

Training Futures (UK) Limited

Independent learning provider

Inspection dates		12–15 May 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- apprentices' success rates are good and the majority make good progress towards achieving their full apprenticeship
- apprentices develop good industry-related skills and move into positions of authority and trust in their workplace
- training assessors have good industrial knowledge and experience which they use to broaden learners' skills development. They provide apprentices with detailed verbal feedback on their progress and keep employers well informed at progress reviews
- equality and diversity are promoted well during workplace learning sessions where apprentices' understanding is continually challenged and extended
- leaders and managers provide a strong supportive learning culture and have clear plans for the further development of the organisation and of opportunities for apprentices
- collaboration with the Local Enterprise Partnerships (LEPs) and other agencies is good and ensures that programmes meet the needs of learners and employers well.

This is not yet an outstanding provider because:

- not all apprentices complete their learning programmes within agreed timescales
- training assessors do not always stretch and challenge the more able apprentices to develop their English and mathematics and study skills
- health and social care apprentices are not encouraged to use information and communications technology (ICT) systems, particularly the electronic portfolio, or develop their understanding of staying safe when using the internet, during learning sessions
- staff are insufficiently self-critical about the quality of the provision and, as a consequence, the quality improvement plan lacks clarity.

Full report

What does the provider need to do to improve further?

- Ensure that all apprentices achieve their qualification within the planned period by carefully monitoring their progress and taking corrective action where learners are falling behind.
- Fully implement the information and communication technology strategy so that the electronic portfolios are used to their full capacity by staff and apprentices. Further develop apprentices' understanding of how to stay safe when using the internet.
- Improve the quality of teaching, learning and assessment so that training assessors set aspirational goals to stretch and challenge apprentices' English, mathematics, information and communication technology and study skills.
- Ensure that the self-assessment process is sufficiently self-critical and results in clear quality improvement actions that are specific, measurable, attainable, realistic and timely.

Inspection judgements

Outcomes for learners	Good
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- Of the 342 apprentices on programme, 304 are following intermediate and advanced apprenticeships in health and social care, 36 are following intermediate and advanced apprenticeships in administration and business management and three are on intermediate and advanced apprenticeships in customer service. One is following the advanced apprenticeship in early years. Almost all apprentices are aged over 19.
- Outcomes for the large majority of apprentices are good. The overall success rate for apprentices in 2013/14 is above the national rate. However, though the success rate for apprentices completing within agreed timescales is above the national rate, it is well below the overall success rate. Current apprentices are making at least expected progress for this stage of their programme.
- Progression from intermediate to advanced apprenticeships is good. The proportion of apprentices who progress onto higher education is high. All apprentices receive effective training and assessment from highly skilled and committed training assessors and supportive employers.
- Health and social care apprentices display high levels of professional conduct. They learn to be tolerant and respectful and develop excellent communication skills working with service users, many of whom have challenging behaviours. Apprentices take pride in creating individual care plans that they use particularly well to provide support for service users who require attention or assistance.
- Business administration and management apprentices produce a very good standard of work and employers value them for the contributions they make in a variety of business settings. All apprentices gain valuable workplace skills and develop their confidence; many gain positions of responsibility and trust. For example, one apprentice is responsible for training others and another is responsible for their employer's entire budgeting and purchasing process.
- Training Futures' staff use data well to compare the performance of different groups based on gender, ethnicity, age and disability.
- The development of apprentices' English and mathematics skills is generally good. Apprentices achieve their functional skills qualifications in English, mathematics and information and communication technology well. Training assessors incorporate functional skills well in all aspects of teaching, learning and assessment but do not always stretch and challenge the more able to improve. The development of information and communication technology skills for health

