

# Electrical Testing Limited

Monitoring visit report

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| <b>Unique reference number:</b> | 2577239                                    |
| <b>Name of lead inspector:</b>  | Sambit Sen, Her Majesty's Inspector        |
| <b>Inspection dates:</b>        | 12–13 May 2021                             |
| <b>Type of provider:</b>        | Independent learning provider              |
| <b>Address:</b>                 | Acle Bridge<br>Acle<br>Norwich<br>NR13 3AT |

## 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.

Electrical Testing Limited is an independent learning provider offering highways electrical maintenance apprenticeships across England. At the time of the monitoring visit, 29 apprentices were in active learning. Electrical Testing Limited delivers level 2 highways electrical maintenance and installation operative, and level 3 highways electrician or service operator apprenticeships.

During the pandemic, leaders and managers have maintained face-to-face training for their apprentices.

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 and managers do not have governance arrangements or benefit from any external supervisory oversight. Consequently, no one holds leaders to account for the quality of apprenticeship training. Furthermore, leaders and managers do not benefit from or have access to existing best practice in the sector.

Leaders and managers work effectively with employers to develop training programmes that are highly valued. For example, apprentices learn how to carry out installation and maintenance of street lighting. As a result, apprentices quickly become skilled members of their teams who can perform multiple tasks independently and confidently.

Leaders and managers assess effectively the existing skills and knowledge of apprentices. They use informative aptitude and industry-specific practical tests to

recruit apprentices to the right course and level. They use the results to provide individual help which allows apprentices to make swift progress on their courses.

Managers have good oversight of the progress that apprentices make towards completing their apprenticeship. For the few apprentices who fall behind, managers have remedial actions in place and work closely with site supervisors to ensure that apprentices catch up with the missed work.

Leaders and managers effectively assess the quality of the training that apprentices receive and assessments which they undertake. This helps leaders to prioritise any help teachers need to improve their teaching and assessments practices. For example, managers discuss with teachers how they can use live video demonstrations of apprentices' on-site work to enhance their theory teaching.

**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**

Teachers do not prepare apprentices for their end-of-course examinations effectively. They have been slow to teach the different elements of the assessment. Employers are not fully aware of the requirements of the end-of-course assessments so are unable to help apprentices prepare effectively for their examinations. As a result, apprentices do not have sufficient understanding of what to prepare for the assessments or how to achieve high grades.

Teachers and assessors plan the order of training effectively in collaboration with site supervisors. Apprentices can link their theoretical training to their work tasks, for example using their knowledge about cable sizing to help them safely test circuit boards on site. Apprentices swiftly develop their vocational knowledge and skills.

Teachers help apprentices to extend their English and mathematics skills effectively. Teachers link these skills successfully to the job roles that apprentices carry out. For example, apprentices make complex calculations using Ohm's law to decide the amount of current that needs to flow through complex circuit boards. As a result, apprentices value their English and mathematics skills and understand how they relate to their everyday work.

Teachers have appropriate industry experience. They skilfully draw on their on-site experience to ensure that the training is relevant and up to date. For example, teachers discuss the complexities of new circuit boards which apprentices need to learn about when installing modern street lighting. As a result, apprentices can utilise the knowledge from their theory sessions effectively at their workplace.

Teachers do not offer effective careers advice and guidance to apprentices. While they discuss the opportunities that are available to apprentices from their employer, they do not discuss what other options apprentices can access within their sector.

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

Apprentices demonstrate an effective understanding of how to stay safe at work. For example, apprentices proactively carry out health and safety risk assessments of the street lighting depots that they work in, after learning about this in their theory sessions. This ensures that the depots are fully secure and safe for everyone to work in. Apprentices can make informed decisions about working safely.

Apprentices have a good understanding of the risks of radicalisation and how it applies to their work. For example, apprentices recognise how misinformation from those who support conspiracy theories results in acts of vandalism of the 5G telecommunication masts which they instal, and subsequently repair.

Leaders and teachers ensure that apprentices are in safe accommodation and have appropriate transport arrangements when they attend their week-long theory sessions.

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