

TQ Education and Training Limited

Monitoring visit report

Unique reference number: 2626862

Name of lead inspector: Sue Hasty, Her Majesty's Inspector

Inspection dates: 18–19 May 2021

Type of provider: Independent learning provider

Address: 80 Strand
London
WC2R 0RL

Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

TQ Education and Training Limited (TQ Ltd) is an independent learning provider based in Central London. It teaches standards-based apprenticeships in operations/departmental manager at level 5. At the time of the visit, 57 apprentices were studying these courses. All apprentices are over the age of 19.

The impact of COVID-19 (coronavirus) has been taken into account in the findings and progress judgements below.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Significant progress

Leaders and managers work very effectively with employers to design a highly relevant curriculum. Tutors plan well to include content that employers request. For example, in project management tasks, apprentices analyse their employers' own management information. Employers' guest speakers visit lessons to talk about current leadership topics. Consequently, apprentices and employers benefit from a curriculum that reflects the company's ethos and values.

Leaders ensure that employers are fully committed to the roles and responsibilities involved in an apprenticeship programme. They work together well to select suitable apprentices with the potential to develop their skills, knowledge and behaviours as future strategic leaders. Tutors and employers work closely to monitor the off-the-job training apprentices receive thoroughly. They quickly identify alternative times for apprentices to complete their coursework when workloads take priority.

Leaders, employers and governors have a clear overview of the progress apprentices make on their course. Employers receive useful monthly reports showing how well apprentices are doing. Leaders and employers discuss the standard of apprentices'

work at fortnightly meetings. Because of the quality of information employers have, they support apprentices effectively when they are at risk of falling behind. As a result, most apprentices stay on the course, enjoy their lessons and keep up to date with coursework.

Leaders, managers and tutors are very experienced, and appropriately qualified to teach successful leadership apprenticeship programmes. They have relevant vocational expertise as leaders and workplace coaches. Leaders provide tutors with suitable training to develop their teaching skills and expertise. For example, tutors learned how to use breakout rooms and whiteboards effectively in online lessons. Apprentices value the chance in lessons to network with their peers in smaller groups.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Tutors have a good understanding of apprentices' prior skills, knowledge and experience at the start of the course. Tutors use the results of skills questionnaires effectively. They plan appropriate development goals relevant to apprentices' current and future job roles. Consequently, apprentices are well equipped to gain promotion.

Tutors evaluate thoroughly the order in which they teach the curriculum. They listen carefully to apprentices' feedback. As a result, tutors now teach topics such as self-awareness first, before introducing more complex management theories. Tutors change plans appropriately so that apprentices gain the skills they need to write well-researched assignments early in the course.

Tutors plan and teach course content thoughtfully. They provide apprentices with helpful reading material prior to the start of each lesson. This prepares them well when discussing topics such as business ethics in groups. Apprentices confidently challenge each other's ideas. They explain competently their views on approaches to making ethical business decisions.

Apprentices benefit from high-quality reviews with their tutor and line manager. Tutors provide apprentices with a comprehensive picture of what they have achieved and what they need to do next. Apprentices reflect clearly on how they apply leadership theories in their work. For example, apprentices use the knowledge and skills they gain with regard to managing people when leading a new team.

Tutors teach apprentices higher-level English skills skilfully. They set apprentices high standards for using appropriate academic referencing. Tutors provide helpful feedback on assignments to support apprentices' development of these skills. Tutors also refer apprentices to useful self-study resources. As a result, apprentices produce high-quality written work.

Most apprentices have a good understanding of what they need to do for their final assessment. They appreciate the opportunity to join recognised professional associations when they achieve their qualification.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Significant progress

Leaders promote an appropriate safeguarding culture across apprenticeship programmes. They ensure that staff keep up to date with their safeguarding training. Apprentices feel safe at work and in their studies. Apprentices know who to go to if they have concerns.

Leaders and employers meet monthly to discuss apprentices' welfare. They put good support in place when apprentices return to learning after a break because of ill-health, for example.

Tutors plan effectively to teach safeguarding topics in most lessons and in progress reviews. Tutors relate this content well to apprentices' workplace settings. Apprentices speak knowledgeably about the associated health and safety risks when making business decisions.

Leaders train tutors suitably in the appropriate and safe use of information technology. For example, tutors know that they should not use personal telephone accounts to contact apprentices. Tutors understand the professional boundaries they must maintain when communicating with apprentices through social media.

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