

Inspection of Back 2 Work Complete Training Limited

Inspection dates: 21–24 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Back 2 Work Complete Training Limited (B2W) was established in 2011. The company specialises in short pre-employment training courses for unemployed adults. It also provides leadership and management training to upskill junior managers in preparation for middle and senior leadership roles; an adult traineeship to provide the foundations needed for adults hoping to enter employment in the digital sector; and apprenticeships in the digital sector. B2W received a contract to offer directly delivered apprenticeships and adult-learning courses in November 2017.

At the time of the inspection, 138 adult learners were on short pre-employment courses, ranging from one to three weeks in duration. These included introductory courses in construction, digital skills, warehousing and distribution and digital contact centre skills. There were an additional 137 employed adult learners following leadership and management courses and 13 adult learners on a digital foundations traineeship. Thirty-eight apprentices were enrolled on the digital marketer apprenticeship standard at level 3.

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

Learners and apprentices enjoy their courses. Unemployed adults gain the skills and confidence they need to apply for jobs and secure employment. They develop strategies to improve their resilience. For example, when they are unsuccessful in job applications, they reflect on how to improve their application when applying for future jobs.

Apprentices are keen and ambitious. They develop in confidence, use their initiative and work independently. This results in them taking on more responsibility at work. For example, they lead new marketing campaigns and make improvements to their company's website.

Learners and apprentices benefit from a calm and inclusive learning environment. Tutors value learners' and apprentices' contributions and ensure that they all take part in sessions and learn. If a learner or apprentice falls behind, they know where to access the work they have missed and ask for support. Learners and apprentices demonstrate high levels of respect for their tutors and peers and work collaboratively.

Learners and apprentices feel safe and know how to keep themselves safe. Learners on digital courses who previously had limited, or no, computing experience have developed a secure knowledge of how to stay safe online. Learners are aware of the signs of bullying and discrimination and know how to report any concerns they may have. Apprentices feel safe, welcome and included at work and in their studies.

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

Leaders and managers have a clear rationale for their adult learning and apprenticeship programmes. They plan courses to meet the needs of learners, apprentices and potential employers locally, regionally and nationally. Leaders and governors have established a culture of high expectations.

Leaders use labour market information effectively to plan the curriculum. They have developed strong links with employers and combined authorities to provide a bespoke curriculum that prioritises training for adults. This helps them to enter specific labour markets and prepares apprentices to be successful in digital marketing.

Leaders and managers have responded swiftly to learners' and employers' feedback to adjust and improve programmes. Tutors use their expert knowledge of their subject area, for example in construction, warehousing and digital marketing, to develop the curriculum. They plan their teaching and training in a logical order. This helps learners and apprentices to gain the knowledge and skills needed to gain qualifications to enter the job market or gain promotion. The ambitious curriculum transforms the lives of learners and apprentices.

Tutors ensure learners and apprentices develop the employability skills they need for work. For example, they ensure that learners and apprentices develop the behaviours they need for work. Tutors focus on how learners and apprentices communicate

effectively, build rapport with their peers and colleagues, present themselves and display positive behaviours and body language. Learners on pre-employment and traineeship programmes complete mock interviews and online assessments that help them prepare for job recruitment processes. Tutors monitor attendance and punctuality daily and support learners to improve their timekeeping in readiness for workplace expectations.

Most learners build on their learning through regular repetition and consolidation. They frequently revisit the topics that they have explored in previous sessions. As a result, learners have a better understanding of the subjects they are studying. Work becomes progressively more challenging until learners are at a point to either sit the external examinations, such as the Construction Skills Certification Scheme (CSCS) card, or complete their programmes.

The quality of learners' work improves over time. Tutors provide useful and supportive feedback that helps most learners to improve the quality of their work. Tutors annotate work to show learners where improvements need to be made. Learners act on feedback and improvements can be seen on a daily basis. Apprentices benefit from insightful feedback from their skills coaches. This helps them to improve the evidence in their portfolios and their understanding of marketing and business theories.

Apprentices benefit from a blend of on- and off-the-job training that meets apprenticeship requirements. They receive effective support, advice and guidance from their workplace mentors and supervisors. This helps apprentices to apply their developing knowledge in context. For example, apprentices use their new skills to design creative print and social media advertisements. They develop standalone website pages to target a specific market and drive new sales for their businesses. They develop their confidence, initiative and passion for their roles and duties. Most apprentices are ambitious and enjoy challenging themselves by experimenting with new social media tools and techniques at work.

Staff give learners and apprentices appropriate information to ensure that they are enrolled onto the correct course. Tutors identify learners' and apprentices' previous knowledge effectively to match them to courses based on their prior experience and career aspirations. Learners benefit from advice during their course about the progression and career opportunities available to them at the end of the programme. Tutors ensure that placements for traineeship learners closely match their career aspirations.

Leaders have a clear oversight of the quality of education. Managers, tutors and skills coaches track and discuss learners' and apprentices' progress weekly. They monitor closely and risk assess accurately learners' and apprentices' performance in all aspects of their programme.

Leaders have rectified successfully most of the areas identified as requiring improvement at the monitoring visit. Senior leaders have strengthened governance arrangements. They have recruited governors with expertise in further education. Governors support and challenge leaders successfully to maintain and improve the quality of education and hold leaders to account for their actions. They have an accurate oversight of the strengths and weaknesses of the provision.

A few apprentices and employed learners make slow progress. Apprentices are not always supported sufficiently by their employers to complete the range of live workplace projects required by the apprenticeship standard. Adult learners have struggled to balance the commitments of study with work. Managers have recently introduced more formal arrangements to better support the small minority of apprentices and employed adults who are not on track to achieve their qualifications on time.

Too few apprentices gain merit or distinction grades. Managers have recently introduced initiatives to provide more support to help more apprentices achieve high grades. However, it is too early to evaluate the effectiveness of this support.

Safeguarding

The arrangements for safeguarding are effective.

Governors and senior leaders place a high priority on keeping learners and apprentices safe. Staff clearly understand their responsibilities to safeguard learners and apprentices. Designated safeguarding leads are appropriately trained. They manage and resolve disclosures diligently. Leads use links to external agencies to help learners and apprentices access additional help, such as counselling.

Managers ensure that staff are recruited safely. Staff receive regular training and updates on safeguarding and safeguarding-related matters. Learners and apprentices feel safe in their learning and work environments. They learn about safe working practices in work and when working online. For example, construction learners explain about the dangers of drink and drug misuse on construction sites.

What does the provider need to do to improve?

- Senior leaders should ensure that tutors routinely provide the support employed learners need to complete their studies in the expected time.
- Senior leaders should ensure that employers can provide the full range of support and workplace projects apprentices need to stay on track and complete their programme successfully.
- Senior leaders should ensure tutors set aspirational targets so that apprentices know how to achieve high grades and reach their potential.

Provider details

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Website	www.b2wcompletetraining.com
Principal/CEO	Luke Muscat
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the director of quality and performance, 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 visiting 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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