

# Inspection of Management Training and Development Ltd (MTD)

Inspection dates:

13 to 15 June 2023

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

MTD started providing training for standards-based apprenticeships in April 2021. At the time of the inspection, there were 114 apprentices. The majority of apprentices were completing management apprenticeships in level 3 team leader, level 4 associate project manager and level 5 operations or departmental manager. Twenty-five apprentices were on level 2 customer service, 11 on level 4 sales executive and seven on level 5 coaching professional. A few apprentices were completing level 3 business administrator. All apprentices were aged 19 and over. The provider does not work with any subcontractors.

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

Apprentices benefit from a positive learning environment, where they feel nurtured and cared for. This is because leaders prioritise the well-being of apprentices. Apprentices routinely discuss their well-being with skills coaches during teaching sessions. Apprentices feel confident to report any concerns.

Apprentices have access to a range of high-quality resources to support their learning. Leaders provide apprentices completing the level 4 associate project manager apprenticeship with a range of useful textbooks. All apprentices benefit from access to a skills hub platform containing informative videos. This supports apprentices' progress in the development of new knowledge, skills and behaviours.

Apprentices value the ongoing support they receive from their skills coaches. Almost all apprentices benefit from the same skills coach for the duration of their apprenticeship. There are high levels of respect between apprentices and their skills coaches. Apprentices enjoy their apprenticeship.

Apprentices' attendance is high. This is because leaders set high expectations for apprentices. They have created clear procedures, which they follow to intervene when apprentices deviate from the expectations for attendance.

Apprentices feel safe studying at MTD. Leaders have set up a dedicated safeguarding contact number and email address for apprentices, enabling them to report any concerns.

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

Leaders have a clear strategy for their provision. They offer apprenticeships in leadership and management to support the needs of employers. A clear divisional strategy is in place. This sets out clear targets relating to the scope of the apprenticeship provision.

Leaders routinely work in partnership with employers to plan the curriculum. Through discovery sessions, employers input specific content into the curriculum, which supports their operational needs. On the level 4 associate project manager apprenticeship, apprentices develop their understanding of stakeholder and time management, which is directly relevant to their job roles. Apprentices benefit from an ambitious curriculum, which goes beyond the expectations of the apprenticeship.

Leaders and skills coaches sequence the curriculum in a logical way. Teaching builds on apprentices' previous knowledge and skills. Apprentices develop new, more complex knowledge and skills over time. On the level 5 operations or departmental manager apprenticeship, apprentices improve their understanding of different personality types and how these link to coaching styles before applying this to coaching the employees that they manage.

Leaders and skills coaches accurately identify apprentices' starting points. Apprentices reflect on their existing knowledge, skills and experiences when they start their apprenticeships. At awareness sessions, skills coaches discuss starting points in detail with apprentices. Skills coaches use this information carefully, to ensure that apprentices are challenged to do their best.

Skills coaches have significant expertise in the areas they teach. They use this expertise effectively to enrich their teaching, such as sharing experiences relating to budgets and financial management within different organisations. This helps apprentices to deepen their knowledge and understanding.

Skills coaches use a range of teaching methods successfully to help apprentices learn. On the level 4 associate project manager apprenticeship, skills coaches use practical activities, which helps apprentices to understand the Pareto principle for managing workload priorities. This supports apprentices to know and do more over time.

Skills coaches use a range of assessment methods effectively to check what apprentices have learned. Skills coaches frequently use question and answer sessions, which promotes productive discussion. They challenge any misconceptions that apprentices may have. However, apprentices do not consistently benefit from precise and developmental feedback on their written work. Where this is the case, apprentices do not always know what they need to do to improve the quality of their work over time.

In most cases, skills coaches provide opportunities for apprentices to develop their English and mathematical skills. They plan and teach content that helps to close gaps in apprentices' knowledge, such as fractions, decimals and percentages. Those apprentices working towards formal English and mathematics qualifications achieve well.

Skills coaches help apprentices to apply theory to practice. Apprentices on the level 3 team leader apprenticeship undertake projects directly relevant to the workplace. One apprentice developed a highly effective system for managing purchase orders within their organisation. Apprentices make a valued contribution to the workplace.

Apprentices develop significant new knowledge, skills and behaviours. On the level 3 team leader apprenticeship, apprentices improve their understanding and ability to apply employment law linked to probation and termination processes for employees. Apprentices develop their confidence because of their apprenticeship.

Leaders and skills coaches support apprentices' understanding of healthy lifestyles. On the level 5 operations or departmental manager apprenticeship, skills coaches explore the signs, symptoms and methods to help reduce work-related stress. Apprentices improve their awareness of such topics.

Since the new provider monitoring visit (NPMV), leaders have taken appropriate steps to improve the quality of careers advice and guidance that apprentices receive.

New apprentices now benefit from useful 'next steps' discussions. Discussions consider how further learning can support apprentices to achieve their aspirations. However, not all apprentices benefit from effective careers advice and guidance. Where this is the case, apprentices do not know the full range of next steps available to them.

Leaders have in place a range of systems that allow them to review the quality of teaching that apprentices receive. A process of regular observation of teaching is in place. Leaders use the findings of such activities to support skills coaches to access beneficial training and development. Skills coaches now use a range of technology and activities effectively, such as quizzes, to check what apprentices now know and what they still need to learn.

Leaders review the quality of their provision against a range of key performance indicators. They identify any action points to support improvement. A process of self-assessment and action planning is in place. However, in a few cases, the tracking of progress against such actions is not fully robust, to allow leaders to fully understand the progress they have made.

Leaders are considerate of staff workload and well-being. Leaders have introduced a highly effective approach to caseload management. The use of weighted caseloads ensures that apprentices receive the support they need. Apprentices with special educational needs and/or disabilities benefit from additional time with their skills coaches. This supports apprentices' progress over time.

Since the NPMV, leaders have strengthened the arrangements for governance. The advisory board now benefits from external membership. However, the arrangements for governance are not effective. The process for leaders reporting to the advisory board is not fully established and operational. The advisory board does not always have sufficient information to hold leaders fully to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a culture of safeguarding. They are suitably trained to carry out their safeguarding roles. All staff complete mandatory safeguarding training and receive updates annually.

Leaders have a robust system in place to support the reporting of any safeguarding concerns. When concerns are raised, leaders take swift and effective steps to ensure that apprentices receive the support they need.

Leaders have put in place a suitable safer recruitment strategy. They vet staff to ensure they are safe to work with apprentices.

Although a safeguarding policy is in place, the policy is not fully reflective of current legislative requirements.

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

- Leaders should ensure that all skills coaches provide apprentices with precise and developmental feedback on their work. This will help apprentices to make swift progress and give them the opportunity to reach their potential.
- Leaders should routinely review and track their progress against the targets they set for improvement. This will support timely and swift improvements to the quality of provision.
- Leaders should make sure that there is a clear and effective process for reporting to the advisory board, ensuring that the advisory board has sufficient information on the quality of provision and can hold senior leaders to account more rigorously.
- Leaders should ensure that their safeguarding policy is up to date and fully reflective of safeguarding legislation and the actions they take to safeguard apprentices.

## Provider details

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<b>Principal, CEO or equivalent</b>	Sean McPheat
<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 head of apprenticeships, quality and performance and the operations 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

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