

Inspection of 1st 2 Achieve Training Limited

Inspection dates: 16 to 18 August 2023

Overall effectiveness

Requires improvement

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

Information about this provider

1st 2 Achieve Training Limited (1st 2 Achieve) is a national training provider based in Skelmersdale, Lancashire. 1st 2 Achieve had an Ofsted new provider monitoring visit in October 2021. Since the monitoring visit, 1st 2 Achieve has introduced the level 2 beauty therapist apprenticeship, level 2 hairdressing professional apprenticeship, level 3 advanced and creative hair professional apprenticeship and bootcamps for adult learners in construction management and construction trades.

At the time of the inspection, there were 60 apprentices in learning. Twenty-two apprentices were under 18 years of age. Forty-six apprentices were on the level 3 business administrator apprenticeship and six were on the level 3 digital marketer apprenticeship. Five apprenticeships had fewer than five apprentices enrolled: level 3 customer service specialist, level 3 team leader or supervisor, level 2 hairdressing professional, level 3 advanced and creative hair professional and level 2 beauty therapist apprenticeships. Twenty-four bootcamp learners were enrolled on level 3 site supervisor and bricklaying, plumbing, dry lining and joinery programmes.

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

Learners and apprentices enjoy their programmes. Attendance at training sessions is high, and they appreciate the guidance and support that they receive from their tutors. Learners and apprentices are enthusiastic and arrive to sessions prepared for their training. They actively participate in discussions and activities and are respectful of the views and opinions of others. Learners and apprentices are keen to learn, to complete their programmes and to make progress in their job roles.

Learners and apprentices have a good understanding of fundamental British values, such as treating colleagues with respect and complying with legislation. For example, learners ensure that colleagues on construction sites understand health and safety legislation to maintain safe working practices.

Most apprentices gain promotion, take on additional responsibilities or complete further study because of their apprenticeship. For example, apprentices are promoted to team leader roles or take on specialised roles in, for example, marketing or finance. All learners gain employment, are promoted to supervisory roles or take on additional responsibilities on completion of their programmes.

Leaders and managers do not sufficiently or systematically plan high-quality careers guidance for apprentices. Apprentices are unaware of the range of opportunities available to them on completion of their apprenticeship. Apprentices seek informal advice and guidance from tutors and their employers to help them make informed decisions about their next steps.

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

Leaders have a clear strategy: to provide high-quality adult learning programmes linked to the construction industry that meet local and national skills needs. For example, the level 3 programme in site supervision was introduced to help to respond to the national shortage of site supervisors on construction sites. However, the vision to provide high-quality apprenticeships has not yet been realised.

Leaders have strong links with local employers and understand their skills needs well. They are responsive to the changing needs of employers and carefully consider the introduction of additional apprenticeships to support the growth of the organisation. For example, the closure of a local apprenticeship provider meant a shortage of hairdressing and beauty therapy apprenticeships in the local community. Existing staff expertise meant that leaders were able to introduce apprenticeships in hairdressing and beauty therapy to meet the community and local needs.

Leaders have planned well-sequenced and logical apprenticeship and adult learning curriculums that meet the needs of apprentices, learners and employers. For example, apprentices first learn about self-development before moving on to learning about personal development where short-, medium- and long-term goals

are set. Tutors then work closely with apprentices and their employers to develop personalised learning programmes for apprentices. Leaders and managers carefully consider the feedback from learners and employers to plan the content and sequencing of the curriculum for learners. For example, tutors provide Prefabricated Access Suppliers' and Manufacturers' Association (PASMA) training for mobile access towers earlier in the apprenticeship in order to meet the needs of learners and employers.

Leaders and managers were too slow to respond to the underperformance of tutors, which meant that too many apprentices left early or did not complete the apprenticeship in the planned timescale. Leaders and managers have recently recruited tutors to support apprentices, who are now swiftly catching up with their learning. However, too many apprentices remain behind in their learning and have exceeded the planned timeframe for their apprenticeship. Almost all apprentices who complete their apprenticeship achieve the highest grades in their final assessments.

