

Be A Better You Training Limited

Independent learning provider

Inspection dates

12–14 March 2019

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	Adult learning programmes	Inadequate
Quality of teaching, learning and assessment	Inadequate		
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is an inadequate provider

- Arrangements for safeguarding learners are ineffective.
- Managers have designed a curriculum that does not meet the needs of learners and, as a result, learners do not develop the skills, knowledge and understanding that they require for their next steps.
- Quality assurance processes are insufficient to secure improvements in provision.
- Leaders have not made appropriate arrangements for governance, and leaders and managers have not had impartial support or challenge to be effective in their roles.
- Too few learners achieve their qualifications within the expected timescales.
- Teachers do not use information about what learners already know and can do to plan learning that enables them to make good progress.
- Tutors' assessment of learners' work lacks rigour and too many staff accept substandard work.
- Tutors do not develop learners' English and mathematical skills well enough.
- Learners on personal training programmes receive insufficient careers guidance and support to enable them to apply confidently for jobs, or to achieve their career goals.

The provider has the following strengths

- Learners enjoy their programmes and are motivated to learn. They develop effective team-working skills and are respectful of each other.
- Learners taking personal training qualifications develop their oral communication skills well.

Full report

Information about the provider

- Be a Better You Training Limited was established 10 years ago. Initially, it provided training programmes in fitness and personal training in the Tower Hamlets area of London. In the last year, it has also begun to offer courses in business and in health and social care in Manchester. All of the provision considered during the inspection is at level 3 and receives its funding through advanced learner loans. The provider teaches programmes through a combination of face-to-face and distance learning models.

What does the provider need to do to improve further?

- Urgently review the implementation of existing procedures for checking the suitability of staff to work with learners. Where incomplete, undertake the required pre-employment checks for existing staff.
- Urgently complete a 'Prevent' duty risk assessment to determine how the dangers of radicalisation and extremism may affect learners. If such risks exist, draw up and implement an action plan to mitigate them.
- Develop a strategy to support staff to incorporate safeguarding themes, including those related to radicalisation and extremism, within teaching, learning and assessment.
- Review the design of programmes to ensure that they:
 - cover the whole range of skills, knowledge and understanding that learners need in order to secure employment or to prepare for further study
 - allow sufficient time for learners to develop, practise and consolidate their learning
 - enable learners to complete their studies within appropriate timescales.
- Strengthen quality assurance and improvement processes so that they focus effectively on teaching, learning and assessment, and provide the means to improve them.
- Carefully consider introducing external and unbiased board members who can support and challenge managers effectively.
- Train and support tutors so that they understand why and how they should use information about learners' existing knowledge and skills, including those in English and mathematics, to adjust their lessons to promote better progress.
- Review the quality of assessed work and identify those staff who do not assess rigorously enough, and support them to improve their practice.
- Develop a programme of careers guidance and employability skills training that provides learners with the information they need to plan their next steps and gain the skills they need to take them.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers have not planned programmes effectively. Learners often complete their programmes over very short timescales. This makes it very difficult for them to develop the necessary skills, knowledge and understanding to progress into employment or further learning. Staff do not systematically seek the views of local employers or other stakeholders to help ensure that courses include all the required elements that learners need. This results, for example, in learners finding themselves unable to secure employment following completion of their programmes, because they have gaps in their expertise and knowledge.
- Managers do not do enough to translate their high expectations of learners into goals that they communicate clearly to their staff. Although managers provide staff with objectives and targets, these are too general to help staff make the required improvements. Targets very seldom focus on improvements in the quality of teaching, learning and assessment. Managers do not review rigorously the progress staff make towards achieving their targets and, as a result, the quality of provision is poor.
- Managers have implemented only very basic quality assurance processes, and these do not lead to improvements in teaching, learning and assessment. The standard of learners' work is often very poor. Although managers occasionally identify this, their actions to remedy it are ineffective. Managers conduct lesson observations, but records of these include only superficial judgements. Managers do not identify clearly the strengths and areas for improvement. Action plans to address the weaknesses they do identify are ineffective.
- The weak quality assurance processes mean that managers do not have a clear understanding of the strengths and weaknesses of their provision. As a result, the self-assessment report is far too positive, and it fails to identify most of the areas for improvement. Because of this, the corresponding development plan is of insufficient usefulness. Many actions in the plan rely on a flawed understanding of the areas for improvement, and others do not have clear or measurable outcomes.
- Leaders and managers have not established a clear and credible policy for helping learners to develop their English and mathematical skills. A high proportion of learners have significant difficulties with their use of English, but managers have not developed a strategy to help them to improve. The only action they have taken is to stop learners who have particularly weak skills in these subjects studying via distance learning. Much of learners' work is very poorly written, but tutors do not offer guidance to help them to improve. Several tutors also write very poorly and are unable to provide the required support to learners.
- Leaders and managers do not track the progress of learners well enough and do not intervene sufficiently when learners fall behind in their work. This contributes to the very low proportion of learners who achieve their qualifications by the agreed end date. Although managers keep records of the completion of programme modules by distance learning students, this is insufficient to enable them to identify those learners who are struggling.

