

# Retail Motor Industry Training

## Limited

### Independent learning provider

<b>Inspection dates</b>		17–21 November 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Outstanding-1

### Summary of key findings for learners

#### This provider is good because:

- most apprentices make very good progress and achieve well, which leads to valued contributions for employers, positions of responsibility in the workplace and sustainable employment
- information, advice, guidance and ongoing support are highly effective. Trainers and specialist staff provide apprentices with prompt assessments of English, mathematics and information and communication technology skills, and most complete their functional skills qualifications early in their programme at work
- highly effective arrangements to improve teaching, learning and assessment are having a positive impact on apprentices' experience and success
- exceptional senior leadership and strong management have set a clear strategic direction supported by dedicated staff, which offers an excellent platform for further improvement
- widespread partnerships and memberships of an extensive range of national working groups positively influence work positions for apprentices. Outstanding and productive work with employers and industry groups meets employer needs locally, regionally and nationally
- arrangements for safeguarding are particularly strong.

#### This is not yet an outstanding provider because:

- teaching, learning and assessment are not yet outstanding
- written feedback following an assessment is insufficiently helpful to apprentices in rectifying their mistakes.

## Full report

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

- Improve teaching, learning and assessment by continuing to develop trainers, sharing the good practice across the apprenticeship programmes and the high expectations of what apprentices can achieve, so that they continue to make better progress in their learning.
- Improve the quality of recording written feedback and the setting of short-term aspirational targets for apprentices by documenting goals and objectives in a clear way that will enable apprentices to understand what they need to do next to reach their full potential.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Retail Motor Industry Training (Remit) Limited has 2,395 apprentices. Around two thirds of apprentices are studying at level 2, with the remainder at level 3. Just below half are aged 16 to 18, with the remainder being adult apprentices. The vast majority of apprentices are following an apprenticeship in the automotive and/or business sectors, with a very small number working in health and social care and information and communication technology (ICT) settings. Remit has very few classroom-based learners; the few they do have achieve very well.
- Outcomes for learners are good. From a static position over the past two years, the number of apprentices completing their qualifications has increased and is now above the national rate. The proportions of apprentices in each sector and those with subcontractors who achieve within their agreed timescales are increasing. A very large majority of current apprentices are making good progress towards the completion of their qualification.
- Apprentices appreciate the need to improve their English and mathematics levels to develop their work skills and enhance future workplace and personal life choices. A very high proportion of apprentices achieve their functional skills qualifications. Following comprehensive initial assessment and support, they complete appropriate levels of qualifications to meet their aspirations. A significant number of apprentices complete English, mathematics and ICT at a higher level than required. However, a few trainers in motor vehicle do not develop mathematical concepts with apprentices in their workplaces sufficiently.
- The assessment of apprentices' abilities at the start of their programmes determines their starting points well and is comprehensive. Apprentices are working towards the completion of relevant work-related qualifications which meet well the requirements of employers, often following bespoke employer devised programmes. The majority of employers are involved in the planning of learning and the reviewing of progress to meet their specific needs and work requirements. However, a very small minority of employers are not involved sufficiently, particularly for a few apprentices following motor vehicle apprenticeship programmes.
- The standard of apprentices' work is good. Those following motor vehicle apprenticeships are able to carry out their supervised work roles, often on expensive and specialist vehicles, to a high standard. Apprentices in health and social care benefit from high calibre work settings with very good training facilities. Those apprentices following a customer service apprenticeship work highly effectively in fast-paced customer-driven environments and communicate well with a diverse range of customers.
- A majority of apprentices take up the option to gain additional qualifications to improve their employment prospects while having access to high quality and appropriate developmental openings in the workplace. For example, in customer service, apprentices gain additional barista qualifications while working for a national coffee chain, directly related to their chosen career aim. In health and social care, apprentices gain additional industry-relevant qualifications carefully selected by their employer and supported by their trainers.

- Those apprentices identified as in need of extra help with their studies receive good support, and the achievement of apprentices with learning difficulties and/or disabilities is better than those without. Managers and staff have made progress towards reducing gaps in achievement. Managers and trainers are aware of the difference in achievement between men and women and, while the gap is narrowing and small, they are working well towards reducing this gap further.
- A large majority of apprentices have good, positive progression into sustainable employment, and subsequently continue in employment with their current organisation. A few apprentices in health and social care progress into higher education. Managers track apprentices' destinations very well. Most apprentices have a good understanding of career and progression routes and are on programmes that meet both local, national and industry sector priorities.

