

TQ Workforce Development Ltd

Independent learning provider

Inspection dates		3–7 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Too many apprentices do not complete their qualifications within planned timescales and outcomes for learners are too variable.
- Not enough teaching is good or outstanding and the quality of learning and assessment is too variable.
- Results of initial assessment are not used well enough to plan sessions or individual learning to meet the needs of all learners.
- Learners do not always receive detailed written feedback following their assessments which allows them to identify, clearly enough, the skills they need to develop.
- Reviews of learners' progress do not involve line managers sufficiently and the resulting action plans do not contain enough detail.
- The results of initial assessment are not used sufficiently to identify the most appropriate course for each learner and to identify additional learning support needs. Promotion and reinforcement of equality and diversity in teaching and learning is not yet good.

This provider has the following strengths:

- Success rates for workplace learning and classroom-based learning are high.
- Group teaching and learning sessions that link learning to workplace experience are good.
- Systems for the performance management of staff are much improved and success rates for apprentices in the current year are improving.
- Managers have introduced several quality improvement arrangements which accurately measure the quality of training, and improve the accuracy of self-assessment.
- Managers use data very effectively to monitor individual learners' progress as well as that of different groups of learners.
- TQ Workforce Development Ltd (TQWD) works well with employers and external agencies to promote learning and increase employment opportunities for learners.

Full report

What does the provider need to do to improve further?

- Increase the proportion of apprentices who complete all parts of their framework within the planned time by better coordinating the learning and assessment opportunities within the workplace, and by increasing the effectiveness of the monitoring and management of progress.
- Improve the quality of teaching and learning through better use of information and learning technology (ILT), the use of extension activities that challenge the more able, by maintaining an appropriate pace to learning and by the introduction of better support for those with additional learning support needs.
- Ensure that teaching, assessment and support meet the needs of all learners, regardless of ability, by using all the information held about each learner fully when planning activity.
- Make sure all employers fully understand that their participation in learners' reviews is required so that they can contribute to the setting of learning targets. Ensure that learning targets set at reviews are clear and time bound and used to help learners make good progress. .
- Ensure that all learners have access to a wide range of good quality learning materials and resources, including ILT.
- Ensure all learners receive detailed written feedback, following assessments, which accurately records their progress and identifies clearly what they need to do to improve.
- Help learners to improve their English and mathematics by increasing the focus on these during the marking of learners' work in learner reviews.
- Improve the quality of advice and guidance provided to learners during their training so that they are better able to make informed decisions about their personal, professional and academic development.
- Ensure that tutors and assessors are sufficiently knowledgeable about equality and diversity and confident in their ability to promote them by providing appropriate professional development.

Inspection judgements

Outcomes for learners	Requires improvement
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- Success rates for learners on workplace learning programmes are very high, with a large majority of learners completing their programmes within planned timescales. Success rates for business administration workplace learners are outstanding. Success rates on all classroom based learning courses are high and well above the high rates for these courses nationally.
- Apprenticeship overall success rates have improved this year and are now comparable to those of similar providers; the rate for the completion of apprenticeships within planned timescales is, however, low. The overall success rates for apprentices aged 16-18 has improved significantly over the last two years from a low start point. Health and social care apprenticeship success rates are low as are those for security services apprentices.
- Workplace learners make progress at the rate expected of them and demonstrate good levels of knowledge and understanding. They gain good levels of English and mathematics skills, particularly in preparation for life and work programmes, developed through the use of good work-related examples. This helps improve the performance of employed learners, improves employment prospects for those not yet in work and helps those aiming to progress to higher qualifications.

