

Train 4 Limited

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits to providers that are newly directly funded to deliver adult learning provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Train 4 Limited (Train 4) started to deliver its adult learning in November 2017. It offers a qualification in construction at level 1. The programme allows learners to achieve the appropriate certification for work on construction sites. In addition, Train 4 provides a level 2 qualification in door supervision. The programme includes the opportunity for learners to gain the relevant licence needed to work in the private security sector. Five learners were in training at the time of this monitoring visit.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? Reasonable progress

Senior leaders have a clear vision of how their training programmes can help unemployed adults to return to the labour market. They have been careful to offer training designed to resolve identified skills shortages in Lincolnshire and the surrounding counties. Leaders and managers ensure that courses contribute effectively to the attainment of local enterprise partnership priorities. For example, Train 4 courses address venue security skills shortages in the tourism sector.

Leaders and managers have successfully used their experience of delivering training for the London Olympics to offer good-quality programmes that support employment in the security sector. In addition, Train 4 delivers construction programmes that effectively meet sector needs. For example, the curriculum allows learners to achieve the accreditations employers require for them to carry out security duties when based on building sites.

Good curriculum design ensures that learners develop essential digital and customer service skills during their first two weeks of study. This effectively supports learners' vocational skills and knowledge development in the third and final programme week. Consequently, learners are well equipped to apply for employment in their chosen careers.

Leaders and managers use very productive partnership working for learner referral purposes. Collaborative links with Jobcentre Plus, recruitment agencies and community groups are particularly good. Leaders and managers work closely with partners to ensure that learners are on the correct course and quickly commence their training. They provide appropriate financial support where barriers to learners' participation exist, such as the cost of travel to attend examination resits.

Leaders and managers use comprehensive quality assurance processes to improve the provision. Evaluation of taught sessions by direct observation effectively raises the quality of teaching, learning and assessment. Self-assessment of the programmes' quality includes the use of an appropriate range and variety of data and stakeholders' views. The associated report contains most of the strengths and weaknesses found during this monitoring visit. Managers usually use the quality improvement plan well to enhance the standard of training. As a result, learners with learning difficulties and disabilities achieve their learning goals at the same high rate as other groups. However, managers' actions to increase the progress of a small number of door supervision learners have been slow to have the planned impact.

Leaders and managers have implemented adequate arrangements to monitor the destinations of learners who complete their programme. Of the learners who have been successfully contacted, an acceptable proportion have achieved employment. However, the follow-up process does not collect sufficiently detailed information on the type of employment, such as whether it is full-time or part-time.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress

Learners receive high-quality advice and guidance during the open day they attend before starting their course. This helps learners to develop informed and realistic decisions about their future career options. Tutors make good use of information about learners' previous education and work experience to enrol them on programmes that meet their needs and aspirations.

Learners complete a suitable assessment of their English and mathematical skills development needs prior to starting their studies. Tutors promote the improvement of learners' English skills well. For example, learners become confident in writing a curriculum vitae and letters for job applications. They can accurately use the specialist language of the security and construction industries. All learners on construction skills courses make good progress in developing their mathematical skills. They learn quickly to apply basic mathematical calculations to solve practical construction tasks found in the workplace. However, little development of mathematical skills is evident for learners following the door supervisor programme.

Tutors know their learners well. They understand the wide range of diverse needs and challenges that unemployed adults bring with them when they begin their studies. Tutors provide good support so that learners acquire rapidly the self-confidence to apply for employment on completing their programme.

Tutors effectively check learners' digital skills development needs and plan personalised tasks to help them to improve. Learners receive good-quality training to help them to develop further. They achieve a good standard of competence from what are typically low starting points. Learners enthusiastically comment on the significant value they gain from developing their computing skills. For example, their learning gives them the confidence to search and apply for job vacancies advertised online.

Tutors are well qualified and have up-to-date knowledge and skills within the vocational areas they teach. Tutors plan learning well. They use a wide range of accessible teaching and learning resources to engage and motivate learners. As a result, most learners make good progress and enjoy their learning.

Learners' progress is routinely reviewed by tutors during and at the end of the three-week programme. Learners' achievements since starting the programme are accurately recorded in appropriate detail. This ensures that learners have a sound appreciation of what they have gained from programme attendance and how they need to improve. Tutors appropriately identify learners who are making slow progress. They ensure that learners receive prompt support to help them to attain their learning goals.

Not all tutors set learners targets that are always sufficiently specific or helpful in promoting rapid improvements. Tutors rarely adapt individual learning plans to reflect learners' barriers to learning where there have been changes in their circumstances.

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

The designated safeguarding officer (DSO) has a good oversight and detailed understanding of how to keep learners safe. Appropriately detailed records of concerns raised by staff and learners are kept. These are regularly reviewed by the DSO, who ensures that all cases lead to successful resolution.

Staff in regular contact with learners undergo appropriate checks to ensure their suitability to work with adults. Managers maintain fitting records of staff training and provide pertinent update training to enhance their professional practice.

The DSO uses a good range of links with the local safeguarding board and specialist agencies to protect learners. Senior managers have an appropriate awareness of

safeguarding threats specific to the geographical area they serve. They exploit this suitably to review and strengthen safeguarding arrangements.

Learners feel safe. Those on the security programmes have a good awareness of how to protect themselves from the dangers posed by extremism and radicalisation. This is less well developed for learners studying construction programmes. All learners have at least an adequate knowledge of how to stay safe when using social media and online resources.

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