<b>The quality of teaching, learning and assessment</b>	Good
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- Three subject areas with the significant majority of apprentices, were chosen for inspection. During the inspection, inspectors also visited lessons and met with apprentices in ICT.
- Teaching, learning and assessment are good. Trainers and other specialist staff work highly effectively together to provide apprentices with very good and flexible support for learning. They are enthusiastic about their work and set very high expectations for apprentices and are keen to ensure that they make good progress. Apprentices are attentive, motivated to learn and work well to be successful and to produce high standards of work.
- Apprentices receive comprehensive information, advice and guidance to ensure they enrol on the most appropriate programme. Induction programmes are good. Apprentices use helpful online interactive learning that includes sections on employer rights and responsibilities, workplace health and safety, and equality and diversity. Information, advice and guidance are an integral part of each apprentice's programme. Checks to ensure that the few apprentices who do not progress into employment with the same employer have effective progression plans require improvement.
- Apprentices receive a very prompt and thorough assessment of their English, mathematics and ICT skills. Trainers quickly identify online learning resources to ensure apprentices successfully complete their functional skills qualifications early in their programme. Many employers work well with their apprentices to improve their functional skills. They provide them with relevant work tasks to practise essential workplace skills, such as those needed in handling money or using ratios to mix paints correctly.
- The integration of English and mathematics into vocational lessons is good. Apprentices who are exempt from taking their functional skills qualifications continue to develop their skills further, and significant numbers successfully complete higher level qualifications. However, in motor vehicle, trainers' skill in incorporating mathematics into learning in the workplace requires improvement.
- At the start of each apprentice's programme, learning support coaches quickly identify their additional learning needs and any other barriers to learning. They put in place well-considered plans for support. These apprentices make very good progress. Apprentices who are at risk of not achieving their qualifications receive effective extra support from specialist staff.
- Since the previous inspection, Remit has made very good progress in introducing a virtual classroom. From July, the large majority of apprentices are using an electronic portfolio. Apprentices have adapted very well to this change. They find the electronic portfolio easy to use and are very enthusiastic about the different sections that support their functional skills very well, build their vocational skills portfolio and monitor their progress very effectively.
- Light vehicle engineering apprentices benefit particularly well from a new virtual learning environment with good online learning materials. This development is effectively supporting managers and staff to develop more flexible and innovative individual learning programmes. Apprentices have good access to a newly-developed online library that enhances their learning.

- Trainers are very experienced and well qualified in the subjects they teach. In lessons, they make learning memorable and much more interesting by relating it to their own and apprentices' personal and workplace experiences. In a group discussion about safe working practices, trainers used an accident that occurred in an apprentice's workplace as an example to explore the resulting serious consequences.
- Trainers have appropriate teaching qualifications. They use their skills well to plan learning. Trainers check apprentices' progress in lessons as a matter of routine. Apprentices engage well and enjoy learning through a good variety of learning activities.
- Apprentices have access to good resources to facilitate their learning. Trainers use distance learning to provide apprentices with useful guidance on how to develop their study skills and revise for examinations. Paper-based workbooks for a few apprentices are insufficiently stimulating and make learning harder than it ought to be.
- Trainers' assessment practices are good. Apprentices receive good oral feedback on what they need to do to improve. Written feedback is less effective and does not always ensure apprentices are clear about how to rectify errors or misunderstandings.
- The provider's processes for observing teaching, learning and assessment are highly effective in evaluating standards of practice in off-the-job learning, distance learning and apprentice progression activities. Feedback is constructive and identifies well both good practice and areas for improvement. Action plans focus well on ensuring improvements in professional practice.
- Trainers receive very frequent and very detailed information on the progress of their apprentices. This information is particularly helpful in ensuring apprentices make good progress over time. Most employers are fully involved in supporting their apprentices to make good progress.
- Most learning targets are precise and apprentices understand what they need to do to progress. However, for a few apprentices, targets are too brief; they are insufficiently specific and do not set out how apprentices will achieve the targets or the success criteria.
- Trainers reinforce, very well, equality and diversity, safe working practices and safeguarding during lessons and progress reviews. Managers support them well in this task by sharing good practice and providing good additional learning resources. Apprentices have a very good awareness of their rights and responsibilities at work.

