

Training 2000 Limited

Independent learning provider

Inspection dates

20–23 February 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Good	Apprenticeships	Good
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a provider that requires improvement

- Leaders and managers have an overly positive view of the quality of the provision; since the previous inspection, strengths relating to the quality of teaching, learning and assessment, the use of data, and self-assessment have declined and not all of the weaknesses have been rectified.
- Learners and apprentices do not have access to high-quality independent careers advice and guidance that helps them to plan effectively for their next steps in learning or employment.
- Leaders and managers have failed to ensure that 16 to 19 study programmes meet the needs and interests of learners fully; too many learners leave their programmes early and do not progress to appropriate education, employment or training.
- Learners and apprentices do not develop their English and mathematical skills sufficiently; the English and mathematics strategy is not yet effective.
- Attendance on 16 to 19 study programmes is poor; too many learners do not attend their lessons regularly.
- Tutors and assessors do not use the information that is available about learners' and apprentices' starting points to set challenging and individual targets that help learners and apprentices to make the rapid progress of which they are capable.
- Assessors do not challenge sufficiently the most able apprentices to develop their skills at the pace of which they are capable.

The provider has the following strengths

- Leaders and managers have improved the recording and monitoring of apprentices' progress and this has resulted in better outcomes for those who have completed their programmes this academic year.
- Apprentices receive good-quality on-the-job training and assessment that help them to develop good occupational skills.
- Employers prioritise apprentices' training well and support them very effectively.
- Leaders and managers have responded well to the skills development needs of employers; they have developed a curriculum that is highly responsive to employers' needs.
- Learners and apprentices benefit significantly from good access to high-quality and industry-standard resources that help them to develop and apply their knowledge, skills and understanding in the workplace.

Full report

Information about the provider

- Training 2000 is the largest Group Training Association in England. The company became a wholly owned subsidiary of the University of Central Lancashire (UCLan) in July 2017, although it continues to operate as an independent registered charity. A non-executive board drawn from employers and senior staff of UCLan governs the company. Operating from its head office in Blackburn, the company has training centres in Carlisle, Burnley and Blackpool. A board of directors and a chief executive officer are responsible for the strategic and operational management of the company. The company employs 240 staff.
- Approximately 80% of the company's revenue is from the Education and Skills Funding Agency, of which around two thirds is for apprentice training. At the time of the inspection, there were only a few adult learners on courses; therefore, this provision is not reported on separately. Most of the apprentices and learners are recruited from Lancashire.

