

EMA Training Limited

Independent learning provider

Inspection dates

29–30 August 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Apprenticeships	Requires improvement
Quality of teaching, learning and assessment	Requires improvement		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is a provider that requires improvement

- Train driver and train conductor apprentices make slow progress in completing their apprenticeship.
- Leaders and managers do not ensure that subcontracted provision is good or that they have full information about the qualifications and training of the staff delivering the programme.
- Train driver and conductor apprentices make slow progress in developing their skills in written English and mathematics.
- The planning of train driver and conductor apprenticeships is poor, and teaching, learning and assessment on these programmes require improvement.
- Those responsible for governance do not have sufficient information on the quality of teaching and learning and other key performance measures to challenge managers fully.

The provider has the following strengths

- All apprentices who complete their programme achieve their qualifications.
- Apprentices develop well the practical skills and behaviours they need to meet employers' needs.
- All learners move on from their courses into employment.
- The accountancy apprenticeship is well structured, well planned and very effective.

Full report

Information about the provider

- EMA Training Limited (EMA) is a small, privately owned training provider based in Derby, specialising in financial services training. It started its business in 2013. Previously working as a subcontractor, EMA began offering its own programmes through the apprenticeship levy in February 2018. At the time of the inspection 11 apprentices were studying apprenticeship standards at level 3.
- Although a specialist in financial services training, most apprentices in scope for the inspection are on train driver and conductor apprenticeships with a single employer in the south east. Training for these apprentices is subcontracted to a private provider local to the employer.

What does the provider need to do to improve further?

- Leaders and managers must ensure that the quality of teaching, progress reviews and support for apprentices to develop their skills in subcontracted provision improves to be at least good.
- Managers should ensure that they have full and comprehensive information about the qualifications and training of trainers and assessors on subcontracted provision, to ensure they are suitable to perform their roles.
- Managers should provide those responsible for governance with comprehensive information on key performance measures, including the quality of teaching and learning across different programmes.
- Managers should ensure that the remaining apprentices on the train driver and conductor apprenticeships complete their programmes as soon as possible.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers understand the strengths and weaknesses in the provision, but have not implemented improvements in their subcontracted provision quickly enough. Managers' own assessment of the provision is appropriate, but fails to identify with sufficient accuracy the quality of teaching, learning and assessment in subcontracted provision. As a result, the quality improvement plan does not give sufficient emphasis to improvements needed in this area.
- Managers have improved significantly the monitoring of the progress each apprentice is making, but have yet to ensure that the quality of teaching and learning is good. Managers do not have complete information about subcontractor staff qualifications or the training they have received in key areas such as safeguarding and the 'Prevent' duty.
- Managers monitor the progress of apprentices well. They are aware when apprentices do not make their expected progress and use this information to inform their planning and actions. Despite this, managers have not been successful in ensuring that apprentices at the subcontractor complete their apprenticeships in a timely manner.
- Managers' observations of teaching and learning are effective on the accountancy programme. Observations of tutors on this programme provide an accurate assessment of the quality of teaching and learning and result in useful development points for tutors. Managers use these observations and development points appropriately in their performance management of staff.
- Managers have developed effective communication with the employer of the train driver and conductor apprentices to address the weaknesses in provision. However, progress for this cohort remains slow, with a significant proportion yet to complete.
- Managers and staff at EMA are ambitious for their learners. Staff have high expectations for their learners and promote high standards of work. As a result, the programmes operated directly by EMA staff are to a high standard.
- Leaders have established strong and effective relationships with employers in the local area. Information gained from these employers helps leaders to plan a suitable curriculum for accountancy apprentices, and to establish very good progression opportunities for these learners.
- Managers and tutors ensure that learners receive appropriate and detailed information, advice and guidance before they start their programmes. The large majority of learners appreciate the benefits that their training brings them. They are clear about the next steps towards their career aspirations.
- Leaders and managers promote equality and diversity well. Staff work closely with local schools and employers to promote programmes well. The few female apprentice train drivers act as role models for the sector. They engage in promotional activities to encourage more female applicants to the sector.