- Managers use data effectively to scrutinise and monitor achievement gaps. Success rates for learners of minority ethnic heritage are broadly comparable with those for other groups of learners. Learners with disabilities or specific individual need achieve as well as their peers in workplace and classroom-based learning and significantly better on the apprenticeship programme.
- The majority of learners develop a wide range of highly relevant job-related skills. For example, learners demonstrate good awareness of health and safety issues and customer care skills which have helped them gain promotion in their workplaces. Learners demonstrate appropriate behaviours and are respectful to each other. They also have a good understanding of their rights and responsibilities.
- Learners on the employability courses are increasingly successful in gaining employment. Managers improve learners' job prospects through their close working relationships with employers. A major employer is now providing guaranteed job interviews for learners who complete their courses successfully; almost half of these have been selected for employment and await security screening.
- A very high proportion of learners on preparation for life and work courses achieve relevant qualifications. These learners demonstrate good personal skills and attitudes; they are punctual, enjoy their courses and attend well.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement. Not enough is good and, as a result, outcomes are variable; those for workplace learners being high, and apprentices achieving less well.
- The majority of group teaching and learning sessions are very effective. Trainers have good occupational experience and provide training which relates closely to the learners' workplace and life experiences. During many English and mathematics sessions trainers use their skills and expertise well to plan a good range of relevant activities which stimulate interest and ensure that most learners enjoy their learning.
- Weaker sessions are insufficiently well planned and don't meet the needs of all learners. Learners do the same work regardless of their abilities. As a consequence activities are too easy for some learners and too difficult for others. For example, in public services, a minority of sessions were not planned in a way that challenged the more able learners.
- Personal and practical support for most learners is good. TQWD staff and employers have high expectations for learners, both in terms of the standard of their work and their levels of achievement. Trainers are flexible when arranging visits and plan learning sessions which meet learner needs but do not interrupt the employers' business activity. For example, health and social care learners who are on shift work attend learning sessions during their night shifts.
- Support for those learners with additional learning needs requires improvement. For a minority of public service learners there is a delay in starting learning activities. A minority of learners do not receive appropriate support for identified learning needs; this is recognised by TQWD managers who have recently appointed a specialist trainer to improve the support for these learners.
- The quality of individual coaching is satisfactory. In business administration individual coaching is effective at developing learners' theoretical knowledge as well as showing them how to apply new skills practically within their workplace. Learners also receive effective coaching to develop their functional skills in English and mathematics.
- The reviews of learners' progress on apprentice programmes require improvement. Discussions focus adequately on assessments and assignments however, reviews for many learners have not been frequent enough and targets are sometimes unspecific, lack challenge and are poorly

recorded. Line managers are not always sufficiently involved, with variable levels of attendance during learner reviews.

- Learners receive an initial assessment to identify their preferred learning styles but, in some sessions, there is an overreliance on the use of workbooks. This does not support individual learning styles effectively. Access to ILT is variable and in classroom sessions for learners on preparation for life and work courses few computers were available for learners to practice their job search and computing skills. Trainers do not always make good use of internet links to encourage independent learning skills.
- In the better sessions trainers provide good short term action planning, a suitable range of assessment methods and effective use of information technology to collect evidence of learning. In weaker sessions trainers miss too many opportunities to check learners' knowledge and understanding. Trainers do not always record learning targets which are sufficiently detailed to help learners improve.
- The results from initial and diagnostic assessments are satisfactorily used to identify learners' skill levels in English and mathematics and ensure learners are placed on the most appropriate courses. In preparation for life and work courses trainers make good use of learners' initial assessment, prior skills and life experiences, within learning sessions. However, in business administration a minority of trainers make insufficient use of this information to plan and challenge individual learners.
- The development of English and mathematics skills is good. The quality of feedback on learners' written work is, however, inconsistent; not all learners receive good quality, detailed and motivating feedback to assist them to make progress. Not all trainers give sufficient attention to correcting learners' spelling, punctuation and grammatical errors in order to improve the standard of their written work.
- The provision of information, advice and guidance requires improvement; this is recognised by managers who have arranged appropriate courses for all trainers. Initial advice for learners on all programmes is at least satisfactory. However, advice given to learners during programmes about progression opportunities is less effective, other than on the preparation for life programmes where learners receive good individual guidance at the end of their courses.
- The promotion of equality and diversity during teaching and learning activities is satisfactory. In preparation for life and work programmes the cultural differences and wide range of learners' experiences are used well to celebrate diversity and develop learning. In business administration and public services, a set of useful questions on equality and diversity is not used consistently well enough.

