

PET-Xi Training Limited

Monitoring visit report

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Name of lead inspector: Bev Ramsell, Her Majesty's Inspector

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

PET-Xi Training Limited (PET-Xi) was awarded a contract by the ESFA in May 2017 to deliver employability programmes in Birmingham, Coventry and Warwickshire. In April 2019, PET-Xi received an apprenticeship contract. The company delivers the team leader/supervisor apprenticeship standard at level 3 with one local levy-funded employer. Currently, 16 apprentices are on the programme.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have implemented a clear and effective strategy for the delivery of the apprenticeship provision. For example, working with an employer where established relationships were already in place.

Leaders work successfully with local agencies such as Jobcentre Plus, West Midlands Combined Authority (WMCA) and local stakeholder groups. Leaders have demonstrated a clear understanding of the local and regional skills needs, such as those required for Coventry 2021 and the Commonwealth Games. As a result, funding is secured to deliver employability programmes in the next academic year.

Leaders have recruited teaching staff successfully to enable them to deliver apprenticeships effectively, for example the appointment of an apprenticeships tutor, who is highly qualified and experienced.

Leaders and managers have implemented a programme that meets the requirements of an apprenticeship. Managers have worked with the employer to design an appropriately sequenced programme. It is beneficial to the employer and the apprentices. Leaders and managers ensure that apprentices benefit from on- and off-the-job training.

Managers have put in place a system to track apprentices' progress regularly. However, it is too early to judge whether the system is having a beneficial impact on apprentices' progress.

Leaders' and managers' process for observing the teaching, learning and assessment process is not effective. As a result, the development needs of trainers is not clear.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Apprentices receive good information, advice and guidance (IAG) at the beginning of their programme. All apprentices are aware of the requirements of the programme. They have a good understanding what they need to do to succeed in their chosen specialism. However, apprentices do not currently have access to ongoing impartial careers IAG.

Trainers ensure that the employer and apprentices have the required information about apprentices' entitlements. Trainers monitor closely apprentices' attendance and time spent training off the job. Most apprentices do not receive their full entitlement to off-the-job training.

Trainers assess apprentices' knowledge and skills at the start of the programme. Trainers use the results appropriately to plan learning. For example, trainers use the results to identify which topics they should prioritise, such as leadership styles and personal development plans.

All Apprentices develop substantial new knowledge, skills and behaviours. They apply off-the-job learning successfully in their jobs. For instance, a management apprentice now understands the difference between teaching and coaching. As a result, he is becoming a more effective manager. The employer also notes that apprentices have a positive impact on business efficiency and customer service.

The majority of apprentices complete a diagnostic assessment in English and mathematics. However, leaders and managers do not give sufficient attention to ensuring that all apprentices receive full support to develop their English and mathematical knowledge and skills further.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers have a positive approach to safeguarding and the 'Prevent' duty. Apprentices and learners receive relevant information during their induction. They develop their knowledge of safeguarding and the 'Prevent' duty progressively. Most apprentices know how to keep themselves safe at work and when learning

online. The designated safeguarding lead (DSL) and deputy DSL are appropriately trained.

Leaders and managers do not ensure that the safeguarding policy gives adequate details of the local safeguarding and 'Prevent' duty agencies. As a result, managers and staff are not clear about the external agencies to which they should refer apprentices and learners when the need arises.

<p>What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals?</p>	<p>Reasonable progress</p>
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Leaders have established a programme that supports adult learners to develop good employability knowledge and skills. Currently, delivery focuses on an information technology user's qualification at level 2. Learners receive additional useful knowledge and skills through this programme. These include using the Universal Credit system and compiling a curriculum vitae. As a result, learners' self-confidence increases. For example, an unemployed learner was able to find a part-time job as a direct result of attending the course.

Leaders and managers provide good support to adult learners. For example, they help learners who need additional coaching or support to progress. Leaders and managers help learners who have financial difficulties to access additional funding for travel, childcare and lunch.

Managers recognise that tracking of learners' destinations needs further development. As a result, they have recently recruited two administrators to track learners' destinations more effectively. Job coaches provide good support to learners throughout their programme to help them prepare for employment.

Trainers do not correct systematically spelling, punctuation and grammatical errors in learners' written work. As a result, learners continue to make the same mistakes. For example, a number of learners have difficulty with sentence construction and grammar, but they do not improve, because tutors do not correct their errors.

Learners complete initial assessments in English, mathematics, and information and communication technology. Trainers do not assess the wider skills or behaviours learners require, such as team work. As a result, trainers or support workers cannot measure the improvements made by the learners or ensure that they meet learners' individual needs.

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