

100% Effective Limited

Monitoring visit report

Unique reference number:	2804855
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

100% Effective Limited is an independent learning provider that started to deliver apprenticeships in May 2023. At the time of this monitoring visit, there were six apprentices enrolled on either the level 4 improvement practitioner standard or the level 5 improvement specialist standard. All apprentices were in the West Midlands or the Greater London area. Apprentices were all aged 19 years and over.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders provide level 4 and 5 business improvement apprenticeships to meet the training needs of companies. The apprenticeship provision is a small proportion of their wider commercial training offer. Leaders introduced apprenticeships in response to their clients' requests, including from manufacturers, banks, and retail companies.

Leaders have a clear rationale for their virtual delivery model. As apprentices are located across England, the virtual model is the only practical one. Leaders provide apprentices with a well-structured programme that includes five-day block training, monthly coaching sessions and additional online learning resources. Leaders have based the apprenticeship on their commercially funded green belt and black belt lean Six Sigma accredited courses.

Leaders have a few appropriate arrangements for evaluating the quality of provision. They collect and review feedback from apprentices following training, which is generally positive. The managing director meets frequently with staff to identify improvements that they need to make. However, these meetings do not capture the progress that apprentices are making. Leaders rightly recognise that, if their plans to expand the provision come to fruition, they will need to significantly enhance their quality assurance arrangements.

Leaders do not provide apprentices with any training on personal development topics such as careers advice and guidance. They do not raise apprentices' awareness of how to keep themselves safe from risks relating to radicalisation and extremism.

Although current apprentices already have a very secure grasp of English and mathematics, leaders do not have arrangements for identifying, or further developing, apprentices' English and mathematical skills should they have any apprentices who need to achieve these qualifications.

Leaders liaise with national bodies in their sector and the Council for Six Sigma approves their training as being of good quality which provides some useful assurance of the provision. However, beyond those interactions there are no other accountability measures, such as via a governing body.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?	Reasonable progress
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Leaders plan and sequence the apprenticeship curriculum logically. Staff use their experience of business improvement and their qualified status as 'master black belts' in lean Six Sigma techniques to first teach apprentices the fundamental principles of continuous improvement. They start by teaching topics such as project management and data and impact analysis, before guiding apprentices to apply these newly learned techniques to their workplace projects.

Staff take sufficient account of apprentices' starting points. They ensure that apprentices have the necessary seniority within their businesses to meet the requirements of the apprenticeship. Staff adapt the curriculum for every apprentice. For instance, apprentices who work in a commercial or pharmaceutical business receive contextualised training that is different to those in a manufacturing or engineering setting.

Apprentices apply what they learn at work to become much more effective and often contribute to cost savings or more efficient working processes in their business. For example, apprentices developing a nationwide strategy related to the increased need for testing for Legionella in water supplies have streamlined several processes. These changes maximise the available space in the laboratories to conduct such testing.

Most employers, apprentices and tutors meet frequently to discuss the progress that apprentices make. Apprentices receive clear guidance about the areas that they need to improve, as well as where their projects are having demonstrable impact. However, there are instances where all parties do not meet often enough and this has resulted in a few apprentices making slower-than-expected progress.

Tutors prepare apprentices sufficiently well for end-point assessment. Apprentices understand what they need to complete before they can enter the gateway, including submission of a final project and portfolio of work. However, apprentices are unaware of the grade they are currently working at, or the marks they need to secure a higher grade.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Insufficient progress

Leaders do not have appropriate safeguarding arrangements in place. There are no formal arrangements for identifying or reporting safeguarding concerns. The designated safeguarding officer has not completed any training in relation to this role. Other staff involved in the apprenticeship have had no safeguarding training.

Leaders have a 'Prevent' duty policy in place but do not have a 'Prevent' duty risk assessment or action plan.

Leaders do not have a process for identifying if an adult is vulnerable and recognise that they need to put this in place. They currently consider that if an apprentice was vulnerable, or at risk, they would identify this during their frequent one-to-one coaching sessions.

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