

Inspection of Rosewood Management Services Limited

Inspection dates: 1 to 3 December 2021

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

Information about this provider

Rosewood Management Services Limited (RKMS) is an independent learning provider that was established in 1994. In 2014, the company acquired an established training company, Holt Green Training Limited, which began to deliver government-funded work-based training, mostly in health and social care, initially for other providers through subcontracting arrangements.

In November 2018, all subcontractors and learners were recontracted to RKMS. The head office is in Blackpool. The company specialises in business improvement apprenticeships, consultancy and training courses.

At the time of the inspection, there were 26 apprentices. Almost all apprentices are aged over 19. They are enrolled on standards-based apprenticeships following the level 2 lean manufacturing operative, level 3 improvement technician or level 4 improvement practitioner programme.

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

Apprentices enjoy their learning. They gain and apply their new knowledge, skills and behaviours in the workplace. They feel well supported by their tutors. Employers recognise the advantages of having apprentices on the lean manufacturing programmes.

Apprentices demonstrate a positive attitude to their training and nearly all are motivated to succeed. They speak highly of the coaching they receive from their tutors, and they value the support they receive from their employers. Apprentices develop good knowledge and skills quickly, which they apply well when investigating real-life projects at work. As a result, most apprentices make progress in line with their planned training.

Apprentices benefit from effective support from tutors that builds their confidence and resilience and develops their teamworking skills as part of their learning about business improvement. They focus on process rather than personalities to eliminate a blame culture and instigate business change from the shop floor up. As a result, apprentices develop the confidence to suggest to their managers improvements needed to increase productivity and reduce business costs.

Apprentices feel safe and know how to stay safe at work and in wider society. They know that that employers and tutors will not tolerate bullying and harassment. Apprentices know whom to go to, should they have any concerns about their own or other people's well-being. However, tutors do not provide enough opportunities for apprentices to discuss and share their views on a range of topics that may affect their own or other people's lives.

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

Leaders have a clear vision and strategy to deliver high-quality business improvement training to meet the needs of apprentices and their employers. They have developed a bespoke curriculum that ensures that apprentices develop the substantial new knowledge, skills and behaviours they need to be successful at work.

Leaders have established a culture of high expectations for themselves, their staff and the apprentices they train. They work effectively with employers to develop an ambitious curriculum that ensures that apprentices not only meet the requirements of their apprenticeship, but also gain additional skills and certifications that help them improve their performance at work. Apprentices help their businesses improve through lean management, waste reduction, improved efficiency and subsequent cost-effectiveness. This is valued by their employers.

Leaders add value to the programme for apprentices with e-learning courses, such as those in effective auditing and inspection, stress management and conflict

management. These help apprentices to be successful in life as well as in their workplace.

Tutors sequence the curriculum well to develop and consolidate learning. They use their technical knowledge and industrial experience well to coach and guide apprentices. Tutors' use of practical examples of the implementation of lean techniques enlivens the learning and enthuses learners to apply these practices in their own workplace. Tutors ensure a strong focus on work-based projects. This has already resulted in savings in both costs and time at work.

Tutors reinforce key technical concepts well during training. They use highly effective questioning techniques to continually check apprentices' understanding and fill gaps in apprentices' learning and their application to work. The standard of apprentices' written work is good. They complete their workbooks and assessment tasks in a logical manner, illustrating their increased knowledge and understanding over time. As a result, apprentices develop and demonstrate a deeper understanding of the topics they study.

Leaders and managers have an accurate understanding of the strengths and weaknesses of their tutors. They identify and plan effective staff development to improve the quality of training for apprentices. Leaders ensure that tutors receive training to maintain and enhance their subject expertise and develop their teaching skills. Tutors are industry- and subject-matter experts, with qualifications and experience in the sector. Recently appointed tutors have completed the level 3 education and training qualification to improve their teaching practice.

Tutors and employers ensure that apprentices benefit from a calm environment in which to carry out their training. They make available good-quality resources and ensure that training is delivered to accommodate shift and work patterns. Apprentices further benefit from a supportive culture that is conducive to learning. Consequently, apprentices enjoy and value the training they receive.

Tutors encourage apprentices' development as responsible, respectful citizens through training on effective communication and teamwork. Apprentices learn about creating a cohesive team that communicates well and problem-solves together to bring about business improvement. Apprentices are respectful of their tutors and peers and recognise the differences in the people with whom they work. As a result, apprentices are more aware of other people's viewpoints and more tolerant towards their needs.

Tutors do not provide sufficient information to ensure that learners have full awareness of their final assessments, the higher grades available and how to attain them. Leaders and tutors do not record the targeting and achievement of higher grades robustly enough. As a result, too few apprentices are sufficiently aware of the final assessment process and the grades available to them.

Most apprentices are well established in their roles at work. However, leaders and tutors do not routinely provide apprentices with independent and impartial careers

advice about the full range of opportunities available to them. Consequently, apprentices are not always clear about what they need to do to achieve their long-term career aspirations.

Those responsible for governance recognise that they have been too slow to further strengthen governance arrangements. They have agreements in place for additional people to join the board, but have yet to make this happen. This means that senior leaders do not routinely receive enough support, challenge or scrutiny about the actions they take to improve the quality of training that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding and the safety of apprentices are high priorities. The designated safeguarding lead (DSL) has the appropriate training and experience to carry out the role effectively. The DSL has developed links with external agencies to share information on any emerging issues of crime, safeguarding and the dangers of radicalisation and extremism.

Leaders prioritise health and safety and safe working practices for apprentices. The nature of apprentices' work in engineering means that they need to be aware of the dangers inherent in their work. Apprentices complete an additional qualification in health and safety as part of their programme.

What does the provider need to do to improve?

- Senior leaders should ensure that tutors inform apprentices earlier in the programme about assessment processes and grades and set aspirational targets so that apprentices know how to achieve high grades and reach their potential.
- Senior leaders should ensure that tutors routinely provide apprentices with independent and impartial careers advice about the full range of opportunities available to them.
- Senior leaders should ensure that they strengthen governance arrangements so that they routinely receive enough support, challenge and scrutiny about the actions they take to improve the quality of training for apprentices.

Provider details

Unique reference number	1280312
Address	RKMS Unit 17 The Pavilions Avroe Crescent Blackpool FY4 2DP
Contact number	0844 815 7765
Website	www.rkmsuk.co.uk
CEO	John Keen
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 operations manager, 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 learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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