

Twin Training International

Monitoring visit report

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Name of lead inspector:	Mike Finn, His Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Twin Training International is a large business offering education, travel, work experience and volunteer opportunities, both in the United Kingdom and internationally. The adult education budget contract held by the business is small compared to the wide range of other training contracts that are not inspected by Ofsted. At the time of inspection, there were four adult learners taking a short course in professional development. During the previous academic year, 582 learners took short courses at level 1 and level 2 in a range of areas, including customer service, warehousing and team leading. A small number of learners took courses in English for speakers of other languages.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Reasonable progress**

Leaders have developed an effective curriculum that supports unemployed adult learners to prepare for work in sectors where local employers need staff. Leaders work effectively with staff at Job Centre Plus to understand the local jobs market. Consequently, through their training, learners gain skills so that they are able to apply for locally available jobs.

Leaders and those responsible for governance have a very accurate understanding of the strengths and areas for development of the provision. They put in place effective plans to improve any weaknesses they identify and take appropriate actions. For example, they have rightly identified that too few learners attend their guaranteed job interviews at the end of their course. To improve this, leaders have recruited employment advisers to support learners to make a positive progression. This has led to recent improvements.

Leaders place a high priority on personalised staff professional development. Leaders match training to aspects of trainers' teaching practice that they need to improve.

However, the training is too focused on how trainers plan and present information, rather than how trainers can use teaching strategies to help learners remember what they learn.

Leaders recognise that they do not check thoroughly enough how well trainers use assessment, and the quality of the feedback they give to learners. Trainers do not give specific enough feedback to learners on their work. For example, trainers do not correct errors in learners' written work or show them how to avoid repeating these errors. As a result, learners do not develop the English skills they need for their next steps and longer-term goals.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals? Reasonable progress

Leaders recruit well-qualified trainers who have experience of training adults. Most trainers use a range of effective strategies to help learners remember what they have been taught. For example, trainers test learners to check what they have understood. Where trainers identify gaps in learners' understanding, they recap topics to close the gaps in their knowledge.

Trainers develop and use high-quality teaching resources. For example, they make use of effective software to help learners reflect on their learning. Learners say that resources help them with their learning.

Learners develop new knowledge that prepares them effectively for employment. For example, learners seeking customer service roles understand strategies they can use with unhappy customers who wish to complain. Learners know the importance of patience, active listening and empathy. They know how to put these strategies into place in the workplace.

Too few learners successfully complete their courses. Leaders identified that weaknesses in the way trainers assess learners were having an impact on the number of learners gaining their qualifications. Since leaders have made improvements, there has been a modest increase in the number of learners achieving their qualifications.

Not all learners spoken to by inspectors are clear on the next steps they need to take when they finish their course. Despite this, a high proportion of learners in recent cohorts have gained employment.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and the designated safeguarding lead (DSL) have developed a strong safeguarding culture across the whole business. Leaders ensure that all staff receive safeguarding and 'Prevent' duty training at a level appropriate to their roles.

Leaders complete very thorough checks when recruiting staff. Consequently, they are assured that staff are suitable to work with learners.

Leaders and the DSL have developed a comprehensive safeguarding policy, including clear procedures to respond to incidents of harmful sexual behaviour. Staff have the guidance they need to help learners to remain safe.

Staff integrate safeguarding well into the curriculum through the use of scenarios. They help learners to understand what to do if they are concerned about their own or others' welfare. Learners feel safe and know who to turn to should they have any safeguarding concerns.

Leaders and trainers give learners information about radicalisation and extremism. However, trainers do not ensure that learners remember what they have been taught about the signs of radicalisation or the dangers of extremist views. Consequently, learners lack the awareness they need to spot these dangers in their future workplaces.

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