

# Consalia Limited

## Monitoring visit report

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# 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 the Education and Skills Funding Agency 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.

Consalia Limited is an independent learning provider based in West London. They specialise in professional sales training. They gained a direct contract to offer apprenticeships in March 2020. At the time of the monitoring visit, Consalia had 29 apprentices enrolled on the level 7 senior leadership degree standards-based apprenticeship. All apprentices were over 19 years old.

The provider works with two subcontractors. Middlesex University, to teach part of the accredited postgraduate diploma, and Runway Training to teach qualifications in English and mathematics.

## Themes

### How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

### Reasonable progress

Leaders have a clear intent for their apprenticeship programme to raise the profile of the sales profession and equip future leaders in the sector with senior leadership skills. They have used their extensive knowledge and experience in sales to map their curriculum effectively to the senior leadership apprenticeship standard.

Leaders have developed positive relationships with employers, who fully understand their commitment to their apprentices. They ensure apprentices have the time to complete their learning. Apprentices attend an appropriate range of off-the-job learning activities. Employers frequently attend apprentices' progress reviews. They have a good understanding of how well their apprentices make progress through their programme.

Employers appreciate that leaders have designed highly relevant sales content which meets their needs. They recognise how the projects apprentices complete have a direct impact on their business. For example, apprentices complete projects on how

to shape the mission, vision and values of a company. Employers use the research and outcomes of the projects to bring together sales departments and implement shared values across the teams.

Leaders ensure that tutors access relevant professional development opportunities. For example, tutors complete coaching and mentoring qualifications. They retain their academic roles in universities to help them keep up to date with current practices.

Apprentices benefit from the effective partnerships the provider has with their subcontractors. For example, apprentices access the library and learning support services at the university. Those apprentices who need to complete qualifications in English and mathematics access adaptable teaching and support through Runway Training.

Leaders have a suitable range of quality assurance activities in place. They collect useful feedback about apprentices' experiences in their workshops. Through the partnership with the university, they check rigorously the quality of apprentices' work. They complete appropriate observations of tutors' teaching. They use this information effectively to inform improvement planning. However, they have not extended this activity sufficiently to their subcontracted provision.

**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**

Leaders have planned the curriculum to be taught in a logical order. Apprentices are taught early on how to reflect on their individual leadership style. They then move on to the dynamics of teams and the impact their leadership style has. They revisit this information frequently through the relevant projects and assignments they complete. As a result, apprentices consolidate and remember what they have learned.

Tutors have very good industry experience and knowledge. They use this effectively to provide apprentices with examples of their lessons based on industry scenarios. Apprentices value this and as a result, they develop substantial new knowledge, skills and behaviours. For example, apprentices use their new knowledge about the theory of sales to create new customer account plans. Apprentices successfully apply what they learn at work, particularly their new skills in coaching. They adapt their style and approach to reflect a coaching model. As a result, they build positive relationships with their teams.

Tutors provide apprentices with very helpful feedback on their work. They ensure apprentices submit assignments to the required standards. Apprentices with no experience in academic writing get good one-to-one support to help them with this. Tutors ensure apprentices access good-quality resources to support them with their learning.

Apprentices are in very relevant job roles and have been recruited appropriately. Leaders have used the information they collect about apprentices' prior experience effectively to ensure apprentices are on the correct level of learning. However, tutors do not use this information well enough to identify any personal development needs apprentices have. Tutors do not use information they have about apprentices' prior knowledge to adapt their teaching and assessment.

Apprentices have a good understanding of what to expect in their final assessments. However, they are not clear on how to gain high grades in these assessments.

**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 arrangements for safeguarding adult apprentices. The designated safeguarding lead has completed relevant training. Staff supporting the apprenticeship programme have completed training in safeguarding and the 'Prevent' duty. Leaders ensure that staff have been recruited appropriately and are safe to work with apprentices.

Apprentices have access to a range of resources to support them with their mental health and well-being. They know about the services available to them such as counselling via the university. A small proportion of apprentices have taken part in published podcasts to raise awareness of the specific pressures in the sales sector which impact mental health.

Apprentices receive some generic information about keeping themselves safe at the start of their programme. They are confident to report concerns if they have any. However, they have not received sufficient information or training throughout their programme around the dangers associated with extremism and radicalisation.

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