

Intec Business Colleges Limited

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number:	52487
Name of lead inspector:	Mark Parton, His Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Old School, Pennington Court, Rugby, Warwickshire, CV21 2BB

Monitoring visit: main findings

Context and focus of visit

Intec Business Colleges Limited was inspected in July 2023. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Intec Business Colleges Limited is an independent learning provider based in Rugby, Warwickshire. At the time of the visit, there were 923 apprentices in learning, of whom 125 were aged 16 to 18. The provider offers 20 apprenticeships in the business management, and supply chain and logistics sectors. Most apprentices study the supply chain warehouse operative, business administrator, team leader/supervisor and operations/departmental manager apprenticeships. The provider does not work with any subcontractors.

Themes

How much progress have leaders made in ensuring that management information and data are used effectively by tutors to identify and take remedial actions when apprentices do not make the expected progress in their learning?

Reasonable progress

Since the previous inspection, leaders have redefined staff roles and responsibilities regarding the use of management information to monitor apprentices' progress. Leaders have appointed a new manager whose specific focus is to monitor the progress made by apprentices and take remedial actions. Leaders and managers can now identify and take appropriate actions when apprentices do not make the expected progress.

Leaders and managers now collect, analyse, and share management information about apprentices' progress more effectively with employers. For example, leaders now know when apprentices have attended learning sessions or caught up on missed learning. Leaders use this information well to ensure that tutors intervene and take timely action to help apprentices to improve their knowledge and skills.

Leaders have taken effective action to reduce tutor workloads. Tutors now teach a smaller range of apprenticeship standards. This has enabled them to develop a deeper understanding of the curriculums they teach, and identify more accurately

and provide help to apprentices who require additional support. Most tutors help apprentices who are falling behind in their learning to catch up. However, leaders recognise rightly that a few tutors do not monitor apprentices' progress closely enough and require further training.

How much progress have leaders made in ensuring that tutors plan and sequence learning that challenges apprentices and enables them to develop their knowledge and skills? Reasonable progress

Following the previous inspection, leaders conducted a review and restructure of most of the curriculums they offer. In most cases, this has resulted in a more considered and logically sequenced curriculum. The revised curriculums now focus well on apprentices' development of knowledge, skills, and behaviours over time. Tutors ensure that new learning links more effectively to apprentices' prior knowledge and experience. For example, apprentices studying the associate project manager at level 4 first study the overarching principles and requirements of project management before moving on to studying different elements of the project lifecycle.

Leaders ensure that tutors take part in well-considered continuous professional development (CPD), designed to improve their teaching and the support they give to apprentices. Leaders use CPD sessions to ensure that tutors frequently share best practice in teaching. This has helped many tutors to plan and sequence learning that helps apprentices to remember their learning.

Leaders and managers have successfully adapted the range of learning activities apprentices undertake during their studies. Most tutors ensure that apprentices take part in learning activities that are suitably challenging and linked carefully to previously taught topics. For example, apprentices shadow senior colleagues at work so that they gain a deeper understanding of how to apply the skills they are learning.

How much progress have leaders and managers made in ensuring apprentices receive career advice and guidance that helps them to understand the range of career pathways available to them? Reasonable progress

Leaders have taken effective action to ensure that the majority of apprentices receive relevant information and advice regarding their career aims and future goals. For example, operations/departmental manager apprentices now take part in career conversations that link closely to the apprenticeship they are studying. Leaders have introduced new networking events, where many apprentices meet employers and gain a wider insight into the industry in which they work.

Leaders ensure that during progress review meetings, apprentices receive well-informed career advice and guidance from their employer and tutor. For example, supply chain warehouse operative apprentices take part in conversations about the opportunity to diversify their skill set, such as training how to operate forklift trucks. This helps apprentices to increase their knowledge and employment prospects. However, leaders recognise rightly that further work is required to ensure that all apprentices receive high-quality advice and guidance from tutors.

Leaders have collaborated with external specialists to enhance the career advice and guidance that apprentices receive. They plan to use partners' specialist expertise to help to improve teaching staff's understanding of current sector needs.

How much progress have leaders and managers made in ensuring that tutor feedback and target setting help apprentices know what they need to do to improve? Reasonable progress

Leaders now ensure that most tutors provide apprentices with clear and helpful verbal and written feedback.

Leaders provide tutors with training on how to provide apprentices with feedback that helps them to know what they have done well and how to improve. Most apprentices receive helpful feedback that informs their developmental targets. However, leaders recognise rightly that further training is required to ensure that apprentices use tutor feedback and their targets to help them to improve the quality of their work overtime.

Leaders have implemented new quality assurance procedures that enable them to monitor the quality of feedback and targets that tutors provide to apprentices. Where tutor feedback and target setting are not meeting the required standard, leaders take prompt remedial actions.

Most apprentices now receive helpful feedback from tutors on how to achieve distinction grades at their end-point assessments. For example, business administrator apprentices know how to reference a broader range of theoretical concepts to emphasise key arguments in their written work.

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