

Back 2 Work Complete Training Limited

Monitoring visit report

Unique reference number: 1270878

Name of lead inspector: Ken Fisher, Ofsted Inspector

Inspection dates: 24–25 April 2019

Type of provider: Independent learning provider

Address: Building 4
Universal Square
Devonshire Street North
Manchester
M12 6JH



Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Back 2 Work Complete Training Limited (B2W) was established in 2011. B2W received a contract to offer directly delivered apprenticeships and adult-learning courses in November 2017. At the time of the monitoring visit, there were 83 apprentices. Of these, 71 were enrolled on the digital marketer standard at level 3. Eleven apprentices at level 2 and one apprentice at level 3 were enrolled on business administration frameworks. Eleven adult learners were on a two-week pre-employment course.

Themes

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

Reasonable progress

Leaders and managers ensure that apprenticeship programmes are planned appropriately to meet the principles and requirements of an apprenticeship. Their curriculum planning and implementation have improved considerably since January 2019. They have made a carefully considered and rational decision to discontinue to offer business administration apprenticeships and to specialise in digital marketing apprenticeships to satisfy employers' requirements.

Leaders' and managers' process for recruiting apprentices is thorough. Apprentices receive relevant information about the apprenticeship that includes its industrial relevance, what they will learn and the importance of end-point assessment. Consequently, most apprentices stay on the programme and complete it. Apprentices and their employers benefit greatly from the apprenticeship programme.

Leaders and managers develop good working relationships with a wide range of employers. They select employers diligently. Managers check thoroughly that employers can provide relevant on-the-job training and experience for apprentices to enable them to achieve the digital marketer standard. They also check carefully that

employers are committed to allowing apprentices time away from the job for off-the-job training.

Leaders and managers ensure that apprentices develop substantial new vocational knowledge, skills, behaviours and understanding. They monitor systematically apprentices' off-the-job entitlement and take swift and effective action to rectify any shortfall. Digital marketer apprentices' proficiency has increased significantly because they now complete the knowledge modules early in the programme. They apply the knowledge, such as digital marketing business principles, very effectively in the workplace.

Leaders receive regular reports about apprentices' progress. Consequently, their oversight of the progress that digital marketer and business administration apprentices make is good. They ensure that effective actions are implemented to support apprentices who make slow progress. As a result, the number of apprentices who do not make the expected progress has reduced considerably. Almost all apprentices are on track to complete by their planned end date.

As leaders are aware, governance arrangements are weak. They acknowledge correctly that there is insufficient external oversight of key aspects of provision. However, leaders and managers benefit considerably from the external support and challenge visits they receive periodically.

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

Apprentices receive an effective induction that prepares them appropriately for their apprenticeship programme. They enjoy the apprenticeship and benefit considerably from on- and off-the-job training. For example, they learn how to market businesses online and how to reach customers through social media campaigns.

Apprentices make a good contribution in their workplace. For example, digital-marketer apprentices learn how to design web pages and add tables, forms and video images to them, and how to create hyperlinks. They use a range of software packages to advertise products online. Business administration apprentices greet callers, process documents and make travel arrangements proficiently.

Managers make effective arrangements for the small number of apprentices who do not have functional skills English and/or mathematics qualifications at level 2 to obtain them within 90 days of joining the programme. Skills coaches develop routinely apprentices' English and mathematical knowledge and skills to meet industry-specific requirements. For example, they learn how to replicate an organisation's 'tone of voice' in online marketing information, improve their copywriting skills and make effective use of search-engine analytics. However, in off-

the-job training, trainers do not check sufficiently apprentices' ability to spell industry-relevant words.

Managers and skills coaches track and discuss apprentices' progress weekly. They monitor closely and risk-assess accurately apprentices' performance in all aspects of their programme. When apprentices do not make the expected progress, action is taken immediately to help them to catch up. Employers receive weekly informative updates about apprentices' progress. For a very small minority of apprentices in the South Yorkshire region, the change of skills coaches has slowed their learning and progress.

Apprentices have a good understanding of their end-point assessment requirements. They attend focused and helpful preparation sessions where, for example, they practise video, telephone and face-to-face interviews. Apprentices agree an aspirational grade at the start of their apprenticeship, which skills coaches review periodically to provide apprentices with motivation and challenge.

Feedback to apprentices on the digital marketer standards is developmental and constructive. Skills coaches provide feedback sensitively according to individual apprentices' needs. For example, apprentices with dyslexia often benefit from oral feedback. However, a minority of business administration apprentices do not achieve at the level of which they are capable because the feedback they receive is less detailed and not so helpful.

Managers and skills coaches do not make full use of the information from apprentices' skills scans to plan and implement individualised learning. Not all apprentices are clear about their targets. In a small minority of cases, coaches do not set sufficiently challenging targets. Consequently, not all apprentices work speedily and to their full potential. Managers introduced new processes recently to rectify these weaknesses, but it is too soon to judge their impact.

Leaders and managers observe teaching, learning and assessment systematically. They identify trainers' and skills coaches' underperformance reliably and through action planning and support help them to eradicate it as quickly as possible. However, leaders and managers do not ask trainers and skills coaches to evaluate the quality and effectiveness of their own work.

What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals? Reasonable progress

Leaders and managers make good use of labour-market information to identify local, regional and national employment trends. As a result, they currently offer courses in warehousing and storage principles in response to employment opportunities. They

have discontinued security-industry training justifiably because of the shortage of suitable job vacancies and low entry into employment.

Leaders and managers have developed good working relationships with a wide range of employers and Jobcentre Plus staff. They are highly responsive to employers' needs and deliver training in various locations in England. Additionally, when requested, they tailor the warehousing training specifically to meet employers' needs. However, they do not use a warehousing context routinely when teaching and devising learning activities.

Staff discuss the course with applicants and assess their commitment before they enrol. Employers appreciate this particularly because it makes a good contribution to their recruitment process. As leaders and managers are aware, they need to advertise their courses appropriately to attract more female applicants and to challenge gender stereotyping so far as warehousing work is concerned.

Trainers provide good opportunities for adult learners to develop their personal, social and vocational knowledge and skills through classroom-based learning. Most learners enjoy their training and are motivated to complete it successfully. Learners who complete the courses are usually guaranteed a job interview. Leaders and managers agree that entry to employment is good in warehousing.

Learners' achievement of the pre-employment qualification is high. However, trainers do not match routinely learning activities to individual learners' abilities and aptitudes. Consequently, not all learners work at their full potential. These learners could achieve at a higher level.

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

Leaders and managers give a high priority to safeguarding apprentices and learners. They have a comprehensive range of safeguarding and safeguarding-related policies and procedures. Leaders and managers update these regularly and apply them appropriately.

The designated safeguarding lead (DSL) and the two deputy DSLs are trained and qualified appropriately. All members of staff receive safeguarding training annually. Leaders and managers follow safe recruitment practices and ensure that applicants are suitable to work with apprentices and learners. The DSL liaises regularly with employers to keep them up to date with developments in safeguarding. Apprentices and learners feel safe and are safe.

Most apprentices and learners know to whom they should report safeguarding and safeguarding-related concerns. Their concerns are followed up speedily and efficiently. The DSL maintains detailed and accurate records until cases are

concluded satisfactorily. Apprentices are referred to suitable external agencies, for example those dealing with abuse, when the need arises.

Apprentices and learners have a basic knowledge and understanding of safeguarding and the 'Prevent' duty. However, their knowledge and understanding of these topics are not extended and reinforced systematically.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019