

Quest Vocational Training Limited

Reinspection monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

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

At the time of this monitoring visit, QVTL had 610 apprentices, with 103 on breaks in learning. Around 352 apprentices study adult care standards or frameworks at levels 2 to 4. In addition, 173 apprentices study programmes in childcare at levels 2 to 4. The remaining apprentices are enrolled on IT technical salesperson, business administration, team leader or supervisor, or 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 improvement?

Significant progress

Leaders and managers have established effective new ways of ensuring they support apprentices in achieving their curriculum goals. Leaders have rapidly and effectively refined the processes they were using well at the June monitoring visit. Managers and leaders frequently and effectively scrutinise the new reports they have created where they record what apprentices know and can do. Curriculum leads use these reports to inform swift action, ensuring apprentices receive the support they need. As a result, the vast majority of apprentices make good progress.

Members of the QVTL board now have the information necessary to assure themselves of their impact. They challenge leaders well, ensuring agreed actions are swiftly completed and that improvement plans are effective. Curriculum leads now attend board meetings on a quarterly basis and are appropriately challenged on the information which they and senior leaders present. As a result, board members discuss apprentices' experiences in detail, helping them identify opportunities for improvement and agree on actions. For example, following discussion at a board meeting, leaders were challenged to further ensure prospective employers and apprentices were clear on the commitments, challenges and opportunities of an apprenticeship from the start of a programme. In response, trainers now play a much more active role in the initial apprenticeship sign-up process. They take this opportunity to identify in detail what apprentices already know and can do, offer relevant careers advice and link this well to the potential benefits for the apprentice and employer.

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 and managers have ensured that all apprentices are taught a curriculum which is well matched to their skills and development needs, leading to the effective development of substantial new knowledge, skills and behaviours. All apprentices' learning experiences are underpinned by three documents. Managers and trainers frequently update these documents, making well-thought-out changes to the curriculum based on apprentices' and employers' feedback. Trainers also have pertinent and timely discussions with apprentices and employers, setting targets that reflect apprentices' personal and professional development needs well. As a result, most apprentices and employers are highly involved in the apprenticeship and employers help shape the training.

Leaders have not ensured that all apprentices are able to take full advantage of the blended learning teaching model which they have developed. In a small minority of instances, trainers have not sufficiently prioritised visits to apprentices' workplaces and have relied on online training. In these instances, trainers miss valuable opportunities to deepen apprentices' knowledge by watching their practice and providing timely feedback.

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 to training so that they can study and learn effectively?

Reasonable progress

Leaders and managers check that employers give apprentices the time they are entitled to for studying. When this is not the case, leaders and managers work effectively with employers to resolve any issues swiftly and make changes to ensure apprentices receive the time they need to complete their training. For example, managers support employers to identify ways in which they could plan the apprentice's study away from work more flexibly, to work around challenges caused by short-term staffing shortages.

Employers meet frequently with trainers and managers and are well informed on apprentices' progress. They are involved from the outset of new apprenticeships and contribute to planning the curriculum. Leaders have recently introduced additional quarterly review meetings with smaller employers. These meetings mirror the already established, productive meetings with larger employers. Managers work with employers to identify key skills and knowledge which would make apprentices more effective employees and use this to plan training. For example, employers working

with 16- to 18-year-olds in residential care identified a need for their apprentices to have a more in-depth knowledge of young adults moving on from the care system and a better understanding of the youth justice system. However, it is too early to see the full impact of these new meetings on apprentices' learning.

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? **Significant progress**

Leaders and managers have rapidly developed processes to ensure individualised curriculums meet the diverse needs of both apprentices and their employers. As a result, apprentices' training is now personalised well and links effectively to their job roles, making them more effective employees.

Since the previous monitoring visit, leaders have markedly and swiftly enhanced how apprentices start their training, including a valuable focus on what apprentices can already do, what they want to achieve and what the needs of their employers are. Trainers use this information to generate high-quality training plans. They also consider the order in which apprentices need to learn new knowledge, skills and behaviours to become more effective employees. For example, trainers prioritise learning communication strategies for apprentices working with patients with dementia. Those apprentices working with young adults in a supported living setting learn early in their programme about autism and how to work with residents with multiple disabilities. As a result, apprentices are better able to meet the needs of the adults they care for, applying their new knowledge early in their training.

Trainers provide apprentices with frequent, helpful feedback on their work which they use to further personalise training. Apprentices know the progress they are making, what they have learned and how to improve. Trainers encourage apprentices to reflect positively on their achievements and take pride in the new skills and knowledge they develop. They support apprentices well in helping them develop career plans for after their apprenticeships. As a result, the vast majority of apprentices are aspirational for their futures and make effective progress in knowing and remembering the curriculum at the pace expected of them.

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