Public Services

Apprenticeships Other work based learning

Requires improvement

- Teaching, learning and assessment require improvement. Overall success rates for workplace learning are good but outcomes on apprenticeships are low. Data for the first nine months of the current academic year show improving success rates for apprentices.
- Learners feel well supported by trainers who work closely with employers and arrange learning sessions at times which accommodate learners' shift patterns. Timely specialist support for learners with English language difficulties is insufficient. Managers are aware of the need to improve specialist support arrangements in order to meet individual learning needs, and have appointed a specialist trainer.
- Learners receive good advice and guidance and are, as a result, well-motivated. They also gain a good understanding of wider opportunities available in the security industry through the

programme. Military learners need to successfully complete the functional skills component of the apprenticeship to gain promotion, improving their motivation for this aspect of the course and their success rates are high.

- Most learners develop strong security-related skills. Employers provide effective on-the-job-training that gives learners an extensive range of opportunities to further develop these skills.
- The majority of coaching sessions for functional skills require improvement. Insufficient session planning by trainers limits the progress that learners can make which is only satisfactory. The aims and objectives of these sessions are not always clear to all learners.
- In functional skills training and progress reviews, trainers do not always set learners useful short term learning targets. Too frequently learners are simply told to complete whole workbooks before any feedback is given; this does not help them identify individual areas for improvement in a timely way. In a small minority of sessions more able learners are not sufficiently challenged to enhance skills development, and make swifter progress.
- Feedback following assessments is accurate and helps learners to make progress. Assessments are clearly linked to the awarding body qualification criteria. Trainers use their vocational experience well to help learners develop both competence in their specific job roles and more general employability competences
- Learners are given good quality learning materials for functional skills and directed to appropriate websites to support independent research, but learners are not always shown how to use these sites effectively. Training sessions for those employed in one large organisation often take place in communal rest areas and are sometimes interrupted. TQWD managers recognise the need for improved functional skills learning materials for apprentices.
- The promotion and reinforcement of equality and diversity require improvement. Too often, ineffective questioning and limited discussion about relevant issues in the security industry result in learners gaining only a basic understanding.

Foundation English and mathematics

Employability

Other work based learning

Good

- The quality of teaching, learning and assessment is good. As a result, the proportion of learners who achieve their awards has improved significantly and is now at or above the level achieved by similar providers for learners who are studying on workplace learning programmes and very high for those on classroom based learning programmes.
- Learners make good progress in lessons. They make at least the progress expected of them and many are making better progress and working above the standard expected for their stage and level of programme. For example, a Level 2 learner, working on mean, medium and mode in functional mathematics had extended the use of averages beyond the workplace and into the planning of personal finances.
- The good levels of care and commitment shown by trainers during individual and group work engage and motivate learners and create a positive learning environment which fosters a culture of mutual respect. This supports the learners' functional skills development as well as building self-confidence and enhancing employability. Learners value the high levels of support provided and the flexibility of the programmes.
- Most trainers use their skills and expertise well to plan a broad range of stimulating and relevant activities. Trainers specifically design these activities to build upon learners' strengths and interests and explain complex concepts clearly so that they are easily understood by the learner.

For example, good use is made of the colour of sweets to illustrate ratios and of materials from learners' daily working life in order to explore and reinforce aspects of functional skills.

- Trainers routinely reinforce the link between lesson content and assessment and they give learners relevant guidance on examinations in order to ensure all learners perform their best. In a Level 2 individual learning session the trainer's expert knowledge on the use of commas and formal writing provided an excellent example to support and reinforce the learner's preparation for assessment. Planning does not, however, consistently ensure that teaching is sufficiently well matched to individual abilities.
- Trainers assess learners' attainment carefully at course commencement in order to establish learners' starting points and ensure that they are on the right level of programme. The learning targets set for each learner do not always enable learners to understand precisely what they need to do to improve their English or mathematics and need improvement.
- Trainers give good verbal feedback and use questions effectively to check understanding. However, written feedback is not always helpful enough to enable learners understand what they need to do to improve.
- Learners, who come from a particularly diverse range of cultures, collaborate effectively in the classroom and support one another well in their learning. Equality and diversity are promoted well during sessions. For example, during the sharing of aims and objectives in a group session the learners improved their understanding by embracing the diversity in the group and working through a series of activities together, as a really effective team.

