

# Inspection of Twin Training International

Inspection dates: 10 to 12 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Adult learning programmes	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Twin Training International (TTI) is an independent training provider based in Greenwich, London. TTI offers education, travel, work experience and volunteer opportunities, both in the United Kingdom and internationally. Since 2021, TTI has offered a range of adult learning programmes funded by the Greater London Authority and the West Midlands Combined Authority. Training for adult learners takes place at TTI's centres and community sites across London, Leicester and Worthing.

At the time of inspection, 62 adult learners were taking short courses in English for speakers of other languages (ESOL) at entry levels 1 to 3, level 2 award in mathematics, level 2 certificate in information technologies and digital skills, and level 1 award in logistics.

In the previous academic year, TTI offered digital skills bootcamps to approximately 150 adult learners. At the time of inspection, it did not have a contract to offer bootcamps.

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

Leaders have created inclusive and supportive learning environments at their centres and online. Learners greatly benefit from meeting new people from diverse backgrounds and form new friendships. Trainers skilfully develop learners' understanding of diversity within their communities. For example, in lessons, learners share information on their backgrounds, family history and religions with each other in group discussions. As a result, they develop a greater cultural awareness of their peers and their communities.

Learners develop in confidence as a result of their studies. The vast majority of learners speak English as an additional language and study ESOL programmes. They greatly value the opportunity to improve their English skills during their courses. Many gain significant confidence in speaking English in day-to-day activities in their personal lives. This helps them integrate in their communities and support their families.

Learners benefit from effective careers advice and guidance. Staff have frequent discussions with learners about their next steps. Consequently, learners gain a good understanding of the job roles, careers and further education available to them at the end of their course. Most learners progress from lower to higher-level courses. A high proportion of learners gain employment as a result of their learning.

Learners feel safe and know who to contact if they have any concerns. Tutors teach a suitable range of topics at the start of the course to help learners stay safe in their lives and during their studies. For example, they teach about online safety, including the dangers of sharing bank details, passwords and opening spam email. As a result, learners know how to protect their financial and personal information.

Learners do not have good enough attendance to their lessons. Staff set clear expectations of behaviour and frequently remind learners of these during their lessons. They follow up on absences suitably and offer support with issues impacting learners' attendance. However, learners' attendance remains low and they miss out on the learning opportunities available to them.

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

Leaders have a clear rationale for the adult courses they offer. They work effectively with local employers, community leaders and local authorities to select the courses they teach. They commit to supporting adults from disadvantaged backgrounds, and those who are unemployed or cannot speak English fluently. They offer courses and adjust the curriculum content specifically to support these groups in developing the knowledge and skills they need to gain relevant qualifications or jobs in high demand in their communities.

Tutors teach content in a logical sequence, allowing learners to quickly acquire new knowledge and skills that they can then apply in practice. For example, ESOL learners who are new to the country quickly gain the reading and writing skills needed to complete different forms and applications to access housing and employment early in the

course. In mathematics, learners build their knowledge in areas such as subtraction and addition gradually. Trainers teach about numbers, including odd and even numbers, first. They then build on this to teach how to add and subtract different numbers to calculate time in analogue and digital clocks. As a result, learners incrementally develop the numeracy and digital skills required to correctly read time. Most learners who attend their courses achieve their qualifications and go on to further training or paid employment.

Tutors have good subject knowledge and are appropriately trained and experienced. In lessons, tutors use their expertise effectively to create good links between theory and real life. They bring learning to life and make it relevant to the settings in which learners live and work. They present information clearly and use repetition appropriately to help learners retain it. Consequently, learners correctly recall what they have been taught.

In most cases, trainers use effective strategies in lessons to check learners' knowledge and understanding. They use questioning skilfully to recap on curriculum content and identify gaps in learning. They provide helpful explanations to clarify misconceptions.

Tutors provide useful feedback to learners during lessons on the work they produce. For example, in ESOL, learners receive instant feedback on how to improve their sentence structure and correct their spelling, grammar and punctuation when completing writing activities. Learners make good use of this feedback to improve their work, which is at the expected standard. However, trainers do not always provide helpful feedback to learners on the questions they struggle with in their mock examinations. As a result, a small minority of learners do not know how to improve their work.

Leaders have worked effectively to rectify the issues that affected learners' progress. For example, they have revised how they track and monitor learners' progress to ensure learners receive timely support and achieve well. However, these changes are not fully implemented across the provision. Consequently, leaders do not have sufficiently detailed oversight of learners' progress across the whole provision. While they have increased the number of learners who stay on their courses and achieve qualifications, achievement of learners with special educational needs and/or disabilities (SEND) is not high enough.

Leaders have created a suitable curriculum which extends beyond learners' qualifications and provides for their broader development. Trainers provide suitable information and training to learners on topics related to their welfare and well-being. In ESOL, trainers cover topics such as charities, fundraising, volunteering, different types of sports and leisure activities, and how to join local sports clubs in their lessons. As a result, most learners develop a reasonable understanding of healthy lifestyles and how to become active citizens.

Leaders and tutors promote the importance of fundamental British values successfully. They make sure tutors hold regular discussions in lessons on these topics. For example, they use examples from media and life to explain the concepts of tolerance and respect. Consequently, most learners have a suitable understanding of how these values relate to their lives and work.

Leaders have suitable arrangements in place to receive external scrutiny to improve performance. They frequently share appropriate information with their executive board. Members of the board have suitable understanding of the provider's strengths and areas for improvement. As a result, they offer suitable support and challenge to leaders to provide consistently high-quality teaching and support for all learners.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Make sure trainers consistently provide helpful feedback to learners on the questions they struggle with in their mock examinations so that learners know how to improve their work.
- Make sure that leaders effectively monitor learners' progress so that they know where further improvements need to be made to continue to raise achievement rates, including for learners with SEND.
- Make sure that a high proportion of learners attend their courses.

## Provider details

<b>Unique reference number</b>	2674151
<b>Address</b>	Greenwich Centre 121 Lambarde Square London SE10 9GB
<b>Contact number</b>	0208 269910
<b>Website</b>	<a href="http://www.twinuk.com">www.twinuk.com</a>
<b>Principal, CEO</b>	Caroline Fox
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Not applicable

## Information about this inspection

The inspection team was assisted by the group director of international standards and education, 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

Saher Nijabat, lead inspector	His Majesty's Inspector
Elena Diaconescu	Ofsted Inspector
Paul Manning	His Majesty's Inspector

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