## Health and social care

Good

### Apprenticeships

- Teaching, learning and assessment are good, as demonstrated by the good and timely outcomes for apprentices. The quality of work and the development of skills of current apprentices show that they are making good progress and developing a deeper understanding of the theory, practice and attitudes required to be good health and social care workers.
- Trainers use their extensive knowledge of the sector and their commitment to high standards to inspire apprentices to achieve to the best of their abilities. In many cases this enables them to take higher level qualifications than they need to complete their apprenticeships, for example taking a level 2 rather than level 1 English or mathematics qualification. A significant minority progress onto higher level qualifications including higher education. Aided by their trainer, one apprentice who intends to become an assessor is undertaking voluntary work to broaden their vocational experience in order to help realise this ambition.
- Employers are very supportive of their apprentices. They are fully involved in regularly reviewing their progress with trainers. Employers have a good understanding of the qualifications and provide significant support to apprentices throughout their programme.
- Apprenticeship programmes are well structured. The planning of teaching, coaching and review sessions is good and ensures logical work processes develop apprentices' understanding further.

Apprentices benefit from good clear information and effective frequent checks of their learning during sessions. Trainers are skilled at asking questions to tease out knowledge and develop understanding. For example, in a session looking at mental illness, the assessor related different categories of mental illness to the apprentice's experience of working with people with autism.

- Assessment practices are varied and thorough, utilising a variety of different methods to ensure not only that apprentices are successful in passing their qualifications, but they also develop their knowledge and understanding to the greatest extent. Trainers ensure apprentices have exposure to the kinds of assessment they may encounter if and when they progress onto higher level qualifications.
- Resources provided for apprentices are good, and include a wide range of resources which enable them to continue studying at home after their training sessions. Trainers make effective use of the electronic portfolio and support apprentices with regular reviews which identify targets for their progress across all elements of their programme.
- Initial assessment is thorough. Trainers assess apprentices at the start of their programme and diagnose shortcomings in their English, mathematics, ICT or other barriers which might inhibit successful completion of their programme. Highly effective support is put in place promptly and supports apprentices well. This includes specialist help for mathematics, English and ICT, as well as extra help, for example for apprentices who lack confidence.
- Accurate feedback enables apprentices to improve. Oral feedback in sessions is comprehensive, encouraging and challenging. Astute, well-considered questioning challenges apprentices to think more deeply or broadly about the issue under consideration.
- Apprentices make good progress developing their English and mathematics. Trainers have a good appreciation of the importance of good English and accurate mathematics in health and social care. They encourage apprentices effectively to develop their skills in these subjects, for example working out ratios or improving their spelling and confidence in writing care plans.
- Employers have a good understanding of the apprentice programmes and promote them very well. This results in apprentices having a good understanding of the qualification requirements before they start work. Trainers work very closely with employers which means the advice and guidance accurately identify apprentices' current progress.
- The integration of equality and diversity is good. For example, the skilful development of a presentation by an apprentice on a notorious serial killer formed the basis for a discussion about euthanasia and the dignity and rights of older people and those with disabilities.
- Training sessions with apprentices, working in settings with particularly volatile service users, identify safeguarding issues particularly well. Revisions to the location of planned visits, often at short notice, safeguards clients, trainers and apprentices. An apprentice who administers diamorphine as part of her care role clearly explained the safeguards in place to administer this drug in domiciliary care.

## Motor vehicle

Good

## Apprenticeships

- The quality of teaching, learning and assessment is good and contributes strongly to the increasing proportion of apprentices achieving their qualifications. Trainers have high expectations and provide good support in training centres, work placements and workshops. Trainers are knowledgeable and highly experienced in their motor vehicle specialisms. They motivate apprentices to make progress on their programmes and succeed. Apprentices have open access to trainers who are always on hand to provide good vocational and pastoral support.
- Information, advice and guidance and initial assessment are outstanding. Apprentices receive detailed information before the start of the apprenticeship and contribute to an excellent introduction to the programme supported by good quality online learning materials. Employers

are fully involved in the induction process. Apprentices are clear about the programme requirements and their career aims. Additional learning support is good and starting points are identified early in the programme. For example, one apprentice with a particularly low understanding of mathematics developed his skills rapidly and was able to pass his functional skills examination in good time.

