

Associated Neighbour Training Limited

Monitoring visit report

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Type of provider: Independent learning provider

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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.

Associated Neighbour Training Limited is an independent learning provider based in Surrey. It delivers commercial training and a range of apprenticeships across business, customer service and information communication and technology (ICT). At the time of the inspection, there were ten apprentices on programme. Six of the apprentices were on an apprenticeship standard in customer service or business administration. The remaining four were on an apprenticeship framework. There were two apprentices on a level 2 ICT application specialist apprenticeship, one apprentice studying level 3 accountancy and one apprentice on a Level 4 business administration and law apprenticeship.

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 ensure they meet the requirements of the apprenticeship. Leaders make sure that apprentices are well supported by their employers, including meeting the requirements for on- and off-the-job training.

Leaders and managers are clear about the strengths and weaknesses of the provision and use monthly meetings well to challenge and improve the training for apprentices. However, there is no external governance.

Leaders and managers have thought carefully about the curriculum they offer to make sure that it meets the needs of the employers they work with. Employers are actively involved in selecting units and topics for apprentices. They also adapt apprentices' work to allow them to practise the skills they are learning. For example, ICT apprentices focused on specific tasks at work related to software support, the topic they were studying at that time. As a result, apprentices quickly develop new skills they use at work.

Leaders and managers have made sure assessors have the occupational skills to deliver the subjects they teach. Staff still work in industry to ensure the knowledge they deliver is

current and relevant. As a result, apprentices benefit from their expertise. However, leaders have correctly identified staff should further develop their teaching skills as the provider transitions from delivering apprenticeship frameworks to apprenticeship standards.

Leaders and managers work closely with awarding organisations to ensure apprentices are ready for their end-point assessment. For example, they provide modular workbooks that track their progress through the apprenticeship. As a result, apprentices and employers have a good understanding of the end-point assessment.

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

Assessors work closely with apprentices at the start of their apprenticeship to get a good understanding of the previous knowledge and skills they may have already. They use this information well to plan and deliver learning to meet the needs of each apprentice and their role at work.

Apprentices develop new knowledge and skills that help them quickly become valuable employees. For example, customer service apprentices are very aware that they represent the council and that their interaction with a customer creates that customer's perception of the whole organisation. Since starting the apprenticeship, apprentices have learned how to ask customers better questions to understand their issues, to react better to angry customers and to keep themselves and the customers calm.

Apprentices make good use of feedback from assessors to help them improve and reflect on the progress they are making. They benefit from verbal feedback and use discussions effectively with assessors to ask questions. As a result, they are clear on what they have done well and what they need to do next.

Assessors make good use of tasks and projects that develop the skills apprentices need for the end-point assessment. As a result, apprentices know what they need to do to pass. However, some apprentices are not clear if they are currently completing their work at the level required to achieve a merit or distinction grade.

Assessors do not continue to develop the English and mathematical skills of apprentices who are not working towards a qualification as part of their apprenticeship. They do not consistently correct the mistakes apprentices make on written work. Action plans do not include areas for improvement in either subject. Because of this, apprentices do not continue to improve these skills or understand their relevance in the workplace.

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

Leaders and managers have appropriate policies and procedures in place. They implement these effectively. As a result, staff and apprentices have a good understanding of how to keep themselves safe.

Leaders and managers ensure that staff and apprentices get appropriate training on safeguarding, the 'Prevent' duty and keeping safe online. Because of this, staff and apprentices are clear on what concerns they would report and know who they would report them to.

Leaders and managers have made sure there are appropriate procedures in place for raising concerns. The person who leads on safeguarding deals with any issues following the provider's policy.

Apprentices have a good awareness of the potential risks of radicalisation and extremism they may face. Apprentices are also aware of the risks relevant to the local areas in which they work and live.

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