

Utility and Construction Training Limited

Progress monitoring report

Unique reference number:	1276404
Name of lead inspector:	Alison Humphreys, Her Majesty's Inspector
Inspection dates:	24–25 February 2021
Type of provider:	Independent learning provider
Address:	Pembroke House Carrington Business Park Manchester Road Carrington Manchester M31 4DD

Monitoring visit: main findings

Context and focus of visit

Utility and Construction Training Limited received a new provider monitoring visit in November 2018. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Senior leaders continue to focus on the areas for improvement identified at the previous new provider monitoring visit. The board of directors have not formally met since February 2020 as a result of the pandemic. Consequently, the pace of improvements has slowed.

Senior leaders and the board of directors appointed an independent board member to strengthen the governance arrangements. The new board member has the experience to provide advice and guidance on how to improve the apprenticeship

programmes. The board do not receive detailed reports to allow them to effectively challenge senior leaders. As a result, the board of directors are unable to hold senior leaders to account for the quality of the training delivered.

Leaders and managers work with employers and industry operators to jointly develop the apprenticeship programmes. This ensures they meet industry standards and provide apprentices with up-to-date knowledge, skills and behaviours that they need to work successfully in the water and electric industry. Tutors amend apprenticeship programmes to include additional qualifications requested by employers in order to increase their workers flexibility and meet changing business needs. For example, apprentices on the level 3 power craftsman apprenticeship undertake qualifications to gain the skills to drive small diggers.

Tutors teach topics in a logical order to enable apprentices to learn new knowledge and skills over time. For example, apprentices learn about low voltages before moving on to build their knowledge on high voltages. Apprentices explained how they started with no knowledge or understanding of electricity and, after five weeks of learning the theory of low voltage joints, they can competently put this theory into practice at work. At the start of the apprenticeship programmes, employers receive detailed training plans from tutors. Employers use these to ensure apprentices' on-site tasks link to their training sessions. This supports apprentices to apply their new knowledge in practical work skills.

Tutors benefit from training sessions on how to check apprentices' English skills and support them in writing reports. Tutors now provide better support for the development of apprentices' English skills when assessing the quality of their written evidence. They correct apprentices' spelling and grammatical errors through discussion with the apprentice to ensure that they understand their mistakes. Apprentices now use the appropriate format for report writing and are more confident in their written skills.

Tutors work with employers effectively to prepare apprentices for their final assessments. Apprentices benefit from revision sessions to help them refresh their skills in topics such as understanding how to work with paper insulated, lead covered cable. Apprentices use this knowledge to demonstrate their skills in the workplace, where employers review their progress. Apprentices receive actions from tutors and employers on how to improve their skills. As a result, apprentices are prepared to complete their final assessments.

Apprentices benefit from additional support from tutors when struggling with their work or they have fallen behind. For example, tutors provide extra sessions at the end of the training day to provide individual support. Apprentices who take advantage of this support make progress in their learning and catch up.

Tutors use information about apprentices' existing English, mathematical and vocational skills to support them through the initial safety units. For example, apprentices that have experience of working with hand tools are given more difficult practical activities to complete. However, when apprentices move to the more

technical units, targets focus on the completion of activities to achieve a pass and not the achievement of high grades. As a result, apprentices do not have individual targets that would help them to achieve distinctions on their final assessments.

All apprentices benefit from well-being sessions as part of their on-site training. Information is given on a variety of topics such as nutrition, knife crime and cultures within the country. Managers have seen improvements in the tolerance of apprentices and their understanding of each other's cultures.

Leaders make provision for those apprentices that are staying in hotels while accessing the training. For example, they provide a hot breakfast and lunch while restaurants remain closed as a result of the COVID-19 pandemic. Apprentices speak highly of the support they receive from tutors and managers and are comfortable to seek support when they feel they need it.

Leaders and those responsible for governance should take further action to:

- ensure the board of directors receive detailed reports that allow them to challenge senior leaders effectively and hold them to account for the quality of the training they provide
- ensure tutors use information on apprentices' continuing knowledge and skills development to set ambitious targets so that they can achieve distinction grades.

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 2021