

# GTG Training Limited

Independent learning provider

## Inspection dates

7–10 May 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<b>Requires improvement</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Not previously inspected	

## Summary of key findings

### This is a provider that requires improvement

- Managers do not coordinate apprentices' on- and off-the-job training effectively; as a result, too many apprentices make slow progress and do not achieve their potential.
- Managers and trainers do not give English and mathematics a high enough priority. As a result, too many apprentices do not improve their skills in these subjects and the standard of their written English is weak.
- Targets for learning and assessment are not sufficiently specific and measurable. Mentors do not have an accurate view of how best to use the time between reviews.
- The quality of teaching, learning and assessment is too variable. Apprentices do not receive a consistently good experience of off-the-job and workplace assessments.
- The vast majority of apprentices are not fully aware of the range of options and next steps in their education or training. Careers advice and guidance are not impartial or tailored to meet their individual needs and aspirations.
- Most apprentices have a basic understanding of British values and the 'Prevent' duty. However, they do not understand how to relate this to the industry in which they work.

### The provider has the following strengths

- Leaders and managers have established strong links with nationally recognised employers in the automotive and logistics industry. This leads to a programme that enhances apprentices' job roles.
- Since the previous inspection, leaders and managers have worked hard to improve the provision. They have made significant investments in staffing and resources that are beginning to address the weaknesses identified in the inspection report.
- The quality of training in the workplace is good. Employers provide good support to apprentices and enable them to gain valuable technical skills in well-resourced environments.
- Managers and employers place great emphasis on the health and well-being of apprentices. This results in a high proportion of apprentices continuing with their training and going into long-term employment.

## Full report

### Information about the provider

- GTG Training Limited started training in 2013. Since then, it has been a subcontractor to other training providers, delivering apprenticeships in mostly the automotive sector. GTG received direct funding for its own apprenticeship programmes in May 2017. The first levy-funded apprentices enrolled three months later.
- GTG offers apprenticeships at levels 2 and 3 in engineering and manufacturing technologies, retail and commercial enterprise, and business administration and law. Most apprentices follow standards-based apprenticeships in the automotive sector for a large national employer, with the remainder working in the logistics and customer care sectors. Just over half of all apprentices are aged 16 to 18. Fewer than 10% are aged over 24 years old. Around 10% of apprentices are female. The majority of apprentices are based across local authorities in the Midlands and the North.

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

- To improve aspects of teaching, learning and assessment, managers should ensure that:
  - the new observation system fully covers the work of development coaches
  - they evaluate the training they provide to identify whether it is having the desired impact
  - instructors and trainers have regular opportunities to share effective approaches to promote learning
  - targets for apprentices encompass behaviours, English and mathematics, in addition to the acquisition of technical skills; and that the targets are specific enough to be measured and refined at reviews.
- To improve on- and off-the-job training, leaders and managers should ensure that:
  - employers are kept informed of the content and structure of the programme apprentices are covering in their off-the-job element of the programme
  - workplace mentors are made aware of the activities they can engage in that will support apprentices' rapid acquisition of knowledge and skills.
- Leaders and managers should ensure that staff give the development of English and mathematics a high priority, by:
  - providing apprentices who are exempt from studying English and mathematics with the structure, guidance and planned learning to develop their skills
  - giving instructors and trainers the relevant skills to correct mistakes confidently and support apprentices to improve their English skills.
- Leaders and managers should ensure that apprentices benefit from impartial careers advice that enables them to explore the possible career pathways within and beyond their current employment.
- Leaders and managers should ensure that instructors and coaches use relevant examples from the industries in which apprentices are working to deepen their understanding of British values and how to keep themselves and others safe from radicalisation and

extremism within their workplace.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers have demonstrated a strong commitment to improving the quality of provision rapidly since the monitoring visit inspection in September 2018. They have made significant investments in both staffing and resources. They have carefully assembled a team, including a new apprenticeship manager and quality manager, that is beginning to rectify the weaknesses identified at the monitoring visit.
- The quality manager is revising the observation of teaching, learning and assessment. To date, managers have carried out observations of instructors. They have taken appropriate actions to coach and train those staff who have not met their expectations. However, the quality of training is not yet consistently good.
- Leaders and managers have invested considerable resources in training and developing staff. Instructors have participated in several training events that have focused on improving aspects of teaching. Managers have not yet evaluated the impact of this training.
- The observation of development coaches and their subsequent training are not as developed as those of instructors. Managers have recently provided training for workplace mentors and coaches better to support apprentices undertaking standards-based programmes. However, it is too early to gauge the impact on learning.
- Performance management arrangements are appropriate. Leaders and managers take observations of learning and the performance of apprentices into account when managing staff. However, the key performance indicators they use to appraise staff are too focused on compliance and do not measure the impact that staff have on the quality of learning.
- The self-assessment report and quality improvement plan show that managers have a good understanding of their provision. However, the self-assessment report is too descriptive and does not identify clearly the key strengths and areas for improvement that have a significant impact on apprentices' experience.
- The quality improvement plan is appropriate. Managers use the quality improvement plan as their main tool to drive forward improvement. It is detailed, with clear impact statements and milestones for monitoring. As a result, managers are beginning to address the weaknesses identified on the monitoring visit.
- Leaders and managers have a clear strategic vision and purpose to provide apprenticeship training, particularly for the automotive industry. Leaders have set realistic yet challenging performance targets for the apprenticeship programme.
- Leaders and managers have strong links with employers in the automotive and logistics industries. They have used these effectively to structure and develop apprenticeship programmes that meet employers' needs and prepare apprentices for employment.

