

Inspection of Intelligencia Training Limited

Inspection dates: 6 to 9 July 2021

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Intelligencia Training Limited (Intelligencia) was established in November 2016. The company became a registered training provider in April 2017. Intelligencia provides standards-based apprenticeships in level 3 compliance and risk officer and level 4 intelligence analyst and counter fraud investigator. At the time of the inspection, 195 apprentices were on a programme. Intelligencia does not work with any subcontractors.

Apprentices work for a broad range of employers in a wide variety of roles. Apprentices' job roles include working in prison intelligence investigating drug trafficking and preventing radicalisation, in counter terrorism with the security services and in local authorities across the country reducing benefit fraud and antisocial behaviour.

What is it like to be a learner with this provider?

Most apprentices quickly learn a wide range of intelligence techniques to research, analyse and interpret complex data. Apprentices enjoy learning about new techniques that they can utilise in their work. When analysis techniques taught are not suitable for their current job roles, apprentices are able to see how these techniques may help them in future job roles.

Apprentices remain with their employers when they have completed their apprenticeship. Many achieve promotion either during or after they complete their studies.

Apprentices have a good understanding of keeping themselves safe and how it relates to their respective job roles. However, they do not always apply the same criteria to their personal lives and circumstances.

Apprentices demonstrate strong, work-related behaviours, such as communicating effectively with colleagues and managers. Their improved technical vocabulary helps them deliver clear messages appropriately.

Apprentices work in highly demanding job roles. They sometimes find it challenging to balance the requirements of their training with their job roles. This results in a small proportion of apprentices not managing their training time effectively during work hours.

What does the provider do well and what does it need to do better?

Leaders and managers work very effectively with sector leaders to develop apprenticeships for the intelligence community. As a result, leaders and managers ensure that the apprenticeships they offer serve a clear purpose for the national intelligence, fraud and defence organisations with whom they work.

Apprentices produce highly relevant and impactful workplace projects. These projects develop their professional skills and behaviours appropriately while benefitting their employers. Local authorities across the country have profited from projects carried out by apprentices which focused on identifying and evaluating patterns of fly tipping. This enabled local authorities to identify and successfully prosecute individuals who carry out these offences.

Governance arrangements are effective. Governors have the appropriate skills and experience to enable them to challenge leaders effectively. Governors prompt leaders to investigate any underperformance, such as understanding the reasons why a small proportion of apprentices appear behind in their training.

Tutors help apprentices to improve their written and presentation skills effectively throughout their training. Tutors skilfully identify and correct any errors that

apprentices make on their written work. This helps apprentices to produce high-quality reports and presentation materials at work.

Tutors are highly qualified and experienced in the intelligence and fraud sector. They use their knowledge and expertise extremely well to ensure that the content of the training is up to date. As a result, apprentices develop a good understanding of intelligence analysis. Apprentices can apply to good effect new intelligence gathering techniques, such as Geospatial analysis, to their workplace.

Tutors carefully establish the existing skills and knowledge of apprentices at the start of the apprenticeship. They use this information to tailor assessment activities for each apprentice. Tutors test apprentices who have prior experience of the intelligence sector with higher-level, complex assessments. As a result, apprentices can clearly articulate the new skills and knowledge that they develop as a direct consequence of their training.

Apprentices develop and demonstrate exceptionally good workplace behaviours. Apprentices become proactive and are quick to spot improvements that can be made to workplace practices. They present information clearly and have confidence in their own skills and abilities to analyse and interpret information. Apprentices can identify accurately errors in their own and other's work to ensure great accuracy in the reports they and their teams produce. Workplace managers recognise the improvements that apprentices make in their organisations.

Apprentices show a highly developed understanding of how to use complex data to identify patterns and trends. Employers quickly allow apprentices to lead on projects which involve researching, analysing and evaluating information to provide solutions to workplace issues.

The help and support provided for apprentices in the workplace is highly effective. Most workplace managers help apprentices to improve their performance. Workplace managers provide opportunities to shadow more senior colleagues and allow apprentices to deputise. This enables apprentices to use skills they may otherwise not have an opportunity to use. Most workplace managers do not know, in advance, what apprentices are studying. This prevents workplace managers from planning tasks and activities to complement apprentices' training.

Leaders do not provide apprentices with ongoing, impartial careers advice and guidance. Apprentices only know what opportunities are available within their own organisations. They are unaware of how they can use the transferable skills they develop better beyond the sector and companies they work in.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responded quickly to the increase in mental health issues, such as bereavement and family illness, raised by the apprentices during the pandemic.

Leaders have recruited specialist staff to help apprentices and added mental health topics into the main apprenticeship curriculum. Apprentices are confident of discussing these issues openly. Apprentices have developed effective strategies to help them overcome such issues.

Leaders do not ensure that apprentices link their knowledge of safeguarding to their own lives. Tutors do not make clear to apprentices that they are potential targets of crime due to their job role. Tutors do not discuss how the information apprentices access makes them potentially vulnerable. Apprentices cannot articulate what measures they need to consider to remain safe in their personal lives.

What does the provider need to do to improve?

- Tutors need to liaise frequently with workplace managers to share in advance what apprentices will be studying, enabling apprentices to practise their theoretical knowledge in their workplace effectively.
- Leaders and managers need to provide ongoing, impartial careers advice and guidance to apprentices. They need to help apprentices identify the transferable skills and knowledge which they can apply beyond the organisations they currently work for.
- Leaders and managers need to ensure that apprentices can link and apply their knowledge of safeguarding in the workplace in order to remain safe in their personal lives.

Provider details

Unique reference number	1276511
Address	3 Appley Court Haynes Bedford MK45 3QQ
Contact number	01925661780
Website	https://www.intelligenciatraining.com/
Principal/CEO	Barry Searle
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of training, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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