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that tutors and assessors:
 - set sufficiently challenging targets to enable all learners and apprentices to make the rapid progress of which they are capable
 - plan their lessons to meet the individual needs and abilities of learners and apprentices, based on learners' and apprentices' starting points
 - plan learning activities that challenge learners and apprentices, especially the most able
 - provide feedback on learners' work that is clear about what they need to do to improve the standard of their work
 - develop further the integration of English and mathematical skills in lessons.
- Increase rapidly the pace of improvement of 16 to 19 study programmes to ensure that learners attend their lessons regularly, achieve their qualifications and progress to sustained further learning or employment.
- Ensure that the English and mathematics strategy is embedded fully and that all learners and apprentices achieve the English and mathematics qualifications that they require.
- Develop further the accurate recording and monitoring of learners' and apprentices' progress and achievement so that all learners and apprentices achieve on time and that the requirements of 16 to 19 study programmes are met fully.
- Improve the impact of quality improvement measures by ensuring that:
 - managers' evaluation of the quality of all aspects of teaching, learning and assessment is accurate and the findings of the evaluations result in swift and sustained improvements
 - senior managers review, identify and implement improvement actions based on a more accurate self-assessment report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not sustained their previously outstanding standard or been fully effective in addressing areas for improvement identified at the last inspection.
- Leaders and managers have improved their information management for monitoring the progress and achievement of apprentices, but they do not have accurate data and information about learners' completion of different aspects of their study programmes. When learners do not complete their work placements, managers do not record consistently and accurately that learners have not achieved this aspect of their programmes. Consequently, governors, leaders and managers have an over-optimistic understanding of learners' achievements and progress.
- The self-assessment process involves all staff and reflects the views of apprentices, learners and employers, but has not resulted in an accurate evaluation of the provision. Leaders and managers have not recognised that strengths identified in the previous inspection relating to the quality of teaching, learning and assessment, careers advice and guidance and self-assessment have declined. Leaders' and managers' evaluation of apprenticeship programmes is broadly accurate. However, they have not recognised the improvements required in the development of apprentices' English and mathematical skills. Leaders are over-optimistic in their judgement about the quality of 16 to 19 study programmes and the overall effectiveness of leadership and management. They have not identified the key weaknesses in the use of reliable data to improve quality. Consequently, the improvement action plan is not reliable.
- Leaders and managers do not use their findings from the evaluation of assessors' and tutors' practices to improve teaching, training and learning. When managers identify weak practices, they do not ensure that assessors and tutors improve swiftly. For example, weak teaching practices that managers identified almost two years ago in their observation of lessons in study programmes remain.
- Leaders and managers have developed a new strategy to improve learners' and apprentices' English and mathematical skills. However, the strategy is not yet sufficiently effective.
- The quality of study programmes has declined since the last inspection. Too many of these learners do not achieve their qualifications and do not complete their planned work experience. Too many learners who leave their study programmes early do not re-engage in education, employment or training.
- Leaders and managers are ambitious for apprentices' prospects and the contributions they make to their employers' businesses. They have ensured that apprentices' programmes are up to date and well resourced. However, a number of apprentices make slower progress than they are capable of, especially the most able.
- Management of subcontractors is effective. The company has only a few apprentices who receive their theory lessons through a subcontractor; managers have detailed and accurate information about the quality of education that these apprentices receive.
- High-quality partnership working with local, regional and national employers has increased the range of courses available for apprentices. Managers have developed

training for apprentices in employers' identified skill gaps, for example skills for network management and accessing engineering systems through the internet.

- Leaders and managers have a strong ethos of inclusion and promote this well. They have ensured that staff have received effective training so that they can develop successfully apprentices' and learners' understanding of British values. They encourage apprentices and learners to enhance further their understanding of different faiths and beliefs through a range of activities and events. For example, dental nursing and business learners have written and performed plays to raise awareness of the impact of children living in war zones.

The governance of the provider

- Governors do not receive reliable information about the quality of teaching, learning and assessment for study programme learners. Consequently, they have not challenged leaders and senior managers about the decline in the quality of study programmes.
- Governors are well qualified and experienced to support leaders and senior managers to improve the quality of teaching, learning and assessment, as well as outcomes for all learners. The change in the ownership of the company has led to new governance arrangements; for example, two governors are UCLan appointees.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior managers have developed and implemented robust and comprehensive policies and procedures to reduce safeguarding risks to apprentices and learners. These include extensive training of all staff and ensuring that appropriate checks are in place for recruiting staff. Managers respond appropriately to incidents, for example by contacting external organisations. They maintain detailed records of these incidents.
- Led by managers, staff focus well on health and safety practices. They monitor health and safety incidents well. Managers have been very successful in developing policies and practices that have reduced the number of health and safety-related issues, for example by ensuring that workshop areas are tidy.
- Staff have completed appropriate training on protecting apprentices and learners from the dangers of extremism and radicalisation. Assessors and tutors extend competently apprentices' and learners' awareness of these risks.

Quality of teaching, learning and assessment

Good

- Assessors and tutors use a good range of learning activities to gain the interest of apprentices and study programme learners. They engage them successfully through practical work in lessons and workshops. Assessors set group work very skilfully. As a result, apprentices become adept at working with their colleagues, and improve further their social and team-working skills.
- Tutors assess learners appropriately at the start of their course to identify their English, mathematics and vocational knowledge, skills and understanding. Most tutors make good use of this information to determine learners' starting points. However, too few tutors use this information well to plan teaching and learning. Although apprentices' vocational

knowledge is assessed, their starting points in English and mathematics are not so clearly defined. Consequently, assessors do not have sufficient information to enhance apprentices' use of English and mathematics.

