

Intertrain UK Ltd

Monitoring visit report

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Type of provider: Independent learning provider

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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 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.

Intertrain UK Ltd provides technical, business, and leadership and management training to the rail industry across the United Kingdom. It began to offer levy- and employer-funded apprenticeships in October 2018. Intertrain UK Ltd currently has 10 apprentices. All follow the rail operative engineering standards-based apprenticeship at level 2. Almost all apprentices are over 19 years of age.

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 use their specialist rail-engineering knowledge effectively to ensure that apprenticeships meet the principles and requirements of an apprenticeship. They work cooperatively with a small number of rail-engineering employers to plan apprenticeship programmes. They ensure that employers and apprentices understand fully the on- and off-the-job training requirements of an apprenticeship. Consequently, apprentices gain new knowledge, skills and behaviours as part of their job role and training. These are highly relevant to the rail industry, specifically to the electrification and overhead power infrastructure.

Managers work efficiently with employers to match apprentices to job roles. The apprenticeships offered are valued by employers as a means to filling skills gaps in the rail industry. Employers recruit apprentices with integrity. They place great value on developing a highly skilled workforce. Managers and tutors develop effective relationships with employers.

Managers have a good overview of apprentices' progress. They liaise very regularly with employer representatives to ensure that apprentices make the progress expected of them. Managers intervene swiftly if the need arises.

Managers ensure that tutors have the required rail infrastructure knowledge and qualifications that they need to help apprentices to make good progress. Tutors are

well qualified and have wide experience of the railway industry and network. Employers value the expertise that tutors pass on to their apprentices, including sharing their experiences of working on the network.

Managers and the board of directors have a good understanding of the quality of their provision. They hold tutors to account for performance on a weekly basis and monitor effectively the progress of apprentices. They have identified accurately the areas in the provision that they need to improve. For example, in conjunction with employers' managers, they have strengthened the apprenticeship recruitment process and the information, advice and guidance service.

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

Managers and tutors ensure that employers provide meaningful opportunities for apprentices to gain the knowledge, skills, behaviours and competences that they require in their job roles in the rail network industry. Apprentices make valuable contributions to employers' businesses. They become important members of their work teams and gain swiftly the specialisms that they require.

Managers, tutors and employers determine apprentices' prior knowledge and starting points accurately. They make good use of this information and carefully plan programmes that are achievable and provide many opportunities for apprentices to develop their skills, knowledge and behaviours. Tutors help apprentices to complete their programmes successfully. They work effectively with apprentices to prepare them for their examinations and end-point assessments.

Most apprentices make the progress expected of them. Tutors provide high-quality and thoroughly planned teaching sessions for apprentices. These focus appropriately on the knowledge, skills, behaviours and technical understanding required to work in a fast-moving and pressurised job role maintaining the overhead power lines on the rail network. Apprentices gain a deeper understanding of all aspects of the rail network and quickly develop the ability to work in highly skilled teams. For example, apprentices talk confidently about the need for a reliable voltage in overhead power lines so that new high-speed trains can operate efficiently.

Tutors, in conjunction with employers, provide good support to apprentices. They mark apprentices' work quickly and give useful feedback. However, managers and tutors do not ensure that employers and the small number of apprentices who require qualifications in English and mathematics are fully aware of the need or timescales for completion.

Apprentices benefit from effective careers information, advice and guidance prior to their apprenticeship. They have a good understanding of the options on completion

of their programme. Employers work cooperatively with managers and tutors to make apprentices aware of internal promotions and career opportunities in the rail industry.

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

Leaders and managers ensure that safeguarding arrangements are in place and effective. The designated safeguarding officer, their deputy and all staff are appropriately trained and updated on an annual basis. Leaders implement safe recruitment practices efficiently when employing new staff. They check current staff periodically for their suitability to work with children and vulnerable adults.

Apprentices feel safe and are safe in their in their workplace. Managers and tutors promote and check regularly on apprentices' adherence to effective health and safety practices when working on live rail networks. They also check rigorously apprentices' health and well-being when they visit them at work.

Apprentices know how and to whom they should report any safeguarding concerns. They benefit from attending information sessions regarding safeguarding and the 'Prevent' duty. They are able to relate these aspects effectively to their job role and daily lives. Tutors reinforce this information consistently.

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