The governance of the provider

- Managers have recently improved governance, but it is not fully effective. The board now considers a wider range of information than at the time of the recent monitoring visit about the performance of programmes and the quality of teaching and learning. This is at an early stage and managers have yet to provide those responsible for governance with the depth of information they need to be able to challenge managers effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff receive appropriate training, which they update frequently. Managers make appropriate checks on staff to ensure they are safe to work with young people and vulnerable adults.
- Apprentices have a good understanding of the risks of extremism. Those working in the transport sector are acutely aware of the need to be alert to the risks of terrorism. Managers have not included sufficient information in their risk assessment of local risks and priorities.
- Managers and staff are developing their understanding of mental health among younger learners, and are using this to give extra support to those who may need help.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment for the majority of apprentices in subcontracted provision requires improvement. It is good for the few apprentices following accountancy programmes.
- Tutors do not take sufficient account of apprentices' prior knowledge and existing skills when planning learning. A small minority of apprentices have worked in the transport sector and have prior learning in elements such as customer service, ticket handling and timetabling. Regardless of their existing skills, all apprentices follow the same programme for a standard length of time.
- Progress for the majority of apprentices is too slow. Apprentices complete their technical and vocational learning early in their apprenticeship programme. The progress of those who require functional skills qualifications in English and/or mathematics to complete their apprenticeship is too slow.
- Apprentices do not receive adequate support to enable them to develop their English and mathematical skills. The subcontractor has recently recruited a full-time tutor to address this matter, but this is yet to have an impact on apprentices' progress.
- Tutors' reviews of apprentices' progress focus insufficiently on the acquisition of new knowledge, skills and behaviours. Apprentices complete monthly logs, listing activities they have completed, but these have no reflection on learning or impact on how they complete their jobs. Tutors plan progress reviews for accounting apprentices well, and they focus clearly on learning and involve employers effectively. As a result, these apprentices make good progress.
- Managers of train driver and conductor apprentices are insufficiently involved in planning

and supporting apprentices' learning. Line managers advise candidates at interview that they will be required to follow an apprenticeship programme, but they have little knowledge about the requirements and expectations of the programme.

- The majority of apprentices develop new knowledge, skills and behaviours. They benefit from a well-planned and comprehensive induction programme, which includes extensive skills and knowledge. They apply their learning through a workplace training programme. For example, drivers shadow other drivers. This provides opportunities to learn the complexities of the different routes they will be expected to drive independently on completion of their driver test.
- Teaching and learning on the accountancy apprenticeship are good. Apprentices benefit from frequent training sessions at EMA's academy in Derby, where tutors provide varied and lively activities. Apprentices enjoy these activities and learn from them. Assessment for these apprentices is effective and helps them to make good progress.
- Tutors' tracking of the progress of apprentices and communications with their employers have improved significantly since the recent monitoring visit. Managers have an overview of the elements of the apprenticeship that apprentices have completed and what needs to be done for them to complete the programme.

Personal development, behaviour and welfare

Good

- Apprentices rarely miss any training sessions and are punctual and ready to learn. Despite train driver and conductor apprentices' lack of appreciation of the value of English and mathematical qualifications in their roles, they attend these sessions equally well.
- Apprentices develop confidence in their knowledge and skills through their work placements well. For example, at the end of the 12-week driver buddy programme, apprentices are familiar with the routes, apply their driving skills independently and adhere to the required speeds to meet planned timetables.
- Apprentices working towards accountancy apprenticeships benefit from high levels of support from tutors and are well prepared for their end-point assessment. They benefit from significant support to develop their knowledge and skills, and consequently are confident and self-assured. Their work is to a high standard.
- Train driver and conductor apprentices develop good customer service skills that enable them to support the diverse and often complex needs of customers. These include access by people with restricted mobility, passenger assistance and managing customers who are aggressive, threatening or violent.
- Apprentices feel safe and develop a good understanding of topics linked to safeguarding and the 'Prevent' duty, which are integral to their job roles. Apprentices understand well how to respond to any terrorist threat through the 'run, hide and tell' programme.
- Apprentices benefit from effective advice and guidance at the start of their training on relevant career pathways and opportunities available to them. They speak confidently about the benefits that completing their courses will bring in enabling them to progress in their careers.
- Apprentices' understanding of topics related to safeguarding, such as e-safety, and how these apply in their lives beyond work, is poor. Apprentices do not understand why these

topics are part of their apprenticeship.

Outcomes for learners

Good

- Apprentices' pass rates are very high. All learners who have completed their programme have achieved their qualifications.
- Learners develop good skills and behaviours that enable them to work effectively in their role. Accountancy apprentices make a positive contribution to the work of their employers. Train driver and conductor apprentices are competent in their role and develop good customer service skills.
- There are no significant gaps in achievement between different groups of learners.
- Apprentices are well prepared for work and consequently all progress directly into employment. Most accountancy apprentices progress to higher level study with their employers.
- Most apprentices make slow progress in completing their apprenticeship. Train driver and conductor apprentices make slow progress in developing their skills in written English and mathematics, further inhibiting their progress. A few apprentices have failed their English and mathematical qualifications on multiple occasions.

Provider details

Unique reference number	1278626
Type of provider	Independent training provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	33
CEO	Mrs Tracey Mosley
Telephone number	01332 371 666
Website	www.ematraining.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	0	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	1	11	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	Interlearn Limited							

Information about this inspection

The inspection team was assisted by the managing director as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit report. Inspectors used individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. The inspection took into account all relevant provision at the provider.

Inspection team

Phil Romain, lead inspector	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector

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