

Retail Motor Industry Training (Remit) Limited

Independent learning provider

Inspection dates		15–19 July 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider requires improvement because:

- The proportion of learners who successfully complete their apprenticeship is below average overall, and is particularly low for those aged 16 to 18 on intermediate apprenticeships.
- Success rates vary too much across different subject areas and subcontractors.
- Women advanced apprentices, and apprentices with a declared learning disability or difficulty, are not as successful as their peers.
- Advice and guidance for learners are not of consistent quality across all subject areas.
- Systems to improve the performance of staff are not yet operating fully.
- Available data are not being fully analysed to inform managers and staff effectively about the performance of training programmes.
- Self-assessment does not provide a sufficiently critical view of the organisation's performance to allow managers to plan improvements effectively.

This provider has the following strengths:

- Recent improvements in managing the assessment and development of learners' skills have resulted in around half of all learners now making good progress.
- Advanced apprentices are consistently more successful at Retail Motor Industry Training (Remit) Limited than nationally.
- Learners develop high levels of industrial skills in the workplace.
- Technology is very successfully used to enhance learners' understanding.
- Learners value highly the support and flexibility of their trainers in meeting their personal and learning needs.

- Health and social care employers, trainers and learners work together in a true apprenticeship model.
- Targets for the development of the organisation are well supported by a clear and relevant business model.
- Staff and managers promote equality and diversity particularly well at all levels.

Full report

What does the provider need to do to improve further?

- Ensure all staff are given challenging and measurable personal performance targets in line with the organisation's strategic plan. Make sure staff performance is regularly monitored through their monthly one-to-one meetings with managers.
- Track progress more closely to improve the proportion of intermediate apprentices who successfully complete their programmes; and respond quickly to those who fall behind, concentrating equally on all subject areas and all subcontractors.
- Improve the performance of women on advanced apprenticeships, and ensure that all learners who have declared a learning difficulty or disability are supported to succeed.
- Share good practice in the provision of advice and guidance across all subject areas. Ensure all assessors are aware of both career and qualification opportunities within their own subject areas.
- Use better methods for collecting and interpreting data. Ensure that relevant staff and managers are trained and competent in the production and use of data in order to monitor the full range of performance criteria effectively.
- Involve staff and subcontractors more in self-assessment and ensure that the quality improvement plan is widely shared among managers and staff at both national and regional level; and ensure it contains clearly defined targets.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ In 2011/12 just over two thirds of apprentices successfully completed their apprenticeship. The proportion who successfully complete has remained below the national average for all providers for the previous three years. The number of apprentices who complete on time has also been below the national rate for the previous three years. Data for the current year show that there has been an improvement in the number of apprentices successfully completing in 2012/13. ▪ The proportion of apprentices aged over 25 who are successful is above the national average. Apprentices aged 16 to 18 are less successful at Remit than nationally and less than half of them complete on time, owing to the low success rates of intermediate apprentices. Learners on advanced apprenticeships, around a quarter of all learners, have good outcomes and are significantly more successful than advanced apprentices nationally. ▪ Around half of current apprentices are making good progress towards their qualification, although a minority is not making the progress expected of them. Remit's internal data demonstrate that, although the overall success rate is showing improvement this year, it remains below the national rate for all providers. ▪ In motor vehicle and business management and administration, success rates for apprentices are below the national rate and have been for three years. The success rate for advanced apprentices in motor vehicle, however, is consistently high. The success rate for health and social care apprentices was just above the national rate in 2011/12 and is improving. Success 	

rates in other subject areas vary considerably, as do the success rates of apprentices trained by subcontractors.

