

Inspection of Train 4 Limited

Inspection dates:

21–23 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Adult learning programmes

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Train 4 Limited (Train 4) began providing adult education courses in November 2017. It specialises in preparing unemployed learners for work in the construction and security sectors. Learners study short, two- or three-week programmes that train them in a range of personal, social and employability skills. This equips them with the knowledge needed to gain the industry accreditation required for work in security or construction.

Learners are located throughout England. They study mostly through live online lessons. Those learners who take security courses also participate in some face-to-face training, where they learn practical skills in physical intervention and searching.

What is it like to be a learner with this provider?

Most learners enjoy their time with Train 4. The large majority principally participate to gain industry accreditation, which most of them do. However, learners also value the personal development training and the guidance that they receive in how to find and secure employment.

Programmes prepare learners rapidly for industry accreditation tests. However, because this training is hurried and intensive, learners do not have the opportunity to consolidate and practise what they learn. This means that they do not retain their new knowledge well.

Train 4 staff work with a range of employers to identify job opportunities for their learners. They help learners to secure jobs with these employers, and a relatively high proportion successfully do so.

Learners feel safe while studying with Train 4. Trainers ensure that learners understand and follow online safety guidance, such as not sharing personal information and ensuring that there is nothing on screen that could reveal details about them to those they do not know well.

What does the provider do well and what does it need to do better?

Managers have developed programmes with clear and appropriate goals. Course content, for the most part, corresponds with their objectives. However, a few elements of courses do not contribute to their overall aims. For example, construction learners undertake units that introduce them to woodworking and construction drawing that do little to prepare them for their intended next steps. Managers have recognised this and are considering changes to the curriculum.

Most material is taught through online lessons and, for the most part, this works well. Trainers explain concepts clearly and this helps learners to understand them. A range of useful online resources supplements teaching. Topics such as searching and physical intervention techniques are taught face to face. There are a few elements of programmes where online teaching is less effective. For example, it is difficult for learners to practise and demonstrate teamworking skills when they are not together.

Learners do not have enough time to develop and consolidate the skills and knowledge that they are taught. Trainers move from one topic to the next in rapid succession because courses comprise too many qualifications, which must be completed and assessed. Trainers provide few opportunities for learners to undertake practice and retrieval activities and this limits their ability to remember long term what they have been taught.

Trainers do not assess learners well enough. Learners undertake summative assessment at the end of each very short block of learning. These assessments often require learners to simply repeat what they have just been told. Most learners

produce accurate answers, but a few either fail to complete assessments or produce work that shows a lack of understanding. Trainers often do not correct learners' misunderstandings. Managers have recognised these weaknesses and have plans to resolve them.

Staff assess learners' starting points through tests and interviews. They evaluate the standard of learners' English and mathematical skills and identify any additional needs that they have. Trainers use this information to give them a general view of the capabilities of their learners. They also use it to identify those learners who may need to be monitored, and they offer support and help to those who fall behind.

A high proportion of learners achieve their qualification aims and gain their industry certification. Learners who have additional learning needs achieve as well as their peers.

Trainers set clear expectations for learners' attendance and conduct. They explain these to learners at the start of programmes, and course handbooks provide further guidance. Most learners behave well and have good attitudes to learning. Attendance is high. Staff take firm action when learners' conduct does not meet the required standard.

Courses incorporate elements of personal and social development. Learners are given suitable introductions to themes related to personal well-being, citizenship and equality.

Staff provide learners with clear information, advice and guidance about employment in construction and security. They do this before, during and after courses. Job brokers provide useful encouragement, advice and information on job vacancies to learners for up to 13 weeks after the end of their courses. This helps a relatively high proportion of learners to progress into employment, and most of these find work in construction or security roles.

Senior leaders do not provide sufficient challenge to managers to improve the quality of the provision. They do not make good use of the available data to measure the effectiveness of courses. The self-assessment report contains a series of judgements with little reference to supporting data. The associated quality improvement plan contains too few impact measures against which senior managers can judge the effectiveness of their actions.

Managers do not always ensure that trainers improve their skills where lesson observations identify deficiencies. Observations are conducted frequently and identify a range of strengths and areas for improvement. These are explained to trainers, but too little further action is taken.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) and deputy are appropriately trained and qualified. The DSL keeps up to date through attendance at local safeguarding forums, and liaison with the regional 'Prevent' coordinator.

The DSL participates in staff recruitment, and new members of staff are subject to appropriate pre-employment checks. All new staff must complete safeguarding training before starting work, and this is refreshed at appropriate intervals.

Staff deal appropriately with safeguarding concerns. However, they do not always create suitably detailed records of the actions they take and their impact. Actions occasionally focus too much on the perpetrator and not enough on the victim.

What does the provider need to do to improve?

- Managers should review the number of qualifications included in training courses and the quantity of material to be taught, so that learners have enough time to consolidate their knowledge and practise their skills; staff should review the content of courses to ensure that all elements contribute to the overall aims.
- Trainers should review their approach to assessment, which currently often requires learners to simply repeat what they have been told moments before, to ensure that it actually tests learners' knowledge and understanding.
- Managers and trainers should consider whether some elements of courses are unsuited to online teaching and, where this is the case, adjust course design so that learners can attend and study these elements in person.
- Managers should improve their analysis of performance data so that they can more accurately assess the quality of provision and challenge staff more effectively.
- Managers should ensure that, following lesson observations, trainers undertake appropriate activities to improve their skills.
- Managers should improve record-keeping for safeguarding to ensure that, in all cases, it is clear what actions have been taken and what the effect of these actions has been. Records should also focus more carefully on the support provided to the victims of safeguarding incidents.

Provider details

Unique reference number	1270892
Address	Greetwell Place 2 Limekiln Way Lincoln Lincolnshire LN2 4US
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Website	https://train4.thenumber4group.org/
Principal/CEO	Eddy Isles
Provider type	Independent Learning Provider
Date of previous inspection	Not previously inspected
Main subcontractors	—

Information about this inspection

The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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Her Majesty's Inspector

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