Inspection of Tiro Limited

Inspection dates: 29 July to 1 August 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Apprenticeships	**Good**
Overall effectiveness at previous inspection	Good

Information about this provider

Tiro Limited is an independent learning provider based in Birmingham. They specialise in training apprentices from level 3 to level 6 in science and technology apprenticeships. At the time of inspection, there were 382 apprentices in learning. Most apprentices study level 3 laboratory technician, level 3 data technician, level 3 science manufacturing technician, level 5 technician scientist, level 6 materials science technologist or level 6 laboratory scientist apprenticeships. Apprentices are taught online and in the workplace. Twenty apprentices were aged under 18 years old.

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

Apprentices are proud to work in professional environments, often working on innovative research projects and with highly specialised technical equipment. They are committed to their learning and to their jobs, with many apprentices working beyond the expectation of their roles, for example, in shadowing senior staff and in presenting risk assessment and health and safety briefings to their peers.

Apprentices attend their coaching and reviews meetings well, but too many apprentices are not able to attend their online teaching sessions because of short notice timetable changes or commitments at work. Apprentices work hard to catch up with their learning in individual coaching sessions.

Apprentices develop their knowledge, skills, and behaviours rapidly from the start of their learning. Level 3 laboratory technician apprentices learn the health and safety skills critical to safe working, such as techniques to avoid cross contamination. As a result, they complete scientific protocols safely and make a valuable contribution to the workplace.

Apprentices develop their confidence and resilience through their studies. Level 3 data technician apprentices become increasingly self-evaluative and can identify their strengths and areas for improvement. Apprentices with anxiety receive targeted support to develop strategies for communication and collaboration. This enables them to overcome barriers and contribute more confidently to the workplace.

Apprentices feel safe and well supported by their tutors, coaches and employer.

Through their studies and workplace experiences, apprentices develop a deep understanding of diversity and inclusion. They value opportunities to reflect on the impact of their employers' equality and diversity policies. They successfully apply these values well in their training and job roles.

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

Leaders have selected a focused set of apprenticeships to accurately meet the needs of science and technology sectors in wider industry. They work with employers such as Balfour Beatty, The Institute of Cancer Research and SOCOTEC to develop apprenticeships that allow apprentices to enter specialist science and technology careers.

Leaders focus on social justice and inclusivity in recruitment to apprenticeships effectively. They work with employers linked to the HS2 project to recruit local apprentices and target those from diverse backgrounds. They ensure that recruitment processes are accessible and offer reasonable adjustments to those who have additional support needs. As a result, they support building a more inclusive community of scientists.

Leaders have planned and sequenced coherent curriculums that build the skills of apprentices to work in increasingly skilled roles. Coaches individualise the curriculum for apprentices, based on their workplace need. Level 3 data technician apprentices learn advanced spreadsheets and programming skills, which they use in their work usefully.

Coaches and tutors mostly use initial assessment of what apprentices already know and can do well. Staff use this information successfully to plan and adapt learning to meet apprentices' individual needs. However, in a small number of cases, coaches do not sufficiently check apprentices' prior knowledge and skills, particularly in terms of English and mathematics. In these instances, staff are slower in helping to identify the skills apprentices need to be successful.

Coaches mostly use questions to check apprentices understanding and further develop their skills and knowledge effectively. For example, coaches ask open-ended questions related to laboratory scenarios or prompt apprentices to explain in greater detail the procedures they use to solve work-related problems.

Coaches encourage apprentices to use highly technical language in coaching sessions, lessons and review meetings. Apprentices develop their fluency in workplace and scientific terminology as a result. For instance, level 6 materials science technologists apprentices confidently discuss crystalline lattice structures and thermomechanical processing to demonstrate their understanding of the impact of defects on thermal and electrical properties of materials.

Highly experienced tutors and coaches use their knowledge and experience effectively in their teaching. Apprentices value their tutors' knowledge and expertise. However, for a small number of coaches who are new to teaching, leaders are in the process of putting into place training to support their teaching skills. Leaders' actions to support the development of these new members of staff has not yet had full impact.

In the large majority of apprenticeship standards, most apprentices remain in study to the end of their apprenticeship and achieve their qualifications. Many achieve merits and distinctions. Apprentices who choose to study functional skills achieve their qualifications rapidly. The majority pass their exams on the first attempt.

Leaders assess apprentices for additional learning support at the start of their apprenticeship effectively. Where support needs are identified, leaders ensure that apprentices and staff have strategies to use to ensure apprentices are successful in their studies, for example in adapting resources and curriculum planning. Leaders provide staff with training to help them understand learning support needs. Apprentices with additional support needs achieve as well as their peers.

Leaders and coaches are highly ambitious for apprentices to develop high-calibre skills. They encourage apprentices to compete in World Skills competitions and celebrate apprentices' success. In level 5 technician scientist, coaches discuss with

apprentices how artificial intelligence could be used in analysing assessment data to improve workplace efficiency. Consequently, apprentices develop technical skills important to their employers.

Staff provide apprentices with clear guidance on their next steps. They explain the value of joining professional bodies and how apprenticeships support future opportunities. Most apprentices know what actions to take to progress their career, including the value of higher-level study in developing specialised skills.

Leaders have recruited governors who have significant industry experience to challenge and support the development and improvements at the provider. Governors are keenly aware of the strengths and weaknesses of the provision. They recognise the areas in which the provider has needed to make improvements, such as enhancing staff training and improving apprentices' attendance to taught sessions, and the extent to which this has been successful.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve apprentices' attendance to online classes.
- Continue to develop the staff training and development programme to support industry experts to improve the quality of teaching and learning.
- Use apprentices' starting points to develop individualised training programmes.

Provider details

Unique reference number	1276407
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Website	https://tiro.co.uk/
Principal, CEO or equivalent	Charlotte Blant
Provider type	Independent learning provider
Date of previous inspection	12–15 November 2019
Main subcontractors	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

Helen Morgan, lead inspector	His Majesty's Inspector
Steve Kelly	His Majesty's Inspector
Mark Parton	His Majesty's Inspector
Matt Hann	His Majesty's Inspector
Mary Osmaston	Ofsted Inspector
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