

360 Recruitment 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.

360 Recruitment Limited is an independent training provider, based in Nottingham. It provides apprenticeships in butchery and abattoir skills for the meat processing industry. At the time of inspection, there were 17 apprentices, three of whom were working towards the level 2 abattoir worker standard, the rest towards the level 2 butchery standard. Five apprentices are employed by 360 Recruitment as part of its wider butchery workforce. The others are all employed by one external employer.

Themes

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

Insufficient progress

Leaders have a clear rationale for the apprenticeship to support the ongoing supply of qualified and experienced butchers and abattoir workers in the industry. They use their extensive involvement in the industry to promote the apprenticeship and employ their own apprentices. However, the overall management and quality of the programme are weak.

Directors correctly recognise that they do not have sufficient oversight of the programme. The reports they receive lack qualitative and quantitative data on the performance and quality of the programme. Although managers are aware of the significant weaknesses in the programme, the quality improvement plan lacks the urgency and clarity needed to bring about rapid improvements.

Managers have not ensured that they recruit apprentices with integrity. Initial skills checks do not identify, with sufficient accuracy, potential apprentices' existing skills and knowledge. Most of the apprentices at the external employer have up to four years' experience in the job role and have significant existing skills. As a result, much of the programme relates to accrediting their existing skills.

Managers do not have sufficiently detailed information on the progress of apprentices, or agreed clear milestones against which to measure progress. As a result, they have been slow to identify and act on the slow progress apprentices

make. Since the programme began, the majority of apprentices have left early without completing, and none has achieved all of the requirements of their apprenticeship.

While managers have made appropriate arrangements for end-point assessments, they have not communicated them well to the external employer or apprentices. Too many apprentices are unclear about when the end-point assessment will take place or what it will involve. Apprentices at the external employer do not receive adequate preparation for their end-point assessments.

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

Managers do not ensure that apprentices at the external employer receive their entitlement to high-quality off-the-job training. Too often, apprentices have to work on the production line instead of attending planned training. By contrast, those employed by 360 Recruitment undertake an extended and intensive period of training, away from the workplace, prior to joining the production line. Furthermore, they benefit from frequent periods of time away from production to hone their skills.

Tutors do not monitor apprentices' progress well enough. They do not accurately assess apprentices' starting points. Consequently, the targets they set for apprentices are too vague, not personalised sufficiently well and lack challenge. Tutors do not review apprentices' progress as frequently as managers expect. Reviews do not result in a clear view of apprentices' progress or agreed actions. Apprentices who fall behind do not receive enough support to catch up with their work.

Butchery and abattoir tutors are experienced and qualified in their subjects. They have received training in assessment and have gained assessor qualifications. However, leaders have been slow to ensure that these tutors have the skills they need to teach and train apprentices. Two years after the start of the programme, tutors have not undertaken sufficient training to develop their teaching and coaching skills.

Managers' arrangements to assure the quality of the programme have not been effective in bringing about much-needed improvements. Managers do not observe teaching and learning, or other key processes such as progress reviews. As a result, tutors are unclear about which aspects of their teaching and training they need to improve. Managers are unaware of where poor practice exists.

Apprentices gain additional awards in knife skills, health and safety in the food supply chain business and food safety for manufacturing. These enhance their employability prospects. Most apprentices develop their English and mathematical skills well and nearly all achieve qualifications in these subjects.

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

Leaders have undertaken appropriate checks on staff members' suitability to work with apprentices and they keep a central record of these checks. They have established links with relevant local bodies, particularly with the local 'Prevent' duty officer. Apprentices and staff are aware of whom to contact if they have any concerns. Managers' response to this is unknown, because no one has raised any concerns. Managers review and update their policies annually.

Staff, including the designated safeguarding lead, have undertaken appropriate training in safeguarding and the 'Prevent' duty.

Tutors have implemented an appropriate curriculum to develop apprentices' knowledge of safeguarding, fundamental British values and the 'Prevent' duty. As a result, apprentices employed by 360 Recruitment have a sound understanding of these subjects and the risks of extremism and radicalisation. Apprentices employed elsewhere have a basic understanding. Apprentices feel safe and understand how to keep themselves safe.

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