

# Quest Vocational Training Limited

Reinspection monitoring visit report

---

<b>Unique reference number:</b>	1276417
<b>Name of lead inspector:</b>	Paul James, Her Majesty's Inspector
<b>Inspection dates:</b>	29 and 30 June 2022
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Ground Floor West Peartree Business Centre Cobham Road Ferndown Industrial Estate Ferndown BH21 7PT

# Monitoring visit: main findings

## Context and focus of visit

This is the first reinspection monitoring visit to Quest Vocational Training Limited (QVTL) following the publication of the inspection report on 4 March 2022 which judged the provider's overall effectiveness to be inadequate overall.

At the time of this monitoring visit, QVTL had 583 apprentices, with 109 on breaks in learning. Around 400 apprentices are on adult care standards or frameworks at levels 2 to 4. In addition, 130 apprentices undertake programmes in early years education at levels 2 to 4. The remaining apprentices are enrolled on IT technical salesperson, business administration, team leader or supervisor and teaching assistant standards.

## Themes

**What steps have leaders taken to address the weaknesses in provision, measure the impact of the actions taken on the quality of education and training, and ensure that governors are holding leaders to account for the improvements?**

**Reasonable progress**

Leaders have undertaken substantial staffing restructure to align job roles better with quality assurance and improvement activities. Leaders implemented the changes swiftly following the previous inspection. Leaders, managers and governors now have a clear reporting structure that provides them with improved insight into the quality of the training that apprenticeship trainers (ATs) provide.

Leaders have introduced new and effective processes to improve the experiences of apprentices. They now work closely with curriculum leaders (CLs) and ATs to identify learners who fall behind or do not participate in their training. CLs intervene and produce bespoke support plans for apprentices who are falling behind in their studies. As a result, most apprentices develop new skills and knowledge at the pace expected of them.

Leaders provide governors with the information necessary to support appropriate challenge and scrutiny. Leaders summarise the impacts of the new quality improvement processes and consequently, governors are now well informed about learners' progress. Governors use their personal experience in the training industry to ask pertinent questions and assure themselves of the impact that improvement actions have.

Leaders make sure employers know the importance of giving apprentices sufficient off-the-job training. They agree to breaks in learning when employers cannot commit

to giving apprentices the time they need to complete their training. As a result, most apprentices receive their entitlement for paid time off from their work to study. However, a few apprentices who are near the end of their studies, continue to study in their own time. In these instances, leaders robustly challenge employers to identify changes or solutions.

**What progress have leaders made in implementing the new curriculum so that adult care apprentices demonstrate high levels of motivation, become fully involved in their learning and make good or better progress in developing new knowledge, skills and behaviours?**

**Reasonable progress**

Leaders have improved the curriculum since the previous inspection, and they now align it well with adult care apprentices' needs and those of the industry. Leaders have used the expertise of their CLs and ATs to devise a curriculum which is based on the apprenticeship standard and also tailored to individual employers. ATs work with apprentices and employers to consider optional units and the order content is taught. As a result, they match most apprentices' training well to their individual needs and employment. They teach important units such as safeguarding at the start of their programme.

ATs lead useful progress reviews which now include a focus for apprentices on what they have done, what they have learned and how it helps them in their jobs. As a result, apprentices can identify the progress they make and how it links to their workplace.

Managers have implemented new individual learning plans which provide a timeline for delivering different components of the training and when targets will be set and reviewed. ATs review apprentices' progress effectively with the employer and apprentice present. They accurately record the progress apprentices make and identify their further training needs. As a result, apprentices can identify gaps in their learning and put clear plans in place. For example, during recent reviews, apprentices identified gaps in their knowledge of legislation connected to clients working with young children. ATs quickly responded with additional training. Apprentices now use this new knowledge and have supported their employer to update their safeguarding policy and training for all staff.

As a result of the changes made, ATs now train apprentices in a way that meets their needs. Apprentices develop new skills and knowledge, become more competent employees and achieve their training goals. However, leaders and ATs have not adequately adapted the curriculum for apprentices who enrolled before November 2021. These apprentices make up around half of all apprentices currently studying with Quest Vocational Training Limited. As a result, a significant proportion of apprentices are not yet benefiting from the positive impact of the revised curriculum and individual learning plans.

**What progress have leaders made in involving employers in the planning and implementation of the apprenticeship programme, and ensuring that apprentices receive their full entitlement of training so that they can study and learn effectively?**

**Reasonable progress**

Leaders have worked with employers to establish a greater understanding of the requirements of the apprenticeship programme. They hold quarterly engagement meetings with employers. In these meetings, they discuss learners' progress, concerns and interventions, the celebration of success and any new training needs that the employer identifies. As a result, employers contribute to a training plan which supports their apprentices to develop the skills they need to be successful at work.

Leaders have also established an effective three-stage procedure for tackling non-engagement by employers or apprentices. ATs and CLs work with employers and apprentices to resolve any barriers to apprentices completing their programmes. They make correct use of the facility to place apprentices on breaks in learning or to withdraw them from the programme. As a result, leaders have increased the number of learners on breaks in learning to enable employers to focus on the needs of their businesses. Where this is the case, leaders and managers maintain useful contact with those employers and apprentices affected. Apprentices can return to study when employers and the CLs are confident that they will be released from duties to focus on their learning and development.

**What steps have leaders and managers made to ensure apprentices make substantial progress in knowing and remembering the content of the curriculum, compared with their assessed starting points; and acquiring the new skills and knowledge they require to be highly effective at work and prepared well for their career?**

**Reasonable progress**

Leaders have worked well to ensure ATs design a bespoke training plan for newly recruited apprentices. Leaders have implemented an effective process to measure learners' progress in developing substantial new skills and knowledge.

CLs and ATs use a scorecard to assess what apprentices know at the start of their apprenticeship and then review it every 12 weeks. Leaders also review data linked to the scorecard and are well informed on the progress those learners make. However, it is too early to see the impact of the new process on learners' progress over time. In addition, ATs do not use the scorecard with those apprentices who are near the end of their programme. As a result, newer apprentices recognise the progress they have made from the starting points and value revisiting the scorecard. Those

apprentices who enrolled after November 2021 receive training which meets their needs and through which they achieve their aspirational goals.

CLs check the quality of apprentices' training plans and reviews, to ensure that ATs provide the training, support and guidance that apprentices are entitled to. They take swift action to support ATs who underperform. Consequently, ATs support apprentices well. They provide useful feedback to apprentices on their assignments, which helps apprentices identify how they can improve and what skills they need to be successful in their future careers. As a result, the majority of apprentices move on to higher levels of study or gain promotions in their workplaces.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022