

# Qdos Training Limited

## Independent learning provider

<b>Inspection dates</b>		<b>28–31 July 2015</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Inadequate-4
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 and learners gain good workplace and employability skills and the proportion who achieve their qualifications is high
- the results of initial assessment are shared effectively to ensure trainers are aware of learners' prior attainment and support needs; group profiles are detailed and used to contribute effectively to the planning of suitable learning activities
- resources to support learning are of good quality; they have been specifically developed to help meet the needs of learners of differing abilities and provide challenge for all learners
- prospective apprentices are coached well in preparation for interviews and are well supported to gain relevant skills related to potential employment.
- since the previous inspection, staff at all levels of the organisation have responded rapidly to the recommendations and have made significant improvements, in particular with regard to safeguarding and the quality of teaching, learning and assessment
- learners benefit from good partnership arrangements; the local Prevent Officer has provided high quality training, and communications with, for example, the Local Enterprise Partnership to ensure that the curriculum offer meets the employment needs of the local community well.

#### This is not yet an outstanding provider because:

- apprentices and learners are not sufficiently involved in the setting of their short- and long-term targets or suitably informed by documented feedback on how they can improve their performance
- trainers and assessors do not sufficiently or consistently develop the mathematical skills of apprentices and learners.

## Full report

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

- Ensure apprentices and learners are clear on how they can improve their knowledge and work by providing clear documented feedback on submitted work they can use for future reference.
- Improve the process of setting short-term aspirational targets, documenting goals and objectives in a clear way that will enable apprentices and learners to understand what they need to do next to reach their potential.
- Ensure that trainers and assessors create opportunities to develop apprentices and learners' skills further in mathematics both in the classroom and in the workplace. Provide more feedback on learners' mathematical abilities and how they could be improved.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Qdos Training Limited (Qdos) provide apprentice training for local companies and classroom-based programmes in conjunction with JobCentre Plus and other work programme providers. Approximately half of current learners are young apprentices on intermediate apprenticeships in administration and customer service. The inspection focused on the much higher proportion of adult learners who have completed classroom-based programmes in information communication technology (ICT) in the current academic year, while inspectors sampled the apprenticeship provision in administration.
- Outcomes for learners are good overall. The proportion of apprentices achieving their qualification outcomes is high. The numbers who complete within their planned timescales have improved significantly and the majority of apprentices complete on time.
- The number of classroom-based learners has increased significantly over the last three years and the proportion that achieve their qualification outcomes is high. Most learners pass their qualification at the first attempt.
- Prospective apprentices develop good interview techniques, and communication and office skills that prepare them well for interviews in high quality work placements. ICT learners use office-based software applications well and as a result are more confident in utilising those skills in the search for employment.
- The quality of work produced by learners and apprentices in the classroom and in the workplace is good and often exceeds that required to meet the qualification's requirements. For example, ICT learners are able to produce high quality spreadsheets and very effectively manipulate data within the software programme.
- The integration of English in classroom activities and within the workplace to develop learners' skills is good. However the embedding of mathematics into teaching, learning and assessment requires further improvement to enable learners and apprentices to be more confident in the use of mathematical skills in the workplace.
- Managers and staff analyse data effectively to ensure no discernible variations in performance exist between different groups of learners. Those learners and apprentices with identified individual needs receive good support and achieve their qualifications well. For example a business administration apprentice with dyslexia has improved their confidence in the workplace after receiving help in completing an English functional skills qualification.

- Learners and apprentices enjoy their training experiences and appreciate the welcoming environment and activities available for them. Learners work well together and a culture of mutual respect exists between learners and staff.
- Apprentices and learners have a good understanding of career and progression routes and are on learning programmes that meet local and national priorities, and employers' needs. A good proportion of learners on ICT programmes move into employment and/or a higher level of study. Almost all apprentices continue in their job roles, with a few able to progress to a higher level of study.

