

# New Generation Training and Consultancy Limited

Monitoring visit report

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<b>Name of lead inspector:</b>	Maura Cummins, Her Majesty's Inspector
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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.

New Generation Training and Consultancy Limited (NGTC) received a funding contract to deliver non-levy apprenticeships in January 2018. NGTC specialise in delivering apprenticeships for the security and spectator events industry. Currently, 42 apprentices are in training on standards-based programmes from level 3 to level 5. Of these, 26 are on programmes related to training staff who train and develop personnel for the security and spectator events industry. These programmes include assessor/coach, learning and skills and operational management programmes. The remainder follow programmes in areas such as associate project management, team leader, facilities management and business administration. NGTC delivers training for a range of organisations across the country.

### 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 vision for the future of the organisation. They are committed to providing training for the growing security and spectator events industry. Leaders and managers have put in place a curriculum that focuses on high-quality training for staff. The aim of this is to improve the safety of the public, including from the threat of terrorism at arena events.

Leaders ensure that employers are fully committed to providing apprentices with their off-the-job entitlement. They have chosen not to work with employers who do not share this commitment. Consequently, leaders recruit apprentices to programmes with integrity. They have a shared understanding of their expectations with employers, apprentices and NGTC.

Leaders and managers have recruited well-qualified staff who have extensive experience and up-to-date industrial knowledge. They provide staff with a thorough induction process which they underpin with the organisation's values and commitment to high-quality training. Staff receive frequent training and upskilling in

safeguarding, the 'Prevent' duty, health and safety, teaching and learning and mental health awareness. Leaders and managers have a clear overview of the strengths and areas for improvement and have implemented effective performance management processes.

Effective monitoring and reporting processes are in place, so that leaders and managers have an accurate oversight of the progress that apprentices are making. This ensures that they can put in place quickly actions to help apprentices catch up. They also ensure that apprentices receive a good preparation for their end-point assessments.

Governors provide appropriate challenge to improve the training that apprentices receive. They act as critical friends and attend training and development events to obtain an accurate overview of the quality of the provision. However, leaders and governors are right to identify that the board requires strengthening by including professionals linked to the relevant industry.

**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**

Trainer/assessors use their occupational knowledge and expertise to plan and deliver a quality apprenticeship curriculum. They provide effective advice and guidance, based on apprentices' prior knowledge and skills and the needs of employers. This ensures that apprentices are on the correct programmes at the right levels.

Trainer/assessors deliver the curriculum in a logical order, relating theory to practical activities in the workplace. Apprentices apply new knowledge and skills swiftly to their job roles. For example, project management apprentices develop skills in communication and financial planning. They apply their new knowledge and skills confidently when dealing with clients and stakeholders.

Trainer/assessors plan and coordinate on- and off-the-job training well. Employers value the positive impact that the apprentices' training has on their businesses. For example, apprentices on level 3 security management programmes design effective egress strategies for major public sporting events. As a result of the high-quality training and upskilling of apprentices, one business has secured an international security contract.

Apprentices receive support from their trainer/assessors to develop their English, mathematical and digital skills for their occupational areas. This enables them to become better in their jobs. For example, apprentices on the assessor/coach programme use technology effectively to enhance the training and development of their trainees.

Apprentices receive good support from their trainer/assessors, who provide frequent and accessible contact. Apprentices benefit from the feedback and guidance they receive on their work. This helps to motivate them to be successful in their training. For example, apprentices who work on overseas contracts continue to study, submit work and improve their skills, as a result of the support they receive. Employers rightly value the feedback they receive on their apprentices' progress.

Trainer/assessors do not provide apprentices with sufficient detail in their individual learning plans, so that apprentices know precisely what knowledge, skills and behaviours they need to improve.

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

Leaders place a high priority on safeguarding and, particularly, safety and security for the industry in which they work. Appropriate policies and procedures are in place, including pre-employment checks to ensure that staff are suitable to work alongside apprentices.

Leaders have appointed four designated safeguarding officers to work across the regions in which they operate. Safeguarding officers work closely with local safeguarding and 'Prevent' agencies. This ensures that they are aware of potential local threats and how to report any safeguarding concerns they may have.

Staff receive frequent training and updating on all aspects of safeguarding and security. They use this training to promote awareness with apprentices on potential risks to themselves and the organisations in which they work. Apprentices demonstrate a good understanding of how to keep themselves and others safe. For example, level 3 apprentices carry out thorough risk assessments when planning security at major sporting events. Apprentices feel safe.

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