

Premier Training International 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.

Premier Training International Limited (PTI) provides adult learning programmes for learners wanting to gain, or sustain, employment in the fitness sector. It started delivering directly funded provision in November 2017 and offers a level 2 certificate in fitness instructing. It also provides a full-cost level 3 diploma in personal training, which was not in scope for this inspection. Most learners enrol on both qualifications as a full programme. Approximately 350 learners were in learning at the time of inspection.

Themes

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

Leaders have failed to establish effective adult learning programmes that meet learners' training and qualification needs. Leaders do not ensure that staff plan learning appropriately. Staff do not capture learners' initial starting points sufficiently well, and tutors have insufficient information to provide high-quality learning.

Leaders have failed to take swift and effective action to deal with the slow progress made by learners. Most learners have not completed their level 2 programme in the time planned. Managers' actions related to improving learners' progress, for example by increasing the amount of time staff have with learners, are relatively recent and have not yet had an impact. As a result, too many current learners are unable to move to the level 3 programme.

Leaders' quality improvement actions are ineffective. Leaders do not have a clear understanding of the strengths and weaknesses of the provision or identify reasons for learners' poor progress in their most recent self-assessment report. The resulting quality improvement plan is weak. For example, leaders do not identify target dates or measurable success criteria for their intended actions, or state who is responsible.

Leaders have responded effectively to the increased demand for suitably qualified fitness personnel who can provide a range of fitness, health and well-being services. The programme offered is flexible and allows learners to fit their studies around their work and social lives.

Leaders develop partnerships with potential employers to help learners move into employment. They work with a range of companies that run gymnasiums and offer fitness services. Because of these links, those learners who have completed their training programme are now working in the fitness sector.

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? Insufficient progress

Learners' attendance is often low for the webinars, a key element of their programme. As a result, tutors cannot assess learners' progress or provide feedback to them about their understanding of the subject. While learners can access recordings of learning if they do not attend a live session, they do not benefit from the individual coaching that would improve their knowledge and understanding.

Teaching, learning and assessment are weak. Tutors do not adapt the learning appropriately to meet the individual needs, aspirations and motivations of learners. Tutors are insufficiently skilled in adapting their teaching methods to help learners overcome the challenges they face in returning to studying and learning.

Leaders have failed to establish an adequate process for monitoring and recording the progress of learners. They do not hold managers and tutors to account for the development of learners' knowledge. Leaders make insufficient use of data to identify those learners who are falling behind in their studies, and systems to monitor and record learners' progress are weak.

Staff do not ensure that learners are prepared effectively to take external examinations and practical assessments. Too few learners attempt examinations at the end of their planned time in learning, and too many learners do not get sufficient support to arrange for their practical assessments. However, of those learners who have taken one or more examinations, most have passed first time.

How much progress have leaders and managers made in ensuring that effective safeguarding Reasonable progress

arrangements are in place?

Leaders meet their obligations for safeguarding adult learners. The two designated safeguarding officers have received detailed training. Other staff receive appropriate training. Leaders ensure that staff training is regularly updated.

Leaders have ensured that all staff have undergone Disclosure and Barring Service (DBS) checks. Managers keep detailed records of these checks and the training undertaken by staff. Staff at all levels know and understand what action to take should a learner disclose any concerns.

Learners complete training in safeguarding, including guidance covered by the 'Prevent' duty, at the start of their programmes. Staff ensure that this training is put into the context of learners working in the fitness sector. Learners have an appropriate knowledge of how to keep themselves and their clients safe.

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