

North Humberside Motor Trades Group Training Association

Monitoring visit report

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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.

North Humberside Motor Trades Group Training Association (the GTA) is a registered charity based in Hull. It started to deliver apprenticeships for levy-paying employers in September 2017. Currently, five apprentices are working towards frameworks at level 3 in vehicle maintenance and repair on the heavy vehicle pathway. A further 16 apprentices are on vehicle maintenance and repair standards programmes on heavy and light vehicle pathways. Apprentices are employed by motor trade companies in Hull and the surrounding areas, including Bridlington, Grimsby, Scunthorpe and Beverley.

In addition to its direct contract to deliver programmes for levy-paying employers, the GTA delivers motor vehicle apprenticeships and study programmes as a subcontractor. It also provides programmes for pupils who attend two local schools. These programmes are not included in the scope of this monitoring visit.

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 programmes meet the principles of apprenticeships. They create detailed delivery plans that set out clearly what each programme should cover and how it will be delivered. Apprentices attend off-the-job training at the GTA's academy one day each week. They also attend functional skills sessions in English, mathematics and information and communication technology if they do not already hold qualifications in these subjects.

Leaders and managers allocate good resources to the programmes. The training academy is well equipped for theoretical and practical learning. Good practical resources include three commercial vehicles on which apprentices taking the heavy vehicle pathway work. Tutors maintain and develop their vocational expertise by

attending training courses on topics such as hybrid and electric vehicles. They also go back to work in the industry for five days each year.

Staff ensure that employers are closely involved in the programmes. Employers provide high-quality training which ensures that apprentices acquire substantial new knowledge and skills. They ensure that apprentices have timely opportunities to practise their skills and carry out tasks in the workplace. Employers expect that, on completion of their programmes, apprentices will remain as permanent employees.

Leaders and managers have ensured that arrangements for the end-point assessments are in place. Employers, apprentices and staff are clear about the processes, timescales and criteria for success.

Leaders and managers use a range of information sources, including tracking sheets, an electronic portfolio and progress charts, to gain a sufficient oversight of apprentices' progress towards completing their programme. They monitor completion of off-the-job learning very closely to ensure that apprentices meet or exceed requirements. Staff ensure that employers are aware of the progress that their apprentices are making.

Leaders and managers are right to recognise that the progress review process and records used by staff until recently are not fully suited to the standards-based programmes. They are introducing a new process that will provide a more comprehensive summary of apprentices' progress in developing new knowledge, skills and behaviours.

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

Leaders and managers work closely with employers to recruit apprentices who are capable of meeting their high expectations and are well suited to their roles. Apprentices quickly gain good commercial experience and become valued members of their employers' workforces. Almost all apprentices have been retained on their programmes.

Staff use their vocational knowledge and expertise very effectively to help apprentices learn. As a result, apprentices use technical language proficiently and confidently demonstrate the new skills that they have developed, such as fabrication techniques and working with computerised diagnostic equipment. Apprentices develop and use their mathematical skills through activities such as voltage testing and measuring liquids.

Employers are fully committed to supporting apprentices' development, and they ensure that apprentices have sufficient off-the-job training to complete their studies.

Apprentices benefit from taking additional qualifications such as forklift truck driving, first aid and driver assist systems, which enhance their skills.

Managers evaluate the quality of teaching, learning and assessment effectively through observations of training. They have carried out accurate self-assessment and are implementing a quality improvement plan that addresses weaknesses in the provision swiftly.

Staff do not use the information that they gather about apprentices' starting points well enough to plan individual learning programmes that challenge all apprentices. They do not have high enough expectations of the most able apprentices, who do not progress as quickly as they should.

Tutors' feedback to apprentices on their work focuses mainly on whether they meet the assessment criteria. It does not help them to improve their work, including their English and mathematical skills.

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

Leaders and managers ensure that apprentices are safe, both in the training academy and at work. They promote health and safety very effectively and ensure that apprentices know how to apply this knowledge in their workplaces.

Staff and the vast majority of apprentices know how, and with whom, to raise a concern at the training centre and in their workplaces. Staff reinforce these arrangements with apprentices during progress reviews. They log safeguarding concerns and deal with them appropriately. Managers have established links with local specialist support agencies to whom they can refer concerns, should the need arise.

Leaders and managers have taken effective steps to ensure that the academy provides a safe learning environment for all. They have created separate learning and rest areas for adults and young people and have installed closed-circuit television cameras in training rooms. Managers follow safe recruitment practices and carry out suitable pre-employment checks on all new staff.

Leaders and managers have completed a 'Prevent' duty risk assessment and action plan. However, they have not reviewed and updated them, as intended, to reflect the current risks in the area, such as county lines.

Apprentices complete appropriate training modules on safeguarding and British values as part of their induction programme. While staff check apprentices' understanding during progress review meetings, most apprentices have only a superficial knowledge of the dangers of radicalisation and extremism.

Leaders and managers have not ensured that staff, including executive committee members, have received training to update them on safeguarding and the 'Prevent' duty. However, managers circulate relevant information to staff on safeguarding topics, such as the counter-terrorism local profile, which highlights the threats and vulnerabilities within the locality.

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