### The quality of teaching, learning and assessment

Good

- Trainers and assessors know their learners well and plan learning to meet individual needs. They provide very good support for apprentices, enabling them to be successful in their course and workplace. Submitted work is of high quality and is accurately marked by trainers, in the majority of cases providing good guidance on what learners need to do to improve.
- As at the time of the previous inspection, assessment planning is good. In ICT, lesson planning meets the needs of all learners, identifying where those learners who would benefit can access additional training. In administration and customer service, assessors use a web-based electronic assessment package to record progress, provide feedback and plan workplace assessment visits. Learners and employers also use the package well to keep abreast of their progress.
- Learners are encouraged to think and work independently. Many learners request additional work to extend their understanding further or to provide opportunities to practise their new skills.
- Initial assessment is timely and effectively determines prior skills and knowledge levels. The use of initial assessment results has improved since the previous inspection and is now good. Very detailed, accurate group profiles in ICT are updated weekly and ensure that all staff are aware of the results of initial assessment, the particular needs of individual learners and their current progress. Where learners' progress is causing concern, this is clearly identified on the group profile and suitable support is speedily arranged. Use of the group profiles at weekly team meetings leads to the sharing of successful strategies to support particular groups or individual learners. As a result, most apprentices and learners make good progress.
- Learners benefit from a good range of high quality teaching resources. Specifically developed resources help meet the needs of learners of differing abilities and provide further stretch and challenge for more able learners. In ICT, learning materials are of very high quality and support learners in independent study.
- Most learners and apprentices develop high levels of confidence. One administration apprentice displayed particularly good communication skills and an excellent telephone manner when dealing with customers. Trainers use very effective professional discussion and skilful questioning to check learners' understanding of key points.
- Apprentices in administration and customer service benefit from positive relationships between assessors and employers leading to good targeted coaching in the workplace. Employers are keenly interested in the progress of their apprentices. Most apprentices are entrusted with high levels of responsibility in the workplace, reflecting their increased abilities and confidence. Assessors understand their subject well and pass on their experience, knowledge and understanding, inspiring learners to make good progress. The vast majority of learners and apprentices enjoy their courses, feel safe and have a good appreciation of safeguarding.
- Learners receive good information, advice and guidance. Trainers use good pre-course materials to ensure that learners' understand the requirements of their course, progression routes and career opportunities available to them. Apprentices receive particularly good advice and

guidance and are supported well to secure employment. ICT learners receive good advice and guidance to ensure they are on the right course to meet their employability aims.

- Qdos have developed good relationships with employers and understand their training requirements and needs. Apprentices are coached well in preparation for interviews and gain relevant skills related to potential employment. Trainers assist learners in producing a tailored curriculum vitae and in honing their interview skills; apprentices speak highly of this service. All apprentices supported between May and July 2015 successfully gained sustainable employment.
- The development of apprentices and learners’ English and mathematic skills has improved since the previous inspection. In ICT, tutors skilfully ensure that opportunities to advance learning in English and mathematics are set in a vocational context. Feedback on learners’ work includes frequent reference to learners’ use of English but detailed feedback related to mathematics is less common.
- The quality and usefulness of written feedback to apprentices is now mostly good. However, ICT learners do not receive sufficient documented feedback that they can use as a reference to help them improve. Oral feedback to ICT learners is good, but the oral feedback to apprentices during progress reviews in the workplace does not sufficiently acknowledge the level of learner work or the significant improvements in their interpersonal skills.
- The newly introduced processes to quality assure teaching, learning and assessment through observations of sessions are robust and correctly identify strengths and areas for improvement. Feedback following observations is clear and action plans that lead to improvement and encourage further self-reflection by trainers and assessors are effective.
- The outcomes from observations link clearly to appraisals and drive appropriate professional development to improve the overall quality of teaching, learning and assessment. Moderation of observation reports has been thorough, effective and has led observers to focus more on the effectiveness of the learning rather than the activities undertaken by the tutors. Some aspects, such as the pace of learning in a small minority of classes, still require improvement. In a few lessons, tutors show too much tolerance of poor punctuality, which delays the learning of other learners.
- The promotion and development of learners’ understanding of equality and diversity through effective planning has improved since the last inspection and are now good. A large majority of trainers and assessors plan and integrate equality and diversity well within class work. However in ICT opportunities to reinforce learners’ understanding of equality and diversity are not routine.
- Following their own professional development, the majority of assessors skilfully lead discussions on equality, diversity and safeguarding during reviews in the workplace, including reference to the dangers of radicalisation and extremism. However, on occasion a very small minority of discussions overly focus on health and safety and do not sufficiently probe the learner’s understanding of the wider aspects of safeguarding.

<b>The effectiveness of leadership and management</b>	Good
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- Since the previous inspection, staff at all levels in the organisation, supported very well by the managing director and two newly appointed senior managers, have made rapid improvements in those areas identified as inadequate or requiring improvement. Managers are skilled at using evidence from a broad range of sources to identify where further development is required. They intervene with appropriate strategies that ensure rapid improvement.
- Supporting unemployed young people and adults into sustainable employment is at the heart of the ethos of Qdos. Senior staff ensure that the highest expectations for what learners and apprentices can achieve permeate down through the organisation. There is a shared

determination among all staff to do the very best they can to improve the future prospects for disadvantaged people in the local community.

