

TWA Lean Consulting Limited

Monitoring visit report

Unique reference number: 2526609

Name of lead inspector: Cath Jackson, Her Majesty's Inspector

Inspection dates: 24–25 March 2021

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.

TWA Lean Consulting Limited provides levy-funded apprenticeships across the Sheffield City Region. Currently, 20 apprentices are on standards-based programmes from level 3 to level 5, with seven of these on the improvement practitioner standard at level 4. The remainder are on standards for the level 3 team leader/supervisor, level 3 digital marketer, level 4 marketing executive, level 4 quality practitioner, level 5 operational/departmental manager and level 5 improvement specialist. Most apprentices are aged 19 and over, with fewer than five aged 16 to 18.

The impact of COVID-19 (coronavirus) has been taken into account in the findings and progress judgements below.

Themes

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

Significant progress

Leaders and managers have a clear vision and strategy for the training that they offer. They work closely with employers to ensure that the curriculum meets the principles and requirements of an apprenticeship. Apprentices benefit from high quality on- and off-the-job training, which has continued throughout the period of COVID-19 restrictions. As a result, they develop substantial new knowledge and skills that enable them to deal confidently with new situations and challenges that arise within their workplaces.

Leaders have invested significantly in industry-standard resources and qualifications over and above the requirements of the apprenticeship standards. Apprentices value the opportunity to take recognised professional qualifications alongside their apprenticeship, which help them develop in their chosen careers. For example, level 4 marketing executive apprentices work towards achieving the Chartered Institute of Marketing certificate.

Leaders recruit tutors with the skills and expertise to provide high-quality training. All are industry specialists with higher-level qualifications in the subjects that they teach. Employers value the quality of training and the contribution that apprentices make to their workplaces as a result. For example, level 4 improvement practitioner apprentices develop significant new knowledge and skills that they use to bring about positive change in their workplaces, through projects such as addressing climate change and improving efficiency in council services.

Leaders have clear oversight of the progress that apprentices are making. Tutors record and track apprentices' progress thoroughly. They report regularly to senior leaders so that leaders know how apprentices are performing against expectations and can swiftly address any concerns.

Leaders and managers have put robust arrangements in place for apprentices' end-point assessments. They ensure that apprentices understand what will be expected of them and that tutors prepare apprentices thoroughly. As a result, apprentices are confident as they approach their final examinations and professional discussions, and nearly all achieve merit or distinction grades.

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

Tutors plan and sequence the curriculum very effectively. They skilfully use teaching methods that interest and engage apprentices during their face-to-face and online learning sessions. Apprentices enjoy their learning and benefit from discussions with their expert tutors that help them to improve their workplace skills. For example, team leader apprentices at level 3 thoroughly understand the need to address bullying in the workplace due to its potential impact on well-being, productivity, and staff retention.

Apprentices develop positive behaviours that make them more effective in their roles. Level 4 marketing executive apprentices become more confident and assertive in their roles as they develop their underpinning knowledge. They feel they are better communicators and managers as a result.

Apprentices confidently apply the theories and techniques that they learn in projects in their workplaces. Apprentices on the level 4 improvement practitioner programme explain how they have used the 'grow and optimise' model to identify areas for improvement. They analyse data to highlight where engineers are not making best use of time and where they might require training to increase their effectiveness during working hours.

Tutors use assessment effectively to identify gaps in apprentices' knowledge at the start of their programmes. They make good use of this information to plan learning. Apprentices receive supportive and constructive feedback from tutors, which helps them understand how to improve. Tutors encourage apprentices to reflect on feedback when

they have not met assessment criteria, and they ensure that apprentices understand what steps they need to take.

Tutors effectively minimise any barriers to learning. Apprentices who require additional support receive training that fully meets their needs. For example, where apprentices with hearing impairments attend learning alongside their peers, tutors ensure that these apprentices can participate fully by sending resources in advance and by making any necessary adjustment in their teaching approach.

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

Leaders and staff promote a culture of working safely, including in line with COVID-19 restrictions. Leaders have ensured that all apprentices have a thorough understanding of safeguarding. Safeguarding policies and procedures are in place and are shared with staff, apprentices and stakeholders.

Apprentices say that they feel safe. They know how to stay safe, and who to contact should they have any concerns about themselves or others.

Leaders ensure that apprentices have a suitable understanding of the risks associated with radicalisation and extremism. Apprentices can recall training they have received on the 'Prevent' duty and British values and have sufficient understanding of the relevance of these to their everyday lives.

Leaders and managers have appropriate arrangements in place to ensure that staff are suitable to work with apprentices. Leaders ensure that all staff are subject to Disclosure and Barring Service checks. The designated safeguarding officer has appropriate training and qualifications to carry out the role.

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