Employability training

Employability

Good

- Teaching, learning and assessment are good and are reflected in the high overall success rates. Learners make significant progress and improve their employment prospects through the development of a wide range of relevant skills. These skills prepare them for job interviews, build self-confidence and improve self-esteem. Learners have a good understanding of health and safety issues, particularly within their vocational area.
- Vocationally qualified trainers have high expectations of learners. They provide good support to the learners, who are well motivated, clearly enjoy their studies and value highly the employability skills they are developing. Very well developed strategic links with a major national security company provide potential job opportunities for learners and this company guarantees job interviews on course completion for those who want them.
- In the best sessions trainers make strong links between classroom activities and vocational practices and procedures. Creative and well-planned practical activities capture learners' imagination and allow them to develop strong independent learning skills. Trainers know their learners well and successfully encourage them to share their own experiences to help develop a deeper understanding of specific job roles and the skills.
- Teaching is less inspiring in a small minority of sessions because of an over reliance on the completion of workbooks. Learners complete tasks, which meet award requirements, but this does not always challenge the more able learners or give learners sufficient opportunities to develop and practice their ICT skills.
- Verbal feedback is good. Experienced trainers give frequent high quality feedback which provides learners with the strategies they need to improve. However, grammatical and spelling errors are not consistently corrected. Learners do not always receive detailed written feedback to support their learning.
- Trainers successfully promote the importance of English and mathematics within the workplace through using vocationally relevant examples in learning sessions. They support learners to

improve their spelling and make sure they understand the importance of this when completing application forms. A good range of methods to improve and check spelling is used, including the use of facilities on mobile devices.

- Learners benefit from extensive and accurate initial advice and guidance. This helps learners make informed choices about which qualification and programme of study is best for them. They understand the expectations of the programme, what they need to do in order to complete the course successfully and how to make progress to employment or additional awards and qualifications.
- The promotion of equality and diversity is good. Learners complete formal equality and diversity training as part of their work skills programme. Very diverse learner groups are enrolled on the programme and are treated respectfully by trainers' who skilfully use naturally occurring opportunities to promote a greater awareness of equality and diversity.

Business administration and management

Apprenticeships

Other work based learning

Requires improvement

- Teaching, learning and assessment require improvement, reflecting overall success rates which are comparable to similar providers and low completion rates for apprentices within planned timescales.
- Learners receive good support from trainers during, and between, visits to the workplace. Good use is made of email and the telephone to communicate with learners and to provide support and feedback on assessed work. Trainers have positive and effective relationships with employers.
- Coaching is effective in developing learners' technical and theoretical knowledge and many learners are able to give examples of their improved skills, for example in matching the theory of forming teams to effective practice in team leading. Trainers use their knowledge and experience to good effect to develop learners' functional skills. Learners increase their employability skills through better working practices, for example, the improved ability to monitor monthly finance reports and the better understanding of customer needs.
- Learners develop good independent study skills through the promotion and use of a range of websites for distance learning activities. Trainers guide learners to use social media sites and video clips for effective functional skills development. Good use of project work and case studies develops learners' knowledge and understanding which they are able to relate to their day-to-day work.
- The use of individual learning plans requires improvement. The plans do not set sufficiently detailed targets to allow trainers to effectively monitor learners' progress, and do not record employer provided training and are not routinely updated to show learners' achievement.
- The competency of learners is thoroughly and professionally assessed through robust observations. The range of assessment methods used is satisfactory. Many trainers have started using electronic methods to record assessment information and decisions; this has improved the accuracy and detail of assessment records.
- Initial and diagnostic assessment of learners' English and mathematical skills accurately identifies learners' attainment at the start of their courses. However, the use of these initial assessment results requires improvement. Not all learners are placed on the most appropriate learning programmes and, once on a programme, the results are not considered early enough to plan learning for individual learners, or to identify those learners who need additional learning support.

- Learners' work is of a good standard. Not all work is marked to show where improvements can be made in English and too many spelling errors remain uncorrected in learners' portfolios and other work produced by learners.
- Programmes of learning in English and mathematics are well developed and staff are appropriately qualified. The development of functional skills in information and communications technology (ICT) is less well developed and too few learners have specific learning targets to develop their skills in using ICT.
- Information, advice and guidance are satisfactory. Learners receive good initial advice but later advice and help with personal and professional development and progression is less effective. This is recognised by TQWD managers and appropriate staff training is planned.
- Equality and diversity are promoted appropriately during visits to learners. The reinforcement and checking of learners' understanding is however, inconsistent; the better trainers ask searching questions which stimulate discussion and help learners' develop their equality and diversity awareness.

