

# Ashorne Hill Management College

Monitoring visit report

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**Unique reference number:** 2539230

**Name of lead inspector:** Bev Ramsell, Her Majesty's Inspector

**Inspection dates:** 14–15 January 2020

**Type of provider:** Independent learning provider

**Address:** Ashorne Hill College  
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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 the Education and Skills Funding Agency (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.

Ashorne Hill Management College (AHMC) is a registered charity that operates under the trading name Ashorne Hill. AHMC gained a government-funded contract to deliver apprenticeships in May 2017. In October 2018, the first group of apprentices began the team leading/supervisor level 3 standards. At the time of the monitoring visit, there were 65 apprentices on programme. Sixty apprentices are studying level 3 team leading/supervising standards, and five apprentices are studying level 5 operations/departmental manager standards.

### 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 have a long history in delivering leadership and management programmes. They have built their apprenticeship programme on the back of this provision and use the current expertise of tutors to deliver management theories. They have established good relations with a group of employers and have worked hard to develop a delivery programme that meets their needs.

Leaders and managers have not made sure that all apprentices receive their entitlement to study away from their job. As a result, apprentices do not consistently get time away from the workplace to complete the work or actions that have been set. Consequently, too many apprentices are making slow progress, and apprentices rightly see the lack of off-the-job time as a barrier to the completion of the apprenticeship.

Managers have not made sure that the teaching of knowledge and skills in English and mathematics is well planned. Apprentices complete formal assessments at the start of the programme. They are then signposted to an online platform to develop the skills they need. However, trainer coaches do not consistently review this learning or support apprentices to develop.

Leaders and managers do not track the progress apprentices make well enough. As a result, over a third of apprentices have either passed the date by which they should have completed or they are at risk of passing their completion date. New procedures have recently been adopted to make sure apprentices who need support are identified; however, it is too early to see the impact of this.

**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 complete a range of assessment activities prior to starting the apprenticeship and during the induction phase, such as self-reflection, interviews, and more formal assessments in English and mathematics. Trainer coaches capture this information; however, they do not use it to inform learning or the curriculum. They focus on the completion of the qualification and do not consider other broader aspects of development such as the apprentices' confidence.

Leaders have designed a curriculum that develops apprentices' knowledge of management theories and principles well. Delivery is through a series of workshops with tutors who are knowledgeable in their subject areas. However, the syllabus is pre-written and does not have the flexibility to consider apprentices' previous knowledge, skills or experience. For example, in workshops, apprentices who have multiple high-level qualifications, and are experienced managers, are studying with apprentices who have very little experience and no qualifications.

Apprentices benefit from well-planned on-the-job training that helps them to practise what they have learned. Tutors have created a learning environment within workshops where apprentices feel able to share experiences on subjects related to management, and they encourage high-level participation.

Apprentices receive regular feedback from tutors on their work, which highlights areas in need of improvement. However, the feedback targets the achievement of the qualification and does not focus on the apprentices meeting their potential or extending their learning.

Apprentices and their employers are aware of the requirements of the endpoint assessment process. They understand all the elements of the assessment and they are clear on the possibilities to achieve higher grades. For example, apprentices know what they need to do to gain a pass, merit or a distinction.

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

Leaders and managers are keen to ensure that the provision reflects a culture of safeguarding. They are developing this culture through regular formal training for staff and governors, and monthly updates, to ensure that all staff are aware of their commitments to safeguarding and the 'Prevent' duty.

Leaders and managers have made sure the recruitment of new staff is suitable and meets safeguarding requirements. There have not been any incidents yet; however, they are clear on the process that is in place should any incident occur.

Apprentices undergo safeguarding and 'Prevent' training at induction. They understand the terms associated with 'Prevent' and safeguarding and can articulate the main concepts well.

Leaders and managers have implemented a range of safeguarding and 'Prevent' actions that are required to assess risks to apprentices. However, further development of this is required to ensure they are in line with the latest legislation.

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