and social care apprentices requires improvement. Most learners have a good understanding of career and progression opportunities and are on learning programmes that meet both local and national priorities.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good and reflects the good outcomes for apprentices. Training assessors have high expectations and set apprentices specific and challenging targets for completion by their next visit.
- Apprentices benefit from caring and supportive training assessors who work flexibly and take good account of apprentices' domestic responsibilities, shift patterns and work roles when planning learning and assessments. Training assessors motivate apprentices well and even those who are initially reluctant or do not feel confident to embark on a learning programme become enthusiastic and ambitious to complete their qualifications and progress to higher-level studies.
- Training assessors are highly skilled in providing well-focused on-the-job training in a wide variety of office environments and care settings. They use good coaching skills, searching professional discussions and a variety of high quality learning resources to develop apprentices' knowledge and skills that are directly relevant to their work roles. For example, one apprentice was able to apply her knowledge on pressure area care to her daily duties looking after care home residents with limited mobility. As a result, apprentices often take on additional responsibilities at work and become more confident and valued members of staff.
- Training Futures works with employers that provide good quality work environments. Workplace staff are good role models for apprentices and promote high professional standards. Employers support apprentices well and take an active interest in their learning and progress. Training assessors keep workplace supervisors well informed at each visit.
- Apprentices' use of information and communication technology in administration and business management is good. In health and social care, this requires improvement. Apprentices are not encouraged to develop their confidence in using computers in the workplace, to access electronic portfolios, to word process their written evidence, or to use the internet for independent research. Lack of computer skills and knowledge of the internet does not prepare apprentices well for higher-level study. Although apprentices are very clear on how to keep themselves safe at work, their understanding of safety when using the internet requires improvement.
- Initial assessment is used very effectively to place apprentices on the right level of programme and to determine their vocational and functional skills learning needs. Assessment of learning is frequent and training assessors give apprentices very helpful and constructive written and verbal feedback on their work. They use a good range of assessment evidence including witness testimony, observations, written work and professional discussion to check apprentices' competence.
- Training assessors promote apprentices' development of English and mathematics well and ensure that they incorporate learning at each visit. They link activities well to workplace contexts so that apprentices can see their relevance, such as spelling practice that consists of words apprentices may need to write in care plans. However, not all training assessors give apprentices clear guidance on how to improve their skills beyond the task in hand. For example, training assessors identify wrong answers in spelling tests but do not promote the use of dictionaries or the use of other strategies to help apprentices improve their spelling.
- Training assessors provide apprentices with clear information, advice and guidance and ensure that they are placed on the right programme, taking into account their job roles and work contexts. Training assessors also provide appropriate guidance in relation to their future studies and career opportunities.

- Training assessors promote equality and diversity very well and ensure that they further apprentices' awareness and understanding at each visit. They use topical news items particularly effectively to ensure that learning is current and relevant. For example, one training assessor used a report on unconscious bias by the Care Quality Commission very well to promote a discussion on equality. Training assessors and apprentices use inclusive language and show tolerance and respect for others throughout their work.

Health and social care

Apprenticeships

Good

Teaching, learning and assessment in health and social care are good because:

- the majority of apprentices make good progress on their programme; they produce a high standard of written work, demonstrate good workplace skills and implement their learning well when delivering care to service users
- training assessors use their skills and expertise well to train and develop apprentices and have high expectations of them; apprentices are challenged well to learn about topical and interesting aspects of health and social care in line with their abilities and prior experience
- apprentices demonstrate a very good understanding of their service users' care plans and how to safeguard them; they demonstrate their understanding in debates about the ethics of 'Do Not Resuscitate' orders for people aged over 75
- training assessors meet the needs of apprentices well through frequent and flexible assessments including for those who work nights or weekends; consequently, apprentices are not disadvantaged by shift patterns, family or life commitments
- the majority of training assessors focus very well on developing the written and spoken English skills of apprentices; apprentices quickly become confident in writing good quality care plans and when communicating with their service users, particularly those with dementia or adults with mental health difficulties
- the majority of training assessors support learners well to achieve relevant mathematics qualifications which assists learners to progress to higher levels of learning including nurse training, where their ability to measure, for example, medication and bodily fluids is often critical
- training assessors support apprentices very well by developing their understanding of the personal needs, religious requirements and rights of people in their care; apprentices demonstrate well the importance of promoting equality and inclusive practice that is required to support the diverse needs of their service users.

Teaching, learning and assessment are not yet outstanding because:

- training assessors do not routinely prepare apprentices with the skills required for higher levels of study; for example, apprentices do not routinely include references or bibliographies in their work
- not all apprentices develop sufficient skills required to use technology such as the online portfolio for recording their work or to research using the internet effectively when studying independently.

Administration and business management**Apprenticeships**

Good

Teaching, learning and assessment in administration and business management are good because:

- apprentices make very good progress and achieve well; they develop good business and management knowledge and skills which lead to promotion at work and progression onto higher level learning
- apprentices consistently develop good work-related, social and personal skills and value highly the additional responsibilities that they gain in the workplace; some apprentices confidently manage both payroll and budgets which has a positive impact on the efficiency of the administration teams in the workplace
- apprentices benefit from varied and stimulating teaching and assessment methods which engage, enthuse and motivate them to achieve their learning goals; training assessors stretch and challenge learners well to produce high quality written work; for example, one apprentice created a short innovative data protection and e-safety training programme, which they then presented to their workplace team
- training assessors plan learning programmes very well to meet the apprentices' workplace activities, training targets and business needs
- progress reviews are frequent, comprehensive and result in clear detailed targets; training assessors monitor and assess workplace tasks frequently and ensure that apprentices develop the relevant skills to support completion of their apprenticeship and also to effectively support their workplace colleagues
- training assessors are highly skilled at supporting apprentices' individual learning needs; they motivate apprentices, building their self-confidence which helps apprentices to identify their own learning targets and aspirations
- apprentices have a thorough understanding of equality and diversity because training assessors introduce a good variety of current topics throughout the learning process; apprentices use this knowledge well to support their workplace practice
- apprentices and staff have a detailed understanding of how to keep themselves safe and consistently demonstrate safe working practices.

