

# CMS Vocational Training Limited

Progress monitoring report

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<b>Name of lead inspector:</b>	Jacquie Brown, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Parr House 26 Station Road Batley WF17 5SU

## Monitoring visit: main findings

### Context and focus of visit

CMS Vocational Training Limited received a new provider monitoring visit in October 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

<p><b>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?</b></p>	<p><b>Significant progress</b></p>
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Leaders have taken successful action in response to the areas for improvement identified at the previous monitoring visit. They have provided clear guidance to employers about the requirement to support apprentices with off-the-job training and to monitor this support effectively. As a result, apprentices receive high-quality off-the-job training and apply their skills well in the workplace. For example, apprentices in level 3 accountancy have received training on accounting software and use their new skills confidently in the workplace to make up accounts.

Leaders have significantly improved how they evaluate the quality of teaching and training so that there is a clear focus on reviewing the progress that apprentices make in developing new skills and knowledge. They have introduced in-depth reviews of each curriculum area. They visit lessons and speak to tutors about apprentices' starting points and discuss with apprentices the progress that they have made. They review the work that apprentices complete to evaluate progress over time and to identify how well tutors' feedback helps apprentices to improve.

Leaders have implemented a rigorous process to monitor the progress that apprentices make in the development of new knowledge, skills and behaviours. Tutors meet regularly with leaders to discuss the progress of apprentices and highlight any concerns so that support can be put in place quickly. As a result, most apprentices make rapid progress. For example, apprentices who struggled to understand the theory of project management received additional support. They were then able to apply what they had learned within their role in the financial services sector to plan and manage customer caseloads.

Tutors provide apprentices with regular and helpful feedback on how they can improve their knowledge and skills. Apprentices in business administration improve their knowledge of external factors affecting a business through helpful feedback from tutors highlighting how legislation and government actions affect businesses.

Tutors plan and order the curriculum effectively by teaching topics in a logical sequence that enables apprentices to build their knowledge and skills over time, and by grouping together topics with overlap to avoid repetition. Tutors work closely with employers to identify the curriculum content that needs to be covered first. For example, in a medical practice, tutors started by teaching apprentices about regulations and legislation related to COVID-19 in response to employer requests.

Tutors have extensive experience in their vocational areas and are appropriately qualified. They are supported well by managers to develop their teaching practice and have opportunities to share best practice. Tutors receive regular training to enhance their knowledge and experience. They have completed training in mental health awareness, safeguarding, autism awareness and training specific to their vocational area.

Tutors use their vocational expertise to develop apprentices' knowledge, skills and behaviours successfully. For example, they use their expertise in business administration to support apprentices to develop knowledge and skills in project management that help them to plan COVID-19 testing programmes in care home settings.

Tutors identify apprentices' starting points accurately and use the information to enrol apprentices on the most suitable programme at the appropriate level. They carry out assessments in English and mathematics and have extensive discussions with apprentices to identify their prior vocational knowledge and skills. Tutors use this information to plan apprentices' programmes effectively.

Tutors provide effective support to prepare apprentices for their end-point assessment. They use assessment activities that are similar to end-point assessments, such as examinations and professional discussion, to help apprentices practise their skills. The opportunity to complete presentations of their projects and demonstrate their knowledge and skills ensures that apprentices are confident and well prepared for their end-point assessment.

Leaders have provided effective support to apprentices during the COVID-19 restrictions. They quickly implemented an online curriculum to enable apprentices to continue with their studies. Leaders have trained tutors successfully to teach using online platforms so that apprentices benefit from high-quality online learning.

Tutors check on apprentices' mental health and well-being regularly. They identify apprentices who are vulnerable due to their personal circumstances and contact them more frequently to ensure that they receive the support they need.

Most tutors provide apprentices with clear and helpful careers advice and guidance about their options after the apprenticeship. In most instances, tutors work closely with apprentices to prepare them for progression, such as moving to an apprenticeship at a higher level. They advise apprentices on the curriculum content and assessment methods on the next level of apprenticeship. However, in a small minority of cases, tutors do not provide apprentices who are close to the end of their programmes with sufficient advice and guidance regarding their next steps.

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

- ensure that all apprentices close to the end of their programme receive careers advice and guidance that helps them to make informed choices about their next steps.

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