- Apprentices apply their learning well as a result of effective on-the-job training. Many employers plan and deliver apprentices' on-the-job learning carefully to ensure that it makes a strong contribution to the development of their knowledge, skills and understanding. In most subject areas, assessors plan and deliver apprentices' off-the-job learning competently, with the result that apprentices develop a sound knowledge base that relates closely to their work activities. However, a few apprentices and employers have a limited understanding of the precise requirements for off-the-job training, for example in scaffolding.
- Assessors and tutors identify apprentices and study programme learners who have additional learning needs quickly. They take good action to ensure that the necessary interventions are provided as soon as possible to ensure that apprentices and study programme learners are supported effectively. Learning support officers provide good pastoral support, which apprentices and study programme learners value highly. When required, apprentices and study programme learners are referred to external agencies that can provide specialist support, for example regarding finance, housing and sexual health.
- Staff have a 'zero tolerance' approach to bullying, harassment, discrimination and unfair treatment. Apprentices and learners have good levels of respect between themselves and for their assessors and tutors. Many assessors and tutors competently promote equality, inclusion and diversity through teaching, learning and assessment as a result of their continuing professional development.
- Apprentices and study programme learners have access to high-quality, state-of-the-art resources that make a substantial contribution to helping them develop good vocational skills. For example, the dental suite is a particularly good learning resource for dental nurses. Apprentices and study programme learners also have good access to industry-standard engineering and motor vehicle workshops, an advanced manufacturing and automation centre and the scaffolding centre. These enable them to develop and practise skills in realistic working environments.
- Assessors monitor apprentices' progress towards completing their qualifications regularly and, when they fall behind, they take suitable measures to enable apprentices to catch up. As a result, only a small number of apprentices do not achieve on time. Tutors' expectations of study programme learners are often not high enough. These learners, especially the most able, are not challenged sufficiently to make the progress of which they are capable.
- Feedback to apprentices about the accuracy and quality of their written work is generally good and useful. If criteria are not satisfied, assessors return assignments to them with a request to complete the assignments before they can be signed off. However, tutors return marked work to study programme learners that contains many uncorrected errors. They tell learners, incorrectly, that their work is acceptable.
- In too many instances, assessors' and tutors' target-setting requires improvement. Targets lack detail, focus and precision. For example, targets set during apprentices' progress reviews are insufficiently focused and clear. Consequently, apprentices do not

make the rapid progress of which they are capable.

- Assessors and tutors give insufficient attention to developing apprentices' and learners' English and mathematical competencies throughout their training programmes. They do not ensure that their skills are continuously improved.
- Tutors do not check study programme learners' depth of understanding fully. They are often too ready to accept superficial answers rather than continuing their questioning for answers that are more detailed.
- Tutors on lessons for English for speakers of other languages for adult learners do not use learners' starting points to ensure a good pace of learning English. Consequently, learners do not make sufficient progress.

Personal development, behaviour and welfare

Good

- Apprentices and learners take pride in their work and what they accomplish. They become more self-confident and self-assured and, in many cases, realise that they have the potential to succeed in their training and in their careers.
- Most apprentices and study programme learners who attend regularly enjoy their learning and are motivated by the knowledge and the skills they acquire. Those study programme learners who have a work experience placement enjoy putting what they have learned in the classroom into practice in the workplace.
- Employers value the contributions that apprentices and study programme learners make to their businesses. Most of them are supportive and help apprentices and study programme learners to develop their knowledge, skills and understanding further through carefully planned on-the-job training and experience.
- Most apprentices produce work that is of a high standard. They realise that employers require high standards and know they have to aspire to and maintain those standards to ensure that businesses remain competitive and profitable. Too many study programme learners do not produce written work of a high enough standard.
- Apprentices and learners feel safe. They recognise the importance of healthy and safe working practices. For example, apprentices on the scaffolding programme are very aware of what can happen if safe working practices are not maintained at all times. They give good attention to their own safety by wearing protective hats, harnesses, boots and gloves and to the safety of the scaffolding they are erecting.
- Most apprentices and learners have a good awareness of safeguarding. They have a clear knowledge of the behaviours and signs that may indicate a safeguarding or safeguarding-related problem. They know that, if they have any concerns about themselves or others, they must report them immediately. They know also that their concerns will be taken seriously and acted upon speedily.
- Apprentices and study programme learners have a good knowledge of the many additional activities that they can participate in and from which they can learn. These include a wide range of fund-raising activities and local, regional and national competitions. Apprentices are very successful in World Skills competitions and National Apprentice Awards.