Teaching, learning and assessment are not yet outstanding because:

- training assessors do not always stretch and challenge the more able apprentices and do not always fully prepare them for higher levels of study.

The effectiveness of leadership and management

Good

- The two directors of the business have successfully engendered high staff morale and a commitment to delivering high quality training at all levels in the organisation. They have a clear vision for the organisation which has been well communicated and understood at all levels and

have successfully appointed a senior management team to support the quality and delivery of apprenticeship programmes.

- All staff understand and support strategic and operational objectives and have an awareness of how they can contribute to the achievement of business targets. Operational management is effective through clear performance management arrangements. Managers routinely challenge training assessors during individual monthly meetings when reviewing apprentices' progress. The observation of teaching, learning and assessment process is very good and is mapped comprehensively to the apprenticeship learning journey. Managers use the outcomes from these observations to plan and implement improvements highly effectively.
- Senior staff use data well to monitor staff and apprentices' progress. Data are analysed well against a range of key performance indicators that managers discuss at team and individual meetings. All staff have a clear understanding of their performance and apprentices' progress.
- The leadership and management of the subcontracted provision are good. Staff ensure that the quality of delivery for all apprentices is maintained to a high standard including apprentices who are subcontracted to them from other training providers.
- The process for collecting stakeholder views is very good and provides useful feedback that managers use well to identify improvements. Two dedicated staff collect and analyse the views of apprentices and employers systematically and impartially. This enables Training Futures' staff to respond quickly to any employer concerns and to identify under performance. The self-assessment process is consultative and uses a broad variety of evidence and stakeholder views. However, although the self-assessment grades match those awarded by the inspection team, the self-assessment report is not sufficiently self-critical and the quality improvement plan lacks detail.
- Directors are highly committed to training and developing their staff. They have allocated substantial resources to train staff through an in-house programme of meetings, shadowing opportunities and on-the-job training. New and recently promoted staff receive a highly effective induction that enables them to perform their roles successfully. This has improved the quality of teaching, learning, assessment and support, and has raised standards throughout the provision.
- Specialist training advisors support training assessors and apprentices well to develop their functional English and mathematics skills. A few training assessors lack confidence in developing apprentices' functional skills, including their information and communication technology skills, which results in a lack of challenge and development for apprentices. Training assessors do not systematically prepare those apprentices who aspire to higher education through, for example, their development of research skills and ability to use bibliographies and references.
- Programmes meet the needs of the employers and learners very well. Senior staff are particularly good at identifying skills shortages and respond by establishing additional provision through their involvement with local enterprise partnerships and local authorities. For example, managers have extended the curriculum and established leadership and management qualifications at level 5 in response to employer demand.
- The promotion of equality and diversity is good. The equality and diversity policy is clear and implemented well at all levels in the organisation. Apprentices have a good understanding of equality and diversity issues that training assessors cover systematically during learning sessions and at progress reviews.
- Safeguarding arrangements are good. Managers and staff protect learners well from harm. Managers and training assessors have a good understanding of safeguarding issues and deal with concerns promptly and sensitively to protect learners. Apprentices are confident about their knowledge and understand how to protect themselves from harm and work safely. Senior managers have yet to respond in detail about how the company intends to implement the government's initiative for promoting British values and safeguarding learners from the dangers of radicalisation and extremism.

Record of Main Findings (RMF)

Training Futures (UK) Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2						2		
Outcomes for learners	2						2		
The quality of teaching, learning and assessment	2						2		
The effectiveness of leadership and management	2						2		

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and Social Care	2
Administration	2
Business Management	2

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	365							
Directors	Emma Proctor, Steve Glassock							
Date of previous inspection	N/A							
Website address	www.trainingfutures.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 and above	
Total number of learners (excluding apprenticeships)	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+		
	6	168	3	165	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	▪ N/A							

Contextual information

Training Futures (UK) Limited, formed in 2008, is managed by two directors who have overall responsibility for the company. The head office is in Chesterfield with a second office in Birkenhead. The company offers qualifications across the North West, East Midlands, and Yorkshire and Humberside regions, focusing on small to medium-sized employers. Operational and training managers oversee the apprenticeship programmes and a team of 25 training assessors, supported by three internal quality assurance staff, carry out training and assessment in the workplace.

Information about this inspection

Lead inspector

Robert Hamp HMI

One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Quality Director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors also used data on learners' achievements 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 relevant 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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