

ID Training

Independent learning provider

Inspection dates

27–30 June 2017

Overall effectiveness		Inadequate
Effectiveness of leadership and management	Inadequate	Apprenticeships Inadequate
Quality of teaching, learning and assessment	Inadequate	
Personal development, behaviour and welfare	Inadequate	
Outcomes for learners	Inadequate	
Overall effectiveness at previous inspection		Good

Summary of key findings

This is an inadequate provider

- The quality of teaching, learning and assessment is weak; tutors fail to ensure that apprentices make good progress and reach their potential.
- Achievement rates on apprenticeship programmes are low; too many apprentices do not complete their programmes successfully within their planned time.
- Managers do not ensure that apprentices receive sufficient training.
- Assessors do not ensure that apprentices develop the English and mathematical skills that they need.
- Apprentices have insufficient understanding of the risks associated with radicalisation and extremism.
- Managers have not rectified the areas for improvement identified at the last inspection; they have not taken effective action to tackle weaknesses in the quality of provision.
- Governance arrangements are ineffective; there is insufficient independent scrutiny of the provision.
- Too few apprentices receive appropriate and effective advice and guidance to help them to make informed decisions about their training options or their future learning and employment.
- The majority of employers are not involved sufficiently in reviewing the progress that apprentices make.

The provider has the following strength

- The achievement of learners on short courses has improved and is now good.

Full report

Information about the provider

- ID Training Limited (IDT) is a not-for-profit company based in Seaton Burn, near Newcastle upon Tyne. The company delivers apprenticeships and short courses to help learners prepare for employment. Almost all of the provision is in the health and social care and childcare sectors. Since the last inspection, IDT has ceased delivery of study programmes. At the time of the inspection, there were no learners on the short entry to health and social care courses.
- Unemployment in the North East is above the national average. The proportion of the local population who have no qualifications is slightly higher than the national rate.

What does the provider need to do to improve further?

- Leaders and managers should implement a rigorous system for monitoring apprentices' progress and providing accurate and useful reports on performance; leaders should use these reports to identify slow progress and intervene swiftly to ensure that a much higher proportion of apprentices achieve their qualifications within the planned timescales.
- Tutors and assessors should plan effectively to meet the specific needs of all apprentices and ensure that they challenge the most able to achieve their potential. Those apprentices who are not making the expected progress should receive support to improve the standard of their work rapidly and develop good vocational skills.
- Leaders and managers should ensure that apprentices receive the number of guided learning hours to which they are entitled, and so benefit from a greater volume of training.
- Managers, tutors and assessors should improve the quality of teaching, learning and assessment in English and mathematics to ensure that apprentices develop these skills well and become more effective in their job roles.
- Tutors and assessors should ensure that all learners and apprentices understand the risks associated with radicalisation and extremism.
- Managers should increase the effectiveness of the self-assessment process to identify accurately and prioritise the areas of the provision requiring improvement, set specific and challenging targets for improvement, and monitor closely their progress towards achieving these targets.
- Leaders should improve governance arrangements by introducing rigorous and independent scrutiny to help them to monitor the quality and effectiveness of the provision.
- Leaders and managers should ensure that apprentices receive effective information, advice and careers guidance to ensure that they enrol on the right programme and understand available career options.
- Managers should ensure that employers are involved more in planning learning and reviewing the progress that apprentices make.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the previous inspection, leaders have been faced with a number of serious issues that have occupied their time, attention and resources. These include a safeguarding investigation, the resignation of one of the two company directors, the termination of two training contracts and a resulting staffing restructure. The safeguarding investigation concluded in March 2016, by which time its recommendations had already been implemented. As a consequence of this turmoil, the apprenticeship programme has not received sufficient management attention and the quality of provision has declined.
- Leaders and managers do not monitor programmes effectively to ensure that they meet apprenticeship requirements for guided learning hours. While managers monitor the frequency of visits by staff to the workplace, they do not monitor the duration of visits or check that the apprentices are receiving the required amount of off-the-job training, including that delivered by employers. In too many instances, apprentices meet with assessors in their own time rather than in working hours, due to employers' reluctance to support their programmes.
- Managers do not monitor apprentices' progress effectively. They do not set target dates for the completion of parts of the qualifications at the start of apprentices' programmes. Progress towards other elements, including English and mathematics, is recorded separately. Managers do not have an overall summary of apprentices' progress towards the whole framework. Many apprentices make slow progress in developing their skills.
- Quality assurance arrangements are not fully effective. Observations of teaching, learning and assessment are not rigorous and do not result in action plans to help staff to improve their practice. Arrangements for assuring the quality of the assessment of qualifications are thorough.
- Self-assessment is not sufficiently critical and does not take enough account of data on learners' and apprentices' retention, achievements and progress. The quality improvement plan does not include the intended impact of actions or challenging deadlines for the completion of actions. The areas for improvement identified at the previous inspection remain.
- The strategy for improving apprentices' English and mathematics skills requires improvement. While apprentices' skills are assessed at the start of their programme, teaching of these skills often does not start for several months, reducing the time available for apprentices to develop their skills to the standard required for their intended qualifications and beyond.
- Managers have taken action to reduce the number of apprentices leaving their programmes early. Improved induction arrangements ensure that apprentices are more aware of the content of the whole programme, including English and mathematics, and that they are committed to the programmes. Recent data shows that the proportion of withdrawals has reduced since the introduction of the new arrangements.
- Leaders and managers collaborate well with employers to ensure that the range and content of the programme meet local and regional priorities. IDT's employer engagement staff liaise well with employers. Managers have well-established links with other agencies

