Holt Green Training Limited

Monitoring visit report

Unique reference number:	1278628
Name of lead inspector:	Alex Lang, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Newton Avenue Longsight Manchester M12 4EW

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.

Holt Green Training Limited (HGT) received a contract to deliver apprenticeships in January 2020. HGT currently has nine standards-based apprentices on the junior content creation and digital marketing apprenticeship at level 3, the software testing apprenticeship at level 4 and the operational department manager apprenticeship at level 5. All apprentices are aged 18 or over. The apprentices are employed in two subsidiary companies of HGT.

HGT began to deliver apprenticeships in September 2020. Eight of the nine apprentices were furloughed in November 2020. Leaders plan for apprentices to return to work during April and May 2021.

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?

Reasonable progress

Leaders demonstrate a clear strategic vision for HGT to provide high-quality training in digital technologies for their local community. They have designed the apprenticeship programmes in response to the labour market needs identified in the Greater Manchester Skills Agenda. Leaders have planned for apprentice numbers to be small. This is to ensure that they can develop and implement appropriate systems and procedures to monitor and improve the quality of their training.

Leaders use their strong links in the community to provide apprentices with the knowledge, skills and behaviours of effective digital marketeers. Visits to the Manchester Technology Centre and listening to guest speakers who specialise in the digital industry provide apprentices with a greater insight into careers in this sector. Apprentices feel that these experiences have fuelled their ambition of working and progressing their careers in the technology sector.

Leaders have effectively adapted the apprenticeship programme in response to COVID-19 restrictions. For example, leaders have increased the amount of time apprentices spend doing off-the-job training. The theoretical and technical aspects of the apprenticeship have been taught early in the programme. Apprentices who are furloughed value the off-the-job training that they complete for up to three days a week. Inspectors have not been able to see any on-the-job training due to staff furlough.

Leaders do not have any formal governance arrangements in place to externally scrutinise the quality of provision. They have collaborated with educational professionals that meet regularly. These professionals provide support and guidance on setting up and structuring apprenticeship programmes. Leaders are planning to fully implement a governance structure to hold senior managers to account.

Leaders do not use self-assessment well enough to evaluate the quality of provision for apprentices. The quality improvement plan does not identify appropriate actions for improvement. Leaders recognise that this is an area for improvement.

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

Apprentices develop substantially new and occupationally specific knowledge, skills and behaviours as a result of their apprenticeship. Tutors use apprentices' prior knowledge and experience to plan individualised training. For example, they assign 'lead roles' to apprentices who have experience as project leads. This further develops the leadership skills of the apprentice and the team member skills of the other apprentices.

Employers collaborate productively in designing the curriculum to meet the needs of their businesses. Employers have created mock projects for apprentices to practise the skills they have learned and to develop their commercial skills. For example, apprentices use search engine optimisation to improve company profiles on social media platforms.

Tutors plan, sequence and check apprentices' learning effectively. They teach the curriculum in a logical order. Tutors start the programme with communication and report-writing to allow apprentices to develop the skills they need for work. Apprentices explain confidently how their presentation skills have improved. They now use body language and eye contact when giving presentations.

Tutors are highly qualified and experienced. They keep up to date in the industry through additional training, such as in cybersecurity. Tutors use this training effectively in their teaching to develop apprentices' knowledge and skills, for example when providing training on phishing attacks.

Tutors continue to build apprentices' English, mathematical and digital skills. They use the results of assessments during one-to-one sessions to ensure that apprentices not only learn new knowledge, but also retain what they already know. Tutors design learning using reports and data analysis to enhance occupationally specific English and mathematical knowledge. Apprentices present work that is well written and includes accurate data analysis.

Tutors provide useful and timely feedback. Feedback helps apprentices improve the quality of their work. They provide clear commentary on how apprentices can improve. For example, apprentices swiftly learn how to use citations in their work to reference the source of information used in reports. Apprentices produce work of a high standard.

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

Leaders have put in place appropriate safeguarding policies and procedures. They ensure that staff are appropriately qualified to carry out their roles. Leaders have appointed a designated safeguarding lead (DSL) and are training a deputy. Staff update their safeguarding and equality training annually. They learn about wider issues that affect their community, for example the risks of online grooming. The DSL has not had to investigate any safeguarding incidents, so the safeguarding procedures have not yet been tested.

Apprentices have a good understanding of safeguarding. They know about cyber threats, phishing attacks and security issues around social media. Apprentices feel safe and are safe. They take part in frequent discussions about safeguarding and well-being with their tutors. Apprentices feel well supported.

Staff complete an online 'Prevent' duty awareness course. This has not prepared them to develop apprentices' understanding of the risks posed by radicalisation and extremism.