- There is no significant difference between the success rate for men and women on intermediate apprenticeships, but at advanced level the success rate for women is significantly below that of men. Those learners who receive additional support from Remit are equally as successful as those who do not; however, in 2011/12, the success rate for intermediate apprentices who declared a learning disability or difficulty was significantly below that of those who did not.
- Learners develop good social, personal and employability skills. Motor vehicle apprentices develop high level technical skills in the workplace and become useful, skilled and confident employees. Health and social care apprentices develop particularly high levels of confidence, communication skills and professionalism. Business management and administration learners mainly consolidate existing business and administration skills and continue to support their employers' business well.
- The majority of apprentices continue in employment on completion of their apprenticeship. Around half of intermediate motor vehicle apprentices progress to an advanced level; however, only a minority of business administration apprentices do so.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good overall, and this is reflected in the good progress being made by current learners and the noticeable improvement in outcomes this year. While teaching and learning in motor vehicle and health and social care are good, they require improvement in business management and administration. This confirms Remit's own assessment of the quality of its teaching and learning.
- In the best sessions, trainers inspire learners to produce a good standard of work, take responsibility for their own learning and progress onto further learning or higher positions in employment. Trainers plan these sessions to meet the needs and interests of individual learners well. They effectively use question and answer techniques to check each learner's progress and, as a result, learners enjoy their learning and make good progress.
- In the less effective sessions, trainers use a narrow range of teaching strategies, often talk too much, and do not sufficiently check learners' understanding or progress. Teaching and assessment are rushed and do not involve sufficient activity by learners. In these sessions learners make slow progress.
- Trainers make effective use of the good interactive learning technology available to them to enhance sessions and record learners' achievements and progress. The virtual learning environment, currently being piloted with a group of motor vehicle learners, is well used and effective. Assessors digitally record information following their visits to learners, so that their feedback to central administration is recorded immediately in a paperless way.
- Workplace learning for the majority of apprentices is well structured and effective. Assessors maintain an appropriate balance of teaching, learning and assessment that gives learners the opportunity to reflect on, and practise, the skills learned in preparation for formal assessment.
- Trainers are well qualified and experienced in their subjects, and use their knowledge and skills gained in the sector effectively to support learners' progress at work. The majority have appropriate teaching qualifications, or are working towards achieving these. Learners and employers value highly the flexible response from trainers and assessors who work weekends and evenings to meet the needs of all learners.
- Trainers make effective use of the results of the initial assessment of learners' English and mathematical ability to place learners on the right programme and to identify support needs. Staff monitor the progress of individual learners well. However, too few trainers set stretching targets to challenge the more able learners to achieve more quickly and aspire to higher levels of achievement.

- Additional learning support is well resourced and effective for those who receive it. However, support is not sufficiently prioritised and targeted for those with the greatest need to ensure that they are successful.
- The development of learners' English and mathematics is effective, but trainers do not always challenge learners to meet higher levels of achievement. Discrete functional skills sessions, in class and in the workplace, develop learners' employability skills in English, mathematics and communication well.
- Assessment is accurate and meets the requirements of learners' programmes. The majority of assessments conducted in the workplace are good and well organised. A minority of assessors provide learners with too much help in producing written assignments, and a minority of assessors do not apply the correct procedures to invigilate tests. Business management and administration apprentices receive insufficient written feedback to help them to improve further.
- Initial advice and guidance are good; however, further advice and guidance are variable across the subject areas. Some assessors are not confident or knowledgeable enough to promote the next or longer-term career steps for learners, and are not in all cases familiar with qualification progression.
- Equality and diversity are promoted well throughout learners' programmes and during learning sessions. Learners have a good understanding of their rights and responsibilities and demonstrate a good knowledge of diversity and respect for different cultures, beliefs and customs through their work.

Health and social care

Good

Apprenticeships

- Teaching, learning and assessment are good, as demonstrated by the improving outcomes for learners. Current learners are progressing well. Learners enjoy the health and social care apprenticeship and are developing self-confidence in their work and personal lives. Learners are inspired to provide a good standard of work and say that they want to progress into further learning or higher positions.
- Trainers are well qualified and very experienced in a range of health and social care settings. They use their expertise well to deliver motivational and relevant training across the range of health and social care disciplines. Most have assessing and teaching qualifications. Learners and employers value the flexibility of trainers who work weekends and evenings to meet the needs of all learners. Individual learners' progress is well monitored, with reviews completed every three to four weeks, enabling learners and employers to understand the progress they are making.
- Employers, trainers and learners collaborate in the true apprenticeship model. Learners are successfully coached, mentored and trained in the range of skills and knowledge required to enhance a health and social care business.
- Learners value highly the support and flexibility of their trainers in meeting their personal and learning needs. One group of learners had become demotivated and had fallen behind with an underperforming subcontractor. A management decision to transfer these learners to Remit has had positive results as all learners are now motivated, enthused and keen to work with new trainers and to achieve their apprenticeship.
- Trainers promote the benefits of the apprenticeship well and encourage learners to make good progress and take responsibility for their own learning. Monthly targets for completion of work are well received by learners who take a pride in completing work to a good standard and within the timescales set.
- Well-planned, on-going assessment ensures appropriate study is undertaken by learners, with the learning linked to professional practice. Regular oral and written feedback enables learners to improve the standard of their work and plan their personal lives around assessment.

However, trainers miss opportunities to challenge more able learners to produce higher standards of work.

- Resources to support learning are satisfactory and trainers are beginning to work collaboratively to develop a wider range of support materials. In addition, staff demonstrate useful websites to learners, such as Skills for Care; learners value this as they are able to undertake further research and study at home to suit their lifestyle.
- Learners benefit from good information, advice and guidance, which enable them to consider their future goals and aspirations. Initial assessment ensures that learners are placed on the appropriate level and course and that support in English and mathematics is provided. Those requiring a higher level of additional support benefit from support by Remit's specialist learning coaches. Lesson plans designed to meet the needs of individual learners include the development of English and mathematics relevant to health and social care work.
- Learners have a very good understanding of equality and diversity, and trainers consistently use opportunities arising to extend learners' knowledge throughout the programme. Learners demonstrate this understanding when developing care plans for service users, ensuring that their rights are upheld. Learners have a thorough knowledge and understanding of how to safeguard clients and themselves.