- The majority of apprentices develop good employability skills beyond the programme requirements. Employers have high expectations and provide good learning tasks in the workplace. For example, in a specialist company working on the refurbishment and restoration of classic and heritage cars, young apprentices are trusted to work on very expensive vehicles during their restoration. Employers trust apprentices to carry out restoration work on prestigious marques whilst under close supervision.
- Planning and organisation for the majority of practical and theory sessions are good. This results in the delivery of a well-structured programme. This meets apprentices' needs and interests very well and motivates them to work hard. In practical sessions, trainers place a great emphasis on the use of personal protective equipment and safe working practices. Apprentices use tools, techniques and specialist equipment confidently, and work effectively to commercial timescales. This prepares apprentices well for productive work in their workplaces. For example, many employers move their apprentices on to repairing customers' vehicles and complex vehicle systems early in their apprenticeship. This work is then closely quality assured by their supervisor.
- Interactive learning technology is used to good effect to enhance apprentices' understanding. In English and mathematics, apprentices frequently use good quality online learning materials well. All intermediate apprentices benefit from a virtual learning environment which contains a wide range of high quality learning materials to support them outside scheduled learning sessions.
- The promotion, and subsequent development of, apprentices' understanding of equality and diversity at induction and in progress reviews are very effective. Apprentices talk with confidence about the diversity themes and their application in the workplace. Trainers set themselves as good role models and routinely discuss 'hot topics' such as cyber bullying and the dangers of abuse on social media with apprentices.
- Quality assurance of the programme is good. Managers are successful in identifying strengths and areas for improvement in teaching, learning and assessment, and improving trainers' performance. Assessment practice is good. Trainers visit apprentices in the workplace frequently. They effectively track and chart apprenticeship progress. The introduction of an electronic portfolio has improved further the effectiveness of progress tracking, although a small minority of trainers are not yet confident in its use.
- Trainers provide good oral feedback following the completion of practical tasks and detailed progress reviews. However, the written feedback on a minority of progress reviews does not capture the full feedback given and target setting is not sufficiently detailed.
- In theory sessions, apprentices use high quality learning materials and workbooks well to aid their understanding. However, very occasionally, tasks and activities are mundane, progress is slow and understanding is not checked frequently. Non-directed questioning results in a few apprentices not contributing effectively to the session or making the progress expected.
- Discrete functional skills sessions delivered in the workplace are very effective. However, the development of English and mathematics within the vocational programme requires improvement. Vocational trainers do not always contextualise English and mathematics learning in practical settings.
- Remit meets the needs of motor vehicle employers very well. Trainers and managers maintain good communication and excellent working relationships. Most employers provide a good breadth of workplace learning tasks and have a good understanding of their apprentices' progress. However, a very small minority of employers would benefit from more detailed reports to enable them to plan better and support their apprentices in the workplace.

