

Inspection of MIT Skills Limited

Inspection dates:

27 to 30 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Education programmes for young people

Good

Adult learning programmes

Good

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

MIT Skills Limited is a privately owned, national training provider based in Surrey. They offer education programmes for young people, apprenticeships and adult programmes. They work with two subcontracted partners who provide apprenticeships and adult programmes. Overall, there are 289 apprentices working towards standards-based apprenticeships at levels 2, 3 and 4, with most studying at level 3. Around two thirds of apprentices are aged 19 and above. The main subject areas include motor vehicle, electrotechnical, engineering, manufacturing and business administration. A significant minority of apprentices are working towards framework apprenticeships at levels 2 and 3 in electrotechnical and improving operational performance.

Education programmes for young people are delivered at placements in sports facilities such as football clubs across the country. At the time of inspection, there are 199 study programme learners. Fourteen adult learners study courses funded by advanced learner loans in hair, holistic therapies and beauty therapy.

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

Apprentices who complete their apprenticeship develop the technical skills, knowledge and professional behaviours that they need to be successful in their roles and future careers. Level 2 lean manufacturing operative apprentices complete optional units that have been carefully chosen to improve efficiencies in the workplace. As a result, apprentices apply 'just-in-time' principles to the ordering of packaging which has reduced storage space requirements and costs.

Study programme learners benefit from well-established and valuable partnerships with football clubs. Leaders have designed a curriculum that provides learners with the skills they require to meet their ambitions to become footballers or move on to sports-related careers. As a result, the majority of learners progress on to sports-related degrees, apprenticeships or employment.

Adult learners develop a good understanding of technical terms and how to spell them along with their writing skills through record-keeping. As a result, learners are competent in using key terminology in the workplace when working with clients. They keep accurate client records and apply their mathematics skills when processing payments.

Apprentices and learners feel safe and know how to keep themselves safe. They receive training which ensures they are confident in reporting any concerns about their welfare or that of a colleague or team member. They understand how they should maintain a healthy lifestyle, including when at work. They know to regularly hydrate and understand that alcohol and substance misuse presents significant dangers to themselves while at work in hazardous environments.

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

Leaders and managers have not had sufficient oversight of apprentices. Consequently, too many apprentices have not made expected progress. Leaders have introduced tracking and monitoring which have ensured most apprentices now receive the support they need to be successful. However, it is too early to judge the impact on apprentices successfully achieving their apprenticeship in planned timescales.

Governance arrangements are informal and lack sufficient rigour and challenge of leaders. As a result, leaders had not swiftly identified issues such as weaknesses in the monitoring of the progress of apprentices and the underperformance of subcontractors. As a result, too many apprentices withdrew from their apprenticeship before achieving their qualifications.

Leaders and managers have developed a logically sequenced curriculum that helps most apprentices to develop significant new knowledge, skills and behaviours and apply these competently in the workplace. For example, apprentices learn how to apply safe working practices at the start of their apprenticeship. This enables them

to competently understand potential risks and the actions required to mitigate these.

Teachers and managers are industry practitioners. They are knowledgeable, professionally qualified and up to date with sector practice. They use their expertise to design and deliver a relevant curriculum that prepares apprentices and learners for the world of work. As a result, current learners and apprentices are well prepared for their final assessments and exams. Most apprentices who have passed their planned end dates now receive the support they need to complete their apprenticeship.

Leaders and managers provide appropriate continued professional development for staff. This includes a package of mandatory training, including safeguarding, the 'Prevent' duty, fundamental British values, equality and diversity. Staff use their knowledge confidently to encourage discussions. For example, business and administration apprentices have installed applications on their phones which provide them with real-time safety alerts and tips on how to keep safe. Study programme learners have a good understanding of discrimination. They discuss topical issues such as racism, sexism and elitism in cricket.

Most tutors make effective use of assessment to understand what apprentices do and do not know. They then give helpful feedback. As a result, most apprentices do not repeat learning unnecessarily and know how to improve their work. However, tutors do not provide electrical apprentices with clear feedback on how they can improve. As a result, not all apprentices improve their work correctly and do not acquire new knowledge and skills as rapidly as they should.

Teachers are aspirational for their adult learners. They help learners to plan ambitious targets that include three- to five-year career goals. They successfully plan a curriculum that enables learners to develop a broad range of skills in specialist areas, such as manicure and e-filing. Consequently, learners successfully complete their qualifications and most progress into employment in local salons.

Leaders' and managers' English and mathematics strategy for learners is underdeveloped. Learners do not have the opportunity to improve their GCSE grades. This lessens their progression opportunities. Leaders have recently run a pilot where learners worked towards both GCSE and functional skills qualifications. It is too early to judge the impact of this pilot.

Staff provide a range of activities for apprentices and learners which extends the curriculum and provides for their broader development. Apprentices attend trade fairs to help them to keep up to date with developments in their sectors. Motor vehicle apprentices help with community car repair events. Sports learners contribute to community events such as providing football festivals for primary school children.

Safeguarding

The arrangements for safeguarding are effective.

Learners and apprentices feel safe and are safe. They complete a well-planned and age-appropriate safeguarding programme. For example, those aged from 16 to 18 complete modules which include topics on safer sex education and safe driving. Study programme learners complete an additional module on 'safeguarding in sport'.

Leaders and managers have implemented appropriate safeguarding policies and procedures to help keep apprentices safe. The designated safeguarding lead and deputies have completed relevant training to understand their safeguarding role and responsibilities. Leaders have now implemented a clear and systematic process to record and monitor safeguarding concerns or referrals.

Leaders' and managers' oversight of safer recruitment records was limited at the time of the inspection. Consequently, they were not able to confirm relevant information about the safe recruitment of staff in a timely way. Leaders and managers responded swiftly to the concerns raised by inspectors, demonstrating that they had followed safer recruitment procedures and then updating records. Leaders have developed an appropriate action plan for keeping effective records to demonstrate that staff are safe to work with learners.

What does the provider need to do to improve?

- Leaders should reduce the proportion of apprentices who have passed their apprenticeship planned end date in learning so that apprentices are able to make timely progress towards achieving their qualification and their career aims.
- Leaders should rapidly improve the governance arrangements to provide effective challenge and scrutiny of the quality of education and safeguarding arrangements, ensuring they are held to account for the quality of learners' and apprentices' education and training.
- Leaders should ensure all study programme learners who require it have the opportunity to work towards a GCSE in English language.
- Leaders should ensure that they maintain appropriate oversight and checks to ensure staff are safe to work with learners.

Provider details

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| Unique reference number | 53429 |
| Address | Unit 12-13 Camphill Industrial Estate Camphill Road West Byfleet Surrey KT14 6EW |
| Contact number | 0845 430 9009 |
| Website | https://mitskills.com/ |
| Principal, CEO or equivalent | Hisham Zubeidi |
| Provider type | Independent learning provider |
| Date of previous inspection | 14 to 17 March 2017 |
| Main subcontractors | Cedars Health & Beauty Centres Limited Blackburn College |

Information about this inspection

The inspection team was assisted by the chief executive officer, 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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