

# R S Fleet Installations Ltd

Monitoring visit report

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**Unique reference number:** 1278622

**Name of lead inspector:** Harmesh Manghra, Her Majesty's Inspector

**Inspection dates:** 5–6 June 2019

**Type of provider:** Employer

**Address:** 1–3 Roman Way  
Coleshill  
Birmingham  
West Midlands  
B46 1HG



## 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 ESFA 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.

R S Fleet Installations Ltd installs black-box telematics systems in customers' cars in the UK and Europe. After securing a publicly funded contract in September 2017, the company began to deliver levy-funded apprenticeships. All apprentices enrol on auto-electrical and mobile-electrical apprenticeship frameworks at level 3. Apprentices work all over the country. At the time of the monitoring visit, 21 apprentices were in learning. Of these, 14 were from the first cohort, which started in 2017, and seven were from the second cohort, which began in 2018. The company employs over 300 engineering staff. Apprentices attend a training day at the academy every four weeks and 24 mentors support apprentices with on-the-job training in the field.

### Themes

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

#### **Significant progress**

The directors have a very clear vision and strategy. As the largest provider of telematics, the directors are acutely aware of the shortage of engineers in this specialism. Their previous experience of delivering apprenticeships to their employees under a subcontracting arrangement was unsatisfactory. As a result, the directors decided to manage the programme themselves. They plan the programme diligently to develop a highly skilled and professional workforce.

The directors have made a substantial investment in the training of apprentices by employing three highly qualified and experienced staff to run the programme. They place an exceptionally strong emphasis on designing and delivering theory and practical training seamlessly. A team of 24 well-qualified, highly trained and experienced engineers mentor the apprentices until they are fully competent to work independently. The directors and managers demonstrate an excellent capacity to improve the provision further.

Leaders ensure that the training programme meets the principles and requirements of the funding agency and the professional organisation for apprenticeships in England. For

example, mentors provide exceptionally high-quality training to the apprentices, well in excess of the minimum requirement of 20% during working hours.

Leaders and managers are very thoughtful in their approach to the selection and recruitment of apprentices. They recruit apprentices to the programme after screening applicants thoroughly against well-defined criteria that include a positive attitude to personal welfare, work and learning; team working; exceptional customer service and problem solving.

Leaders and managers require high standards of training for their apprentices. They add additional qualifications to the apprenticeship programme to ensure that apprentices acquire the knowledge, skills and understanding to meet the developing needs of the business.

The chief executive officer and the directors have an excellent knowledge of the provision. In their role as governors, they seek detailed monthly reports that give them a clear grasp of apprentices' training, progress and progression. They are relentless in their pursuit of excellence and challenge managers to improve the quality of learning on an ongoing basis.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?      Significant progress**

Trainers identify accurately the starting points of all apprentices and provide each apprentice with a bespoke programme of learning to meet their individual needs. The most able apprentices undertake complex and demanding tasks such as equipping a fleet of police patrol cars.

Trainers' planning of learning is excellent. They work exceptionally well with mentors to plan, structure, implement and evaluate the programme so that apprentices gain a solid foundation of knowledge and understanding. Well-trained mentors support apprentices to develop electrical-engineering skills rapidly.

Apprentices develop swiftly a good knowledge of the theory of auto-electrics and the products they use. They also gain skills to fit black boxes and dashboard cams to high standards. This helps the employer to grow their business. Apprentices learn to manage their time and work with good levels of autonomy and independence. They enjoy learning and complete all aspects of the apprenticeship within the planned timescale. Their motivation and confidence levels grow swiftly.

Apprentices provide an excellent service to customers, including those from different ethnic and cultural backgrounds. They explain clearly and confidently to the customers the fitting process and how the devices work. Apprentices develop wider knowledge of electric and hybrid cars through additional training.

Apprenticeship managers use a highly effective, yet simple 'dashboard' to monitor the apprentices' progress. This enables the trainers to implement highly personalised learning support for individual apprentices, so they make good progress.

Trainers and assessors have appropriate qualifications and very good experience. Directors support them with regular training and opportunities to improve their management of learning and assessing. They receive regular updates on developments in the sector and how these could help the company.

Apprentices benefit from well-planned lessons to develop their English, mathematical and digital skills. Apprentices see clearly the relevance of these subjects to their job roles and personal lives.

Managers implement very effective arrangements to improve the quality of the apprenticeship provision. Notable among these are the highly effective use of apprentices' views, and precise support to trainers after observations of teaching, learning and assessment. Consequently, training is more interactive and feedback on apprentices' written work is more precise. Apprentices provide detailed answers in their assignments to demonstrate their knowledge and skills.

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

Safeguarding is a major priority in the company. Leaders and managers ensure that they integrate safe working, health and safety, and safeguarding into the culture of the company.

Directors conduct careful background checks on applicants before employing staff. Staff have a good awareness of the dangers in society including cyber crime, social media, extremism and exploitation of vulnerable people. Apprentices have a thorough knowledge of the above topics and know how to protect themselves and their peers. Staff have sound awareness of their responsibilities, including the 'Prevent' duty to safeguard apprentices, and act to protect them.

Apprentices use risk assessments routinely in their daily work. Managers have provided helpful and detailed guidance on lone working for apprentices that prepares apprentices well for their job role.

Directors and managers implement a 'no-drugs' policy throughout the company, with a mandatory drugs test at recruitment and subsequent random drug tests throughout their employment. This reinforces good personal behaviour and protects apprentices from the dangers of drug-taking.

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Piccadilly Gate  
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