

CS Training UK Limited

Monitoring visit report

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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 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

CS Training UK Limited is a privately-owned training provider. It provides management apprenticeships to levy-paying employers. Thirty apprentices are studying towards standards-based management qualifications at level 3 and level 5. CS Training UK Limited is based in Huntingdon, Cambridgeshire. All apprentices work for large local employers.

Themes

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

Insufficient progress

Leaders did not initially organise the apprenticeship programme effectively. For example, leaders did not plan for apprentices to develop their English and mathematics skills. Consequently, apprentices do not extend their skills in these subjects. They do not achieve their functional skills qualifications. To date, no apprentices have completed their apprenticeship.

Apprentices take too long to complete their qualification. Employers do not always allow apprentices enough time to practise and refine their skills. Too often, employers put the demands of the workplace before apprentices' study time. Employers often cancel trainers' visits to review apprentices' learning. Leaders have been slow to recognise that employers are not prioritising apprentices' learning.

Leaders have implemented a programme that develops apprentices' work skills effectively. For example, apprentices improve their team building, time management and recruitment skills. Employers recognise and value apprentices' development. As a result, a high number of apprentices gain promotion with their employers.

Leaders have successfully engaged the services of an independent mentor. With their help, leaders accurately identify areas for development. As a result, they have

acted to secure improvements for current apprentices. For example, leaders now set clear deadlines for assignment completion.

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 are not yet ready for their final assessments. A few nearing the end of their programme have started to prepare, most have not. Too many apprentices take a break in learning due to the lack of support from their line managers. As a result, too few apprentices will achieve their apprenticeship on time.

Apprentices working at level 3 have a rudimentary understanding of management concepts. Apprentices reflect on their own skills and apply management theories to their job roles. However, the quality of their work only reflects the basic requirements of the apprenticeship standard.

Apprentices develop new and occupationally specific knowledge, skills and behaviours. For example, they improve their understanding and use of effective communication strategies. They learn how to motivate their staff without financial rewards. Apprentices also learn about the impact of unconscious bias when making decisions. As a result, they are more effective managers.

Assessors and trainers are professionally qualified and experienced. They are experts in the subject of leadership and management theory and its practical application. They hold relevant teaching qualifications and use their knowledge of learning to improve the quality of the programme. Trainers have amended the order of the units they teach to improve apprentices' progress. For example, apprentices now develop project management skills throughout the course, rather than just towards the end.

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

Leaders have taken all reasonable steps to ensure that apprentices are safe. Leaders undertake Disclosure and Barring Service checks on all staff. Apprentices have a good understanding of the key aspects of safeguarding. They know who to report their concerns to should they have any about their own safety or that of others. They can explain their understanding of online safety. They know how to protect themselves from cyber bullying.

At the start of their programme, apprentices are taught about the potential dangers of radicalisation and extremism. Most do not recognise the relevance of this to their workplace or daily lives.

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