Motor vehicle

Good

Apprenticeships

- The quality of teaching, learning and assessment is good; this is reflected in the high success rate on advanced apprenticeship programmes. However, the proportion of intermediate apprentices who successfully complete their programme is low. Learners make good progress in the workplace, taking on more responsibility and undertaking more complex repairs as their skills develop.
- Teaching and learning for the majority of sessions are planned well to motivate learners and meet their interests. Interactive learning technology is used to good effect to enhance learners' understanding, for example software which shows animated vehicle components on engines and braking systems dynamically illustrates the operation of real vehicles. Learning material is available online and helps to provide continuity between training sessions and workplace visits. In a commercial vehicle workshop session, learners dismantled transmission systems with confidence to understand the internal operation before correctly reassembling.
- The Leicester training centre has a good range of industry-standard resources, tools and equipment, and is flexibly equipped to meet the needs of different motor vehicle groups. A well-equipped mobile facility for motor cycle repairs provides good resources for apprentice training. Learners are taught industry best practice by trainers who are experienced ex-practitioners, with emphasis placed on health and safety, risk assessment and hazard identification. Learners say the training areas provide a safe environment.
- In the majority of training and assessment sessions, trainers make effective use of question-and-answer techniques to check learners' progress; in better sessions, learners are encouraged to reflect on issues and demonstrate their problem-solving skills. However, in a small number of sessions, trainers lead too much and use too few directed questions to check on learners' understanding.
- Trainers and assessors give freely of their time to provide good vocational and pastoral support for learners. Learners benefit from good discrete functional skills sessions, in class and in the workplace, which significantly develop learners' employability skills in English, mathematics and communication. However, functional skills are not sufficiently well planned to meet the differing needs of some individual learners.
- Learners' skills and knowledge are assessed well at the outset of the programme, and progress is closely monitored through regular and effective workplace reviews by assessors. However,

insufficient attention is paid to ensure learners understand what they need to do to improve. The majority of assessments conducted in the workplace are good and well organised. However, in a few cases, assessors do not sufficiently involve learners and employers in the planning of assessment to ensure that apprenticeships are completed within the agreed timescale. Assessments and reviews are well recorded and automatically transferred to the central progress-tracking system. Further advice and guidance are not always systematic, and not all assessors are confident when giving careers and qualification advice.

- Learners work well collaboratively in groups and pairs; they are respectful, share ideas and help each other. The promotion of equality and diversity is good and learners demonstrate a broad understanding of the wider needs of customers they will encounter at work, and how to respect and understand the needs of those from diverse groups.

Administration and business management

Requires improvement

Apprenticeships

- Teaching, learning and assessment require improvement, as do learner outcomes in both business management and administration apprenticeships. In good sessions, trainers maintain an appropriate balance of progress review, teaching and learning and assessment that gives the learners the opportunity to reflect and identify the impact of learning. The pace of learning is mostly good, and trainers use targeted questions which stretch learners' thinking. In weaker sessions, trainers talk too much; they rush the teaching, learning, assessment and review too much and do not enable learners to be active enough. Learners make limited progress in these sessions.
- Trainers make frequent visits to learners' workplaces for the purposes of coaching, assessing and reviewing. This flexible, work-based approach is valued by employers, but not all employers are involved in the review of progress and planning of work-based activities. Learners benefit from good care, support, encouragement and motivation from their trainers during planned sessions, and between sessions by telephone and email.
- Staff are experienced practitioners and use their sector knowledge and skills to support learners' progress in their work effectively. However, some staff lack the formal training and expertise to deliver quality teaching, learning and assessment programmes. The standard of work in level 3 management portfolios is below that expected.
- Information and learning technology supports teaching, learning and assessment well. The use of information technologies is innovative and effective; trainers have access to hand held tablets, digital pens, recording and photographic media to capture evidence, and reduce the requirement for the learner to show their progress on paper. Resources of a high standard are available to learners through a shared drive which promotes the sharing of good practice.
- Trainers do not make sufficient use of initial assessment to inform their planning of the teaching, learning and assessment of main qualifications. In some cases this results in an over assessment of the learner. Additional support for learners is effective once in place, but delays have occurred in allocating support to learners.
- There is insufficient written feedback to inform learners. Staff provide intensive verbal feedback, but this is frequently rushed and not captured effectively to allow learners to reflect at a later date.
- Trainers are not integrating the development of functional skills in English and mathematics into sessions for learners' main qualifications in administration and management. Some trainers lack the skills and expertise to provide effective support. English spelling and grammar errors are not systematically corrected by trainers.
- Access to wider impartial advice and guidance is limited; trainers are not sufficiently qualified or knowledgeable to support learners' wider career development and aspirations.