- Leaders and managers have not acted to secure effective careers guidance for learners. As a result, many learners who take programmes in fitness and personal training are unclear about their prospects, or what they need to do to improve them.
- Managers have not been successful in finding out what happens to a large proportion of learners who complete personal training programmes. They are unaware of the effectiveness of programmes in helping learners to secure employment in the fitness industry. Many learners experience significant difficulties in this regard. As a result, managers are unable to refine or develop the curriculum to support learners better.
- Managers do not take active measures to ensure that staff help learners to prepare for life and work in modern Britain. They have not developed a strategy to promote equality and diversity. They do not help staff to include these themes, and those related to British values, within lessons. However, managers have developed an appropriate policy that makes the values of the organisation clear.
- Freelance teachers teach much of the provision. In turn, they may delegate this work to others. Managers failed to recognise that these arrangements are subcontracts and secondary subcontracts. The funding rules prohibit such arrangements. Managers have not established any processes for managing subcontracts effectively.

The governance of the provider

- Leaders have not made any arrangements for governance and therefore do not have any impartial support, challenge or oversight of their work.

Safeguarding

- The arrangements for safeguarding are not effective.
- Managers do not follow their own procedures for selecting and vetting staff. For example, they do not systematically obtain references, carry out Disclosure and Barring Service (DBS) checks, check right-to-work documentation, examine professional qualifications or, in a few cases, even check the identity of employees. Their own policies require all these checks.
- Managers have not conducted a risk assessment, as required under the 'Prevent' duty. As a result, they do not have a clear idea of whether their learners may be at risk of radicalisation or extremism, and they have not planned any actions to mitigate risks. Although managers have a health and safety policy and undertake risk assessments of the venues in which training takes place, they do not complete them to a high standard. When they identify risks, managers do not plan how to mitigate them.
- Staff do not give learners, many of whom aspire to work in gyms, adequate information about the risks they, or others, may face, especially with regard to radicalisation and extremism.

Quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment do not enable learners to develop the depth of knowledge or practical expertise they need to achieve their qualifications, within the short

time they are on programmes. In too many lessons, learners have to rush through theoretical subjects, without spending the time needed to deepen and consolidate their understanding.

- Tutors do not take enough account of what learners already know and can do, to plan learning that meets their individual needs. They do not plan to provide extra time and support for those learners who need it, or to challenge those who could achieve higher grades. As a result, too many learners gain low grades or do not achieve within the planned timescales.
- In lessons, tutors do not ensure that learners understand topics to the depth required. For example, their use of questioning does not ensure that learners fully understand the topic under discussion, or stretch them to develop their understanding. This contributes to business learners achieving only pass grades, despite higher grades being available. Because the teaching of personal training programmes takes place over a very short period of time, learners lack opportunities to develop and refine their understanding.
- Tutors do not assess well enough the extent to which learners develop their vocational skills and knowledge. They do not provide feedback that is precise and specific enough to help learners to improve. Learners' individual plans and targets focus exclusively on the achievement of qualifications. They do not help learners to understand how they can improve specific aspects of their skills and understanding. Learners on distance learning programmes experience long gaps between assessment and feedback, and this slows their progress. They often wait too long for telephone support from distance learning tutors.
- Tutors do not mark learners' work with enough rigour. In too many cases, they fail to identify errors or omissions in work. They accept and pass work from personal training learners that reveals clear gaps in learners' knowledge. They often wrongly praise the weak responses of health and social care learners. In business, tutors accept work that is so poorly written it is at times incomprehensible. Tutors' feedback to business learners is often poorly written.
- In too many cases, tutors do not provide learners with the extra help they need to achieve their learning goals by their target dates. Learners on personal training courses take breaks in learning, rather than receiving the specialist support they need to make progress. Many learners, particularly those on distance learning programmes, are behind schedule.
- Staff do not use information about learners' existing skills in English and mathematics to ensure they have the capacity to succeed on their programmes. Too many learners leave their training because of their inability to cope. Tutors do not give learners the support they need to develop their written English, including their use of specialist vocabulary. Consequently, learners do not develop their skills to the standard required for their qualifications, or to become effective employees. This results in, for example, personal training learners writing fitness plans for clients that are unclear, and include many spelling, punctuation and grammatical errors. Business learners frequently repeat the same errors.
- Most learners enjoy the training they receive and speak positively about their experiences. Learners on personal training courses appreciate their tutors' good vocational knowledge that provides them with realistic insights into the world of fitness and personal training.

