

Inspection of Vocation Training

Inspection dates: 19 to 21 July 2023

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

Information about this provider

Vocation Training is an independent learning provider based in Netherton, in the West Midlands. It specialises in employability programmes in construction. At the time of the inspection, there were eight learners following a trainee traffic management operative course funded by the West Midlands Combined Authority. Between May 2022 and April 2023, 146 learners completed this course. All learners are aged 19 and above.

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

Learners have positive attitudes towards their learning. They are motivated to gain employment and achieve. Learners work towards completing their temporary traffic management basic course (TTMBC), T1 and T2 tickets. Learners understand that achieving these tickets will help them to move into employment swiftly.

Learners receive effective ongoing support from leaders and trainers. Leaders continue to communicate frequently with learners after their course. This includes ongoing support in searching for jobs and completing high-quality job applications. Most learners move into work because of the knowledge and skills they gain on their course.

Learners have respectful attitudes towards their trainers. Many learners arrive disheartened with education due to previous experiences. They greatly appreciate the opportunity to gain valuable qualifications. Learners develop friendships with their peers. They celebrate together in success when they achieve their tickets.

Learners feel safe and well cared for by leaders and trainers. They know how to report any concerns. Learners develop an appreciation for the critical health and safety nature of the traffic management sector. They develop their understanding of safer working practices, such as always exiting a vehicle from the left-hand side to avoid oncoming vehicles.

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

Leaders have developed a niche course within the traffic management sector. Leaders are passionate about social justice. They use their funds effectively to provide training for disadvantaged learners who benefit the most from these opportunities.

Leaders and trainers plan and teach the curriculum in a logical way. Learners develop more complex knowledge and skills over time. They improve their understanding of health and safety, including the meaning of signs and symbols. Trainers then challenge learners to apply this new knowledge when considering complex traffic flow systems, including road closures and diversions.

Trainers are highly knowledgeable about the traffic management and wider construction sectors. All trainers hold teaching qualifications. They have significant experience of teaching employability related programmes. Leaders work closely with specialists within the traffic management sector to help prepare learners thoroughly for their final examinations. Trainers regularly access training and support to renew their own tickets and to refresh their knowledge of the sector. Learners routinely pass their examinations and achieve their tickets.

Leaders and trainers take diligent steps to understand learners' needs before and during their course. Leaders swiftly put into place reasonable adjustments for examinations, such as additional time. In most cases, trainers plan learning sensibly to extend learners knowledge and skills. However, trainers do not support the very few learners who have prior experience in construction or traffic management to make rapid progress from their starting points.

In most cases, trainers use a range of teaching methods effectively within their teaching. Trainers use practical scenarios such as setting out traffic cones. Learners understand how and why traffic cones are placed at specific angles: to aid visibility for drivers. However, in a few centres where resources are more limited, there are fewer opportunities for learners to complete these tasks fully. Where this is the case, learners do not develop their skills as quickly as they could. Leaders recognise this and are imminently moving to a larger office with considerably more teaching space.

Trainers use assessment carefully to check learning. Trainers routinely use question and answer sessions in class. Learners regularly complete mock examinations in the exact format that replicates the examinations learners undertake to achieve their tickets. This supports learners to recall and recap on their learning. Trainers quickly correct any misunderstandings learners may have. Learners are skilfully prepared for their final examination, and most learners achieve high scores.

In most cases, trainers integrate English and mathematics successfully as part of the course. Learners improve their mathematical skills when they calculate cone spacings and work out timings when considering road closures. Learners develop their communication skills through working in groups. They develop an appreciation for the importance of clear communication when working to time constraints on a complex job.

Leaders and trainers provide learners with highly beneficial careers guidance. Leaders maintain effective relationships with a range of permanent and agency employers. Trainers support learners to improve the quality of their CVs. Leaders and trainers signpost learners to a significant number of opportunities for work. Most learners quickly move into work at the end of their course.

Trainers support learners to develop a secure understanding of fundamental British values (FBV). Trainers link FBV effectively to the traffic management sector. Learners improve their understanding of key legislation in the sector, such as penalties for leaving cones and resources on the road after work has finished. Trainers link this to the rule of law within wider society.

Leaders regularly work with trainers to review the quality of their training. They routinely review the progress learners make on their course. Leaders systematically track learners after their programme. They monitor those learners who move immediately into work. They know where learners achieve additional tickets within the sector and gain additional pay. However, leaders do not have structured arrangements in place to review the quality of teaching.

Members of the governing board provide helpful guidance and support for leaders on matters relating to funding and compliance. However, leaders do not benefit from sufficient ongoing challenge and scrutiny on the quality of training they provide to learners. As a result, leaders are not held to account or supported to make continued improvements to their provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have appropriate safeguarding policies and procedures in place. They provide staff with useful guidance on how to report safeguarding concerns. The designated safeguarding lead and assistant undertake appropriate training to carry out their roles. Where any safeguarding or welfare concerns are raised, leaders take prompt and effective action to provide learners with the support they need.

Leaders follow appropriate safer recruitment processes so that they employ staff who are safe to work with vulnerable learners. Leaders have invested in an effective system to help monitor staff records.

What does the provider need to do to improve?

- Leaders should ensure that all learners benefit from the opportunity to routinely develop their practical skills so that they make rapid progress from their starting points.
- Leaders should ensure that any learners with previous experience of the traffic management or wider construction sectors are challenged to make the progress of which they are capable so that they further develop their knowledge and skills and remain motivated when completing the course.
- Leaders should formalise their approach to quality improvement so that they have a clear understanding of the strengths and weaknesses of the organisation and can identify actions to improve the quality of training learners receive.
- Leaders should put into place structured arrangements for governance, focusing on the quality of training so that they benefit from challenge to help identify actions to improve the quality of training learners receive.

Provider details

Unique reference number	2654174
Address	The Savoy Centre Northfield Road, Netherton West Midlands DY2 9ES
Contact number	01384 500 570
Website	www.vocationtraining.co.uk
Principal, CEO or equivalent	Helen Madden
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing director and operations manager, 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

Ian Higgins, lead inspector	His Majesty's Inspector
Helen Morgan	His Majesty's Inspector
Joel Dalhouse	His Majesty's Inspector

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