

# Excell For Training

Monitoring visit report

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**Unique reference number:** 2564203

**Name of lead inspector:** Karen Anderson, His Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** Northern Gateway Enterprise Centre  
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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.

Excell For Training was established in 2010 and started offering apprenticeships in the adult care and childcare sectors in October 2020, broadening into other sectors more recently. At the time of the monitoring visit, there were 62 apprentices studying standards from level 2 to level 5, with 33 apprentices on level 4 children, young people and families practitioner and 17 on level 3 lead adult care work. In addition, fewer than five apprentices were on each of level 5 leader in adult care, level 5 children, young people and families manager, level 5 operations/departmental manager, level 3 business administrator, and level 2 nail service technician. Apprentices are based mostly across South Yorkshire and the East Midlands, and the vast majority are aged 19 and over. The provider does not work with any subcontractors.

### Themes

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

#### **Reasonable progress**

Leaders and managers have implemented a carefully chosen curriculum which meets local and national skills needs, particularly in the adult care and childcare sectors. They recruit apprentices and employers with integrity, ensuring that both can commit to the requirements of an apprenticeship. Although employers often identify new apprentices at the start of their employment, leaders and managers typically wait for six months before apprentices begin on programme. Apprentices are able to use this time to understand their new role and the sector in which they are working before committing to an apprenticeship.

Leaders and managers employ experienced and enthusiastic tutors whom they support to gain teaching and assessor qualifications swiftly where needed and to update their subject knowledge. Tutors provide effective teaching which is relevant and current. Staff lead by example by being lifelong learners themselves, and most are studying apprenticeships or substantial qualifications.

Leaders and managers have relevant quality assurance practices in place to monitor teaching, learning and assessment. They carry out a range of useful activities to evaluate the quality of training that apprentices receive. These include frequent appraisals, formal observations with feedback, one-to-one support sessions, peer observations and standardisation meetings. These activities result in improvements in training and teaching.

Leaders and managers have established positive relationships with the employers with whom they work. They agree clear expectations and maintain frequent communication about the apprentices and their progress. As a result, employers engage well and support their apprentices with the different aspects of their apprenticeships.

**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 and managers ensure that the curriculum is well planned and that apprentices develop relevant new knowledge, skills and behaviours. Apprentices understand the theories which underpin the operational aspects of their role, and they develop skills and behaviours which are valued by their employers.

Leaders, managers and tutors monitor the progress that apprentices make on their programmes effectively. They identify when apprentices fall behind and put action plans in place to help them catch up. Employers are kept well informed and are keen to give support when apprentices fall behind, such as by helping apprentices to identify on- and off-the-job training opportunities.

Tutors use a range of methods well to check apprentices' understanding, such as videoed question-and-answer activities, quizzes and practical assessments. Tutors record learning and areas for development after each one-to-one session with an apprentice and use these to inform their teaching. Apprentices take ownership of their progress in their learning journals as they acquire new knowledge, skills and behaviours.

Tutors develop apprentices' confidence in using digital systems, supporting them to access online sessions, use the digital platform and complete relevant training. Apprentices grow in confidence in using technology.

Leaders and managers have recently made improvements to the structure of their provision to prepare apprentices for English and mathematics examinations, including monitoring of progress, individual support and checking understanding. Although this is relatively new, positive impact is beginning to be seen in apprentices' progress and outcomes.

Apprentices have an awareness of end-point assessment from the beginning of their apprenticeships. However, further review of the details of how they will be assessed is left until too late in their programmes. Therefore, apprentices are not prepared enough throughout their apprenticeship for their final assessments, including understanding how to achieve distinctions.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have implemented suitable policies and procedures for safeguarding their apprentices, including in relation to the 'Prevent' duty. They have created effective processes for tracking and monitoring safeguarding, including low-level and well-being concerns.

The designated safeguarding lead and his deputy are suitably trained. They understand their role, and embrace the importance of protecting their apprentices. They keep up to date with contemporary issues and the role of external agencies.

Leaders and managers have established effective processes for the recruitment of staff, including in relation to working with apprentices aged 16 to 18 and vulnerable adults. All staff have completed training in safeguarding, the 'Prevent' duty and sexual harassment, with tutors undertaking further relevant training, such as understanding autism spectrum disorder, LGBTQ+ and female genital mutilation.

Leaders and managers are developing a culture of safeguarding with their apprentices, who receive effective training on keeping themselves safe, including when online and from the risks of radicalisation and extremism.

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