

# Intelligencia Training Limited

Progress monitoring report

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<b>Name of lead inspector:</b>	Kim Bleasdale, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
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## Monitoring visit: main findings

### Context and focus of visit

Intelligencia Training Limited received a new provider monitoring visit in October 2018. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training 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**

Following the previous monitoring visit, Intelligencia Training Limited has new ownership, a new board of directors and has undergone a restructure of their business.

Before COVID-19 restrictions were put in place, apprentices attended on-site face-to-face teaching and uploaded their work to an electronic portal. Once the restrictions were put in place, leaders and managers immediately switched to online teaching. They implemented several online learning platforms to meet employers' access requirements in settings such as prisons and local authorities. In line with government restrictions, there is currently no face-to-face teaching taking place.

Governors and senior leaders have an accurate understanding of the apprenticeship provision. They set clear and measurable targets for senior leaders to improve the quality of education further. Governors continued to hold meetings remotely throughout COVID-19 restrictions.

Senior leaders track effectively apprentices' progress They have regular meetings with trainers. A few apprentices are making slow progress. Leaders have appropriate plans in place to help them catch up.

Leaders have strengthened how they use apprentices' assessments at the start of the programme to plan an individualised curriculum. Apprentices with more knowledge and experience complete challenging tasks using additional analytical techniques. As a result, apprentices extend their knowledge and skills beyond the requirements of the apprenticeship.

Leaders have made improvements to the coordination of on- and off-the-job training for apprentices. They have introduced work-based projects. Apprentices studying the intelligence analyst standard at level 4 apply structured analytical techniques to influence strategic decision-making at work. They learn how to speak confidently in public and prepare evidence for court.

The order in which trainers teach the different topics enables apprentices to build new knowledge, skills and behaviours over time. Trainers teach apprentices about the intelligence cycle. Apprentices apply what they have learned by completing workplace projects. Apprentices working in prisons manage intelligence requirements to understand existing and potential emerging problems within a prison environment.

Trainers receive training so that they can plan and deliver remote learning. They confidently use breakout rooms and whiteboards to teach and train apprentices. Managers provide training so that trainers develop their understanding of standards-based apprenticeships, for example training relating to their end-point assessments. Leaders also provide additional staff training in health and safety, cyber security and mental health first aid.

Leaders and managers carry out a variety of processes to ensure the quality of education. They conduct observations of induction, and face-to-face and online teaching. All trainers either hold, or are working towards, a teaching qualification. Trainers regularly update their knowledge of the intelligence industry. For example, they work as an intelligence analyst in the reserve army. Leaders do not focus sufficiently on the further development of trainers' teaching skills to improve the quality of apprentices' training.

Trainers set appropriate targets that help most apprentices improve the knowledge, skills and behaviours they need to be successful at work. However, trainers focus on module learning outcomes rather than setting specific targets that develop apprentices' knowledge, skills and behaviours. This means that a few apprentices do not make the progress of which they are capable.

Trainers give feedback to apprentices that tells them what they have done well and what they need to do to improve. Apprentices reflect regularly on their learning. This helps them to strengthen their knowledge, skills and behaviours at work. However, in a few instances, trainers do not sufficiently help apprentices to develop their writing skills.

Managers provide a wide range of appropriate support for apprentices, employers and parents. This includes virtual parents' evening, webinars about mental health awareness and strategies to overcome anxieties when returning to the workplace. A few apprentices, who were at risk of leaving their programmes due to mental health anxieties, were put on a break in learning during the period of COVID-19 restrictions. Trainers continued to support them throughout this period, and they are currently preparing to return to their studies.

Leaders, managers and trainers have a detailed understanding of the risks to apprentices' health and safety. This includes online risks when learning remotely. Apprentices know how to keep themselves safe and are enjoying their learning.

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

- rapidly develop trainers' teaching skills to further improve the quality of apprentices' training
- ensure that trainers set personal development targets for apprentices in order to enhance the substantial new knowledge, skills and behaviours they need to be successful at work
- ensure that trainers provide all apprentices with feedback that helps them develop their writing skills.

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