

Inspection of The NVQ Training Centre Limited

Inspection dates: 3 to 6 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Apprenticeships

Outstanding

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

The NVQ Training Centre Limited is an independent training provider based in Birmingham. At the time of the inspection, there were 161 apprentices in learning. There were 60 apprentices studying level 3 business administrator, 36 on the level 3 team leader or supervisor, 17 on the level 5 operations or departmental manager, ten on the level 2 recruitment resourcer and a further 38 apprentices studying one of nine apprenticeships in business and logistics. The provider does not work with any subcontractors.

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

Tutors are adept at creating a calm and orderly learning environment. Apprentices respond enthusiastically to their training and participate well in their learning. Tutors encourage open discussion and respect apprentices' opinions and views. As a result, apprentices quickly develop professional attitudes and behaviours.

Apprentices' attendance at planned sessions is high. Tutors systematically and swiftly follow up on absences, and apprentices recognise the importance of good attendance and punctuality. As a result, apprentices progress on their courses and achieve well.

Apprentices are highly motivated and enjoy their apprenticeship. They take pride in their achievements and appreciate developing and enhancing their competencies, skills and knowledge. As a result, almost all apprentices are keen to progress to the next steps in their career and learning.

Tutors promote participation in community events or other activities to extend and deepen the learning experiences of apprentices. For example, they raised donations for a local homeless charity by sleeping rough to highlight awareness of this issue.

Apprentices know how to report safeguarding concerns and who to contact if any issues arise. They know how to keep themselves safe online. Many apprentices can articulate awareness of preventative initiatives or how to protect themselves from the risks of terrorism and radicalisation.

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

Since the previous inspection, leaders have made significant and rapid progress in improving the quality of the apprenticeships they deliver. They now work closely with employers and mentors to ensure that there are strong links between the on and off-the-job training and that the standard of teaching is of a consistently high quality.

Leaders have implemented a highly effective quality review process, using information from various sources and observations to monitor the quality of education to identify areas of improvement. As a result, they have implemented improvement strategies to ensure apprentices who have passed their end dates complete quickly. Leaders carefully track apprentices' progress, significantly reducing the number of apprentices beyond the planned end of their learning.

Leaders support staff well-being, providing healthcare insurance and access to a confidential telephone line external to the company. As a result, staff feel well-supported by management and can readily approach them to raise concerns or seek assistance.

Leaders have improved the rigour of the governing body. External governors are from apprenticeship providers. They have a highly developed understanding of the strengths and areas for development of NVQ Training Centre Limited. They ensure they have relevant and current information to hold leaders to account.

Leaders ensure that apprentices benefit from effectively sequenced curriculums that quickly build their knowledge, skills and behaviours. For example, level 5 operations or departmental manager apprentices start with self-awareness before moving on to building relationships and managing people. As a result, apprentices build basic skills before moving on to more advanced content. Apprentices can apply this knowledge, adding value to the workplace.

Leaders ensure tutors can support apprentices with additional learning needs by flexibly delivering the curriculum, including providing extra support sessions and changing the delivery mode and pace. As a result, this group of apprentices make substantial progress.

Tutors conduct thorough assessments of apprentices' starting points at induction. They use these results to develop learning plans, which ensure apprentices improve their English and mathematics skills as they progress through their apprenticeship.

Tutors skilfully contextualise theory and embed key concepts for apprentices. When teaching level 3 business administrators, teachers break down the project management module into topics such as budgets, project goals and how these apply to their work.

Tutors ensure apprentices with English as a second language are skilfully supported to develop their vocabulary throughout sessions. For example, apprentices within a factory setting learn new complex words using pronunciation activities, translation tools, repetition and revisiting to embed this into the workplace. As a result, apprentices develop their English language skills and can communicate more effectively in the workplace.

Tutors carefully track the progress of apprentices across all elements of the apprenticeship. Where apprentices fall behind, tutors are swift to recognise this and put in place interventions, offering additional sessions or breaking up work into smaller, more manageable components. As a result, apprentices who fall behind catch up quickly and achieve.

Employers help apprentices to link the theory they have learned to the workplace. Employers create additional activities for apprentices when their job role does not provide them with the opportunity to apply their learning. As a result, all apprentices can put their knowledge into practice in the workplace. For example, level 3 customer service practitioner apprentices focus on the customer feedback loop, typical questions, and methods, such as online surveys, customer reviews, focus groups and pop-ups to collate their views.

Apprentices develop significant new knowledge, skills and behaviours, which employers value highly in the workplace. Almost all apprentices who reach their end-point assessment achieve their qualifications, and the majority achieve high grades.

Apprentices do not routinely access career advice and guidance about wider career opportunities and further training beyond their employers' business. They are, therefore, limited in their knowledge of their choices regarding their next steps. Leaders have implemented a careers strategy recently to improve this.

Safeguarding

The arrangements for safeguarding are effective.

Provider details

Unique reference number	1278585
Address	Hastingwood Industrial Park Wood Lane Erdington Birmingham B24 9QR
Contact number	0845 223 5020
Website	www.nvq-centre.co.uk
Principal, CEO or equivalent	Mark Webber
Provider type	Independent training provider
Dates of previous inspection	6 to 9 July 2021
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of apprenticeships, 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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