

Anglo American Technical and Sustainability Services Limited

Monitoring visit report

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Type of provider: Employer

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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded 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.

Anglo American Technical and Sustainability Services Limited is an employer-provider based in Scarborough, North Yorkshire. It began delivering apprenticeships in October 2021. At the time of the inspection, eight apprentices were studying the level 4 cyber technologist standard. All apprentices are over the age of 18.

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 made a strategic decision to offer a level 4 cyber technologist apprenticeship standard in North Yorkshire to help address local skills gaps and their own business needs. They recruit a small cohort of apprentices annually to develop the specialist skills that they need their employees to have. Leaders and managers have selected two pathways within the standard that best meet the needs of the business, and which enable apprentices to develop new and sought-after knowledge, skills and behaviours in cyber risk analysis or as a cyber defender and responder. Leaders and managers conduct rigorous initial assessments, including psychometric tests, to ensure that they recruit apprentices who are suitable for the apprenticeship and to help place apprentices on the most appropriate pathway.

Leaders and managers very effectively plan the vocational and technical curriculum. They ensure that apprentices with very little knowledge of the cyber industry rapidly develop the knowledge and skills that they need. Apprentices learn how to use software applications as well as the principles of cyber security in both business and wider society, along with the legal standards they have to adhere to at work. Apprentices gain additional useful industry-standard qualifications which will benefit them in their job roles and their future careers.

Staff provide apprentices with useful information on topics such as the potential risks of social media and the dangers posed by county line drug gangs, for example 'cuckooing'. However, they do not plan the personal development curriculum well

enough to ensure that it covers a broad range of topics that prepare apprentices for life in modern Britain.

Leaders and managers have in place effective processes to monitor the progress that apprentices make. They use this information well to challenge apprentices to make sustained and significant progress over the duration of the programme. Leaders and managers prepare detailed reports for senior leaders' quarterly meetings about apprentices' progress. These reports also include apprentices' own evaluations of modules. However, leaders do not focus sufficiently in their reporting processes on how to improve the quality of teaching practice should it be necessary.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Apprentices rapidly gain substantial new knowledge and skills that enable them to carry out their job roles effectively. They participate in highly effective and well-coordinated off- and on-the-job training. Tutors, line managers and co-workers provide apprentices with clear and frequent feedback that help them to improve their practice in the workplace. Apprentices work in roles with high levels of responsibility, and undergo significant scrutiny to ensure that they are working to industry standards and the company's high expectations. They are able to confidently complete tasks without direct supervision.

Leaders have appointed well-qualified staff with the specific role of managing and teaching the apprenticeship. They also make effective use of specialist input from staff within the business, such as when teaching programming. Working with staff from global sites broadens apprentices' experience of roles in the organisation. Apprentices appreciate the opportunity to work with colleagues from different countries and cultural backgrounds.

Staff assess apprentices' written work accurately and frequently. They use the results of assessment to identify topics that they need to teach again and to identify the specific skills and knowledge that apprentices need to improve. Apprentices improve their assignment writing during their programme, becoming more concise and accurate, and completing work to a high standard.

Staff ensure that apprentices continue to develop their English and mathematics skills. In their job roles, apprentices benefit from frequent opportunities to develop their mathematics skills, such as when using statistics in assessing cyber risk. As part of apprentices' on-the-job training, managers encourage apprentices to develop and use technical vocabulary with confidence when communicating with colleagues. Apprentices become more confident speaking about firewalls, local area networks and technology control panels.

Staff ensure that apprentices, including those new to the programme, are well prepared for their next steps. Apprentices have a clear understanding of the requirements of the end-point assessment and of the criteria for the project that they need to complete. Staff help apprentices to select topics for the project that are relevant to their job roles, such as developing software used to track employees' time management. Apprentices receive effective training in writing a curriculum vitae towards the end of the apprenticeship that helps them to consider their future career options aligned to their strengths and weaknesses.

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

Leaders and managers have developed an effective culture of safeguarding. Apprentices have a sound understanding of safeguarding issues relating to cyber security and working online. They know how to stay safe from the risks posed by extremist groups. Apprentices understand the risks that exist in the local community, such as drug-related and gang-related crime. However, apprentices who do not live locally do not have the same level of understanding of risks relevant to their local regions.

The designated safeguarding lead is appropriately qualified and experienced to carry out the role. They have established links with provider networks, and attend useful events and receive frequent updates on safeguarding concerns in the region.

Most staff working frequently on the apprenticeship programme have completed relevant safeguarding and 'Prevent' duty training and disclosure and barring service checks. However, in a few cases staff who deliver on the programme have not yet completed the appropriate training.

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