

NTG Training Ltd

Progress monitoring report

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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

NTG Training Ltd received a new provider monitoring visit in January 2019. At that time, inspectors made progress judgements under four 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**

Leaders have focused on improving the curriculum since their previous monitoring visit. The pace of improvement has been steady and did not slow because of COVID-19 restrictions.

Those responsible for governance are clear about NTG's strengths and weaknesses. The appointed person responsible for governance challenges leaders to make improvements, including improving apprentices' literacy and numeracy skills. Tutors received training in English and mathematics. They use what they learn to develop apprentices' mathematical, literacy and verbal skills. For example, adult care

apprentices accurately work out the space needed to install a hoist at their place of work.

Following the previous monitoring visit, leaders ceased contracting with a poorly performing subcontractor. They plan to stop subcontracting to the remaining two subcontractors by the end of 2021. In the meantime, leaders hold subcontractors to account at monthly quality meetings.

Leaders do not have a clear plan for the curriculum areas they want to expand into in the future. The current curriculum reflects the expertise of the three senior leaders: health and care, business and management, and warehousing. Leaders introduced digital and textile apprenticeships in response to sector growth and demands. Governors and leaders recognise that they need to develop a strategy for curriculum growth.

Leaders ensure tutors have the sector expertise to provide a high-quality curriculum. Tutors maintain the currency of their knowledge and skills through industrial updating, for example, by them working in a care setting. Leaders ensure staff have frequent training to improve their teaching practice, such as increasing apprentices participation in group learning online.

Leaders plan learning effectively. Tutors plan the curriculum logically building on apprentices' prior knowledge and skills. Adult care apprentices use what they learn about communication theories and models. They evaluate the effectiveness of different communication strategies in work. Employers benefit from the knowledge and skills apprentices bring to their business. For example, digital marketing apprentices develop new websites and social media and marketing strategies.

Apprentices develop substantial new knowledge, skills and behaviours as a result of their apprenticeship. Apprentices in adult care update service user care plans with new regulatory requirements, such as diet. Since August 2019, over half of all apprentices on standards-based apprenticeships achieved a merit or distinction in their final assessment.

Leaders work with employers to ensure apprentices get enough off-the-job training. Apprentices use opportunities in the workplace to learn new skills and knowledge. For example, adult care apprentices shadow medicine rounds and speech and language therapists. This prepares them well to take on extra responsibilities at work.

Leaders work with employers to plan a curriculum that reflects the needs of their business. They adapt the curriculum to meet employer's needs. Tutors brought forward the behaviour management module for adult care apprentices who were experiencing challenging client behaviour in their workplace. Leaders are developing a bespoke e-learning resource with gamification testing for the textile care industry. Leaders acknowledge that they need to plan the content and coordination of on- and off-the-job training with all employers.

Leaders responded rapidly to the move from face-to-face teaching to remote learning at the start of the COVID-19 restrictions. Tutors hold online and telephone learning sessions. Leaders provide online and paper-based resources depending on apprentices' preferences. Apprentices continue to make progress on their courses.

Due to COVID-19 restrictions, tutors hold all lessons and reviews remotely. Tutors attend a range of training to improve their online teaching skills. They share their screens with apprentices when teaching them how to upload their assignments. Tutors use the interactive whiteboard to test apprentices' knowledge and understanding. They insert short literacy videos into their online lessons to help apprentices learn new concepts. Apprentices enjoy and are engaged in their learning.

Apprentices access a range of training to keep them safe online, including password safety. They receive training about the 'Prevent' duty. However, apprentices we spoke to found it difficult to relate what they had learned to the businesses they worked in. Leaders recognise that tutors need further training to make this topic sector specific.

Leaders and tutors keep in regular contact with apprentices who are on breaks in learning and/or are furloughed. They support apprentices who have been made redundant or have left their jobs to find alternative employment or education. For example, tutors help care apprentices to find new employers and successfully complete and achieve their apprenticeship.

Leaders focus careers guidance too narrowly on apprentices' current employer and industry. The advice does not help apprentices plan for their longer-term futures.

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

- develop a curriculum growth strategy that considers the needs of apprentices, employers and the economy
- ensure they routinely plan the content and coordination of on- and off-the-job training with all employers
- ensure apprentices have a clear understanding of the 'Prevent' duty and how it relates to the sector in which they work.

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