

Fleetmaster Training Limited

Progress monitoring report

Unique reference number:	1276413
Name of lead inspector:	Andrea Shepherd, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	R C M Business Centre Sandbeds Trading Estate Ossett West Yorkshire WF5 9ND

Monitoring visit: main findings

Context and focus of visit

Fleetmaster 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**

Leaders have strengthened the way that they identify and monitor the development of apprentices' knowledge, skills and behaviours. Apprentices now complete an initial 'scorecard' with their employer to identify what they already know and can do. They update this on a regular basis. Trainers make good use of this information to fill gaps in apprentices' learning. Trainers on the level 3 recruitment consultant standard arrange additional work shadowing opportunities for apprentices who find sales difficult. As a result, apprentices build their confidence to make sales calls in order to secure their own clients successfully.

Leaders plan and sequence the curriculum well. They identify appropriate opportunities for apprentices to apply knowledge and practise skills. Apprentices

studying the large goods vehicle (LGV) driver standard build and consolidate their knowledge in preparation for their driving theory tests and understand the importance of driving large vehicles in a safe and fuel-efficient way.

Trainers on level 3 programmes make effective use of online teaching to underpin the practical skills that apprentices acquire in the workplace. Apprentices enjoy live online classes and find the range of activities useful. Trainers skilfully use discussions, role play and presentations in their teaching. As a result, apprentices studying the level 3 business administrator standard learn about canvassing approaches so they can build relationships with new clients.

Staff make appropriate adaptations to the level 2 LGV driver programme to meet the challenges resulting from the COVID-19 pandemic. Apprentices benefit from a range of learning opportunities, including face-to-face teaching, workbook tasks and online activities. As a result, they continue to increase their knowledge at times when they are not able to practise their driving skills due to COVID-19 social distancing requirements and the suspension of driver training and tests by the Driver and Vehicle Standards Agency. Apprentices recognise that their knowledge of general road safety, vehicle safety checks and hazard perception has prepared them well for the practical driving elements of the curriculum, which are currently on hold.

Trainers provide apprentices with useful feedback on the work they complete. Apprentices know what they do well and what they need to improve in readiness for their end-point assessment. As a result, apprentices who have recently completed their level 3 recruitment consultant apprenticeship feel well prepared to take the assessments at the end of their programme.

Staff put their current industry knowledge to good use. They make sure their training materials reflect the current regulations and legislation that apprentices need to follow in the workplace. For example, apprentices on the level 2 LGV driver standard learn about the temporary relaxation of driving hour limits as a result of COVID-19 restrictions. Apprentices speak highly of the Fleetmaster trainers who they recognise as being highly skilled, knowledgeable and helpful.

Trainers give apprentices practical information about risks relevant to their job roles. Apprentices have a clear understanding of topics such as grooming, radicalisation and modern slavery, which they apply to their workplace well. Apprentices on the level 3 recruitment consultant standard have the confidence to deliver presentations on modern slavery during recruitment events.

Leaders and trainers carefully monitor the progress of apprentices and provide meaningful support to those returning from periods of furlough, or at risk of falling behind. They provide additional guidance and tasks which help apprentices to remember more. However, a very small minority of recruitment consultant apprentices who have made slow progress due to COVID-19 have not been supported by their employer to catch up quickly enough.

Leaders provide useful information, advice and guidance to the large majority of apprentices before and during their studies. However, too many apprentices on the level 2 LGV driver standard do not receive enough details about the programme prior to enrolment. As a result, apprentices on this programme do not fully understand what the programme entails before they start.

Leaders and those responsible for governance rightly identify problems in ensuring that apprentices receive the off-the-job training to which they are entitled. Leaders have taken positive steps to address this weakness. For example, they communicate with employers to raise the profile of training and have implemented systems to capture more accurately the activities that apprentices complete. While more apprentices on the level 3 recruitment consultant standard now receive sufficient off-the-job training, it is too early to assess the full impact of the new systems on other programmes. For the small number of apprentices studying the level 2 LGV driver standard, the issue remains largely unresolved. Employers do not provide apprentices with enough protected time for off-the-job training. As a result, too many of these apprentices complete tasks in their own time.

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

- make sure all apprentices are sufficiently aware of the requirements and nature of the apprenticeship programme before they begin
- support employers to provide enough protected time so that all apprentices can receive the off-the-job training to which they are entitled.

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