Tutors use the results of a range of assessments to accurately identify learners' and apprentices' starting points and to plan personalised programmes. For example, a dedicated pre-enrolment support tutor works with prospective apprentices to identify their aspirations and abilities. If the apprenticeship is not suitable for a prospective apprentice, they are referred to alternative programmes, such as staff development courses with their employer.

Tutors do not plan and coordinate on- and off-the-job training for apprentices well enough. Employers do not routinely participate in apprentices' reviews of progress and are not sufficiently aware of what apprentices complete in their off-the-job training to align this to the tasks and activities they complete in the workplace.

Tutors skilfully use a range of assessment techniques to check and consolidate apprentices' and learners' knowledge and skills. For example, tutors use questioning effectively to test and extend apprentices' learning, enabling apprentices to provide precise and articulate answers in preparation for their final assessments.

Learners and apprentices develop significant new knowledge, skills and behaviours, which they then practise and use in the workplace. Learners have a good understanding of the role and responsibilities of the construction site supervisor, such as the importance of collaborating with colleagues to ensure the safe and efficient running of construction sites. Apprentices confidently use strengths, weaknesses, opportunities and threats (SWOT) analysis and the BOSCARD strategic planning tool when working on new projects. Apprentices speak confidently with landlords and tenants and have a good understanding of housing legislation and landlord and tenant rights.

Most tutors provide high-quality written and verbal feedback to apprentices following assessment. They encourage apprentices to submit revised versions of assessments to enable apprentices to improve the quality of their work. However, feedback from tutors to learners following assessment is not developmental enough and is mainly limited to ticks and crosses on their work, which means that learners do not always

know what they have done well or what they need to do to improve the quality of their work.

Quality assurance and quality improvement arrangements require improvement. Leaders understand many of the weaknesses of the organisation. However, actions to remedy these are not implemented rapidly enough to ensure high-quality education and training for apprentices. For example, leaders and managers do not collect and use data sufficiently to identify patterns and trends in apprenticeships. As a result, too many apprentices make slow progress and remain on the apprenticeship significantly beyond their planned completion date.

The governing body was recently dissolved. Leaders were too slow to recognise the limitations of the previous governing body and strategic advisers. Leaders relied too much on governors' and strategic advisers' advice and guidance, which was often inaccurate. Leaders have now recruited highly experienced and qualified governors to provide support and challenge. However, governor appointments are very new, and it is too soon to measure the impact of these.

Safeguarding

The arrangements for safeguarding are effective.

Learners and apprentices are supported skilfully by all staff, including the well-qualified and experienced safeguarding team. For example, staff have a good understanding of the high suicide rate of males in the construction industry. They support the positive mental health and well-being of learners effectively.

Learners and apprentices have a good understanding of recognising potential changes in others and how these may be associated with the risks and threats of radicalisation and extremism. Learners understand the importance of recognising and reporting workplace exploitation on construction sites.

Learners and apprentices have a good understanding of how to keep themselves and their co-workers safe. For example, learners are vigilant when adhering to health and safety procedures on construction sites. Apprentices and learners feel safe and know who to contact if they need support.

What does the provider need to do to improve?

- Leaders and managers must rapidly improve the quality assurance and quality improvement arrangements, including the effective use of data, so that the actions implemented swiftly improve the quality of apprentices' training and ensure that apprentices remain on programme and achieve their apprenticeships on time.
- Leaders and managers must plan and coordinate effective on- and off-the-job training with apprentices and their line managers to ensure that apprentices

develop and practise the new knowledge, skills and behaviours that they learn in their off-the-job training in the workplace.

- Tutors should ensure that learners receive effective feedback to help them to understand what they have done well and what they need to do to improve the quality of their work.
- Leaders and managers should provide apprentices with consistently high-quality careers guidance which helps apprentices to make informed decisions about their next steps in education, employment or training.

Provider details

Unique reference number	2625245
Address	4 Paddock Road Skelmersdale West Lancashire WN8 9PL
Contact number	03301655099
Website	https://www.1st2achieve.com
Principal, CEO or equivalent	Thomas Cartwright
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 apprenticeship 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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