

# Inspection of Total Training Provision Limited

Inspection dates: 2 to 5 August 2022

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

## Information about this provider

Total Training Provision Limited is an independent learning provider with its head office in Barnsley. It delivers apprenticeships and adult learning programmes across the country but predominantly in the Yorkshire and Humber, north west and east midlands regions. At the time of the inspection, there were 445 learners enrolled on adult learning programmes and 330 apprentices enrolled on standards-based apprenticeships. Most learners and apprentices are 19 years of age and over. The provider does not subcontract any of its provision.

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

Learners and apprentices are well motivated to learn and are keen to complete their studies. Skills coaches set high expectations regarding attendance, punctuality and standards of work which motivates learners and apprentices to do well. As a result, most learners and apprentices attend training sessions well and are on time.

Learners and apprentices benefit from the calm and effective learning environment which their tutors create. They take responsibility for their own learning and use their new knowledge and skills at work and in their personal lives. Learners and apprentices improve their professional behaviour and attitudes in the workplace. On the level 5 operations and department manager programme, apprentices talk with confidence about improving methods of communication and delegating tasks and responsibilities in the workplace. Apprentices' confidence in their own ability increases and their career aspirations grow.

Skills coaches deliver well-planned activities which enable learners and apprentices to improve their understanding of British values, including individual liberty, mutual respect and the rule of law. Learners and apprentices treat colleagues and staff with respect during training and in the workplace. They recognise and respect diversity and have a good awareness of individual preferences and cultural and religious differences. Adult learners on the level 2 diploma programme in care support residents from different faiths to celebrate religious festivals.

Learners and apprentices feel safe. They value the high-quality information provided by skills coaches about how to keep themselves and each other safe. Skills coaches frequently ask learners and apprentices if they are safe at work and discuss whether employers provide effective support for their mental health and well-being.

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

Leaders and managers have a clear curriculum strategy that they implement successfully. They deliver apprenticeship and adult learning programmes in response to local, regional and national priorities and respond to the skills gaps that employers identify. For example, leaders provide programmes such as mental health first aid and understanding autism to adult learners who work in adult care settings in response to requests from employers. They also deliver courses for adults who are long-term unemployed to prepare them to return to employment.

Leaders and managers work closely with employers to develop the curriculum to meet employers' business needs. For example, in response to requests, they have included training in agile project management on the level 4 associate project management apprenticeship and training on six sigma on the level 5 operations and department manager apprenticeship.

Leaders and managers carry out a range of activities, such as observations of training, to review and improve the quality of the programmes that they provide. They review information such as attendance and feedback from learners, apprentices and stakeholders, and take effective action to respond to any concerns that they identify. In response to feedback from apprentices, they have ensured that skills coaches improve the support that they provide to apprentices in preparation for end-point assessment.

Leaders and managers have accurate oversight of the progress that learners and apprentices make. Team leaders meet with skills coaches on a weekly basis to discuss progress and provide information to senior leaders and managers. Leaders and managers make good use of this information to identify learners at risk of falling behind and to ensure that appropriate support is put in place.

Leaders and managers have recently recruited specialist English and mathematics skills coaches to provide teaching to apprentices who need to achieve functional skills qualifications. As a result, new apprentices make at least the expected progress towards achieving these qualifications. However, a few apprentices who are nearing the end of their programme have not received high-quality support early enough in their programme and their progress in English and mathematics has been slow.

Skills coaches provide effective support to the large majority of apprentices who already have English and mathematics qualifications at level 2 to help them improve their knowledge and skills further. For example, apprentices on the level 4 improvement practitioner apprenticeship learn to analyse data confidently. However, skills coaches do not make good enough use of information about adult learners' starting points to enable them to provide effective support to ensure that learners develop the English and mathematics skills that they need in the workplace and in their personal lives.

Governance is effective. The board of governors includes members who have appropriate expertise and who ensure that improving teaching, support for learners and safeguarding are appropriately prioritised by leaders. Governors provide good support, scrutiny and challenge to leaders to about the quality of education that they provide.

Skills coaches plan and deliver the curriculum in a logical order. They begin by teaching the basic knowledge that learners need before moving on to more complex topics. Once learners have secured this knowledge, they apply it successfully in the workplace. For example, learners on the level 2 understanding autism programme learn about the basic concepts of autism before moving on to learning how to support people with autism.

Skills coaches use a range of teaching strategies effectively to support learners to develop the knowledge they need. For example, skills coaches who teach on the level 2 diploma in adult care programme give clear explanations when they introduce new topics, such as equality and diversity. They use discussion to engage learners and link learning to real-life examples in the workplace.

Skills coaches use a wide range of assessment strategies to check learners' understanding. For example, they use quizzes and professional discussions to check that learners understand and can recall and explain what they have learned. They then provide learners with helpful feedback on written assignments to help them to improve their work further.

Leaders ensure that skills coaches are appropriately qualified and have suitable vocational experience to provide effective training to learners. However, a few coaches do not attend sufficient training to regularly update their subject knowledge. Consequently, they are not able to challenge learners to make all the progress of which they are capable.

Most learners and apprentices benefit from high-quality careers information to help them plan their next steps. Skills coaches provide learners with useful information about further training, progression and promotion opportunities. They are ambitious for learners and apprentices and take care to ensure that they are well prepared for future success in learning and at work.

Skills coaches have been too slow to provide additional learning support for a few adult learners. Although they identified learners' support needs accurately at the start of the programme, they did not put support in place quickly enough. Skills coaches now respond promptly to support needs and provide useful support early in the programme. However, it is too early to see the full impact of this support.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leads have appropriate training and experience to be effective in their roles.

Leaders and managers have in place appropriate safeguarding policies and procedures and a clear reporting process. They implement safe recruitment practices to ensure that staff are appropriate to work with young people and vulnerable adults.

Leaders work closely with external agencies including the regional 'Prevent' duty coordinator who provides useful information about local risks which leaders pass on to staff, learners and apprentices. As a result, learners and apprentices have a suitable understanding of extremism and radicalisation and the potential risks at work and in the community in which they live. They are aware of the signs to look for in a potential terror attack and where to report concerns.

The designated safeguarding leads ensure that appropriate action is taken in response to safeguarding concerns and disclosures, including the involvement of external agencies when appropriate.

Leaders and managers do not ensure that all apprentices who are under 18 years of age have an appropriate understanding of healthy relationships and consent. They recognise this and have plans to deliver training about these topics.

### **What does the provider need to do to improve?**

- Ensure that skills coaches use information about adult learners' existing English and mathematics skills so that they can provide effective support to enable learners to develop their skills.
- Ensure that all apprentices make good progress in developing the English and mathematics skills that they need to achieve functional skills qualifications.
- Ensure that all skills coaches attend frequent training to update their subject knowledge.
- Ensure that skills coaches deliver effective training to apprentices under 18 years of age so that they develop an appropriate understanding of healthy relationships and consent.

## Provider details

<b>Unique reference number</b>	2539255
<b>Address</b>	Unit 13 Churchfield Court Churchfield Barnsley S71 2JT
<b>Contact number</b>	08000385666
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<b>Principal/CEO</b>	Lisa Hawksby
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the managing director, 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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