemented effective quality assurance processes to plan and track apprentices' off-the-job training. They have not made any provision to support apprentices' mathematics and English development. As a result, most apprentices receive a poor-quality training experience.

Systems to monitor apprentices' progress are lacking. Leaders do not plan interventions to support apprentices who are making slow progress or who are at risk of not completing their qualifications. As a result, too many apprentices leave their programmes early.

Leaders and managers do not routinely involve employers in planning apprentices' curriculum and in reviewing their progress. Too many employers do not understand the requirements of the qualifications and their roles and responsibilities in supporting their apprentices' progress. However, employers are right to value the skills that apprentices develop in their workplaces. Most apprentices are confident that they will gain employment with their company at the end of their programme.

Managers do not have an effective strategy to improve tutors' skills and practice. While they have conducted a few observations of teaching and assessment, managers do not follow up on feedback and ensure that tutors have made the required improvements. Overall, effective self-assessment processes that helps leaders identify the strengths and weaknesses of the provision are largely absent. For example, a quality improvement plan does not exist.

Governance arrangements are weak and nobody holds senior managers to account for their performance. Accountability has improved very recently, following a change in ownership of the training provider. Members of the new senior leadership team have the experience and motivation to take the remedial actions to improve the provision. However, it is too soon to judge the impact of their improvement strategies.

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

Apprentices do not receive an effective initial assessment to identify their prior experience, knowledge and qualifications. As a result, tutors cannot be sure that the programme meets their needs. For example, many apprentices who already have qualifications in sports-related subjects cannot recall anything new that they have learned during their programmes.

Tutors do not plan the curriculum effectively. They do not ensure that apprentices develop relevant sport-related skills, knowledge and behaviours in a logical and timely sequence and at an appropriate pace.

Tutors do not liaise sufficiently well with employers to coordinate on- and off-the-job training. Most employers and apprentices do not have a good enough understanding of what constitutes off-the-job training. Apprentices have a poor understanding of how their apprenticeships link to their workplace activities.

Apprentices do not receive any mathematics and English training or development. They undertake initial assessments in mathematics and English, but tutors do not use the results of these to plan appropriate learning and support.

Apprentices' understanding of the requirements for end-point assessment is inconsistent. Too many have a poor understanding of the assessment process and are unclear about how they can achieve high grades.

Tutors are well qualified, have good vocational expertise and are committed to improving their apprentices' training and assessment. However, until very recently, they have been under-resourced and unable to provide frequent contact and support to apprentices. As a result, apprentices do not receive effective feedback.

Apprentices are unclear about where they are in their programme and what they need to do to complete it.

Apprentices learn some new skills and behaviours and gain additional qualifications that support their career development. For example, many gain coaching qualifications in a range of sports such as gymnastics, tennis and rugby. Apprentices develop their self-confidence and professionalism and make an effective contribution to the schools within which they work.

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

Leaders and managers have a good understanding of safeguarding. They have established a range of effective procedures that keep apprentices and staff safe. The organisation has a strong culture of safeguarding.

Leaders have ensured that the safeguarding team receives appropriate training, including in first aid and health and safety. Leaders recruit staff safely and ensure that they undergo appropriate disclosure checks. They maintain a safeguarding incident log, but it contains no recorded incidents.

Apprentices feel safe and they have a good understanding of how to report any concerns they may have about themselves, or the children with whom they work. They gain a good knowledge and understanding of safeguarding issues for young people, including mental welfare and safe working practices such as assessing the risks associated with different sporting activities.

Apprentices undertake 'Prevent' training at induction. However, this is insufficiently reinforced during reviews. Apprentices lack understanding of how local issues, for example county lines, can affect them.

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