

# Inspection of ITEC Learning Technologies

Inspection dates:

19 to 22 October 2021

## Overall effectiveness

## Inadequate

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Apprenticeships

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

ITEC Learning Technologies (ITEC) is an independent learning provider based in Basildon. It provides standards-based apprenticeships. These include level 3 business administration, level 3 assistant accountant, level 3 IT solutions technician, level 3 infrastructure technician, level 3 teaching assistant, level 4 cybersecurity technologist and level 4 professional accounting technician standards. Around a half of all apprentices study accounting.

At the time of the inspection, 82 apprentices were on programme. Of these, a half were aged 16 to 18 years old. A few apprentices study level 2 functional skills qualifications in English and mathematics. There are no apprentices in receipt of high-needs funding. ITEC does not work with any subcontractors.

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

Apprentices value the training they receive from their employers. However, most apprentices are unsure of how their training from ITEC relates to the work they complete in their workplace.

Level 3 IT apprentices benefit from the real-life experience of working in an IT environment. They value the practical skills they develop. This helps them to provide better first-line support to clients to resolve email issues, install new software or resolve back-office server problems.

Accounting apprentices develop their knowledge of basic accounting through the additional Association of Accounting Technicians (AAT) qualification. They value taking this qualification as part of the apprenticeship curriculum to boost their future career prospects in the financial sector.

Apprentices feel safe at work and at the training centre. They feel confident to report any concerns should these arise.

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

Leadership of the curriculum is weak. Too few apprentices make good progress in rapidly developing substantial knowledge and skills. Leaders have failed to provide effective management of the quality of training apprentices receive. Their quality improvement actions are inadequate to drive improvement.

Leaders have poor oversight of the very many weaknesses in the training they provide. Leaders do not ensure that staff work effectively with employers to plan on-and-off the job training. Tutors do not consider the specific job roles or prior learning of apprentices when planning training. Level 4 cybersecurity apprentices repeat prior knowledge they already have about legal regulations and data protection. Accounting apprentices repeat learning on basic bookkeeping and indirect tax. As a result, most apprentices do not value the training that they receive from their tutors. Too few apprentices can effectively link their off-the-job training to what they learn at work.

Tutors' assessment practices are weak. Leaders do not provide effective continuing professional development (CPD) for tutors to improve their teaching practice. Tutors are unable to use effective assessment strategies to consolidate apprentices' understanding of complex technical concepts. Tutors do not provide effective feedback to improve the standard of apprentices' work. Apprentices do not know what they have done well and how they can further improve their written work.

Tutors do not help enough apprentices improve their mathematical skills as part of their apprenticeship. This prevents apprentices from developing valuable skills to progress to higher levels of work or promotion in the workplace. Accounting apprentices develop their mathematical skills through their AAT qualification.

Leaders have not ensured that apprentices benefit from a rich curriculum beyond the requirements of the apprenticeship. Apprentices, particularly those apprentices aged 16 to 18, do not develop their understanding of how to keep themselves mentally and physically healthy. They do not understand the benefits of living in a modern democratic society.

Accounting apprentices benefit from additional qualifications to support the development of their knowledge and skills. These apprentices develop better business awareness and understanding of different types of transaction. They use various accounting systems usefully to perform transactions at work.

Leaders have failed to ensure that apprentices receive effective, ongoing careers education, information, advice and guidance throughout their apprenticeship. Apprentices do not receive any relevant or useful careers information that would help them make realistic career plans or progress their careers beyond their current employer, should they choose to do so. As a result, apprentices do not know what they need to do to reach their career aspirations and goals.

Apprentices develop growing independence in the workplace and most demonstrate professional behaviours in line with their apprenticeship standard. Level 3 business apprentices develop their communication skills by using email and speaking to clients over the telephone. They understand the importance of working in a team. They demonstrate effective skills in communicating and keeping others appropriately informed of client casework.

Too many apprentices leave their programme early. A third of apprentices do not complete their apprenticeship. Tutors fail to take action when apprentices do not attend lessons. They do not ensure that these apprentices make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Apprentices demonstrate a good understanding of health and safety practices at work. They can apply their knowledge of regulations such as those for data protection to secure client information and ensure that their company is compliant. They have a secure understanding of how to keep themselves safe online.

Leaders do not ensure that tutors discuss wider aspects of safeguarding with apprentices. Most apprentices do not have a good understanding of how their lives and work could be affected by those who seek to disrupt and threaten society. Apprentices do not know the actions they should take to protect themselves and work colleagues from harm.

## **What does the provider need to do to improve?**

- Leaders must rapidly improve the quality of training apprentices receive to ensure that they remain on programme and complete their apprenticeship. Leaders need

to ensure that apprentices benefit from a rich curriculum beyond the requirements of the apprenticeship.

- Leaders must provide effective CPD for tutors to ensure that they rapidly develop their skills to become good teachers.
- Leaders need to ensure that tutors provide effective, ongoing careers advice and guidance to enable apprentices to plan their career and understand the career options available to them.
- Leaders need to ensure that apprentices develop a good understanding of the wider aspects of safeguarding, including the local risks relevant to their job roles and personal lives.

## Provider details

<b>Unique reference number</b>	52561
<b>Address</b>	ITEC Learning Technologies Canvey Skills Centre Canvey Island Essex SS8 9RZ
<b>Contact number</b>	01268 286929
<b>Website</b>	<a href="http://www.iteclearntech.ac.uk">www.iteclearntech.ac.uk</a>
<b>Principal/CEO</b>	Ben Turner (Managing Director)
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the managing director, 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 visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Michael Worgs, lead inspector	Her Majesty's Inspector
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