

# GTG Training Limited

Report following a monitoring visit to a 'requires improvement' provider

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**Unique reference number:** 1278597

**Name of lead inspector:** Richard Deane, 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

GTG Training Limited was inspected in May 2019. At that time, inspectors judged the overall effectiveness of the provider to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

GTG offers 253 apprenticeships at levels 2 and 3 in engineering and manufacturing technologies, and retail and commercial enterprise. Some 168 apprentices follow standards-based apprenticeships, and 85 follow frameworks in the automotive sector for a large national employer, with the rest working in the logistics and customer care sectors. Just over 50% 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.

### Themes

**What progress have governors, leaders and managers made to improve the quality of teaching, learning and assessment so that apprentices develop their knowledge skills and behaviours, including in English and mathematics?**

**Reasonable progress**

Since the previous inspection, leaders have invested significantly in their management and delivery staff in order to improve apprenticeship provision. They now have managers responsible for quality assurance and improvement who work directly with delivery staff to improve the quality of education. They have also introduced a new e-portfolio and monitoring system to help identify accurately apprentices' progress. Additionally, they survey routinely apprentices' views so that they can resolve any of their concerns quickly.

Leaders have now taken effective action to raise trainers' expectations and ensure that apprentices benefit from a productive learning environment. Trainers share their ideas with each other and plan activities so that apprentices develop new knowledge. These include recap exercises, tests, and quizzes to help apprentices remember knowledge long-term. Although leaders provide effective support for trainers, a few have failed to improve sufficiently and have left the organisation.

Leaders have recruited a specialist teacher responsible for the teaching of English and mathematics skills. They set all apprentices, including those exempt from English and mathematics qualifications, targets to achieve skills in these subjects to at least level 2. They work effectively with trainers and coaches to help apprentices

understand mathematical equations and theories, for example Ohm's Law. However, trainers do not set apprentices sufficiently challenging activities beyond level 2 in order to support their career progression.

Trainers do not link closely enough the requirements for end-point assessment with their learning activities, so that apprentices know clearly what they need to know and do to achieve the highest grades.

Leaders have only recently appointed new board members to strengthen the governing body. Governors have the appropriate expertise in areas such as education, finance and law to hold leaders and managers to account. Although governors question leaders on their actions to improve provision, it is too early to judge their effectiveness in ensuring sustainable improvement.

**To what extent have managers and teachers ensured that employers and workplace mentors know apprentices' on- and off-the-job curriculum well, and that they provide them with high-quality support to achieve their apprenticeship within the time allocated?** **Reasonable progress**

Leaders and managers have structured the training team and realigned the role of delivery coaches to improve the support for apprentices with their learning and skills. As a result, an increasing proportion of apprentices are now on target to achieve their apprenticeship on time.

Trainers use information of apprentices' starting points sufficiently to plan purposeful learning that challenges apprentices to master and extend their industry knowledge. They ensure that the curriculum links closely to the specific training requirements of apprentices' programmes and helps them to develop the confidence and automotive skills needed in their future roles.

Managers and employers ensure that apprentices receive the appropriate off-the-job training associated with their specific training programme. They plan carefully their on- and off-the-job programme so that trainers and coaches order learning and skills development activities logically and effectively. As a result, apprentices apply thoroughly the theory and skills gained at the training academy in the workplace. This meets apprentices' needs and interests well and motivates them to work hard.

At the end of their training blocks, coaches now provide apprentices with more helpful feedback, setting out precisely what they do well and where further improvement is needed. As a result, apprentices are motivated and committed to complete their training in the time allocated.

In a few cases, workplace mentors do not receive sufficiently detailed information about what the apprentice does well and the vocational skills they need to develop. As a result, these mentors are unable to plan sufficiently targeted support to help apprentices extend their skills as quickly as most other apprentices in the workplace.

**What progress have leaders made to ensure that apprentices receive unbiased careers advice and guidance to help them make informed choices about their future career options?** **Reasonable progress**

Leaders have revised their recruitment and induction processes to ensure that all apprentices now receive the appropriate advice and guidance about their career ambitions. Trainers, coaches and workplace mentors provide apprentices with additional information about different job roles available to them within the industry, including an MOT tester, parts manager or master technician. Leaders have not yet ensured that all apprentices are aware of the wide range of options available to them both inside and outside of the workplace.

**What progress have leaders made to ensure that apprentices know how to protect themselves and keep others safe from radicalisation and extremism in the workplace?** **Reasonable progress**

Most apprentices now have a secure and informed understanding of the principles underpinning British values and the 'Prevent' duty. They know how to protect themselves and others from the dangers associated with radicalisation and extremism in the workplace and in their local communities.

During training and reviews, coaches explore routinely apprentices' understanding of social and personal issues to help them prepare well for life in modern Britain. Apprentices readily incorporate British values into their professional behaviour. Employers value and benefit from apprentices' professionalism and courtesy, enabling them to provide improved service and support to customers.

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