

Inspection of Braillard Training Limited

Inspection dates: 24 to 26 January 2024

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

Information about this provider

Braillard Training Limited started offering building services apprenticeships in July 2020. Braillard Training Limited acquired the brand Tungsten Training Centre and now trades under this name. At the time of the inspection, there were 75 apprentices in learning. Apprentices study across three different building services standards at level 3. These include 43 apprentices studying installation and maintenance electrician, 25 apprentices studying plumbing and heating technician and seven apprentices studying gas engineering operative. Thirty-six apprentices were aged between 16 and 18 years. The provider does not subcontract any of its provision.

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

Apprentices benefit from respectful and calm learning environments. Apprentices learn about fundamental British values and can relate this learning to their own workplace settings. For example, apprentices are respectful when entering the homes of clients, and they interact positively with other tradespeople when they work on site. Apprentices are developing positive professional behaviours.

Apprentices value their learning and recognise how their training is critical for their chosen careers. Apprentices studying plumbing and heating are completing gas training and assessments, which is essential to working in the industry and enables them to become gas safe-registered. Apprentices gain the skills and knowledge they require to be successful in highly regulated sectors.

Apprentices have an industrious attitude to learning. Apprentices are punctual to lessons and have high attendance at the provider and at work. Apprentices exemplify the positive characteristics in the learning environments that are expected in the workplace. Apprentices actively participate in learning activities and contribute positively in lessons.

Apprentices learn to work safely in construction. Apprentices report feeling safe at the training provider and in the workplace. Apprentices are confident to raise concerns, knowing that leaders will take swift and appropriate action.

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

Leaders offer an appropriate range of courses that support the needs of local and regional employers. Leaders recognise the shortages of skilled workers in the highly regulated building services sectors. As such, leaders offer apprenticeships locally for those who wish to move into these specialist trades.

The majority of employers value the interactions they have with the provider. Employers are aware of the progress their apprentices are making and how best to support them in the workplace. Employers value the skills their apprentices are developing and recognise the improvements they are making in the pace and quality of the work they are producing. Apprentices have a positive impact on their organisations.

Leaders have designed and implemented a curriculum that is suitably ambitious for their apprentices, including those who are disadvantaged. Tutors adapt learning to meet individual needs and support apprentices to overcome any learning barriers or challenges to be successful in their apprenticeship. Those with additional support needs are making progress in line with their peers.

Leaders have designed and sequenced the curriculum to enable apprentices to build their knowledge and skills logically. Apprentices studying electrical installations learn the fundamental principles of working safely and the use of hand tools to wire basic

circuits before completing more challenging tasks such as fault finding and testing and inspecting their work prior to making it live. Apprentices develop the specialist skills required within the building services sectors.

Apprentices benefit from highly experienced and qualified tutors. Tutors use their experience and knowledge of the sector to link theory and practical teaching and contextualise learning to on-site experiences effectively. Apprentices can directly relate their learning in the classroom and practical workshops to activities they carry out on site.

Tutors use effective strategies to develop apprentices' understanding of key concepts. Tutors generate positive discussions that reinforce technical language in the classroom and demonstrate activities in the workshops before apprentices attempt the tasks. Apprentices studying plumbing competently measure, cut, bend and solder copper pipes to create a frame, which is then tested under pressure. Apprentices use appropriate terminology and produce work that meets the expected occupational standards.

Apprentices develop skills, knowledge and behaviours, which they apply effectively in the workplace. Apprentices have learned how to understand technical information on site specifications and drawings to support them in carrying out their work correctly. Apprentices become effective and valued team members in their organisations.

Too few apprentices benefit from a broad personal development curriculum. Leaders have provided apprentices with a range of resources to support their personal development. However, too few apprentices access or use these resources.

Leaders are aware of the majority of the organisation's strengths and weaknesses and take positive steps to overcome challenges. Leaders recognise that not all apprentices are benefiting from a wide-ranging personal development curriculum. Leaders have a clear plan to rapidly implement wider opportunities for all apprentices to access a high-quality personal development curriculum.

Leaders have not ensured that all apprentices are suitably prepared for their end-point assessment. Tutors do not routinely share with apprentices the process of the final assessment, or the standard of work they need to produce to achieve a high grade. As a result, not all apprentices are fully aware of what is expected of them or are motivated to be ambitious to achieve the highest grade.

Leaders have started to implement quality assurance processes to understand the quality of the apprentice's learning experience. However, leaders have not utilised this intelligence effectively enough to support continuous improvements within the classroom. Leaders have not started to support tutors to improve their teaching and learning in all learning environments.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide all apprentices with a comprehensive personal development curriculum throughout the apprenticeship.
- Ensure all apprentices understand what they need to do at their end-point assessment and how they need to improve to achieve a high grade.
- Provide appropriate support and guidance for staff to ensure they continually develop their teaching and training abilities.

Provider details

Unique reference number	2654166
Address	Unit 4 Tungsten Building George Street Portslade Brighton BN41 1RA
Contact number	01273934278
Website	www.tungsten-training-centre.co.uk
Principal, CEO or equivalent	Dayna Barlow
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the director, 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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