- Equality and diversity are well promoted, providing learners with opportunities to reflect on the impact of different cultures, beliefs and customs on everyday life. In one good example the learner was able to identify the impact of Ramadan on staff and actions that could be taken to support them.
- Health and safety practices are good, with learners actively aware of risks at work. The protection of young people from abuse and health and safety are actively promoted by trainers during induction and one-to-one sessions, and learners are well aware of what action to take should concerns arise.

The effectiveness of leadership and management

Good

- A clear and well-considered strategic plan is in place to ensure that the business develops in a way which meets the needs of employers and learners. The senior management structure has been reorganised and a clear focus on business performance is now in place. High levels of investment in staff and technological resources have been made and are leading to improvements in learners' achievements, teaching and learning and a greater flexibility in the range of programmes and qualifications offered.
- Managers' performance is rigorously and frequently monitored against tight performance criteria, and learners' outcomes have improved as a result. Learners benefit greatly from the vocational experience of training staff. The development needs of teaching and learning and assessment staff are identified and swiftly implemented. Operational management is good, with good organisation and management of staff to enable them to support learners. There is good practice in the performance management of regional managers, but this has yet to be fully implemented for regional staff. Dedicated teams perform their individual functions well, which include additional support for learners, functional skills, quality assurance and health and safety.
- Self-assessment and quality improvement planning are an integral part of the organisation's quality assurance system. However, senior managers regularly monitor identified actions from both the self-assessment and quality improvement plans, staff are not kept systematically involved through formal meetings and one to ones. Managers do not make clear links between their findings in self-assessment, and the outcomes of actions taken to improve quality. They do not use the views of subcontractors and employers to inform self-assessment, although these are regularly gathered and used to improve the training programmes, as are the views of learners. Inspectors identified good examples of learners' views leading to programme improvements and a better experience for learners.
- Links with employers are strong and good networking arrangements are in place with industry partners, including awarding bodies and trade organisations. Off-the-job training is well planned. Remit manages well the large number of further education colleges contracted to provide technical certificates and functional skills training for motor vehicle apprentices. Routine monitoring ensures that only those colleges meeting Remit's performance standards continue to be used. Other subcontractors value the training and monitoring that Remit undertakes to support them to improve; however, they do not have challenging performance targets to aspire to. Subcontractors receive clear information about their individual performance, but do not have the opportunity to share ideas and good practice with others.
- The production and interpretation of data are insufficiently developed. Core data regarding success rate information are regularly produced; however, data regarding the performance of a range of different groups of learners have not been routinely analysed.
- Equality and diversity are particularly well understood by all staff and learners and are promoted well in the workplace and at learners' progress reviews. Regular bulletins covering a range of equality and diversity topics are produced and circulated. Good quality materials to promote equality and diversity are in place. However, differences in the progress and achievement of different groups of learners are currently apparent.

- Remit meets its statutory requirements for safeguarding learners. The provider effectively protects learners from harassment, bullying and discrimination. Health and safety are particularly well managed, with a designated health and safety specialist. Regular health and safety updates for all staff take place. Risk assessments are carried out for all key training provision aspects. Learners adopt safe working practices at all times.

Record of Main Findings (RMF)**Retail Motor Industry Training (Remit) Limited**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Motor Vehicle	2
Administration	3
Business management	3

Provider details

Retail Motor Industry Training (Remit) Limited	
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	8187
	N/A
Principal/CEO	Rob Foulston
Date of previous inspection	January 2010
Website address	www.Remit.co.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	3	42	-	10	-	15	-	-
Part-time	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1051	1624	130	543	-	2		
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ FirstGroup PLC ■ Focussed Limited ■ QTS Global Limited ■ Training Futures (UK) Limited ■ Starbucks PLC 							

Additional socio-economic information

Based in Nottingham, Remit is a large national provider of government-funded training. Formed in 2008, Remit provides training across eight subject areas with motor vehicle having the largest number of learners. Staff and learner numbers have grown considerably since the inspection in 2010. The organisation operates from the Nottingham head office, with a training centre in Leicester and an administration centre in Mansfield. All company income is dependent on funding from the Skills Funding Agency (SFA).

Information about this inspection

Lead inspector

Tim Hanson

A lead inspector, with a member of Her Majesty's Inspectorate (HMI) and six additional inspectors, and assisted by the quality manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

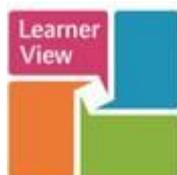
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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