**Business management and customer service**

Good

**Apprenticeships**

- Teaching, learning and assessment are good, as reflected in the improving outcomes for apprentices. Apprentices make good progress and rapidly develop their practical work skills and knowledge. This enables them to make good contributions quickly to the work of their companies, for example in proficient use of the cash tills and efficient team management. The vast majority of apprentices soon progress into responsible tasks, such as planning and booking passengers' coach journeys.
- Apprentices are highly motivated and readily engage in their learning through the challenging and high expectations of trainers. Employers provide very good workplace training and trainers work very effectively with them to ensure good learning and achievement. The excellent partnership working with a national coffee chain benefits apprentices who move into sustained employment.
- Learning programmes are individual and well structured and, as a result, apprentices make good progress. Coaching sessions are good and the workplace visits are well considered and well planned. Trainers are knowledgeable about their subject and in coaching sessions inspire apprentices to learn and improve their skills. Coaching and assessment sessions in the very busy environments are most successful when the trainers manage the time well. However, in a few instances, sessions are less effective when apprentices waste time searching for documents, such as company booklets, or when the sessions are slow to start.
- Assessment practices are good. Trainers use a wide range of very effective and responsive methods to provide a good variety of evidence that includes voice recording and photographs. Apprentices and trainers value the electronic portfolios that are very effective in helping planning, monitoring learning and recording progress. However, not all trainers, apprentices and employers are as confident in using the electronic portfolio system as they could be.
- Trainers make good use of open and probing questions to engage the apprentices. Trainers use learning resources well in the vast majority of sessions to enliven learning. They include interactive resources such as matching cards and good use of ICT, for example online video clips. The webinars are very interesting and apprentices enjoy the group interaction. However, paper-based workbooks for the knowledge elements of the units are over used and do not stimulate learning as well as they could.
- Apprentices' initial assessment is thorough and effective in establishing skills levels and in identifying any support requirements. Trainers use the results well to plan an individual learning programme. They provide thorough and constructive oral feedback so that apprentices are clear about what they do well and what they need to do to improve. Written feedback is good; although, in a few instances, apprentices would benefit from more detail to refer back to.
- Trainers undertake frequent and thorough reviews so that apprentices are clear about their progress and what they need to do next. Apprentices benefit from the reviews because employers provide good feedback on their performance. Apprentices reflect very effectively on the impact of learning on their performance. Target setting is variable. For the majority, although not all apprentices, targets discussed include personal skills development and workplace training. However, the record of targets and actions does not always give enough detail.
- Trainers manage the functional skills needs of apprentices very well. Specialist tutors visit apprentices in the workplace to give effective additional support, and apprentices often request additional help to improve their confidence. Trainers' contextualisation of functional skills mathematics is often good; for example, the trainer used a graph to illustrate research undertaken on where best to open a new store, and working out perimeters for the Christmas displays. A level 3 apprentice improved their mathematics so that they can now complete the store's labour tracker sheet using percentages and cumulative figures to check costs and determine staffing levels for the week.

- Trainers integrate English very effectively, for example using speaking skills through the presentation of a coffee tasting session. In most cases, although not all, the correction of errors in grammar and spelling is good, so that apprentices can better produce documents such as notices in coffee shops.
- Apprentices receive excellent information, advice and guidance about their learning programmes and work-related issues. Trainers and workplace managers engage in frequent discussions with them about how they can progress in their work roles and on to further apprenticeship programmes.
- Apprentices have a very good understanding of their responsibilities at work and, as a result, they follow good safety practice for themselves and for their customers or passengers. They have a very clear understanding of equality and diversity issues, frequently discussed with their trainers and workplace managers. Topics discussed in sessions include anti-bullying and different religions to correspond with the store's Christmas campaign. An apprentice has learned some Arabic words to be able to communicate more effectively with customers. However, in a few instances, trainers do not always develop naturally-occurring discussions to reinforce understanding as well as they could.

### **The effectiveness of leadership and management**

**Outstanding**

- Exceptional leadership within Remit has given clear strategic direction and formed a highly effective and skilled management team. This has transformed the organisation and turned its performance round, with significant and demonstrable improvements for apprentices. The board offers particularly effective and knowledgeable governance and sets challenging targets for improvement throughout the organisation.
- Very good recruitment and staff training have developed the capacity of the organisation particularly well. Strong management, very effective systems and a very positive culture of putting the apprentice first offer an excellent platform for further improvement. High levels of expectation from leaders and managers have inspired staff, who are making a significant impact on raising apprentices' achievement.
- Remit has forged particularly good partnerships with a wide range of key industrial companies to benefit apprentices. For example, with a major international computer operating system company endorsing the Information Technology Academy, close working with an international coffee store chain in the management and customer service provision and key organisations in the motor industry. Senior managers work closely with national and local bodies to ensure the provision meets industry and government priorities very well.
- Managers have introduced well-planned and rigorous performance management, with a very effective staff development programme to improve teaching, learning and assessment. Lesson observations are of a high standard and result in effective action plans. Remit has recruited significant expertise to help staff improve their performance and become skilled and competent trainers. Managers tackle underperformance well, leading to significant improvements in teaching, learning and assessment, which are now consistently good.
- Operational management is particularly good. Remit manages its resources well. Learning resources are largely very good and the use of technology, for example electronic portfolios, is developing extremely well. Managers have a good understanding of those few areas where improvements are still required. Data management is very good and clearly presented. Managers and staff understand the data well and make very good use of it. Managers monitor all staff performance effectively against appropriate and challenging targets.
- Managers have developed an open and approachable management style which staff value highly. Communication is particularly good, with very effective meetings throughout the organisation. A wide range of very readable bulletins, flyers and electronic media informs and encourages quality. Managers also encourage staff to challenge decisions and contribute their own ideas.

