

# Inspection of Education Goals Ltd

Inspection dates:

23 to 26 August 2022

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Education Goals Ltd (EGL) is an independent learning provider established in 2019. EGL's head office and administration are based in Haywards Heath in West Sussex. As a new provider, EGL received a monitoring visit in March 2021. At that time, inspectors judged EGL to be making reasonable progress against the themes they explored.

EGL works with employers in the security services sector to improve the skills of their existing staff. It has recently started to provide apprenticeships in the care sector.

The apprenticeships that EGL provides are for customer services practitioner, facilities services operative, facilities management supervisor, security first-line manager, adult care worker, healthcare support worker, lead adult care worker and lead practitioner in adult care. At the time of the inspection, 53 apprentices were following apprenticeships at level 3, 20 at level 2 and one at level 4. All of the apprentices were over 18 years old.

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

Most apprentices acquire the skills and knowledge needed to work effectively with their clients in the security services and care sectors. However, many apprentices do not complete their required qualifications in English and mathematics quickly, which impedes their progress and ability to complete their apprenticeship on time.

Apprentices do not receive sufficiently unbiased or broad careers advice and guidance. While apprentices are clear about opportunities for advancement with their current employers, too few apprentices understand the wider career paths available to them on completion of their apprenticeship.

Apprentices' understanding of life in modern Britain is not consistently secure. Although tutors teach this content briefly when apprentices begin their studies, they do not reinforce this understanding throughout the programme. This means that apprentices have only a limited understanding of these topics in their work contexts.

Apprentices are motivated to succeed on and complete their courses. They have a positive attitude towards their learning, and most demonstrate resilience in learning independently. Apprentices demonstrate professional behaviours in looking after people and places, and displaying respect in a client-focused and security-conscious manner.

Apprentices feel safe. They know how and to whom to report any concerns about their own and their clients' safety and welfare. Apprentices feel that they are treated fairly and respectfully and demonstrate high levels of respect for their tutors and colleagues.

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

Leaders have not sufficiently planned apprentices' programmes, and as a result, too many apprentices fail to complete their apprenticeship on time. Leaders have not ensured that those apprentices who need qualifications in English and mathematics receive this training early enough in their programme to complete their programme in a timely manner.

Tutors do not routinely use information gathered at the start of the apprenticeship regarding apprentices' existing knowledge and experience to inform their learning. As a result, a few apprentices with prior knowledge or experience do not progress through their apprenticeship as quickly as they could.

Tutors do not provide apprentices with a consistently effective review of the progress they are making in learning the content of the curriculum. This is because their feedback to apprentices is not developmental enough. As a result, apprentices are not clear about any targets that they are working towards to improve their performance.

While leaders have made some progress in addressing areas for development since the previous inspection, they have been too slow in ensuring that quality assurance arrangements are effective. As a result, they are unable to track apprentices' progress or to intervene promptly when apprentices do fall behind.

Leaders have developed and provide a security facilities services and care curriculum that meets the needs of the sectors facing considerable staff recruitment challenges. Leaders and managers foster strong and effective links with a range of employers. They use these links well to adapt the curriculum and take account of new qualifications and developments that meet the workforce development needs of employers.

Leaders have carefully selected curriculum content that prepares apprentices well with the knowledge and skills they need to be effective at work. They have included additional courses when required to further support apprentices in their job roles. For example, in the light of the COVID-19 pandemic, security first-line manager apprentices study an additional module that explores disaster recovery.

Leaders have sequenced the teaching of the curriculum content sensibly. Most courses begin with apprentices studying health and safety requirements in the workplace so that the apprentices are prepared to use safe working practices early in their programme.

Tutors are highly experienced and well qualified in the subjects they teach. Tutors make learning memorable and interesting by relating it to their own and apprentices' personal and workplace experiences. For example, in exploring the skills and behaviours that should be exhibited in situations such as guarding specific buildings and in managing transit security, tutors refer to their own experience of dealing with the challenges they encountered. This helps to reinforce learning.

EGL staff promote equality of opportunity well. For example, apprentices working in the security sector explore equality and diversity in workforces, particularly in relation to those with previous criminal records. As a result, apprentices appreciate the diversity present in security workforces and the need for equality of opportunity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Apprentices feel safe and know whom to contact if they have a concern. Leaders have implemented appropriate policies and procedures, which staff use effectively to safeguard apprentices.

All staff are trained in safeguarding and the 'Prevent' duty. The designated safeguarding lead is suitably experienced and has received appropriate training to carry out the role. Leaders complete the necessary checks when appointing new staff to ensure their suitability to work with apprentices.

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

- Leaders should ensure that tutors accurately identify apprentices' starting points and use this information to plan an ambitious curriculum.
- Leaders should closely monitor the progress that apprentices make in order that they complete their programmes on time.
- Leaders and managers should ensure that tutors improve the quality of feedback to apprentices so that apprentices are clear about what they need to do to improve and achieve high grades.
- Leaders and managers should ensure that all apprentices reinforce their understanding of life in modern Britain throughout their programme.

## **Provider details**

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<b>Contact number</b>	07976 988006
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<b>CEO</b>	Dariusz Mohandes
<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 monitoring visit 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

Roger Pilgrim, lead inspector	Ofsted Inspector
Jack Bullock	Ofsted Inspector
Clare Mills	Ofsted Inspector

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