

Inspection of Liga (UK) Ltd

Inspection dates:

18–20 February 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Apprenticeships

Inadequate

Previous inspection grade

Good

Information about this provider

Liga (UK) Limited (Liga) is an independent learning provider based in Witney, Oxfordshire. The company operates on a national basis, recruiting and delivering apprenticeships in the south east, the Midlands, eastern England and the north east. Liga delivers apprenticeship programmes funded by the Education and Skills Funding Agency in business administration, customer service and team leading at levels 2 and 3 and operations management at level 5. At the time of the inspection, there were 164 apprentices enrolled, with the vast majority studying standards-based programmes.

Liga also deliver levy-funded apprenticeships. Of the 43 apprentices enrolled, 26 withdrew from their programme and 11 who no longer remain employed by their employer have been on a planned break for more than one year.

What is it like to be a learner with this provider?

Apprentices do not benefit from a well-planned programme of study. The curriculum is too narrow and does not provide apprentices with the breadth of vocational skills that they need to prepare them for end-point assessment and their future careers.

Apprentices receive a poor standard of training. Trainer assessors do not hold appropriate vocational qualifications or experience. They do not plan and order a challenging curriculum. As a result, apprentices do not gain new knowledge, skills and behaviours rapidly enough.

Apprentices do not receive adequate feedback or support to know how to make better progress. Too many apprentices leave the programme early or fail to achieve their apprenticeship within the planned timescales.

Apprentices undertaking level 5 management apprenticeships have often already been working in management roles for considerable periods. As a result, their learning does not enhance their wider knowledge and vocational skills.

Apprentices entering employment quickly become valued members of staff. Employers have high expectations and provide apprentices with effective support, coaching and guidance. As a result, apprentices develop increased confidence and resilience.

What does the provider do well and what does it need to do better?

Leaders and managers are not ambitious enough for their apprentices. The curriculum does not meet the principles and requirements of an apprenticeship. Employers are not involved in the design or review of the curriculum or the monitoring of their apprentices' progress.

Trainer assessors do not hold relevant qualifications or have relevant work-related experience. Consequently, they are not able to share up-to-date and relevant knowledge required for an effective and challenging curriculum. Leaders do not have adequate oversight of staff expertise and fail to provide focused professional development. As a result, apprentices do not develop significant new knowledge and are unable to apply their learning to improve their performance at work.

Managers and trainer assessors do not use apprentices' prior learning and skills to plan and deliver learning and training. Too many apprentices start their apprenticeship with a level of prior attainment that is the same or higher than the apprenticeship they enrol on. As a result, most apprentices do not build on what they already know.

Trainer assessors do not routinely review apprentices' work well enough. Feedback is affirmatory but does not identify learning points that help apprentices understand tangible actions that support improvement. Trainer assessors do not use the

outcome of assessments to adjust or shape further learning or additional opportunities. A minority of apprentices are given guidance on how to improve the content and style of their written work, which improves the fluidity of their writing. Too few apprentices develop higher level skills such as appropriate referencing.

Apprentices and their employers do not have an accurate understanding of the progress they have made towards completing their programmes. Trainer assessors set apprentices targets to complete tasks. However, they do not ensure that they understand how much progress they have made in developing the knowledge, skills and behaviours required by the relevant standard. Where apprentices develop new skills and behaviours, this is mainly due to on-the-job training. For example, apprentices working towards customer service standards develop confidence and communication skills at work that enable them to deal effectively with upset or aggressive patients.

Trainer assessors do not prepare or support apprentices to reach their next steps. They do not give impartial careers advice and guidance. Some apprentices have clear ideas of roles they would like to progress to, such as those of mortgage adviser or paramedic. Too few receive ongoing advice to help them plan their careers.

Apprentices have a good understanding of the dangers of radicalisation and extremism. Trainer assessors reinforce these subjects and link the topics to British values during their monthly visits, which widens understanding. However, topics are not put in context to enable apprentices to apply their knowledge to specific industry risks and their job roles.

Governors lack effective oversight of the performance of leaders and managers. They have not identified the underlying issues that have led to a significant decline in the standard of education and training since the previous inspection.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has appropriate qualifications to carry out the role effectively. Leaders ensure that all staff complete mandatory training for all staff. Leaders carry out appropriate barring checks prior to employment. However, they do not follow best practice in obtaining verifiable information from appropriate referees or ensure that gaps in employment history are satisfactorily accounted for.

What does the provider need to do to improve?

- Leaders and managers should ensure that programmes meet all the principles and requirements of an apprenticeship.
- Managers and trainer assessors should involve employers in the planning, delivery and support of the apprenticeship programme so that more apprentices succeed on their programmes.

- Trainer assessors should assess accurately the prior knowledge and skills of all apprentices against the requirements of the standards. They must use this information to support all apprentices to develop substantial new knowledge, skills and behaviours.
- Managers and trainer assessors should review the planning and ordering of training to ensure that programmes build on what apprentices know and can do.
- Trainer assessors should use the results from assessments to identify gaps in apprentices' knowledge and to plan learning that develops apprentices' skills and knowledge.
- Leaders and managers must make sure that all apprentices receive high-quality careers advice and guidance from well-qualified staff to help them make informed decisions about their future career options or further learning.
- Leaders and managers should ensure that all staff have the appropriate skills and knowledge to deliver their apprenticeship programmes, including the development of apprentices' English and mathematical skills.
- Leaders must ensure that the process for obtaining references is rigorous and that references received provide objective and factual information to support appointment decisions.

Provider details

Unique reference number	59155
Address	Liga College Stadium House, Two Rivers, Station Lane, Witney OX28 4BH
Contact number	0845 177 1880
Website	www.ligauk.com/
CEO	Wilson Black
Provider type	Independent learning provider
Date of previous inspection	13–16 December 2016

Information about this inspection

The inspection team was assisted by the work-based learning delivery manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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