

# Inspection of Veolia Environment Development Centre Limited

Inspection dates: 27 to 30 September 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	Requires improvement

## Information about this provider

Veolia Environment Development Centre Limited (Veolia) is an employer-provider based in Cannock in Staffordshire. Veolia operates within Veolia UK, part of the global Veolia Group. Veolia UK has over 15,000 employees delivering waste, water and energy services across the country. At the time of the visit, there were 57 apprentices on apprenticeship standards. Of these, 19 were on the level 2 waste resource operative, 15 were on the level 3 team leader or supervisor, 14 were on the level 5 operations or departmental manager, six were on the level 2 large goods vehicle driver (LGVD) and three were on the level 3 business administrator apprenticeship.

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

Apprentices develop their confidence and resilience as a result of their apprenticeship. They demonstrate these characteristics at work and make positive contributions within the workplace. For example, apprentices become increasingly confident when speaking to large groups of people as part of their day-to-day roles.

Leaders set clear expectations for apprentices' behaviour and conduct. Level 2 LGVD apprentices behave responsibly and comply with obligations such as adhering to legal requirements for driving hours and completing vehicle defect checks at the start and end of their shift.

Apprentices benefit from support for their mental and physical well-being. Leaders have put in place an employee assistance programme that provides apprentices with support and resources to assist apprentices in work and in their personal lives.

Apprentices develop their professional behaviours over time. Team leader apprentices become more reflective and self-aware of how their behaviours can impact others. Apprentices are open to ideas from their line managers and are proactive in identifying solutions to problems. They take responsibility for projects and seek feedback on the project's success and impact.

Apprentices feel safe. They have a detailed understanding of their personal work safety and are keen to continually improve site safety. For example, waste resource operative apprentices use their new knowledge of risks and hazards to improve workplace safety.

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

Leaders have made a strategic decision to cease the delivery of several apprenticeships. They have identified that the level 2 LGVD and the level 2 waste resource operative do not currently meet the needs of the business.

Leaders have put in place clear processes to monitor the quality of apprenticeships. These allow managers to identify quickly areas requiring improvement. For example, when observations of teaching, and feedback from apprentices, indicated that the quality of teaching on the level 2 waste management operator was not of an appropriate standard, leaders took prompt action to make improvements. As a result, these apprentices are now on track to achieve their apprenticeship.

Leaders recruit experienced specialists (teachers) to teach their apprentices, who are supported to maintain and enhance these skills through ongoing training. For example, the level 2 LGVD specialist has undertaken a range of training, such as a Certificate of Professional Competence and webinars on the changes to vocational driver tests. Leaders support specialists effectively in order to ensure that they continue to improve their teaching skills. They specifically prioritise training on new teaching strategies and resources that will support specialists to help apprentices

swiftly develop substantially new knowledge, skills and behaviours on their apprenticeship.

Since the previous inspection, leaders have put in place a new, appropriately experienced board of governance. The board works closely with leaders, holding them to account for the quality of teaching that apprentices receive. For example, they identified concerns about functional skills achievements. As a result, an English and mathematics specialist now support apprentices effectively in order to achieve their functional skills qualifications.

Specialists use their vocational knowledge and experience effectively in order to link theory to practice. They use real-world examples to support their teaching and to share new ideas and concepts with apprentices. They use a range of teaching methods and resources effectively, such as video clips and group discussions to reinforce key learning points. As a result, apprentices discuss and reflect on different approaches to management, which helps support their learning.

In a minority of cases, specialists do not always identify apprentices' starting points clearly enough. Skills scans are used to establish existing vocational knowledge. However, the results focus too narrowly on knowledge elements, and do not have a sufficient focus on the skills and behaviours linked to the apprenticeship standard. As a result, these apprentices are not always supported as quickly as they could be to develop their skills and behaviours.

Most specialists use assessment effectively in theory and practical lessons. They build a good range of check points into the curriculum, including discussions, questioning, quizzes and self-reflection, to check what apprentices know and remember. They use assessment effectively in order to plan new teaching. As a result, apprentices know more and remember more over time.

The majority of apprentices gain substantial new knowledge, skills and behaviours that they apply to practice confidently. For example, level 5 operations or departmental manager apprentices are able to apply different models and approaches to change management, such as Kurt Lewin's three step change model. As a result, apprentices are better able to manage change within their job roles.

Specialists review apprentices' progress frequently. They ensure that managers are made aware of the progress that their apprentices make. For example, apprentices on team leading programmes are supported to practise return to work interviews with staff who return to work following absence. They quickly gain the confidence to carry out these interviews independently. However, in a few cases, specialists on the level 5 operations or departmental manager apprenticeships do not ensure that on- and off-the-job training is planned effectively with apprentices and their managers. As a result, these apprentices do not develop skills as quickly as they could.

Most apprentices who are not required to take functional skills English and mathematics are supported to further develop these skills. For example, apprentices on the level 2 LGVD apprenticeship routinely calculate wagon loads using area and

volume. However, leaders and specialists do not always ensure that they plan for all apprentices to develop their English and mathematical skills beyond the minimum level required for the apprenticeship.

In the majority of cases, specialists provide useful feedback to apprentices on their written and practical work. Most apprentices know what they need to do to improve their written work and to further develop their practical skills. As a result, the large majority of apprentices who have completed their apprenticeship have achieved high grades.

The majority of apprentices understand the principles of fundamental British values. Where this understanding is better, for example in waste management operations, the promotion of these and Veolia's values are threaded throughout the apprenticeship. Most apprentices are able to talk confidently about how it relates to them personally and in the workplace, such as linking discussion about rule of law and legal permits for waste disposal as well as the consequences of behaving unlawfully.

Specialists support apprentices effectively in order to look for opportunities for career progression within Veolia. However, not all apprentices benefit from wider discussions about opportunities outside of Veolia or to consider using the transferable skills they develop in alternative career pathways.

## **Safeguarding**

The arrangements for safeguarding are effective.

Veolia has put in place an appropriately trained designated safeguarding lead (DSL). The DSL has put in place a range of policies and procedures, including a safeguarding policy and safer recruitment policy, and have trained staff in their use to ensure that learners have access to the support they need.

The DSL has implemented a number of initiatives, such as monthly themes, to develop apprentices understanding of safeguarding, fundamental British values and prevention of terrorism and risks of radicalisation. As a result, most apprentices understand life in modern Britain.

Apprentices feel safe. Leaders have created a culture where apprentices and staff feel confident to challenge inappropriate behaviours, including bullying.

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

- Leaders should ensure that specialist's use information about apprentices' prior experience and skills to develop a clear and logically sequenced learning plan which takes into account their individual learning needs.

- Leaders should ensure that the English and mathematics skills of all apprentices who do not require formal qualifications as part of their apprenticeship are developed throughout their apprenticeships.
- Leaders should ensure that all apprentices receive impartial careers advice so that they are aware of the full range of progression opportunities available to them outside of Veolia.

## Provider details

<b>Unique reference number</b>	58179
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<b>Principal, CEO or equivalent</b>	Ben Jones
<b>Provider type</b>	Employer Training Provider
<b>Dates of previous inspection</b>	10 to 13 December 2019
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the quality and delivery 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

Sharon Dowling, lead inspector	His Majesty's Inspector
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