

Inspection of TQ Education and Training Limited

Inspection dates: 21 to 23 September 2022

Overall effectiveness

Good

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

Information about this provider

TQ Education and Training Limited (TQ) is a small, independent learning provider based in Central London. TQ started delivering levy-funded apprenticeships in May 2020. At the time of this inspection, approximately 153 apprentices were working towards standards-based apprenticeships at levels 3 and 5. There were 124 apprentices studying the level 5 operations or departmental manager standard and 25 apprentices studying the level 3 team leader/supervisor standard. Another four apprentices were on the level 3 Business Administrator standard. All apprentices are over the age of 19.

Most of the apprentices work in London, with others based in different parts of the country, including Crawley, Reading, Bury St. Edmunds and Plymouth.

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

Apprentices enjoy their training. They benefit greatly from a well-planned curriculum and the effective teaching support they get from their coaches. As a result, apprentices have positive attitudes to learning and are highly motivated to succeed in their training and at work.

Leaders and managers have created a calm and orderly environment for apprentices to learn. They set clear and high expectations of behaviours for remote learning. They have successfully created an online learning environment in which learners feel safe and able to learn effectively.

Apprentices quickly develop the knowledge, skills and behaviours that are essential for managing their work and leading their teams effectively. Consequently, they improve their performance and make valuable contributions to their organisations. For example, operations or departmental manager apprentices lead on complex projects. A high number of apprentices are promoted during their apprenticeship.

Apprentices appreciate the opportunity to learn together with apprentices from different parts of their organisations in their online workshops. They discuss and share examples, such as that of different leadership styles and communication methods they have tried at work. They greatly value the opportunity to gain industry-standard qualifications and to become members of recognised professional organisations upon completion of their course.

Apprentices do not have access to a planned wider curriculum to support their personal development beyond their qualifications. They do not have consistent opportunities to build their interests and develop a clear understanding of topics such as physical health and mental well-being.

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

Senior leaders have a clear strategy to offer apprenticeships based on their expertise in leadership and management to support large employers to upskill and train their future leaders. They have developed a curriculum which is specific to the employers' needs and well aligned to employers' leadership and management development strategies.

Leaders and managers are highly ambitious for their apprentices. They ensure that the training apprentices receive includes additional qualifications beyond the requirements of the apprenticeship. For example, apprentices on the level 5 programme complete an accredited level 5 leadership and management diploma. As a result, apprentices gain qualifications which are highly valued and widely recognised in the industry. A high proportion of apprentices gain promotions during their training.

Leaders and managers ensure that the curriculum is logically structured. For example, coaches teach managing budgets and managing teams early in the programmes to apprentices who have limited experience in these areas. As a result, apprentices build confidence in their ability to manage budgets, projects and people.

Coaches use a good range of teaching approaches effectively to generate discussion and stimulate learning. Coaches use professional discussion expertly to enable level 5 apprentices to explore ethical decision-making. For example, apprentices discuss whether it is appropriate to work with organisations from countries where freedom of speech is banned. On level 3 apprenticeships, coaches use scenario-based learning skilfully to link theory to workplace examples.

Coaches use a wide range of assessment methods to check apprentices' knowledge and understanding. They provide constructive feedback and consistently encourage apprentices to use professional language and link their research with different management theories they have previously learned. As a result, apprentices develop a deep and secure knowledge and understanding of what they have been taught. A high proportion of apprentices who have completed their training achieve distinction or merit grades.

Staff provide appropriate support to apprentices to develop their mathematics and English skills. Apprentices improve their writing skills, write appropriately structured emails and produce well-written assignments. A high proportion of apprentices pass their mathematics and English exams at the first time attempt. However, a small minority of apprentices, including a few on level 3 programmes, struggle to learn remotely and do not feel suitably supported.

Employers engage extremely well with apprentices' progress reviews. In the reviews, apprentices benefit from helpful feedback on their performance. Coaches also provide detailed updates to employers on their apprentices' progress. Employers provide timely support and put in place effective interventions to ensure apprentices continue to make progress.

In some cases, apprentices who have significant workload pressures struggle to manage their jobs and studies. They find it challenging to balance work demands with course deadlines and often prioritise their jobs over their apprenticeship. Consequently, they fall behind in their studies.

Apprentices do not have appropriate access to impartial careers advice and guidance. Employers give apprentices information about career progression opportunities within their organisations. However, coaches do not give apprentices any further guidance on different roles in other sectors for which their apprenticeship is relevant.

Senior leaders have an advisory board in place, which provides suitable scrutiny and challenge. Board members use a range of activities such as analysis of performance data, observations of teaching and discussions with apprentices to gain a clear oversight of the quality of their provision. They have successfully made

improvements based on an accurate understanding of their strengths and weaknesses.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have appropriate safeguarding policies in place. They carry out appropriate pre-employment checks on prospective staff to ensure that they are suitable for their roles. The designated safeguarding lead is suitably trained and experienced for the role.

Apprentices feel safe. Staff ensure safeguarding procedures and reporting lines are covered comprehensively during induction and regularly reinforced at progress reviews. Apprentices develop clear understanding of safe work practices specific to their workplaces and their roles by revisiting these with their coaches. As a result, apprentices are clear on how to keep themselves and others safe.

Staff deal with safeguarding concerns appropriately. However, they do not routinely share detailed reports on safeguarding with their senior leaders. Consequently, senior leaders do not have sufficiently detailed oversight of safeguarding concerns across the provision.

What does the provider need to do to improve?

- Senior leaders should ensure that apprentices have access to suitable opportunities to build their interests and develop a clear understanding of different topics, such as physical health and mental well-being, to support their personal development beyond their qualifications.
- Senior leaders should ensure that apprentices receive impartial careers advice and guidance so they are fully aware of the different options available to them outside of their employers at the end of their apprenticeship.
- Staff should routinely provide senior leaders with detailed reports on safeguarding concerns to ensure they have clear oversight of safeguarding across the provision.
- Senior leaders should ensure that apprentices who struggle with remote learning and managing their course work due to work pressures receive appropriate support specific to their individual needs so they can make good progress.

Provider details

Unique reference number	2626862
Address	80 The Strand London WC2R 0RL
Contact number	02070102000
Website	www.pearson.com/uk/web/pearsontq.htm
Vice Principal	Martyn Leader
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 senior quality compliance 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 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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