

# Inspection of EQV (UK) Limited

Inspection dates: 10–13 December 2019

## Overall effectiveness

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Apprenticeships

**Inadequate**

Overall effectiveness at previous inspection Not previously inspected

## Information about this provider

EQV (UK) Limited (EQV) is a commercial training provider based in Leicester, specialising in information technology and management training. It has offered directly delivered levy-funded apprenticeship provision since July 2017.

At the time of inspection, there were 77 apprentices, of whom 64 were following level 3 team leading standards and 14 were following level 5 operational management standards. Apprentices are employed in a range of organisations in the public and private sectors.

## **What is it like to be a learner with this provider?**

Apprentices do not benefit from a well-planned programme of study. Most apprentices and their line managers do not know that they are on an apprenticeship. Too many apprentices do not develop the wider range of knowledge, skills and behaviours needed to progress in their careers. They just complete their management qualification.

Apprentices do not receive enough feedback or support to know how to make better progress. Too many apprentices leave the programme without completing.

Most apprentices gain confidence in their work roles. A small minority recognise that they have gained new knowledge and skills, but the majority only have their existing knowledge and skills confirmed. Most do not have a coach or mentor at work to help them make use of opportunities to learn new skills, for example, observing experienced managers carrying out disciplinary hearings or holding strategy meetings.

Apprentices show respect to each other, for example listening to each other's views in workshops. They feel, and are, safe. They understand the diverse nature of people they manage and how to ensure that they are treated fairly.

## **What does the provider do well and what does it need to do better?**

Leaders and managers do not have high enough expectations for their apprentices. The curriculum does not meet the principles and requirements of an apprenticeship. Employers are not involved in planning the programme for their apprentices and do not offer the right support at work. Too many apprentices do not receive enough time to develop new knowledge and skills in the workplace.

Trainers and assessors focus on apprentices meeting the requirements of the Institute of Leadership and Management (ILM) qualifications. Leaders have not made sure that trainers and assessors are trained to deliver good-quality education and training for the full apprenticeship. As a result, they do not understand how to plan and sequence the delivery or support apprentices to build on what they already know.

Managers, trainers and assessors do not use apprentices' prior learning and skills to plan the curriculum. Most apprentices do not develop substantial new knowledge and skills or build on what they already know. All apprentices complete workbooks to meet the requirements of the ILM qualification. Level 5 apprentices, who previously completed a level 3 in qualification in management, cannot identify any new knowledge gained.

Trainers and assessors do not collaborate to ensure that apprentices can develop increased knowledge in workshops and then apply this knowledge in the workplace and in their assignments. Trainers and assessors do not check that apprentices

understand and can remember what they have covered in workshops.

Assessments relate solely to meeting requirements for the ILM qualifications. Apprentices are not encouraged to aim for higher grades in their work. Feedback from assessors is very brief and does not guide apprentices on how they can improve their work.

Apprentices without qualifications in mathematics and English are helped to gain these, and most pass their exams. However, apprentices are not encouraged to develop their use of English and mathematical skills in the context of their work as managers. For example, they do not develop wider skills of research and advanced writing skills that will help them be more effective as senior managers or in further study.

Apprentices demonstrate a confidence in their workplace, for example managing more effective meetings. During workshop activities, they share managerial experiences sensitively and respectfully.

Leaders and managers do not do enough to make sure that all elements of the apprenticeship are of the highest quality and fully meet the principles of the apprenticeship programme. They do not review the performance of trainers and assessors, relying only on feedback from the awarding body and very brief critiques of workshops. This hampers improvements in the quality of education.

Apprentices do not receive any careers advice and guidance. They do not know what opportunities are open to them when they successfully complete their apprenticeship. Apprentices who leave early do not have any guidance on what they can do next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have taken effective steps to ensure that all staff are suitably trained. The designated safeguarding lead attends regular meetings with external organisations. Apprentices understand how to keep themselves safe and feel safe. They know whom to report any concerns to. Most have an appropriate understanding of potential risks to their safety. They understand the general risks posed by radical and extreme views, especially in their workplaces, but do not know what the local risks are.

## **What does the provider need to do to improve?**

- Develop the apprenticeship curriculum, with the full involvement of employers, to meet all the principles and requirements of an apprenticeship.
- Ensure that all trainers and assessors are skilled in the craft of teaching so that they can expertly deliver the revised curriculum and teach, support and guide

apprentices through their programmes.

- Ensure that employers are fully involved in the planning, delivery and support of the apprenticeship programme to allow the apprentices to succeed.
- Accurately assess the prior knowledge and skills of all apprentices against the requirements of the standards and use this to plan individual programmes, so that all develop substantial new knowledge and skills.
- Ensure that all apprentices receive high-quality careers advice and guidance from well-qualified staff to help them make decisions about their future.

## Provider details

<b>Unique reference number</b>	1278566
<b>Address</b>	Dock 116 75, Exploration Drive Pioneer Park Leicester LE4 5NU
<b>Contact number</b>	0333 344 4475
<b>Website</b>	<a href="http://www.eqv.co.uk">www.eqv.co.uk</a>
<b>Principal/CEO</b>	Nicola Cooper
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director of resource, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Kathryn Townsley, lead inspector	Ofsted Inspector
Kevin Dowson	Ofsted Inspector
Tricia Collis	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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