### The governance of the provider

- Senior leaders and managers have strengthened governance since the monitoring visit. New board members have been appointed. They bring a good range of experience, encompassing educational, commercial and automotive expertise.

- Leaders recently devised new terms of reference for the governing body. However, they are already aware of the need to ensure that it has a greater focus on the quality of teaching and the experience of apprentices.
- Governors now receive much-improved information on the progress learners are making. They are now able to provide suitable challenge to senior leaders. However, it is too early to judge the impact of these new arrangements.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers have appropriate safeguarding policies and procedures that include meeting the 'Prevent' duty. Designated safeguarding officers have been appointed. They have received enhanced safeguarding training. All staff are subject to safe recruitment practices before starting work. All staff undertake mandatory safeguarding training.
- Leaders and managers work in partnership with the Local Safeguarding Children Board in Wolverhampton. They have contact details for other local authorities where apprentices are based. Managers have a safeguarding and welfare incidents log. Incidents are recorded appropriately and dealt with swiftly.
- Managers work closely with a company to provide a safe environment for their apprentices when they undertake block off-the-job training with residential accommodation. They have an appropriate contract that is closely monitored on a regular basis. It gives this aspect of safeguarding the high priority it requires.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- Managers do not coordinate on- and off-the-job training well enough to ensure that apprentices achieve their potential within their allotted time. As a result, plans for apprentices do not drive assessment and achievement. Too many apprentices focus on tasks to complete rather than on gaining the skills, knowledge and behaviours that will enable them to make good progress.
- Employers are not sufficiently aware of what apprentices are covering in off-the-job training. This means that they are not able to direct apprentices' work on the job to complement the training. Development coaches do not demonstrate the consistency of support and coaching skills to ensure effective coordination of all aspects of the apprenticeship. Mentors are unclear about how best to support apprentices between review visits.
- Many apprentices attend off-the-job training on block release. The quality of off-the-job training varies too much. In a few sessions, experienced and skilful tutors deliver stimulating learning that helps apprentices understand mechanical theory and raise their standards of communication and teamwork. However, in a few practical sessions, apprentices are not sufficiently prepared to practise work-based skills.
- Apprentices in parts distribution, who do not have block release as part of the structure of their programme, spend too little time studying off the job. Consequently, a few apprentices do not make the progress of which they are capable.

- Targets for apprentices are not sufficiently specific and measurable. Targets mostly focus on gaining technical skills. They do not include the wider aspects of the apprenticeship such as behaviours, English and mathematics, and information and communication technology (ICT). Development coaches do not use the results of progress reviews to refine and extend targets. As a result, apprentices do not achieve their full potential.
- Too many apprentices do not record their off-the-job training in enough detail. They do not carefully analyse their performance and produce clear action plans. They do not evaluate effectively the new skills and behaviours they are achieving. As a result, they and their employers do not have an accurate picture of their progress and do not accurately identify the work they need to do to achieve.
- Information, advice and guidance at recruitment are effective. Apprentices understand the structure of the apprenticeship programme and the significance of the skills and knowledge they need to develop within the standards pathway. However, they are not all prepared for end-point assessment and are unaware of how to achieve a higher grade.
- Training in the workplace is of a good quality. Apprentices develop new technical skills and gain in-depth knowledge of vehicles, logistics, bodywork and parts distribution. Apprentices grow in confidence and fulfil their duties effectively. Level 3 apprentices carry out clutch replacements and engine re-builds independently under the watchful eye of well-qualified, experienced and supportive mentors. In warehousing, apprentices pick and load freight for national and international haulage operations. Apprentices are effectively supported by established high-profile employers.
- Apprentices operate in well-stocked workshops and gain experience on a wide range of vehicles. Apprentices with additional learning needs are identified and offered support. However, the support is not consistently applied throughout their learning. An apprentice with dyslexia did not have clear arrangements for support when at work or in the training centre. His supervisor acknowledged his declaration, but was unaware of how work or learning materials may need to be adapted.
- Attention to health and safety is good. Apprentices know how to maintain their health and well-being. They take part in occupational health schemes that check their exposure to hazardous materials such as dusts and solvents. Apprentices are provided with smart workwear, and all the necessary specialist personal protective equipment (PPE) to keep themselves and others safe.
- A few apprentices have difficulty with written English. They do not value English and mathematics training and do not understand the relevance to their jobs. Coaches place too little emphasis on improving the technical accuracy of written work. They do not point out how apprentices can improve their spelling and grammar.
- Too many apprentices who meet the required entry requirements for English and mathematics spend too much time practising computer-based tests and modules without guided learning. Since the monitoring visit, leaders have invested in a specialist functional skills coordinator. This has helped to develop a clear strategy for English and mathematics that is being implemented. However, it is too soon to assess the impact.