- Most apprentices and study programme learners have a good awareness of British values and their importance in modern Britain. They also have a good understanding of the dangers associated with radicalisation and extremism, and the hazards that arise when the internet and social media are misused.
- Most apprentices think carefully about the type of occupation they wish to enter. However, their access to high-quality information, advice and guidance, although improving, is limited. Leaders and managers have created a centralised recruitment team that has improved recruitment processes and communication between the provider, learners and apprentices. Many apprentices get good advice from their employers about job prospects and career opportunities. Although the number of study programme learners who leave their programme early is declining, it is still too high.
- Leaders and managers know that employers want punctual employees and full attendance. As a result, they have set an attendance target of 100% for all apprentices and study programme learners. Almost all apprentices and study programme learners are punctual. Attendance rates differ across vocational areas and require improvement.

Outcomes for learners

Good

- The large majority of apprentices develop good technical skills and make the progress that is expected of them. They use their new skills very competently in their job roles, for example, taking on challenging and innovative engineering projects.
- Overall, achievements of apprentices and most adult learners are good. Outcomes for learners on 16 to 19 study programmes require improvement.
- In 2016/17, the proportion of dental nursing apprentices who completed and were successful within the planned time was good. However, these rates had declined from the high rates in 2015/16. The large majority of adult learners achieved their qualifications.
- In 2016/17, too few study programme learners achieved their vocational qualifications. In many cases, this was because they left early to enter employment or start other courses. The proportion who achieved qualifications in business administration was high, but too few were successful in gaining qualifications in preparation for life and work and engineering.
- In 2016/17, the proportion of study programme learners achieving qualifications in English and mathematics, including GCSEs at grades A* to C, or 9 to 4, or functional skills, was very low. In 2017/18, the proportion of learners achieving these qualifications is improving, but remains too low.
- In 2016/17, there was no significant difference in achievement between different groups of apprentices, such as their age or gender. There are no significant discernible differences between the achievements of different groups of learners.
- Most apprentices take on additional responsibilities in their workplace and contribute well to their employers' businesses. The progression of study programme learners to further education, apprenticeships and employment varies too much between different courses, ranging from high rates for learners on dental nursing to poor levels for business administration learners.

Types of provision

16 to 19 study programmes

Requires improvement

- At present, 115 learners aged 16 to 19 are following a range of vocational study programmes at foundation and intermediate levels. They are on dental nursing, engineering, pre-employment and business administration courses. The largest number of learners study on pre-employment courses and engineering.
- Too many study programme learners on business administration and pre-employment courses do not complete their planned work experience. The proportion of study programme learners on these courses who progress to further education, apprenticeships or employment, with or without training, is too low.
- Although managers plan learners' study programmes to comply fully with the principles of the Department for Education's requirements, they do not monitor closely enough learners' participation in all non-qualification activities, such as work experience and talks from visiting speakers. Consequently, managers do not ensure that learners on all programmes complete fully all the planned activities within their study programme.
- Tutors' expectations of learners are frequently not high enough. In too many instances, tutors expect all learners to complete the same tasks and do not take sufficient account of their different abilities. They do not challenge learners, and especially the most able, to make the progress of which they are capable. Target-setting requires improvement.
- Tutors' assessment of the standard of learners' work is inaccurate in many cases. Too often, tutors accept written work that contains too many spelling, punctuation and grammatical errors. They advise learners incorrectly that their work is of a high standard.
- In too many instances, tutors' feedback to learners is not helpful enough in supporting them to improve their written work. Consequently, learners continue to repeat errors. In the few instances where tutors' feedback is more helpful, learners do not act on it and tutors continue to accept work that includes the same errors.
- Learners' attendance in lessons is too low. Learners' attendance requires improvement as quickly as possible.
- Learners who attend regularly develop good personal, social and work-related skills. As a result, they become more confident, better able to organise their daily lives effectively and they improve their chances of gaining employment. For example, learners calculate their personal or family budgets so that they can live within their means and avoid getting into debt.
- In lessons and workshops, learners' behaviour is good. They work together cooperatively and show respect for each other and for people's individual differences. Learners on courses that prepare them to be dental nurses speak confidently and respectfully about ways in which people may be stereotyped because of their ethnicity or sexuality.
- The large majority of tutors use learning activities that learners find interesting. As a result, most learners participate enthusiastically in lessons. For example, learners preparing for employment in the Armed Forces push themselves physically and mentally to meet the fitness levels required for selection.
- The large majority of learners who complete courses that prepare them for jobs in the

