

# Inspection of MetaGedu Apprenticeships Ltd

Inspection dates: 24 to 26 August 2022

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

## Information about this provider

MetaGedu Apprenticeships Ltd is a small independent training provider based in Southampton. It was formerly known as DA Training and Consultancy Ltd. In December 2021, it became part of the larger Gedu group of companies. At the time of the monitoring visit in June 2021, it had 23 apprentices in learning.

Currently, there are 27 apprentices in learning. Four apprentices are aged 16 to 18 and the rest are over 19 years of age. The company offers seven different standards-based apprenticeships and works with 24 different employers. There are seven apprentices studying level 3 junior content producer, six apprentices studying level 3 business administrator, four apprentices studying level 4 sports coach, three apprentices studying level 3 housing and property management, three apprentices studying level 3 events assistant, two apprentices studying level 3 outdoor activity instructor, one apprentice studying level 3 team leader and one apprentice studying level 2 community activator coach.

Five apprentices study functional skills English and four study functional skills mathematics as part of their apprenticeship.

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

Apprentices are positive and highly motivated to learn. They attend well and complete their work on time. Apprentices make good progress at work and quickly become competent members of their team. As a result, most apprentices take on additional responsibilities in their roles. For example, a business administrator apprentice took on responsibility for social media activity for their firm and a property and housing management apprentice was able to carry out their own 'settling in' visits to new tenants.

Apprentices adopt the professional behaviours they see around them at work. For example, sports coach apprentices and outdoor activity instructor apprentices understand the importance of being good role models to the children they work with. They are confident and demonstrate high expectations of these children. They have a very good understanding of how to keep the children in their care safe.

Most apprentices have a good awareness of the importance of equality and diversity in the workplace. As a result, they work well with their teams, for example one business administrator apprentice discussed the importance of being inclusive to non-binary employees and adopting their preferred names or pronouns. Apprentices on sports-related apprenticeships can explain the importance of designing activities so that they are inclusive for children with different needs.

Apprentices complete additional learning modules on a range of topics and learn about the society they live in. However, leaders and managers have not ensured they have opportunities to participate in activities to further enhance their skills and get involved in their communities.

Apprentices are not given sufficient information, advice or guidance to help them plan their next steps and future careers. While a few apprentices do have good awareness, for example junior content producer apprentices who are considering freelance work in the creative industries, too many do not.

Apprentices have a good understanding of keeping safe. They discuss with their tutors the importance of healthy relationships and online safety. Apprentices can confidently describe the dangers of social media and the importance of firewalls and security measures.

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

Leaders and managers work with a range of local employers, regional skills groups and schools to promote the importance of apprenticeship study. They are strong advocates for their specialism of sports coaching and outdoor activity apprenticeships. They actively promote the importance of these roles to local schools, activity centres and local residents.

Leaders and managers ensure their staff have extensive industry experience and are

appropriately qualified. Tutors benefit from one-to-one mentoring sessions with managers that help them reflect on their own strengths and areas for improvement. They attend frequent staff development sessions that focus on improving their teaching skills and sharing good practice. For example, a recent session focused on enhancing assessment feedback and target setting so that apprentices know what they are doing well and what they could improve.

Tutors work closely with employers and apprentices to plan a bespoke curriculum to meet their needs. This helps apprentices to feel confident to carry out their roles well. For example, one apprentice spent more time at the start of their studies shadowing more experienced colleagues as they were new to the industry. In contrast, another apprentice commenced working with children immediately and planning sports activities for them with guidance from their workplace mentor.

Tutors teach well-planned and carefully structured one-to-one sessions that help apprentices learn new topics. They link new learning effectively to previous learning and the apprentice's workplace setting. Apprentices value the considerable support from their tutors. Tutors check apprentices' understanding effectively using a range of appropriate techniques. As a result, tutors understand what apprentices know and can do and use this to inform future teaching and learning activities.

The majority of apprentices benefit from feedback and targets which help them to know how well they are doing and what they could do to improve. However, a significant minority do not because their tutor provides feedback which merely affirms the completion or non-completion of assessment criteria. In these examples, tutors' guidance for apprentices' next steps is not helpful and is limited to which criteria or task to complete next.

Most tutors help apprentices improve their English skills. They correct apprentices' spelling or grammatical errors and, as a result, apprentices improve their understanding and accuracy. However, for a minority of apprentices, this is not in place and so they continue to make the same errors in their written work.

Managers and tutors have high expectations for apprentices with additional learning needs. They provide effective additional learning support which meets apprentices' individual needs. For example, one tutor supported an apprentice to demonstrate their learning through a range of smaller activities rather than attempting a major project.

Leaders and managers utilise a range of evidence to assure the quality of their provision. They use data, surveys and their own observations of sessions to self-assess their provision and identify areas for improvement. They successfully promote a culture of improvement, and staff are keen to play their role in quality improvements. However, although self-assessment is broadly accurate, leaders and managers are not always clear on the precise areas for improvement. They overstate strengths or are unaware of some areas for improvement. Hence, leaders and managers do not always make improvements at the pace they would like.

Leaders and managers are currently planning to recruit external governors to support and challenge them through their ambitious growth plans. While quality assurance is effective, leaders and managers recognise the need to assure themselves that arrangements are robust enough to manage their planned significant growth in apprenticeship provision and retain a good quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have ensured that all staff have a good understanding of safeguarding. The designated safeguarding lead, and his deputy, are appropriately trained. All other staff complete a range of relevant training which they supplement through frequent discussions in their team meetings. For example, they have recently completed training on sexual consent and the incel movement. They are confident to discuss this with their apprentices. However, the resources they use are not always age appropriate and this limits their effectiveness.

Apprentices have a good understanding of online safety and can confidently describe the dangers of social media. They are aware of the risks and signs associated with radicalisation. Apprentices have a good awareness of local threats in their area.

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

- Leaders and managers should continue to develop tutors' teaching and assessment skills so that all apprentices benefit from developmental feedback and clear targets for their next steps.
- Leaders and managers should ensure that apprentices have more opportunities to develop their wider skills through participating in a range of activities beyond their core programme of study.
- Leaders and managers should introduce a programme of careers information, advice and guidance for apprentices so they have a good understanding of their career options.
- Leaders and managers should review their quality assurance processes so that they prioritise the actions that will have the most impact on apprentices and their learning.
- Leaders and managers should implement their planned external governance structures and processes so that they can benefit from further scrutiny and challenge.

## Provider details

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<b>Head of Apprenticeships</b>	Alan Wilson
<b>Provider type</b>	Independent training 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 head of operations, 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

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