

# Inspection of Remit Group Limited

Inspection dates: 4 to 7 July 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Apprenticeships	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Remit Group Limited (Remit) is a national independent training provider based in Nottingham. Since their previous inspection, they have changed their business model and no longer offer adult learning courses or traineeships. They have also ceased to subcontract. They now teach apprentices face-to-face, in four dedicated training academies, and through online learning. The large majority of apprentices are adults.

At the time of the inspection, there were 2,296 apprentices. Of these, 1,117 apprentices study automotive courses: 814 study level 3 heavy vehicle service and maintenance technician (HGV) apprenticeship, 125 study level 3 motor vehicle service and maintenance technician (LGV) apprenticeship, 38 study the level 2 autocare technician apprenticeship and the remainder study level 3 vehicle damage technician apprenticeships.

A further 520 study retail and commercial apprenticeships from levels 2 to 5 including hospitality, catering, retailing and warehousing. The remaining apprentices study business and management apprenticeships from levels 2 to 5 in information and communications technology, healthcare, media, and teaching and learning.

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

Apprentices enjoy their training and study in learning environments that are productive, professional and purposeful. They work with apprentices from diverse locations, backgrounds and experiences. Automotive apprentices learn in exceptionally-equipped classrooms and workshops that match the latest industry standards.

Apprentices' behaviour, conduct and attitudes to learning are of a very high standard. They work productively and show respect for their development coaches and their peers. They talk positively about their learning experiences and how this supports them well for their future careers.

Apprentices benefit from learning in a culture where development coaches prioritise their health and well-being. Staff undertake mental health first-aid training, and this enables them to offer support for those experiencing poor mental health.

Apprentices take part in internationally recognised competitions such as World Skills, and each year a selection of apprentices represent Remit. Several have achieved gold and silver medals. They celebrate apprentices' successes such as 'Apprentice of the Year' and the 'Women In Meat' awards. These competitions recognise apprentices' success very well and inspire others to take part.

Young automotive apprentices attend block learning weeks, away from home, and develop their confidence and resilience well. They improve their timekeeping and organisation skills, and learn how to become more independent.

Development coaches effectively promote British values and equality and diversity in training sessions and revisit these in review meetings. The vast majority of apprentices understand these topics and know how to keep themselves safe, including the dangers associated with radicalisation.

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

Leaders and managers have a clear strategic vision for their organisation. They take time to understand employer needs and what they want their apprentices to know and be able to do. They offer a broad range of relevant apprenticeships and apprentices learn substantial new knowledge and skills that they need to be effective and successful in their work roles.

Leaders and managers have very strong and established partnerships with a wide range of employers, including high-profile companies. They successfully consult with automotive employers at the development stage of apprenticeships to decide the content, training methods and timetabling. Employers are then able to select the most appropriate courses that best suit their business needs. Alongside this, employers can choose from additional courses such as hydrogen vehicle awareness, air conditioning and driver systems.

Development coaches plan the topics they teach in a logical and considered order so that apprentices can effectively build their knowledge over time. They use a relevant range of suitable teaching resources, including work booklets, handouts and case studies. These resources support apprentices to understand key concepts well. Development coaches use commercial online resource platforms, which they populate with high-quality resources that allow apprentices to continue learning outside of their training sessions.

Apprentices with special educational needs benefit from support from a well-qualified additional learning support team. This team plans appropriate support for apprentices such as extra time, rest breaks, readers and scribes during assessments. This allows apprentices with special educational needs to make progress in line with their peers.

Practical lessons are well planned by development coaches, who ensure apprentices practise new skills in a safe environment to industry standard. For example, butchery apprentices get many opportunities to practise their knife skills and prepare different cuts of meat. As a result, they confidently prepare mini joints and rump steaks, working quickly and safely.

Apprentices have sufficient opportunities for meaningful on- and off-the-job training. Development coaches work with employers to plan appropriate schedules that ensure apprentices can apply and practise what they have learned in the workplace. For example, coaching professional apprentices learn about coaching models such as open-ended questions, affirmations, reflective listening and summarising. They then effectively use these models in the workplace to coach their colleagues.

Apprentices' written work is of a very good standard. They demonstrate a suitable level of knowledge and understanding in their coursework and assignments. HGV apprentices' work shows a very good understanding of electrical theory, which they then apply skilfully when using wiring diagrams in practical training sessions.

Development coaches provide the majority of apprentices with precise and useful feedback on their written and practical work. For example, hospitality apprentices benefit from feedback to help them understand the difference between regulations and legislation, and how these affect their workplace.

Leaders and managers recognise the impact COVID-19 and the associated restrictions had on the key sectors they serve. The automotive and hospitality sectors, for example, were closed for significant periods of time. This negatively impacted on apprentices' ability or willingness to stay on the course, which in turn impacted on their progress. Since then, leaders and managers have effectively revamped their quality assurance and improvement plans. This resulted in rapid improvement of apprentices' progress and a significant reduction in the number of early leavers. The vast majority of apprentices remain on their course and are on track to achieve.

Most apprentices achieve their apprenticeship, with around half achieving high grades. The majority of apprentices who study functional skills pass their exams on their first attempt.

Development coaches prepare apprentices well for their next steps. Most remain with their current employer, while others move on to further education. A few gain promotion as a result of their new skills and knowledge.

Staff set out clear expectations for apprentices to attend work and training sessions. Any concerns over attendance are reported to the apprentice's employer and have timely actions to address the issues. Overall attendance is consistently high.

Leaders and managers are very committed to staff development. For example, development coaches gain teaching qualifications, have access to a suite of professional development courses and maintain their subject-specific industry knowledge. This helps them to improve their teaching practice and remain up to date with developments in their sectors.

Leaders and managers consider thoughtfully the well-being and workload of their staff. They have frequent one-to-one meetings with managers, and access to confidential advice and guidance through 'Help At Hand' and the employee assistance programme.

Leaders have a board of directors who offer a thorough level of scrutiny and challenge. They are suitably qualified in education and have extensive experience in apprenticeships. They hold leaders to account to continually improve the quality of education and training for apprentices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have created a culture of safeguarding in the organisation. The designated safeguarding lead and deputies are suitably trained and experienced. Managers carry out a number of activities prior to employment of new staff, including disclosure and barring service, identity and qualification checks.

Staff receive suitable training on safeguarding when they join Remit and refresher training every two years. The arrangements for the accommodation of apprentices in the hotels are appropriate.

Apprentices receive a useful range of information about how to protect themselves and they discuss safety during progress reviews. They know who to contact should they have any concerns about their own welfare or that of their peers and are confident that staff would take appropriate action swiftly.

## Provider details

<b>Unique reference number</b>	58614
<b>Address</b>	4 Orchard Place Nottingham Business Park Nottingham NG8 6PX
<b>Contact number</b>	0115 975 9550
<b>Website</b>	<a href="http://www.remit.co.uk">www.remit.co.uk</a>
<b>Principal, CEO or equivalent</b>	Sue Pittock, OBE
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	15 July 2013
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the CEO 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

Angela Twelvetree, lead inspector	His Majesty's Inspector
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