

Salford and Trafford Engineering Group Training Association Limited

Reinspection monitoring visit report

Unique reference number:	54249
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Monitoring visit: main findings

Context and focus of visit

This is the first reinspection monitoring visit to Salford and Trafford Engineering Group Training Association Limited following publication of the inspection report on 22 March 2023 which found the provider to be inadequate overall.

Salford and Trafford Engineering Group Training Association Limited (STEGTA) is an independent learning provider that provides training to apprentices across the country. STEGTA provides apprenticeships from levels 2 to 4. Almost all apprentices study engineering and manufacturing or construction apprenticeships.

At the time of the re-inspection monitoring visit, there were 318 apprentices in learning, 169 of which were 16- to 18-year-olds. Almost all apprentices follow standards-based apprenticeships. The largest numbers study the level 2 engineering operative, level 3 civil engineering technician, level 3 engineering fitter or level 3 maintenance and operations engineering technician apprenticeship. The remaining apprentices follow a range of apprenticeships, including building services engineering technician, engineering design and draughtsperson, engineering technician, railway engineering design technician, and science manufacturing technician at level 3, and engineering manufacturing technician and information manager at level 4. STEGTA works with 16 subcontractors that teach either mandatory or employer-requested qualifications on most apprenticeships.

Themes

How much progress have leaders made in urgently strengthening their safeguarding processes and procedures and in ensuring that all members of the governing body and safeguarding team are appropriately trained, experienced and qualified in safeguarding to carry out their roles effectively so that apprentices are kept safe?

Reasonable progress

Since the previous inspection, leaders and managers have reviewed and updated safeguarding policies and procedures to ensure they include relevant updates. Policies and procedures now reflect many of the current topics and challenges related to safeguarding.

Leaders and managers urgently conducted a wholesale review of safeguarding following the previous inspection. They appointed two additional safeguarding officers who received intensive and specific training for the role. The safeguarding team are now appropriately trained and qualified for their roles. The experienced designated safeguarding lead and deputy designated safeguarding lead formally

meet, at least fortnightly, with safeguarding officers to review cases and provide support and assistance to safeguarding officers and staff where needed.

Leaders and managers have worked swiftly to ensure that board members receive sufficient training on safeguarding and the 'Prevent' duty. For example, board members have benefited from training in safeguarding in education, extremism, Prevent and in the changes to Keeping Children Safe in Education for September 2023 implementation. Board members rightly recognise that previously they did not challenge leaders and managers stringently enough about the processes and procedures for safeguarding and safeguarding referrals received by the safeguarding team. Board members now work closely with leaders and managers to evaluate the effectiveness of the electronic safeguarding notification and recording system such as referrals to external organisations, follow up actions and ensuring that records are maintained appropriately.

Leaders and managers have recently appointed a new board member who has extensive experience and expertise in safeguarding as the designated safeguarding lead for apprentices in a large employer provider.

How much progress have leaders made in urgently providing comprehensive training to ensure that all staff have the knowledge and understanding to identify and report safeguarding concerns effectively?

Reasonable progress

Staff benefit from comprehensive safeguarding and Prevent training in topics such as county lines, gangs and child exploitation, suicidal ideation, understanding pathways to extremism, abuse by a person in a professional role and substance misuse. They have a good understanding of safeguarding topics and are confident in identifying and reporting safeguarding concerns and using the electronic safeguarding reporting system swiftly and efficiently.

How much progress have leaders made in ensuring that apprentices have a good understanding of safeguarding and the threats associated with radicalisation and extremism from the start of their apprenticeship?

Reasonable progress

Since the previous inspection, leaders have updated their resources in relation to safeguarding, radicalisation, extremism, and fundamental British values. They display information prominently in their training centre. For example, the contact details for the safeguarding team and quick response (QR) codes for apprentices to access a wide range of resources to develop their understanding of safeguarding and the threats of radicalisation and extremism.

Apprentices have a clear understanding of safeguarding. They know who the safeguarding team are. They know how to and who to report any safeguarding concerns they may have about themselves or others. For instance, concerns related to bullying at work.

Training officers routinely discuss a range of safeguarding issues with apprentices. For instance, misogyny, the involuntary celibate (Incels), sex trafficking and right-wing organisations. Apprentices have a basic knowledge of the threats of extremism and radicalisation.

How much progress have leaders made in strengthening their quality assurance processes, including for subcontractors, to ensure that they have an accurate oversight of the quality of training that apprentices receive and that subcontractors provide a challenging and relevant curriculum for all apprentices?

Reasonable progress

Since the previous inspection, leaders have increased the size and capacity of the quality team. They have designed and implemented a clear and comprehensive quality improvement plan, which they monitor at fortnightly meetings. The actions of staff and the monitoring of improvements in the quality improvement plan are already having a beneficial impact on the quality of training and the strengthening of safeguarding arrangements.

Managers have developed a useful quality assurance policy and an accompanying quality assurance calendar, which now includes, for example the redesigned lesson observation process and capturing the views of apprentices. However, this is yet to be fully implemented.

Leaders have taken decisive action to reduce the number of subcontractor partners they work with. This allows them to monitor subcontractors' performance more closely, and more rapidly resolve any emerging concerns. They have assigned a board member to oversee subcontracted provision and the quality of education to ensure that governors are updated promptly on emerging weaknesses in subcontracted training.

Managers in subcontracted provision report positive relationships with STEGTA staff. They appreciate the quarterly monitoring meetings to review the progress of apprentices and the quality of education and training. This gives STEGTA managers a thorough overview of the subcontracted provision.

Leaders and managers have begun to influence the content of the curriculums that subcontractors provide more effectively. For example, the curriculums are adapted to meet the needs of specific engineering employers and apprentices. Staff will represent STEGTA imminently at employer curriculum boards at two subcontracted colleges, so that they can further influence curriculum design.

Managers, in subcontracted provision, report that since the previous inspection quality processes have improved and are now more stringent. They identify a positive cultural change in the organisation. They report that STEGTA staff know their apprentices well and that they are fully invested in apprentices' learning and progress.

How much progress have leaders and training officers made in ensuring that they provide impartial information, advice and guidance to apprentices throughout their training, so that apprentices are clear about the full range of opportunities and career pathways available to them?

Reasonable progress

Since the previous inspection, leaders have implemented weekly staff training meetings to create a consistent approach to apprentices' training and development, including careers information, advice and guidance. These recorded meetings are mandatory for all staff to attend. If staff cannot attend, they must watch the recording. However, leaders do not measure the impact of these meetings.

Managers and staff have produced a wide range of resources to ensure that apprentices can make informed choices about their next steps. These cover information on career pathways, professional registrations, and the Universities and Colleges Admission Service (UCAS). Leaders and managers have not yet assured themselves of the quality of the resources. Consequently, the resources have yet to be implemented.

Most apprentices know what their next steps are once they complete their apprenticeships. Most want to hone their skills at work before making further decisions. A few apprentices aspire to study at university, complete a qualification at a higher level or gain promotion at work. They discuss their plans with their training officers and employers. However, the organisation wide approach to providing unbiased careers, information advice and guidance has yet to be introduced.

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