

Inspection of Training 2000 Limited

Inspection dates: 3–6 March 2020

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Training 2000 Limited is the largest group training association in England. The company's headquarters are in Blackburn, Lancashire, with other small satellite centres based in Carlisle and Blackpool. The company became a wholly owned subsidiary of the University of Central Lancashire (UCLan) in July 2017. It continues to operate as an independent registered charity. A non-executive board, drawn from employers and senior staff of UCLan, governs the company. The board is supported by the senior management team, led by the chief executive officer. The company has a total of 158 staff.

At the time of the inspection, there were 1,050 apprentices in learning. Approximately one third of apprentices were enrolled on framework apprenticeships, mostly at level 2. Two thirds of apprentices were enrolled on standards-based apprenticeships at level 2 to level 4, across a range of sectors. The largest numbers of apprentices were enrolled on programmes in engineering and manufacturing technologies, business and administration, and dental nursing. There were 55 learners on education programmes for young people, mainly in engineering and dental nursing.

What is it like to be a learner with this provider?

Apprentices and learners enjoy their time at Training 2000. They benefit from a range of apprenticeships and traineeships that match the skills demands in the local area and prepare them well for future progression and in the workplace.

Traineeship learners, who are not yet ready for an apprenticeship, develop useful employability skills to ensure they are well prepared for when they gain employment. For example, teachers include additional training on budgeting and planning travel so that learners are ready for the demands of working life.

Apprentices develop essential skills required for the workplace. They say the work they do is challenging, but they value this challenge as it prepares them well for work. For example, in dental nursing, apprentices write laboratory reports on the specifications of crowns and dentures. They understand the importance of reports being right first time and the consequences to patients and the dental practice if they make a mistake. Employers value the contribution apprentices make to their businesses.

Apprentices and learners enjoy the inclusive environment within the training centre. They are polite towards each other and staff and are tolerant and respectful. Apprentices and learners take part in fundraising activities and participate in distributing food for the local food bank. Through these activities, they develop responsibility, increase in confidence and become active citizens in the local community. They learn to 'be kind'.

Apprentices and learners feel safe. They benefit from appropriate pastoral guidance and additional training, such as safe driving, alcohol and drug awareness, and sexual health. Staff are well trained and are quick to resolve any concerns raised. Leaders identify trends in referrals and reduce risk where there is a pattern. For example, the introduction of additional training on mental health and well-being in male-dominated industries.

What does the provider do well and what does it need to do better?

Leaders and managers have developed an ambitious curriculum which meets the needs of apprentices and employers. They work with employers to ensure their apprenticeship provision closely aligns to industry need. For example, additional training on fault-finding and maintenance of medical equipment has been added to the mechatronics curriculum to supply engineers with the skills and knowledge to work in hospitals.

Leaders have carefully crafted aspirational career plans for traineeship learners. They offer a range of traineeships which are aligned to apprenticeships in a variety of industries. Leaders have recently developed higher-level career maps in partnership with UCLan to provide pathways from traineeship to postgraduate level in a range of health professions.

Teachers and trainers plan and deliver the curriculum in a well-considered order. For example, in accounting, basic book-keeping is delivered early in the curriculum to enable apprentices to master these skills before moving onto more advanced concepts. In scaffolding, apprentices learn how to erect basic tower scaffolds safely, using load-bearing fittings, before moving on to independent scaffolds, which involve more technical bracing and different bracing patterns. As a result, apprentices' confidence and competency are developed well over time.

Teachers and trainers continually test apprentices' and learners' knowledge and understanding. They challenge apprentices and learners to recall key facts. Teachers and trainers ask probing questions which enable apprentices and learners to demonstrate their increasing knowledge and skills. For example, learners on the engineering traineeship benefit from continual reinforcement in the safe use of machinery. This ensures that safe practices are embedded and become common practice in preparation for learners' progression to apprenticeships and future employment.

Teachers and trainers effectively weave technical terminology into their teaching. Apprentices in dental nursing develop complex vocabulary relevant to the workplace. They describe correctly horizontal and vertical bitewing equipment for X-rays and identify accurately the tools required for dental treatment, such as excavators and burnishers. This knowledge enables them to work confidently and with less supervision from an early stage in their apprenticeship.