- The revised procedures for judging and improving the quality of teaching, learning and assessment are effective. Managers use a broad range of evidence, for example from both formal and informal observations of learning, learners' views and marked work, that gives them an accurate picture of the key strengths and areas for improvement for each trainer and assessor.
- Most staff reflect well on the feedback that they receive and with good support from managers during their regular appraisal meetings, continue to develop their practice well. However, a small minority of trainers do not act swiftly enough to improve areas for development identified during lesson observations.
- Managers have been slow to implement training for staff in those areas identified as requiring further improvement for all trainers and assessors in regard to improving the quality of provision, for example, the inconsistency in the quality of the feedback that trainers give on marked work and trainers' ability to develop learners' mathematics skills.
- Self-assessment is thorough, comprehensive and largely accurate. Managers align key themes for improvement very well to actions in the quality improvement plan. Targets for improvement are precise and detailed with regular milestones used by managers to monitor and review progress. Clear lines of accountability ensure that managers intervene swiftly when progress is slow.
- Managers have an in-depth understanding of how they will contribute towards achieving the organisation's targets. However, trainers and assessors do not have sufficient involvement in developing the self-assessment report. As a result, they only have a limited understanding of the role they can play in achieving targets. Arrangements for ensuring a high quality of provision at both subcontractors are good.
- Classroom-based courses and apprenticeship qualifications meet the needs of the local community well. Comprehensive induction procedures ensure that managers match apprentices well to the requirements of employers. As a result, apprentices develop skills that ensure that the vast majority of them stay with the same employer when they complete their training. The majority of apprentices, before they start their qualifications, are unemployed; this helps in reducing the rates of unemployed adults and young people not in education, employment or training in the local area.
- Adults on ICT courses develop skills that the Local Enterprise Partnership (LEP) identifies as being in deficit in Leicester and that support them well in applying for jobs in a wide range of employment sectors. Learners benefit from the opportunities that managers create for them to progress to higher levels of study. Managers are using their own local knowledge, alongside intelligence from the LEP and employers, to plan and expand the courses that they offer to meet local needs in, for example, accounting and human resources.
- The proportion of learners who benefit from gaining functional skills qualifications in English and mathematics alongside their ICT course has risen sharply during this academic year, but the proportion is still too low.
- Managers have embedded equal opportunities throughout the organisation. They analyse learners' outcomes thoroughly and intervene where they identify gaps in achievement for different groups of learners. Managers ensure that all learners have a thorough understanding of their responsibilities in terms of respecting the rights, beliefs and lifestyles of other people. Neither staff nor learners tolerate bullying, harassment or discrimination in any form. Managers have put in place good policies for dealing with any incidents but have not had to implement them in recent times.
- Arrangements for safeguarding are good. Managers have rectified the serious issue identified in the previous inspection relating to the lack of appropriate criminal background checks for staff. Risk assessment for the employment of staff is thorough and comprehensive. Managers communicate their expectations effectively to employers in relation to their responsibilities in keeping apprentices safe while at work and monitor this well, taking swift action where

intervention is necessary. Procedures for ensuring the health and safety of staff and learners on the main site are comprehensive and adhered to well.

- All staff have received training that has improved their skills in identifying signs of abuse and neglect and raised their awareness of radicalisation and extremism. They use this information very effectively during learners' induction to ensure that learners are safe and well informed about, for example, the risks associated with adopting extremist ideologies and the importance of staying safe online. Trainers use learners' experiences very well to involve them in developing their own understanding of how to keep safe.

## Record of Main Findings (RMF)

### Qdos Training 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	2		
Outcomes for learners	2					2	2		
The quality of teaching, learning and assessment	2					2	2		
The effectiveness of leadership and management	2					2	2		

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>ICT for practitioners</b>	<b>2</b>
<b>ICT for Users</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	917							
<b>Principal/CEO</b>	Elena Chapman (Ryabusha)							
<b>Date of previous inspection</b>	February 2015							
<b>Website address</b>	www.qdostraining.com							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	0	32	0	10	0	0	0	0
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	26	24	0	4	0	0		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Lifecare</li> <li>▪ Stellar Training.</li> </ul>							



## Contextual information

Qdos Training Limited is an independent learning provider based in Leicester. They provide apprenticeships, working with small to medium sized organisations across the city along with adult learning programmes and training for jobseekers referred by Jobcentre Plus, work programme providers and other partners. The proportion of pupils gaining five or more A\*-C grades including English and mathematics in the area is just below the number nationally.

## Information about this inspection

**Lead inspector**

Stephen Hunsley HMI

Four of Her Majesty's Inspectors (HMI) assisted by the Managing 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, 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the remits listed in the report.

## 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](http://www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012)

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