

Equestrian Training Limited

Monitoring Visit Report

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Name of lead inspector: Andrea Machell, HMI

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Type of provider: Independent learning provider

Address: Bell House
Ainstable
Carlisle
Cumbria
CA4 9RE

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.

Equestrian Training Limited (ETL) became an approved training provider to deliver levy-funded apprenticeship programmes in 2018. They began recruiting apprentices in May 2018. At the time of the monitoring visit, fewer than five apprentices were enrolled on a level 3 standard in senior equine groom. ETL provide a range of specialist courses to the equine industry in Cumbria, Lancashire and Northumberland as a subcontractor.

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 used their experience to design an appropriate apprenticeship programme. They make good use of their links with the employer to plan a programme that is tailored to meet their individual needs. For example, leaders plan the most appropriate pathway in riding, which builds on the knowledge that apprentices have gained on the level 2 in equine groom programme. This helps apprentices develop the knowledge and skills needed to provide riding lessons for children.

Since introducing the apprenticeship programme, leaders have ensured that there are enough expert staff to support its implementation. Leaders and training advisors review apprentices' progress and ensure that any apprentice who falls behind in their work is helped to catch up.

Leaders ensure that programmes meet all the requirements of the apprenticeship programme and the standards expected by the British Horse Society (BHS). Apprentices benefit from an enhanced curriculum where they learn additional knowledge and skills that will benefit them in their chosen career, for example BHS coaching in riding skills and equine first aid. Apprentices achieve their learning outcomes within their planned time and progress to the next level.

Leaders do not ensure that training advisors challenge apprentices to achieve the grades of which they are capable in their end-point assessment. Leaders plan to provide an additional placement so that apprentices can learn a wider range of riding skills and knowledge.

Leaders do not ensure that there is rigorous scrutiny of the quality of education by governors. Governors have a good range of experience of the equine industry and of the BHS curriculum. Plans are in place for governors to provide a more strategic scrutiny of the quality of the provision.

What progress have leaders made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Reasonable progress

Apprentices receive appropriate information, advice and guidance at the start of their course. Leaders and training advisors have planned a curriculum that helps apprentices develop their knowledge in a logical order. For example, they learn how to care for horses before developing the skills to be able to supervise the efficient running of the yard.

Training advisors use their extensive subject knowledge and experience in equine studies and yard management to plan and deliver sessions that benefit apprentices and their employers. They use a range of learning activities that help apprentices understand new concepts such as tacking up and preparing ponies ready for the children's riding lessons.

Training advisors help apprentices link the theory they cover in learning sessions to their own job roles. For example, apprentices check the pony's conformation and demonstrates an understanding of the importance of conformation in riding and in competitions.

Training advisors work closely with apprentices and employers to ensure that off-the-job training requirements are delivered. However, training advisors do not always plan the content of the curriculum in conjunction with the employer. This results in a curriculum that does not include enough challenging activities. For example, apprentices have limited opportunity to ride a wide enough range of ponies and horses.

Training advisors provide effective individual support and coaching to apprentices. This helps apprentices become confident in applying their new skills in the workplace. However, training advisors do not set targets or provide apprentices with precise and useful feedback to help them prepare to achieve the high grades at their end-point assessment.

Training advisors do not challenge apprentices who are exempt from completing English and mathematical qualifications to improve specific skills gaps they have in these subjects. However, training advisors do provide feedback on how apprentices can improve written assignment work.

What progress have leaders made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders have put in place appropriate safeguarding policies and procedures, which are reviewed and updated, to safeguard apprentices. All staff complete safeguarding and 'Prevent' duty training when joining the company. Leaders ensure that staff are appropriately checked.

Staff use effective resources including online training to raise apprentices' awareness of safeguarding concerns such as extremism, terrorism, online safety and welfare issues. The apprentices learn how to keep the children they supervise in riding sessions safe and know who to go to if they have any concerns.

Apprentices demonstrate a good understanding of the health and safety practices they must conform to while at work, for example in ensuring that the right horses are allocated to the children, taking into consideration their confidence levels and riding competence.

Apprentices have a broad understanding of the dangers associated with radicalisation and extremist behaviour. However, they are not all fully aware of how the risks apply in their personal and professional lives.

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