Most apprentices are well prepared for their final assessments. Teachers and trainers ensure that knowledge gained throughout the programme builds incrementally with continual assessment. For example, in engineering, trainers' feedback and demonstration on practical assessments ensures that apprentices understand the correct working methods. Apprentices understand where they have made a mistake and are able to rectify this for future assessments. However, in dental nursing, while most apprentices pass their final assessment on their first attempt, they are not sufficiently prepared to achieve grades higher than a pass. As a result, a minority of these apprentices do not achieve to their potential.

Teachers and trainers create a focused industry-relevant workshop environment. They instil appropriate industry standard behaviours in apprentices and learners. Apprentices and learners wear uniform and personal protective equipment relevant to the industry they are working in and abide by workshop rules. Most apprentices and learners attend well and on time. They demonstrate positive attitudes and are motivated to achieve. They are proud of the industry they have chosen to work in.

Apprentices benefit from participation in a range of competitions and activities to demonstrate their passion and proficiency in their sector. They take part and win medals at WorldSkills UK competitions. A few have been selected to represent the UK at the 'Skills Olympics'.

Teachers and trainers do not provide appropriate, impartial careers advice and guidance to apprentices. While apprentices receive guidance on their next steps within their current employer or industry, they are not aware of wider career paths in other industries which may be available to them on completion of their programme. As a result, their knowledge of future choices following apprenticeship is limited.

Conversely, traineeship learners receive good-quality careers guidance and support. Learners who are unsuccessful at their apprenticeship job interview are coached to fill the gaps in their knowledge or skills to give them the best chance of success at their next interview.

Governors identified a need to restructure the senior leadership team. They have successfully changed the culture of the organisation. Staff rightly describe an environment which is inclusive, friendly and welcoming since the introduction of a new senior management team. Staff are positive and are willing to implement new systems and procedures to improve the quality of the apprenticeships and traineeships they offer. Staff are happy at work.

Leaders and governors focus on improving the quality of provision and have high expectations of what apprentices and learners can achieve. They have thoroughly reviewed the traineeship curriculum, which has resulted in significant improvement. Leaders have recently refocused some staff roles and invested in additional staff to ensure they have a range of appropriate skills across the organisation.

Change in the organisation is still underway. Because of this, some quality improvement systems and procedures, such as staff development and appraisals, are not yet aligned with each other. As these improvement measures are new, their impact is yet to be seen.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive appropriate training to keep apprentices and learners safe. They accurately identify when a referral is required and follow the correct reporting and recording procedures. Staff refer to external agencies where necessary to ensure that apprentices and learners at risk receive the help they need.

Leaders and managers have not yet contextualised the dangers associated with radicalisation and extremism in relation to apprentices and learners job roles, geographical location and the industries in which they work. As a result, apprentices' and learners' knowledge of how these issues relate to them is limited.

What does the provider need to do to improve?

- Leaders and managers need to consolidate their quality improvement strategies to ensure that the quality of education improves consistently and rapidly across the organisation.
- Leaders and managers need to improve careers guidance given to apprentices. Apprentices need to be aware of the wider career paths available to them through promotion and within other industries.
- Leaders and managers should contextualise the information given to apprentices and learners regarding radicalisation and extremism. They should ensure that apprentices and learners can relate their knowledge to the industry and geographical location in which they live and work.

Provider details

Unique reference number	55045
Address	Furthergate Business Park, Harwood Street Blackburn Lancashire BB1 3BD
Contact number	01254 54659
Website	www.training2000.co.uk
CEO	Chris Stott
Provider type	Independent learning provider
Date of previous inspection	20–23 February 2018
Main subcontractors	Brathay Services Ltd QA Ltd The University of Sheffield UCLan

Information about this inspection

The inspection team was assisted by the head of contracts and quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including conducting lesson visits, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Ruth Stammers, lead inspector	Her Majesty's Inspector
Alison Cameron Brandwood	Her Majesty's Inspector
Bob Busby	Ofsted Inspector
Susan Keenan	Ofsted Inspector
Aimey Adamson	Ofsted Inspector
Fallon Southwell	Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020