- Remit manages its subcontractors very effectively resulting in improved apprentices' success rates. Contract arrangements are very thorough. A manager with good specialist expertise ensures both quality and compliance through close monitoring and by offering significant support, which subcontractors appreciate greatly. Colleges which supply theory training in the motor vehicle programmes also have rigorous performance monitoring against comprehensive service level agreements.
- Remit has worked hard and very successfully to ensure that the provision closely matches the needs of employers and apprentices. A strong drive to increase employers' engagement has resulted in a high level of their involvement and improved understanding of their apprentices' programmes. Specialist staff carefully place apprentices into the right programmes and support many into appropriate jobs.
- The arrangements to deliver English, mathematics and ICT are highly effective. Highly skilled staff provide excellent support, integrating these functional skills into programmes well, resulting in high pass rates. Remit offers very good and timely support for those with additional learning needs, resulting in high success rates. Staff listen carefully to apprentices' opinions and use these well to ensure provision best meets their needs.
- The self-assessment and quality improvement processes are very effective and inclusive. Managers make very good use of feedback from apprentices and employers and engage stakeholders fully. All managers and staff are fully involved in developing an accurate and evaluative report which leads to particularly effective quality development at both team and organisational level. The quality improvement plan closely reflects those areas for improvement identified by inspectors. Managers have implemented strong quality assurance systems, which demand high compliance. Internal quality assurance is very effective and well planned.
- Remit promotes equality and diversity very well, resulting in a learning environment where staff and apprentices do not tolerate bullying, discrimination and inappropriate behaviour. Managers carefully analyse achievement gaps between different groups of apprentices and take effective action to close them. Staff work hard and effectively to increase numbers from under represented groups, for example strongly promoting motor vehicle apprenticeships to females. Apprentices' understanding of equality and diversity is good.
- Arrangements for safeguarding are outstanding. Managers and staff promote safeguarding, including the safe use of the internet and social media, particularly well, at induction, through a range of informative bulletins and by trainers throughout the apprenticeship programme. This results in a high level of understanding. Apprentices feel very safe and specialists manage safeguarding concerns very effectively. Remit gives particular care to arrangements for young apprentices in residential accommodation.
- Managers underpin safeguarding by careful recruitment and robust safeguarding and safety practices. The safeguarding manager, in partnership with the local 'Prevent Team', is actively developing policies to identify and prevent the radicalisation of apprentices. Remit manages risk very well, with appropriate assessment and regular training, both for staff and apprentices who adopt good safe working practices.

## Record of Main Findings (RMF)

### Retail Motor Industry Training Limited

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>2</b>	-	-	-	-	-	2	-	-
Outcomes for learners	<b>2</b>	-	-	-	-	-	2	-	-
The quality of teaching, learning and assessment	<b>2</b>	-	-	-	-	-	2	-	-
The effectiveness of leadership and management	<b>1</b>	-	-	-	-	-	1	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Motor vehicle</b>	<b>2</b>
<b>Business management</b>	<b>2</b>
<b>Customer service</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	6483							
<b>Principal/CEO</b>	Sue Pittock							
<b>Date of previous inspection</b>	July 2013							
<b>Website address</b>	www.Remit.co.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	-	-	19	-	-	-	-
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	930	827	180	458	-	-		
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	-							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	-							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Starbucks Coffee Company (UK) Limited</li> <li>■ FirstGroup PLC</li> <li>■ Direct Learning (UK) Limited</li> <li>■ QTS-Global Ltd</li> <li>■ TOYOTA (G.B.) PLC</li> </ul>							

## Contextual information

Remit is a large national provider of government-funded training, with their head office based in Nottingham, recruitment centre in Mansfield and training centres in Derby and Leicester. Remit provides apprenticeships mostly in the motor vehicle and customer service sectors. They also have a smaller number of apprentices in health and social care and ICT. All company income is dependent on funding from the Skills Funding Agency.

## Information about this inspection

**Lead inspector**

Stephen Hunsley HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Quality Director 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 relevant 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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