to keep up to date with developments in the care sector.

- The senior management team monitors and analyses apprenticeship achievement data closely at monthly meetings. There is no significant variation in the achievements of different groups of learners. The collection of data on the destinations of apprentices upon completion of their programmes is not rigorous enough.
- Communication within IDT is effective, with frequent meetings and close informal collaboration between staff. Leaders and managers have created an open and supportive culture where staff and apprentices respect one another and value individual differences.

The governance of the provider

- No formal governance arrangements are in place. External consultants provide support to senior managers on topics such as contract compliance and funding arrangements. However, they do not provide support with quality improvement
- No external strategic oversight is currently in place to offer an independent perspective and provide challenge and support to senior leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers maintain a central record of safeguarding checks on staff. Staff are suitably qualified and have undertaken appropriate training in safeguarding and implement safeguarding procedures effectively; they report and respond to incidents appropriately. Apprentices have a good understanding of how to keep themselves safe.
- Despite training in the 'Prevent' duty, assessors are not sufficiently confident to explain the risks of extremism and radicalisation to their apprentices. As a result, apprentices have insufficient understanding of these issues.

Quality of teaching, learning and assessment

Inadequate

- IDT has 174 intermediate-level apprentices, 186 advanced-level apprentices and 60 higher-level apprentices. The vast majority of apprentices are on health and social care programmes, with a minority enrolled on business administration and childcare programmes.
- Apprentices' progress is too slow; too many apprentices do not make the progress of which they are capable. Reviews of apprentices' progress take place frequently, but, too often, assessors do not monitor how well apprentices achieve targets set at previous meetings. Consequently, review meetings fail to rectify apprentices' slow progress.
- Employers are not involved sufficiently in planning training, setting targets or carrying out progress reviews. Consequently, apprentices do not receive the level of support in the workplace that they need to make good progress. For example, care apprentices often meet with their assessors on their days off or during breaks.
- Vocational assessors do not plan and record apprentices' off-the-job learning well enough to ensure that the apprenticeship requirements are met. They do not take into account the knowledge and skills that apprentices acquire in the workplace to enable theory and

practice to be integrated effectively and progress accelerated.

