

Qualitrain Limited

Progress monitoring report

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Name of lead inspector:	Russ Henry, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	The Genesis Business Centre Kings Street Alfreton DE55 7DQ

Monitoring visit: main findings

Context and focus of visit

Qualitrain Limited received a new provider monitoring visit in September 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?

Significant progress

Qualitrain trains apprentices in occupations related to continuous improvement and lean manufacturing. Through a subcontractor, they train apprentices working in adult care. During pandemic restrictions, most teaching has been conducted remotely, but a small number of apprentices have continued to attend face-to-face lessons.

Following the new provider monitoring visit, managers implemented a system to capture details of the off-the-job training that apprentices complete. Each month, trainers enter into a spreadsheet the number of hours that apprentices spend undertaking off-the-job training. Managers have recognised that this system could be improved. They have recently developed a new learner management system that

allows apprentices to record their off-the-job training as and when they do it, but this system has not yet been deployed.

The large majority of apprentices receive enough time to complete their off-the-job training during normal working hours. However, a minority of employers of level 5 adult care apprentices do not yet fully understand the requirements for off-the-job training, and a few apprentices complete their studies in their own time.

Managers have made sensible adjustments to lesson observation processes. Observers now focus on those aspects of teaching and assessment that are likely to have greatest impact on learning, such as the quality of explanations and the use of questioning. Recent observations also focus on the tools and techniques that trainers use when teaching online. Observations result in clear action plans for teachers.

Managers have provided staff with training on how to provide good-quality feedback on apprentices' work. They use lesson observations to check how well individual trainers provide feedback, and they provide them with further training where necessary. Apprentices receive feedback quickly when they submit work. This feedback is clear and specific, and apprentices find it helpful. However, they do not always use the feedback that they receive to make immediate improvements to their work.

Trainers plan face-to-face and remote training extremely thoroughly. They work with employers to identify the specific knowledge, skills and behaviours that apprentices should develop. They use their subject expertise to place topics into a well-sequenced series of lessons. They plan individual lessons and supporting materials very carefully. They deploy an array of additional learning resources, including electronic books and statistical analysis software, to supplement their own teaching materials.

Trainers provide good-quality face-to-face lessons. Apprentices who attend these lessons demonstrate clear improvements to their vocational skills, their confidence, and their ability to work in groups. They can identify the gaps in their skills and knowledge and can explain how future lessons and their own studies will help to fill them.

Trainers have adapted well to remote teaching. They provide clear explanations of topics and support these with good-quality visual aids. They set challenging work for apprentices, who participate enthusiastically. Trainers answer questions well and provide clear and helpful oral feedback to apprentices. A few online lessons are attended by single apprentices. In these lessons, trainers use training activities that were planned for use with a group. These activities are less effective with single apprentices.

Managers have acted quickly to support apprentices who have found online learning to be challenging. A few apprentices have found it difficult to read from a screen or to complete calculations when online. Trainers allow extra time and provide additional one-to-one help for those apprentices who need it. Managers have

provided additional resources, such as coloured screen overlays, to make reading easier. Functional skills tutors use information on apprentices' difficulties to inform adjustments to English and mathematics lessons.

Trainers take an active interest in the progress and well-being of their apprentices. They respond quickly to any requests for help, and apprentices find their support and guidance helpful. Trainers work flexibly to adjust training plans when apprentices experience difficulties in their personal lives. Their flexibility and support enable apprentices to get their studies back on course quickly.

Most apprentices demonstrate a good understanding of safeguarding topics, including how to stay safe when working remotely. However, a few apprentices are not able to recall receiving information or training on how to stay safe when working online.

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

- help trainers to adjust teaching activities to better support learning in one-to-one lessons
- ensure that all learners receive information about how to stay safe when working and studying online
- make clear to all employers of adult care apprentices their obligation to provide apprentices with study time during working hours.

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