

# Inspection of People Solutions Training Limited

Inspection dates: 24–27 September 2019

## Overall effectiveness

## Requires improvement

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

People Solutions Training Limited, trading as N-gaged, is based in Bristol. N-gaged specialises in providing adult learning and apprenticeships in logistics and care.

One hundred and seven apprentices funded by the apprenticeship levy follow standards-based apprenticeships. Almost all are over 18. Over half of apprentices study large goods vehicle (LGV) driving or supply and warehousing programmes. The remainder are on health and social care, business administration, customer service, team leading or management apprenticeships. The majority of apprentices are based in the south west and attend training at the N-gaged centre for two days every eight weeks. Apprentices not based locally attend residential training at the centre.

Sixty-five adult learners study level 1 and 2 programmes in storage and warehousing and information technology. These short courses run throughout the year and learners attend full-time for eight days. A range of other courses are also available that aim to help learners improve their chances of gaining employment.

## **What is it like to be a learner with this provider?**

All learners and apprentices at N-gaged's training centre told us their classrooms and workshops were safe places. This is true. Two acres of peaceful gardens create a calm environment and help them relax, enabling all to concentrate fully on their studies.

Adult learners have more positive attitudes to, and experiences of, training than apprentices. 'Commitment and persistence' characterise their approach to their short training programmes. Tutors' enthusiasm creates a keenness to learn and high expectations of how learners use their new skills at work or training. As a result, adult learners develop highly professional behaviours.

Professional respect and courtesy between adult learners and tutors is the norm. Tutors encourage learners to accept constructive comments from their peers. They build their self-confidence and resilience. Effective links with job centre staff are used to inform adult learners about training and employment opportunities. Nearly all adult learners achieve their qualifications and progress to their next step in work or further learning.

Apprentices are less positive. They are not developing sufficient new knowledge, skills and behaviours. Too many practitioners on care apprenticeships do not plan a curriculum that considers what apprentices already know and can do when they enrol. Apprentices attending off-the-job training at N-gaged's centre are unclear about its relevance to their work.

## **What does the provider do well and what does it need to do better?**

The majority of tutors on the adult learning programmes use their practical industry knowledge of storage and warehousing and commercial experience of information technology very well. This helps learners to manage any challenges they may face at work. For example, adult learners complete complex case studies of how to manage customers' expectations successfully when the stock available is less than the number of orders received. Learners solve such problems well. They recognise the wider employment skills they develop as a result, including managing clients' expectations.

Tutors plan and structure teaching well for adult learners. They periodically check that they gain new knowledge. This information is used carefully by tutors to ensure course content is related to their work settings and job roles. Through checking and correcting learners' understanding regularly, tutors make sure they can do their job to at least the expected level and standard. Tutors use repetition, questioning of subject knowledge and case studies well to consolidate and deepen learning. Tutors develop learners' English and mathematical ability well when they combine these aspects of learning with using their experience of legislation, theory and practice.

The curriculum for adult learners is planned and taught well. It builds their confidence and self-esteem well. This is particularly the case with adults who have not taken part in training for a long time, been released from custody or been made redundant.

Leaders are very successful in enrolling adult learners from multi-cultural communities and celebrating diversity well throughout their training.

Adult learners appreciate the approach taken by tutors and leaders to their training. They value the benefits it brings. Attendance at training sessions is high. Most are punctual, arrive ready to work and are motivated to succeed. They respect their learning environment and look after it, keeping it clean and tidy. Adult learners' conduct and behaviour are exceptional at work and during training.

The leadership team has developed good links with key community partners. They use these links to improve adult learners' knowledge of training and employment opportunities. For example, a member of N-gaged's staff is based full time at Bristol's main job centre. This person provides useful and impartial guidance and career advice to unemployed adults. Learners can therefore make informed decisions about their next steps. Consequently, these adults gain a good understanding of the training and job options available to them. Over half of adult learners who have completed their training at N-gaged move on to full- and part-time employment. Apprentices do not receive the same quality of impartial careers advice and are not aware of wider job or promotion opportunities beyond their current jobs.

The apprenticeship programme does not meet the needs of individuals and employers. Over time, leaders and managers have not planned this curriculum well enough. Leaders have not evaluated the strengths and weaknesses of all the programmes offered to identify or make improvements. Governors' understanding and oversight of the quality of education is too limited. N-gaged's new leadership team is keen to improve the quality of education for all. They hold a clear picture of what needs to get better. Action plans are of good quality and show the potential to bring about the improvements necessary.

Apprenticeship assessors do not benefit from professional skills development that helps them improve their teaching and assessment practice. Those responsible have not conducted formal appraisals of their assessors and few actions have been taken to identify and tackle any under-performance. Leaders plan to implement a programme of support to improve assessors' teaching and assessing skills, and how they use this information to inform ongoing developments. However, this is at a very early stage.

Leaders have not worked closely enough with driving, care and customer service employers so that apprentices' new knowledge benefits the workplace. The curriculum is not ensuring apprentices develop substantial new knowledge, behaviours and attitudes. Too many care apprentices who have achieved their qualification already had the skills they were being taught.

Leaders have not made sure that apprentices' on- and off-the-job training are linked or are sufficiently structured. Assessors focus too narrowly on getting apprentices to complete the units of their qualifications to a basic standard. They do not plan learning which builds on each apprentice's abilities and increases their potential. Almost all apprentices do not receive sufficient time off so that they can complete modules as part of their written work for the apprenticeship. Nevertheless, most

apprentices achieve their qualification successfully and remain in sustainable full-time employment.

Tutors provide useful support in classroom sessions to the few learners and apprentices who need specialist support. However, this is not part of a coherent plan of support to help them all meet their full potential in a timely way and in line with their peers.

Apprentices behave well and courteously at work and during training. LGV driving apprentices have a good understanding of diversity, for example the importance of knowing how to respect the cultures and religious practices of others. They can explain clearly why they avoid making deliveries to certain customers, for example, during times of prayer.

## **Safeguarding**

The arrangements for safeguarding are effective.

Learners feel safe. They know how to keep themselves and others safe. They know who to report concerns to. Employers have apprentices' mobile phone numbers to ensure they can make contact if needed.

The designated safeguarding lead and deputy understand their roles. N-gaged managers are trained in safer recruitment, but inspectors found some omissions in recruitment files. Leaders plan a full audit of these files in October to rectify errors.

Staff do not have enough knowledge of 'Prevent' and do not include this topic in the planned curriculum. As a result, learners do not gain a thorough working knowledge of how to keep themselves safe from radicalisation or extremist behaviour.

## **What does the provider need to do to improve?**

- Improve the quality and planning of education by implementing effective systems and procedures that enable leaders and managers to have clear oversight of the provision and make rapid improvements.
- Ensure that both on- and off-the-job training for apprentices meets the requirements, is well coordinated and planned with employers so that all apprentices develop significant new skills, knowledge and behaviours.
- Ensure that apprentices and adult learners who need extra help receive high-quality support from staff to help them make progress and achieve their full potential.
- Provide staff with a working knowledge of the 'Prevent' duty to ensure they can teach their learners to recognise potential threats and know how to stay safe from radicalisation and extremist behaviour.

## Provider details

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<b>Chief executive officer</b>	Matthew Reddy
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected

## 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 reports. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising planning of learning and learners' work, seeking the views of learners, staff and employers, and examining the provider's documentation and records.

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