

Inspection of Total Training Company (UK) Limited

Inspection dates: 29 October–1 November 2019

Overall effectiveness

Inadequate

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

Information about this provider

Total Training Company (UK) Limited is a specialist training provider in the construction sector. It delivers adult learning programmes funded by the Tees Valley Combined Authority and the West Midlands Combined Authority. It also provides apprenticeships across the North East and the West Midlands.

At the time of inspection, there were 166 adult learners, the large majority of whom were studying towards functional skills qualifications in English and mathematics. The provider's adult learning programmes support unemployed people who are aiming to gain qualifications in the construction or logistics industry.

There were 25 apprentices at the time of inspection, of whom 10 were following level 3 construction frameworks and seven were following level 2 construction operative frameworks. Three apprentices were on level 3 management standards, and the remaining five were on frameworks at levels 2 and 3 in business administration and customer service.

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

Learners and apprentices do not experience a well-planned programme of study. The curriculum is too narrow and does not give learners and apprentices the breadth of vocational skills that they need to prepare them for work.

Learners and apprentices are not supported to develop their talents or interests. They do not have access to activities that would help them to be better engaged with their local community.

Learners and apprentices are provided with opportunities to develop their understanding of how to work with a diverse workforce that includes people from a range of cultural backgrounds. They demonstrate respect and tolerance for their tutors and for each other.

The programmes help individuals to improve their confidence and resilience. Learners and apprentices are motivated to learn and most engage well in their training activities in the simulated warehousing and construction working environments.

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

Leaders and managers are not ambitious enough for their learners and apprentices. They focus their training solely on meeting the requirements of the qualification specification or the criteria for the apprenticeship standard or framework. Leaders and managers work with employers to plan programmes in response to local skills shortages. However, they do not focus well enough on ensuring that learners and apprentices acquire key knowledge or develop and practise the skills needed for employment in the construction and logistics sectors.

Apprentices make slow progress in acquiring new knowledge, skills and behaviours. Too many apprentices leave their programme early. The proportion of adult learners who successfully gain employment or move onto further learning after completing their programme is low.

Managers and staff do not plan training effectively. The curriculum is not organised in a way that builds on what learners and apprentices know and can do. Most tutors and assessors do not provide time in the programme to allow learners and apprentices to recap on their learning or to develop proficiency of their skills that would enable them to work independently. Most adult learning programmes are too short to enable learners to develop their knowledge and skills successfully.

Tutors and assessors do not identify gaps in learners' and apprentices' knowledge effectively. Their assessment is not comprehensive enough to measure how well learners and apprentices have embedded their knowledge or to challenge them to demonstrate their understanding. As a result, in too many instances learners and apprentices lack the knowledge, skills and behaviours needed to carry out tasks

successfully.

Assessors do not coordinate training activities for on- and off-the-job training. They are over-reliant on workplace supervisors providing off-the-job training opportunities. This means that they are unaware of deficits in apprentices' technical skills. For example, level 2 construction operative apprentices do not have the opportunity to develop their skills in concreting or setting out and laying drains. As a result, apprentices approach the end of their programme without the key skills required to complete their programme or to be successful at work.

Leaders and managers do not ensure that tutors and assessors receive focused professional development to improve the quality of education. A few tutors lack sufficient expert knowledge or vocational expertise to plan effective programmes and training activities that help learners commit learning to their long-term memory.

Leaders and managers have been slow to respond to weaknesses identified at the previous monitoring visit. They do not evaluate the effectiveness of the curriculum or gather or use management information to enable them to measure the impact of their programmes. They have recently strengthened governance by recruiting specialist advisers, but it is too soon to measure the impact of these new arrangements.

Too many learners and apprentices do not receive careers advice to explore their choices for next steps. Managers have recently introduced a careers programme which involves advisers providing helpful advice and useful training resources for learners and apprentices in Birmingham. However, only a few learners and apprentices have taken part in the programme to date.

Learners and apprentices behave well in the workplace and at the training centre. They adhere well to instructions and focus well on the tasks that they are asked to complete. Tutors and assessors successfully promote safe working practices, and apprentices use their health and safety knowledge to complete tasks in a safe and competent manner.

Apprentices' workplace supervisors, who are usually their line managers, support apprentices in developing skills that they need in their jobs by providing coaching throughout the programme.

Safeguarding

The arrangements for safeguarding are effective.

Learners and apprentices are safe and feel safe. They know to whom they need to report any concerns. Most learners and apprentices have an appropriate understanding of potential risks to their safety. However, a few apprentices are unclear about the risks posed locally by radical or extreme views.

Leaders and managers maintain effective relationships with external agencies to provide support for learners and apprentices who need it. The designated safeguarding lead and safeguarding officers are appropriately trained. They investigate concerns carefully and successfully follow up individual cases to ensure that learners and apprentices remain safe.

What does the provider need to do to improve?

- Conduct a strategic review of the curriculum to ensure that it provides learners and apprentices with the breadth of knowledge, skills and behaviours that they need for their chosen next steps.
- Review the planning and sequencing of training to ensure that programmes build on what learners know and can do. Ensure that all tutors and assessors provide sufficient opportunity for learners and apprentices to recap on their knowledge and practise their skills.
- Provide effective staff training that will help staff to develop their practice and support them to gain appropriate vocational knowledge and skills.
- Improve the provision of careers education, information, advice and guidance so that all learners and apprentices benefit from high-quality support to enable them to make informed choices about their careers or further learning.
- Improve assessment practice to ensure that tutors identify gaps in learners' and apprentices' knowledge and challenge them to deepen their understanding.

Provider details

Unique reference number	1270920
Address	Lauder Buildings Mainsforth Terrace Hartlepool TS25 1NR
Contact number	01429 224433
Website	www.total-training.uk.com
Principal/CEO	John Smith
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the operations manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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 learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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