

Inspection of Consalia Limited

Inspection dates:

13 to 15 February 2024

Overall effectiveness

Outstanding

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Consalia Limited (Consalia) is an independent learning provider based in West London. It specialises in professional sales training. It began to offer apprenticeships in March 2020. At the time of the inspection, there were 45 apprentices studying the level 7 senior leadership standards-based apprenticeship. All apprentices were over 19 years old.

The provider works with two subcontractors. Middlesex University teaches part of the accredited postgraduate diploma in professional practice in senior sales leadership, and Runway Training teaches English and mathematics.

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

Apprentices make excellent progress in their studies. They rapidly develop new high-level knowledge, skills and behaviours that improve their effectiveness at work. They have an exceptionally well-planned and taught curriculum that enables them quickly to put into practice what they learn. Through frequent practical projects, apprentices make a significant impact to their businesses. For example, apprentices redesign processes in their workplace to improve staff retention such as through improved recruitment and induction of staff.

Apprentices highly value, and would recommend to others studying at, Consalia. Staff create a very positive learning environment where apprentices enthusiastically take part. Apprentices relish learning new leadership theories and developing their skills. They show extremely high levels of motivation and, with excellent support from their tutors, they manage the demands of incorporating their studies into a senior leadership role very well.

Apprentices are taught a broad curriculum that goes well beyond the requirements of the apprenticeship standard. For example, apprentices produce podcasts on a range of topics such as leadership, mental health, well-being, and transformative sales mindsets. Others, inspired by the coaching curriculum content they study, take additional coaching qualifications.

Apprentices know who to speak to if they have concerns about their own or others' welfare. On the few occasions where apprentices fall behind in their studies, managers and tutors put in place effective additional support to help them catch up. This means that apprentices stay in learning and remain motivated to achieve.

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

Leaders, managers and tutors share an extremely ambitious vision to make sure that the education that apprentices receive transforms them as sales leaders. They are passionate about achieving their vision. To achieve this, they meticulously plan and teach a curriculum that equips apprentices very well for the next steps in their career.

Tutors teach the curriculum in a logical order. Apprentices first learn the core knowledge they need before they progress to more complex topics. For example, tutors first teach apprentices about leadership theory, reflection skills as leaders, and coaching. Apprentices rapidly learn how to apply this knowledge through managing organisational change. Apprentices grasp concepts quickly. They develop their soft skills very well, for example they have greater confidence when they liaise with clients to negotiate increased business for their organisation.

Highly qualified and industry-experienced tutors use a range of very effective strategies to make sure that apprentices remember what they are taught. For example, tutors use questioning techniques very well to assess what apprentices

know. They use group discussion and targeted questioning in peer group sessions to check what apprentices remember from previous lessons. They skilfully probe apprentices to expand on their answers. As a result, apprentices remember very well what they are taught. A very high proportion make excellent progress and achieve high grades in their final assessments.

Tutors provide apprentices with very detailed and helpful feedback on their written assignments. Apprentices take pride in their work. They respond well to the feedback they get and, as a result, they improve the standard of their work. They consistently produce written work of a very high standard.

Tutors use their knowledge and skills expertly to inspire apprentices to learn. They use current industry examples to support their teaching and to share new ideas and concepts with apprentices. In peer-led workshops, tutors use their experience from the consultancy work they do, for example to explore the principles of a growth mindset and the impact this can have on performance.

Leaders and managers make sure that apprentices have access to an excellent range of resources. For example, through the Middlesex University online learning platform, apprentices explore highly relevant content through reading academic journals. This helps apprentices further develop their research and critical thinking skills very well.

Staff provide apprentices with helpful information about the next steps in learning and their careers. As a result of this, and the high-quality education that apprentices receive, apprentices understand well what they need to do to succeed in their next steps and future career choices.

Leaders and managers, including those responsible for governance, have a very thorough understanding of the strengths and areas for improvement of the provision. They use their detailed knowledge of the programme to make improvements where needed. They frequently review and update the curriculum by, for example, including additional leadership theory and current data on equality and diversity. They have well-considered strategies in place to support those apprentices who need to develop their English and mathematics.

Managers have effective arrangements in place to work with subcontractors to assure and improve the quality of education that apprentices receive. For example, they have highly effective mechanisms to review the quality of feedback and moderate the quality of feedback that apprentices receive on their written work.

Historically, the achievement rate for a small number of apprentices is low. This was due to the impact of the pandemic that resulted in redundancies and apprentices leaving the programme early. Since then, leaders and managers have successfully introduced the new senior leader standard. A high proportion of apprentices remain in learning and are making exceptional progress.

Safeguarding

The arrangements for safeguarding are effective.

Provider details

Unique reference number	2643279
Address	The Glasshouse 5a Hampton Road Hampton Hill Hampton TW12 1JN
Contact number	020 8977 6944
Website	www.consalia.com
Principal, CEO or equivalent	Phillip Squire
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Middlesex University Runway Training

Information about this inspection

The inspection team was assisted by the apprenticeship director, 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

Jon Bowman, lead inspector
Mary Younan

His Majesty's Inspector
Ofsted Inspector

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