- Learners on personal training programmes benefit from interactive lessons that take place in high-quality gyms. Teachers use an engaging range of methods to develop learners' understanding. For example, learners identify accurately the main muscles of the body, and consider the differences between voluntary and involuntary muscles. Personal training learners, who study via distance learning, benefit from effective videos that demonstrate practical skills well.

Personal development, behaviour and welfare

Requires improvement

- Many learners lack the confidence in their skills and knowledge that they need to move on to further study or employment. Personal training learners and health and social care learners are often not secure in their knowledge and skills, and their confidence wanes.
- Staff do not do enough to prepare personal training learners for work in the fitness industry. They do not discuss learners' future steps or how to make progress in their careers. Because courses are too short, tutors lack the time to develop learners' knowledge and skills beyond the narrow requirements of their qualifications. For example, learners are not aware that they require personal liability insurance to operate in a commercial gym. This lack of wider knowledge places learners at a disadvantage when seeking work. This is despite the efforts of tutors to use their contacts to provide learners with introductions to employers.
- Tutors do not include themes related to life in modern Britain, such as equality, diversity and British values, in their lessons. As a result, learners do not develop their understanding of these important topics.
- Managers do not have a clear picture of the attendance of learners. They do not have clear processes to support them to attend. Attendance is low in business lessons. However, personal training learners understand that the intensive nature of the programme means that their attendance is particularly important. Consequently, their attendance at personal training lessons is high.
- Learners have only a limited awareness of the risks associated with radicalisation and extremism. In too many cases, they do not have the opportunity to discuss how these themes may be relevant to their professional or personal lives. For example, learners working in gyms in high-risk geographical areas have insufficient awareness of how to recognise the signs of radicalisation.
- Learners develop effective working relationships with their peers and tutors. They collaborate successfully and develop their interpersonal and oral communication skills well. For example, personal training learners develop their communication skills by role playing the trainer–client relationship during practical sessions. Health and social care learners enjoy developing their communication skills. They feel respected and valued by their colleagues and employers.
- Learners' behaviour and conduct in lessons are very good. Learners are mature and motivated to learn. They apply themselves fully to tasks and participate in pair and group activities well. For example, in a personal training session, learners worked together to explore barriers to physical health.

Outcomes for learners

Inadequate

- At the time of the inspection, 103 learners were on programmes. Of these, 84 studied personal training programmes, of whom 29 attended face-to-face lessons and 55 participated in distance learning programmes. The remaining 19 learners studied business and management programmes in a classroom setting. During the current academic year, 16 learners have undertaken health and social care programmes, although none was studying at the time of the inspection.
- Programmes for many learners are too short for them to develop the necessary skills, knowledge and understanding they need to make progress in their chosen occupation. Too many health and social care learners find the pace of learning too fast, and consequently they leave their programmes.
- Few learners complete their qualifications within the expected timescales. The short duration of courses is a factor in this, but many learners on personal training courses are more than a year past their expected end date. Staff do not do enough to ensure these learners return to, and progress in, their learning. Most learners eventually achieve their qualifications, although the precise proportion is difficult to judge, because managers do not have an accurate picture of the number who leave.
- The quality of learners' written work often barely meets the requirements of programmes. In several cases, it does not meet these requirements, but weak assessment practices mean that tutors accept the work as being good enough. Consequently, learners achieve qualifications without demonstrating their knowledge or expertise adequately.
- Learners are poorly equipped for their next steps. The knowledge and skills personal training learners gain are often not sufficient to equip them for employment in the fitness industry. Most business learners progress to further study, often following higher education programmes.
- Managers are not clear about what happens to the majority of personal training learners when they finish their programmes. Many find it very difficult to secure employment, because they lack fundamental skills. Managers are not aware of this.

Provider details

Unique reference number	1237219
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	110
CEO	Simon Bubb
Telephone number	020 7183 8882
Website	www.beabetteryoucourses.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	103	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the administration team leader, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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Ralph Brompton	Ofsted Inspector
Christina Christou	Ofsted Inspector

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