

Inspection of Training Services 2000 Ltd

Inspection dates:

27 to 30 June 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Outstanding

Information about this provider

Training Services 2000 (TS2000) Ltd became part of the Chesterfield College Group in July 2012. TS2000 has been rebranded and is known as Learning Unlimited Derby.

At the time of the inspection, there were 296 apprentices. Just over half of the apprentices are under 18 years old. Around three quarters of apprentices study standards-based apprenticeships in engineering or fabrication at levels 2 or 3. These apprentices attend training at a purpose-built centre in Derby with specialist workshops and resources. The remainder study apprenticeships in business services, such as administration, customer services, management or quality up to level 5. Business services apprentices attend their training online.

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

Engineering and fabrication apprentices benefit from ambitious curriculums. They have many opportunities to complete additional training above their course requirements. For example, maintenance apprentices achieve an award in industrial environmental awareness. This supports them to develop extensive new knowledge and skills.

Apprentices work in diverse businesses, including global transport companies, local maintenance services and legal firms. They benefit from good support from their employers and tutors who know them very well. Monthly progress reviews with the apprentice, their manager and their tutor help apprentices to keep up with the demands of their studies.

Tutors encourage apprentices to share their experiences and views. Apprentices benefit from hearing about each other's workplaces. They almost always attend their sessions. If apprentices are absent, this is for acceptable reasons such as annual leave. Tutors support apprentices to catch up on anything they miss.

Managers and tutors develop high-quality e-learning materials on a wide range of personal development topics. Tutors discuss these topics in detail with apprentices. Apprentices understand the risks they might encounter online, how to manage their health and local issues.

Apprentices feel safe in the training centre, workplace and during online lessons. At work, apprentices abide by strict health and safety regulations and understand their responsibilities fully. Apprentices know who to report any concerns to and value the support they receive from staff if they need it.

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

Derbyshire has a significant demand for skilled engineers. Leaders listen carefully to the needs of these local employers. They use the information they gather to plan the structure and content of their curriculums effectively. As a result, most apprentices benefit from highly relevant training that meets employers' needs.

Engineering and fabrication tutors and employers work together very well to plan apprentices' studies. There is a close link between what apprentices learn in class and what they do at work. Tutors have extensive industry experience that they share skilfully. Apprentices first learn the core principles of safety and how to read technical drawings. They quickly progress into workshops to apply this knowledge and learn to use hand tools and measuring equipment. This supports apprentices to swiftly contribute to meaningful activities at work in their new roles.

Currently, most business services apprentices attend a short one-to-one session and two progress reviews a month. The rest of their off-the-job training time is spent independently or with their employer. In too many cases, tutors do not ensure that

these activities link together well enough. Apprentices do not get enough chances to consolidate what they learn, either at work or during their study time.

In very few instances, business services apprentices rely too much on self-study to gain the detailed knowledge that they need. Leaders have recently altered how these apprenticeships are taught. Early indicators show that this change will be positive for apprentices, but it was too soon for inspectors to judge the full impact.

Apprentices with special educational needs and/or disabilities receive effective support. Tutors work closely with specialist advisers to identify individual apprentice's support needs. They implement a range of appropriate strategies to ensure that apprentices develop their knowledge, skills and behaviours in line with their peers.

In class, most tutors use methods such as questioning, workbooks, tests and written work well to check apprentices' understanding. Engineering and fabrication tutors revisit key topics throughout apprentices' studies. However, in a few cases, business services tutors do not always plan to revisit difficult subjects often enough. This makes it harder for apprentices to remember this knowledge.

Most tutors provide written feedback that is constructive. Tutors support apprentices to improve the standard of their written work. Over time, apprentices make fewer errors and improve their use of technical language. Tutors make good use of mock end tests to prepare apprentices well for examinations.

Employers provide engineering and fabrication apprentices with useful opportunities to develop high-level skills. For example, maintenance apprentices work on complex robotic systems. Engineering and fabrication apprentices produce a very high standard of work and correctly use a range of complex technical terms. Business services apprentices produce work that is of at least the expected standard.

Apprentices receive helpful careers information advice and guidance. They get support from a team of well-qualified, independent advice and guidance staff. As a result, most apprentices have a clear understanding of how they can progress with their employer, wider careers or options for further study.

Most apprentices achieve their qualifications and around half achieve distinction grades. Almost all apprentices progress to positive destinations when they complete their studies.

Most apprentices gain a good grasp of topics related to fundamental British values. They can talk articulately about the importance of mutual respect and trust. For example, business administration apprentices know how to treat customers who may have different views from their own.

Leaders and managers frequently monitor apprentices' attendance and the quality of their experience. If any issues are found, managers take swift and appropriate action to resolve them. Leaders use a range of suitable approaches to evaluate the

quality of teaching, learning and assessment. They provide training and development that helps teachers to develop their skills. For example, on 'stop the clock' days, staff reflect on their teaching and share ideas for development. Currently, these activities rightly focus on the new teaching model for business services apprentices.

Governors are well qualified and knowledgeable. They see first-hand the experiences of apprentices through frequent visits to the training centre and joint activities with leaders. Using this knowledge and detailed monthly performance reports, governors effectively challenge leaders to continually improve the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are comprehensive. The designated safeguarding lead and deputies are appropriately trained. Staff receive high-quality, annual safeguarding training that is relevant to the area and apprentices. Induction training on safeguarding is particularly useful for new staff. As a result, staff and employers can identify, and appropriately report, any concerns that they have for their apprentices.

When staff make any referrals, they record these in detail. The safeguarding team take very timely and appropriate actions to support apprentices. Leaders and managers follow safer recruitment practices.

What does the provider need to do to improve?

- Leaders, working with tutors and employers, should ensure that all apprentices' on- and off-the-job training is well coordinated so they can apply what they learn.
- Leaders should ensure that the changes to how business services apprentices are taught result in all apprentices receiving a high standard of training.
- All tutors should ensure they carefully consider when and how to revisit key topics to help apprentices to know and remember more.

Provider details

Unique reference number	55072
Address	15–21 Royal Scot Road Pride Park DE24 8AJ
Contact number	01332 361555
Website	www.learningunlimiteduk.com
Principal, CEO or equivalent	Julie Richards
Provider type	Independent learning provider
Date of previous inspection	20 November 2009
Main subcontractors	Not applicable

Information about this inspection

The inspection team was assisted by the head of centre, 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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