The effectiveness of leadership and management

Requires improvement

- Senior leaders and managers provide strong direction and have restructured the organisation effectively and expanded the range of training provision since the previous inspection. Staff at all levels are aware of the organisation's objectives and their own challenging performance targets and have very high expectations of learners.
- Managers use data very effectively to monitor individual learner's progress and that of different groups of learners. Leaders and managers have greatly improved the arrangements to collect, analyse and use management information to monitor the provision since the previous inspection. Senior managers ask challenging questions about the progress of learners and, as a result, outcomes for learners are improving.
- Recently improved systems for the performance management of staff are now good and reflect the high priority placed on improving outcomes for learners and the quality of teaching and learning. Monthly assessor performance reviews and annual appraisals are very effective and help staff focus on areas for further improvement. Success rates for the majority of programmes have increased in the current year and are now high on many courses.
- Management of subcontracted provision is good. The progress and achievements of those learners trained by subcontractors are monitored closely. Appropriate improvement plans are agreed and effectively implemented and actions taken where performance causes concern.
- Quality improvement arrangements require improvement. Managers have introduced a wide range of new procedures to improve the quality of learning and these are becoming increasingly effective. However, it is too early to judge reliably the impact of these initiatives in improving the quality of teaching, learning and assessment for all learners. The quality of key aspects of the provision, such as the written feedback on learners work and the use of ILT remains inconsistent.
- TQWD has recently revised and improved the process for the observation of teaching, learning and assessment which now accurately judges the quality of training. Sufficient importance is given both to the learning taking place in group sessions and individual workplace coaching. Managers have agreed associated actions plans, which accurately identify training and development needs for staff, but these have not yet resulted in consistently good standards of teaching and learning for all learners.
- New arrangements for the identification and sharing of examples of best practice across TQWD have been developed and recently introduced, but it is too early to judge the effectiveness of these systems.

- The self-assessment process includes consideration of the views of staff, employers and learners and provides an accurate view of the quality and impact of training programmes. The current self-assessment report accurately identifies the majority of the key strengths and areas for improvement that affect learning. Managers have agreed clear, measurable, time-bound improvement targets as part of a detailed and comprehensive quality improvement plan.
- Staff training and development are appropriate. Training updates are included in staff meetings which are held frequently, and include equality and diversity, safeguarding and assessment standardisation exercises. All trainers have recently achieved appropriate qualifications in English and mathematics to help them support learners better.
- TQWD has strong relationships with external agencies to promote learning and works very closely with a number of employers in security and health care settings, helping to ensure that training is delivered flexibly to meet employers' strategic and business needs. Very effective working with Jobcentre staff has led to good training for employability skills for long-term unemployed people and to an engineering employer providing apprenticeships.
- TQWD's equality and diversity policy is appropriate and the action plan contains clear objectives and monitoring measures for the continuous promotion of equality which are being effectively implemented. Provider staff and learners have an appropriate awareness of relevant equality and diversity issues.
- The provider meets its statutory requirements for safeguarding learners. The safeguarding policies are updated regularly to reflect changes in legislation. Appropriate security checks are carried out on TQWD and subcontractor staff. Staff receive appropriate training on safeguarding matters.

Record of Main Findings (RMF)

TQ Workforce Development

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability
Overall effectiveness	3	3	3	3	3
Outcomes for learners	3	3	3	2	2
The quality of teaching, learning and assessment	3	3	3	3	2
The effectiveness of leadership and management	3	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Public Services	3
Foundation English and mathematics	2
Employability training	2
Business management	3
Administration	3

At the time of inspection the provider contracts with the following main subcontractors:

- Any Driver
- The Teaching and Learning Group
- First Steps Training and Development Ltd
- AWC Training Ltd

Additional socio-economic information

TQ Workforce Development Ltd recruits learners from a wide range of backgrounds onto training programmes that are delivered across diverse parts of England from major cities through to rural counties.

Information about this inspection

Lead inspector	Mark Shackleton HMI
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Two of Her Majesty's Inspectors (HMI) and 5 additional inspectors, assisted by the head of operations as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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