- Too often, assessors set targets for work that are limited solely to the completion of units for the qualification. As a result, apprentices do not improve their knowledge and skills beyond the minimum requirements of the qualification. Most apprentices produce work at a standard appropriate to the level of their qualification
- Most assessors do not provide sufficiently constructive guidance and written feedback so that apprentices know how to improve the standard of their work. Consequently, the most-able apprentices are not challenged to extend their learning or develop a deeper understanding of the subject being studied. Most assessors provide useful verbal feedback to apprentices on progress and unit completion.
- Assessors fail to ensure that apprentices make good progress developing their English and mathematics skills. They do not correct errors routinely in spelling and grammar on completed work. As a result, apprentices do not improve these skills well enough. Too many apprentices continue to spell important technical terms incorrectly. Apprentices who have already attained qualifications in English and mathematics do not continue to develop these skills further to support their progression into more responsible roles and higher-level study.
- Apprentices receive a thorough assessment of their starting points to identify their prior attainment and support needs. However, assessors do not use this information well enough to plan and deliver learning that matches the needs of individuals. For example, assessors do not make sure that apprentices who have already achieved qualifications at distinction level are given appropriate tasks to challenge them to do even better.
- Assessors have good knowledge and practical skills, which they use well to make learning relevant to apprentices' job roles. Apprentices on health and social care programmes work conscientiously and respectfully in their roles. The vast majority of employers value the enhanced practical contributions that apprentices provide in the workplace.

Personal development, behaviour and welfare

Inadequate

- Apprentices do not develop quickly enough the English and mathematics skills they require for employment, promotion or higher levels of study. Tutors and assessors do not ensure that the quality of apprentices' written work is of a sufficiently high standard; too many examples exist of poor spelling and punctuation in apprentices' written work.
- Assessors and tutors do not do enough to ensure that apprentices have a good awareness of British values. They do not consider topics relating to such values in sessions and do not reinforce apprentices' understanding sufficiently during progress reviews to deepen apprentices' understanding.
- The majority of apprentices have insufficient understanding of the dangers associated with radicalisation and extremism or how this is relevant to their own lives. Most assessors do not make sufficient use of apprentices' social and work experiences to encourage discussion, or to extend their understanding during progress reviews.
- Too many apprentices do not receive clear and impartial advice and guidance when they are recruited to an apprenticeship; they are unable to make appropriate decisions about their training options and, consequently, often study at the wrong level. Too few apprentices receive effective careers guidance to help them make informed choices about

further learning or employment while on their training programmes. Staff do not monitor apprentices' progress closely enough and fail to identify clear progression routes.

- The standard of apprentices' practical work is appropriate for the level of study undertaken. Apprentices demonstrate effective skills in helping people to live with complex health difficulties, keeping detailed case records and maintaining effective working relationships with colleagues.
- Most apprentices make appropriate progress in developing personal skills such as team-working, confidence, respect and politeness. Apprentices working with clients who misuse drugs have gained the confidence to advise and guide them in the safe use and disposal of needles so that risks of infection are minimised.
- Apprentices feel safe and know how to stay safe; they know whom to contact should they have any concerns. They have a good understanding of online safety, including the appropriate use of social media. Apprentices work safely and have a good understanding of safe working practices.
- Apprentices are positive about their learning and are respectful to their peers and colleagues. They are punctual at work and enjoy their learning.

Outcomes for learners

Inadequate

- The proportion of apprentices who completed their programmes was very low in 2015/16, particularly in health and social care. The decline in the number of apprentices achieving their qualifications since the last inspection is significant. The achievements of apprentices on higher-level programmes are particularly low, with only a small minority of these apprentices completing their programme within the planned time. Although there are indications of a recent increase in the proportion of apprentices who complete their qualifications, it remains too low.
- A high proportion of current apprentices do not achieve their learning goals quickly enough. Too many do not make good enough progress in improving their communication skills.
- Leaders and managers do not gather sufficient information on the progress that apprentices make on their programmes. The methods used by managers to monitor apprentices' progress do not focus enough on regular and thorough evaluations of short-term progress and do not link together all aspects of the apprenticeship programme. As a result, assessors and tutors do not challenge the most-able apprentices to develop their skills and, too often, do not provide additional support for apprentices who need it.
- Managers do not analyse destination data well enough, and so have insufficient information about what happens to apprentices after they have completed their programmes. The proportion of apprentices who move on to higher-level courses with IDT is low.
- Achievements for learners on short courses declined to a very low level in 2015/16, particularly for learners aged 16 to 18, but these show an improving trend and are now good.

Provider details

Unique reference number	57877
Type of provider	Independent training provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	576
Principal/CEO	Gordon Quince
Telephone number	0191 230 3090
Website	www.idtraining.org.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	–	–	–	–	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	5	169	2	184	–	60		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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Helen Groves	Ofsted Inspector
Ralph Brompton	Ofsted Inspector

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