Armed Forces, engineering and dental nursing benefit from meaningful work experience. A high proportion of learners on these courses progress to further education, apprenticeships or employment, with or without training.

Apprenticeships

Good

- The company has 153 intermediate apprentices, 735 advanced apprentices and 65 higher apprentices. Approximately 70% of apprentices are completing framework apprenticeships and 30% are working on the new standards. There are no differences in the quality of provision between these two types of apprenticeships. Apprenticeships are offered in dental nursing, engineering, scaffolding, automotive and business administration; the largest numbers are in engineering and business administration. The company delivers almost all aspects of the apprenticeship programmes directly; a few apprentices receive their theory training at a local college.
- Apprentices develop the high-quality skills that they require within their industry because managers plan programmes carefully with employers to ensure that they meet the needs of employers and apprentices, and industry standards.
- Employers' involvement in the training of apprentices in the workplace is of a consistently good standard. This ensures that almost all apprentices make sustained progress in developing the knowledge, skills and understanding that they need to work efficiently and carry out their duties effectively in the workplace.
- Assessors provide good support for their apprentices. They make good use of their up-to-date vocational knowledge and skills when they train and assess apprentices.
- Apprentices take full advantage of the additional training opportunities that are available to them. Apprentices' additional training and qualifications enable almost all of them to make a strong contribution to their employers' businesses. For example, in engineering, most apprentices gain an Institution of Occupational Safety and Health (IOSH) qualification that ensures they are fully conversant with, and able to contribute to, the hazard and risk management practices in their workplace.
- Apprentices have a good range of progression pathways available to them in their chosen vocation. They receive appropriate advice and guidance on how to realise their ambitions, such as moving on to higher national certificate and degree-level programmes in business administration, engineering and accounting.
- The quality of on-the-job training is good. All apprentices are allocated a supervisor at work and they guide and support apprentices' development very effectively. The quality of apprentices' off-the-job training is mostly good. Assessors use industry-standard, and in some instances state-of-the-art, facilities to demonstrate how practice and theory link together. For example, dental apprentices apply the knowledge gained in theory lessons to their practice in a modern dental suite.
- Most apprentices progress successfully into sustained employment, often with additional training, on completion of their apprenticeship.
- Target-setting requires improvement. Assessors do not set precise targets during progress reviews. Consequently, not all apprentices know what they need to do to make rapid progress. In a few vocational areas, all apprentices work at the same rate as each other and complete the same activities.

- Assessors do not plan for and deliver training to develop apprentices' individual learning needs sufficiently. They too often do not set apprentices tasks that are sufficiently demanding. As a result, many apprentices, especially the most able, do not build on their knowledge and skills swiftly enough.

Provider details

Unique reference number	55045
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,500
CEO	Steve Gray
Telephone number	01254 54659
Website	www.training2000.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	68	44	44	22	-	3	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	106	47	475	260	3	62		
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	-							
At the time of inspection, the provider contracts with the following main subcontractors:	Trafford College							

Information about this inspection

The inspection team was assisted by the director of business and educational standards, 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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