

# Inspection of Empentis Limited

Inspection dates: 9 to 11 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
<hr/>	
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Information about this provider

Empentis Limited is an independent learning provider based in Newcastle upon Tyne. It has offered apprenticeships since July 2020, specialising in leadership, management and information technology. At the time of the inspection, there were five apprentices, three of whom were on a level 3 digital marketer programme and two on a level 5 operations departmental manager programme. All apprentices were aged 19 and over.

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

Apprentices are motivated and committed to developing their knowledge and skills. They attend online learning sessions routinely and arrive on time. They keep their cameras and microphones on and contribute with enthusiasm to the activities planned for them by their tutors. As a result, they develop valuable routines and behaviours that are required for the professions in which they train.

Apprentices benefit from supportive and professional relationships with their tutors. Tutors take time to get to know apprentices through dedicated one-to-one taught sessions and progress reviews. They promote to apprentices the importance of self-care and prioritising well-being when at work. For example, tutors encourage apprentices to take breaks away from the screen when working online for long periods and to seek face-to-face interaction through video calls.

As a result of their training, apprentices are fluent in the technical language of the sectors in which they work. Level 3 digital marketer apprentices explain with greater confidence search engine optimisation to support business growth. Level 5 operations departmental manager apprentices are more assertive in meetings and contribute positively to discussions with their colleagues.

Apprentices benefit from useful careers information, advice and guidance so that they understand opportunities available to them now and in the future. Tutors set targets matched to apprentices' career goals and plan opportunities with employers to enable these targets to be realised. For example, apprentices gain insights into more advanced roles through shadowing to see communication, decision-making and time management in practice. As a result, many apprentices gain promotions or take on additional responsibilities in the workplace.

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

Leaders have designed programmes that align well to the needs of local employers. They gather feedback from employers to understand the skills needed for workforce development and business growth and adapt the curriculum accordingly. For example, they include opportunities to develop apprentices' management skills and provide training on using software to generate sales emails.

Tutors assess apprentices' starting points accurately and use this to plan and provide training that is appropriately challenging. They create detailed training plans to develop the knowledge and skills that apprentices need to meet the demands of their job roles. They review apprentices' progress in purposeful reviews that are well attended by employers.

Tutors embed English and mathematics well through the curriculum so that apprentices' skills continue to develop. Level 3 digital marketer apprentices calculate rates of interest for marketing campaigns and check the accuracy of their answers using reverse calculations. Apprentices refine the text on social media posts to ensure communication is coherent and free from spelling and grammatical errors.

Tutors use assessment well to check what apprentices know and can do and provide feedback to help apprentices to improve. For example, level 3 digital marketer apprentices use the feedback that they receive to improve their work to distinction level and, in doing so, produce work of a high standard. However, apprentices on the level 5 operations manager standard are supported less well to achieve high grades.

Tutors have planned the curriculum to go beyond training to develop apprentices' vocational knowledge and skills. They take opportunities to explore with apprentices the social, cultural and political matters that affect their work, such as the implications of the general election to local business. Apprentices understand the relevance of fundamental British values to their professional and personal lives. For example, digital marketer apprentices discuss the importance of promoting tolerance and respect when considering the potential stigmas that exist in the marketing industry.

Tutors successfully integrate topics related to safeguarding, including the risks posed by radicalisation and extremism, into taught sessions and reviews. Apprentices discuss the statutory protections that govern the workplace to support the safe and fair treatment of all. They explore the prevalence of online abuse on social media platforms and how to report any issues that they may encounter. Tutors encourage apprentices to speak openly about the matters that may affect them in their personal lives or professional lives and, consequently, apprentices feel safe in training and at work.

Since the previous inspection, leaders have taken sensible actions to strengthen their provision. A team of knowledgeable and experienced tutors monitor carefully the progress that apprentices make and intervene quickly when further support is required. Tutors work effectively with employers to align on- and off-the-job training and to ensure that apprentices have sufficient time to complete their training. As a result, apprentices achieve well, and those currently in training remain on target. However, the small number of apprentices who require functional skills qualifications are not provided with support early enough in their programme to enable them to prepare effectively for their examinations.

Leaders are clear about the strengths of their provision and aspects that they need to improve. They are supported well by an experienced advisory board, who challenge them to drive and sustain improvements to their provision. Leaders are managing changes to their current offer with caution to maintain high-quality provision for apprentices and employers.

Leaders are attentive to staff well-being and the continued development of their workforce. They provide effective coaching, mentoring and shadowing opportunities to develop tutors' management of the programmes that they teach. Tutors routinely update their industry knowledge to maintain currency in the evolving sectors within which they teach, including on matters such as artificial intelligence and predictive analytics in marketing. However, training opportunities to develop a few tutors' teaching practice in line with current research are more limited.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Ensure that the small number of apprentices who require functional skills qualifications are prepared well for their examinations.
- Identify and implement actions to support a higher proportion of apprentices to achieve high grades.
- Provide all tutors with relevant training opportunities to help develop their teaching skills in line with current research.

## Provider details

<b>Unique reference number</b>	2626883
<b>Address</b>	38 Collingwood St Newcastle upon Tyne NE1 1JF
<b>Contact number</b>	0191 2696891
<b>Website</b>	<a href="http://www.empentis.co.uk">www.empentis.co.uk</a>
<b>Principal, CEO or equivalent</b>	Andrew White
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	25 to 27 April 2022
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the head of quality, 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

Alison Dennis, lead inspector

His Majesty's Inspector

Glenise Burrell

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024