

Inspection of Elev8 Training Limited

Inspection dates: 28 to 30 June 2022

Overall effectiveness	Good
<hr/>	
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

Elev8 Training Limited (Elev8) received its first publicly funded contract for apprenticeship training in November 2017. Elev8 is an independent learning provider that delivers apprenticeships in the sport and leisure sector.

At the time of the inspection, there were 23 apprentices studying standards-based apprenticeships. There were eight apprentices on the level 2 community activator coach standard, five apprentices on the level 3 community sport and health officer standard, six apprentices on the level 3 personal trainer standard and fewer than five apprentices on the level 4 sports coach standard and the level 3 team leader or supervisor standard.

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

Apprentices are enthusiastic about their learning and demonstrate positive behaviours and attitudes while at work. They show respect for their tutors and peers and participate fully in lessons. They take pride in the high-quality work that they complete.

Apprentices swiftly develop substantial new knowledge, skills and behaviours that they apply effectively at work. Their learning allows them to become better at their jobs and make a positive contribution to their employers' businesses. For example, level 3 personal trainer apprentices learn how to plan and write business plans which allows them to establish and extend their client base.

Apprentices benefit from well-planned and coordinated on- and off-the-job training. They quickly put into practice the knowledge that they have learned. Apprentices quickly become confident to support adults and children in personal training and community settings. For example, level 2 community activator apprentices plan and deliver coaching sessions in a variety of sports, including basketball and football.

Apprentices quickly develop their wider English and mathematical skills as a result of their apprenticeship. They use these skills proficiently to a high level of accuracy and communicate with colleagues and clients with an increasing level of professionalism. For example, level 3 personal trainer apprentices calculate weights and target heart rates accurately when they plan and communicate training plans with clients.

Apprentices are well prepared for the next steps in their careers. They receive ongoing information relating to their current job role and other opportunities in the sport and leisure sector. Many apprentices complete additional qualifications and career development opportunities with their employer such as pool plant operators certificate and level 2 gym instructors certificate. This ensures that their employer can deploy apprentices to undertake additional tasks which promotes efficiency in the workplace.

Apprentices feel safe. They know how and to whom they should report any issues or concerns. Apprentices complete comprehensive training in safeguarding and the 'Prevent' duty. They use the knowledge learned from this training when at work. For example, level 2 community activator coach apprentices ensure that they follow the individual safeguarding policies and procedures of the schools where they work, safeguarding the children in their care.

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

Leaders and tutors work effectively with employers and apprentices to develop an ambitious, individualised curriculum that helps apprentices to develop the knowledge, skills and behaviours they need to be successful in the sport and leisure industry. They have nurtured effective working relationships with employers to co-

create the curriculum to provide an apprenticeship that will help support a sustainable workforce for the sector.

Tutors are well qualified and have extensive experience in the sport and leisure industry. They use their expertise to deliver learning that enhances apprentices' knowledge and skills. Tutors remain up to date by working as practitioners in the sector and completing regular sector-related training.

Leaders ensure that they have quality assurance processes in place to evaluate the quality of training that apprentices receive. They carry out regular observations of tutors' teaching and assessment. However, leaders do not use the outcomes of these observations to put in place robust plans that focus on the improvement of tutors' teaching skills. This results in a few apprentices not receiving a consistently high standard of training.

Tutors use the information about apprentices' prior experience to plan a personalised programme of learning. Tutors ensure that the needs of the employer and apprentice are accommodated effectively so that apprentices swiftly make a positive impact on the businesses where they work. For example, level 2 community activator apprentices experience a bespoke training plan to enable them to develop specific knowledge and skills for different sports such as netball and dodgeball.

Tutors plan and teach the curriculum in a logical order. This enables apprentices to incrementally build on their learning from the beginning of their programme so that they know and remember more. For example, level 3 personal trainer apprentices learn about anatomy and physiology before progressing to exercise techniques for clients.

Most tutors provide comprehensive, developmental feedback for apprentices. This supports apprentices to understand what they need to do to improve the quality of their work. However, too many apprentices on the level 2 community activator apprenticeship standard do not receive timely feedback. This results in these apprentices not being clear on the areas that they need to improve and not making rapid progress.

Apprentices are well prepared for their final assessments. Tutors ensure that they have a detailed understanding of the requirements and grade opportunities they could achieve. Tutors provide mock assessments and one-to-one support for apprentices to help them prepare for observations and interviews. Apprentices clearly articulate the work they need to produce for their showcase portfolios.

Leaders do not ensure that apprentices' knowledge and awareness of life in modern Britain are routinely and effectively promoted. They have recently introduced a personal development curriculum for apprentices. However, the curriculum is in its infancy, and it is too soon to see the impact it has had on apprentices.

Those responsible for governance have an accurate understanding of the strengths and weaknesses of the curriculum. Governors receive information from leaders that

enables them to provide the necessary scrutiny and challenge to help leaders improve the quality of education for apprentices.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put in place a range of effective policies and procedures to safeguard apprentices. They complete appropriate pre-employment checks when appointing new staff to ensure they are suitable to work with apprentices.

Leaders place a high priority on ensuring that all staff benefit from regular safeguarding training. All members of the safeguarding team receive appropriate training to allow them to carry out their roles effectively. For example, they have recently been trained in suicide awareness and mental health first aid to support apprentices and staff. The designated safeguarding lead works with a range of external organisations to identify the local risks posed to apprentices, such as knife crime and county lines. They put clear strategies in place to ensure that apprentices know how to keep themselves and others safe while at work and in their personal lives.

What does the provider need to do to improve?

- Tutors should ensure that they provide timely feedback to apprentices so that they know what they have done well and what they need to do to improve in order to make rapid progress.
- Leaders should ensure that they have robust plans in place to maintain and enhance the teaching practice of tutors.
- Leaders should ensure that they effectively and routinely develop apprentices' knowledge and awareness of life in modern Britain.

Provider details

Unique reference number	2495044
Address	Greater Merseyside Learning Provider Federation Parliament Business Park 10C Commerce Way Liverpool L8 7BA
Contact number	07769312999
Website	www.elev8training.com
Director	Joseph England
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

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.

Inspection team

Suzanne Horner, lead inspector

Alastair Mollon

Jaqui Scott

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022