## Personal development, behaviour and welfare

## Requires improvement

- Development coaches set apprentices targets to complete units of the qualification rather than to develop skills, knowledge or behaviours. As a result, apprentices are not aware of how their newly acquired knowledge improves their wider skills and benefits their employers.
- Most apprentices are not aware of the range of options and next steps in their education or training. Careers advice and guidance during the programme are not impartial. They are not tailored to meet the individual needs and aspirations of the apprentices. Instead, they are narrowly focused on the progression possibilities with their current employers. Apprentices are not aware of the transferable skills they have developed and the sectors in which they can use them. This is particularly relevant to those apprentices who leave their programme early or wish to pursue higher level training.
- Most apprentices have a basic understanding of British values and the 'Prevent' duty. However, they do not understand the key issues regarding their local region or the industry in which they work. Most apprentices understand that young people can be vulnerable to exploitation, but not how to recognise or report it. Employers do not have a good understanding of the 'Prevent' duty.
- Too many apprentices do not develop their English, mathematical and ICT skills beyond the requirements of their apprenticeship framework. Most development coaches do not have the knowledge, skills and confidence to support apprentices effectively in these skills. They do not routinely correct poor sentence structure, spelling and grammar in apprentices' written work. Many apprentices can use ICT effectively, for example to diagnose faults in vehicle systems. They also use commercial diagnostic software confidently. However, they do not develop an understanding of how ICT can support the development of their wider employability skills.
- Apprentices dress smartly and are very proud of the work they do and the employers with which they work. Their work is subject to close scrutiny by their well-qualified and experienced mentors. As they progress and improve their skills, they become highly confident and self-assured. Employers value the positive benefits that apprentices bring to the workplace.
- Apprentices are reliable, attend well and work effectively as part of a team. During their off-the-job training, many apprentices develop their teamwork and work skills. They complete joint projects: examples include re-building a classic vehicle or repairing a vehicle used by young patients at a local hospital.
- Apprentices benefit greatly from effective training in the workplace. For instance, a vehicle body repair apprentice is developing good body-filling techniques through continual practice in the workplace. Her mentor has provided training opportunities on scrap panels to enable her to practise these skills. She reports that it is reducing the time spent removing excess filler and correcting mistakes. A level 2 paint apprentice was able to manage the whole process of painting and blending a repaired panel from start to finish with little supervision.
- Apprentices manage their workplace in a clean and ordered way to ensure they meet the highest standards of health and safety. Apprentices know how to keep themselves safe and to report any concerns, both through the workplace and the provider. Apprentices

adhere to strict health and safety standards set by their employer and the provider.

- Employers and managers have worked together to establish a thorough recruitment process. It involves prospective apprentices taking a wide range of skills tests and practical activities. This is followed by formal interviews that ensure that they are recruited to the appropriate programme and level of study.
- Employers support apprentices effectively to remain fit and healthy. The majority of apprentices receive private health insurance. Many apprentices regularly access a range of medical support activities, such as hearing tests. Employers' intranet systems contain useful guidance to support apprentices with emotional or financial difficulties. An apprentice whose mental health began to deteriorate because of personal issues was supported sensitively by his branch manager to return to full health.

## Outcomes for learners

## Requires improvement

- The proportion of apprentices who stayed on the programme in 2017/18 is lower than the company's target. In that year, over half of the apprentices taking business administration withdrew from their course. Apprentices taking the automotive framework at level 2, which is nearing completion, are making good progress towards achieving their qualification.
- Currently, just over half of all apprentices are making at least the progress expected of them. However, a significant minority of apprentices are making slower than expected progress.
- Standards-based apprentices' progression onto the next phase of their programme was high in 2017/18. However, a few apprentices aged 16 to 18 undertaking the automotive courses did not stay and move on to the next phase.
- A few apprentices on standards-based courses are beginning to undertake their end-point assessments. Those on transport apprenticeships achieve high first-time pass rates. However, those on automotive apprenticeships have very low first-time pass rates.
- The proportion of apprentices who pass functional skills at their first attempt has improved over the last year, but is not yet high enough.
- Leaders and managers monitor the performance of different groups closely. Currently, there are no significant differences between the achievement of different groups of learners.
- The standard of apprentices' practical work is at least appropriate to their level of study and fulfils the stringent requirements of their employer.
- A very high proportion of apprentices completing the programme go into full-time employment.



## Provider details

Unique reference number	1278597
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	214
Principal/CEO	Mr Billy Hammond
Telephone number	01902 308090
Website	<a href="http://www.gtg.co.uk">www.gtg.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level  Total number of learners (excluding apprenticeships)	Level 1 or below		Level 2		Level 3		Level 4 or above	
	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+		
	32	38	99	82	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

## Information about this inspection

The inspection team was assisted by the area 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

William Baidoe-Ansah, lead inspector	Her Majesty's Inspector
Ralph Brompton	Ofsted Inspector
Martin Bennett	Ofsted Inspector
Barbara Hughes	Ofsted Inspector
Dominic Whittaker	Ofsted Inspector

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