

N-Gaged Training Limited

Progress monitoring report

Unique reference number:	1270866
Name of lead inspector:	Kathryn Rudd, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	The Beeches Broomhill Road Bristol BS4 5RG

Monitoring visit: main findings

Context and focus of visit

N-Gaged Training Limited (N-Gaged) was last inspected in September 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning? **Reasonable progress**

Since the previous inspection, N-Gaged has been acquired by ICCA (Holdings). New leaders have developed a clear training strategy for N-Gaged. They aim to support people who are unemployed to move into work. Leaders have developed links with employers, Jobcentre Plus and recruitment agencies which help them to identify the skills and knowledge learners need to access local employment opportunities.

Leaders have stopped providing apprenticeships as these did not align with their new strategy. They also rightly recognised that they did not have the expertise to provide high-quality apprenticeships. All apprentices have transferred to another provider. As

a result, leaders and managers have improved the main weaknesses identified at the previous inspection.

As a result of the pandemic, many practical assessments cannot be conducted safely. This has meant that many learners are not able to complete their courses. Around twenty adult learners are continuing their studies online. This involves them completing knowledge-based activities in preparation for their final written and practical assessments. For example, practising for the heavy goods vehicle theory tests.

Leaders decided to teach all learning programmes online during the pandemic. This meant that they had to rapidly establish an online learning platform. Although the platform was designed for learners with limited digital skills, a few learners find it difficult to use and others would like it to be more interactive. Leaders have acted on learners' feedback and are currently piloting a new learning platform.

Leaders have designed a curriculum which enables learners to develop additional skills and knowledge while studying their main qualification. For example, learners training to drive a heavy goods vehicle also learn customer service skills. However, while learners are highly motivated to achieve their main qualification, a few see little value in the additional courses they are studying.

Learners develop new skills and knowledge when studying their main courses, which helps them move into their chosen job. Learners studying health and care have learned about correct clinical waste procedures. Learners on warehouse programmes now understand ordering and stocking processes, which they put into use in their new roles.

Leaders use an online system to monitor learners' progress towards their qualifications. Teachers check frequently whether learners are on target to achieve, although they do not always identify the new skills and knowledge learners have gained or the aspects of their learning that require additional support.

A few learners with more limited digital skills have struggled to work online. Staff have set up one-to-one coaching sessions online, and when the N-Gaged learning centre was open, learners benefited from drop-in face-to-face digital skills sessions. As a result, learners improved their digital skills and increased their confidence.

Tutors rightly recognise the competing demands on learners' time. Tutors adapt their work patterns to help learners to continue to learn. For example, tutors offer drop-in online sessions in the evenings for learners who are home schooling their children. Learners value the support that their tutors provide.

Staff make effective use of information about learners' additional learning needs to re-engage them in learning. Many learners are worried about returning to education, and some have mental health conditions. Staff work sensitively to help them remain on their course. However, staff are less skilled at using information about learners'

prior knowledge and skills to develop and personalise their learning. As a result, some learners' gaps in learning are not always identified and addressed.

Tutors now teach the 'Prevent' duty and other safeguarding themes to learners, such as understanding the risks when learning online, during induction. However, the knowledge is not always relevant to the issues learners experience in their communities or the jobs they are working towards. Therefore, learners find it difficult to remember the concepts and understand how it applies to them.

Leaders and those responsible for governance should take further action to:

- ensure that learners understand how the additional qualifications that they study are relevant to their chosen career
- improve the use of assessment to identify learners' existing knowledge and check that learners understand new concepts.

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