

Freight Transport Association Limited

Monitoring visit report

Unique reference number:	2804849
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Freight Transport Associations Limited (trading as Logistics UK) is based in Tunbridge Wells. It has been offering apprenticeships since September 2023. At the time of the monitoring visit, there were 45 apprentices on the level 3 transport and warehouse operations supervisor standard. Of these, four apprentices were aged 16 to 18 years old.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders have developed the level 3 transport operations supervisor apprenticeship to meet the needs of local, regional and national employers and to address the current skills gap in the sector. Freight Transport Association Limited is a trade association. Leaders understand clearly the needs of the transport and logistics sector from their members. Their aim is to attract entrants and assist progression within the industry.

Leaders provide frequent opportunities for staff to develop their knowledge of the industry. Staff attend transport manager events to learn about changes to regulations. They value opportunities to learn from industry experts on topics such as transport legislation. Staff use this information effectively to help learners develop their understanding of the sector.

Senior leaders are experienced and very knowledgeable about the logistics sector. They meet frequently and understand the strengths and weaknesses of the apprenticeship programme in detail. They challenge managers effectively to take the steps they need to improve quickly. For example, managers improved the first-time pass rate for the multiple choice examinations through the addition of revision sessions.

Leaders make sure the requirements of an apprenticeship are met successfully. They have appropriate training plans in place. They collaborate with apprentices and employers to make appropriate adjustments based on their specific needs. However, staff do not use progress reviews effectively to work with employers to make sure that on- and off-the-job training is suitably aligned so that apprentices are able to develop their learning further in the workplace.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Reasonable progress

As a result of their training, apprentices can make sure drivers and vehicles in their businesses are compliant with regulatory standards. Apprentices understand important topics such as the risks of organised crime and hijacking in the haulage industry. They help their employers to work in compliance with relevant legislation and so be able to operate. Many employers give apprentices additional responsibilities or promotion because of the knowledge, skills and confidence that they have developed.

Staff use initial assessment effectively to identify prior knowledge so that training is adapted appropriately. Apprentices with additional learning needs benefit from support plans and useful strategies which help them to make progress in line with that of their peers.

Staff order teaching logically so apprentices build their knowledge and skills securely over time. Staff teach company law ahead of operator licensing so that apprentices are familiar with the legal terms used in licensing. Apprentices build on their knowledge of compliance and apply what they have learned to road safety, law and project management.

Apprentices benefit from high quality on-the-job training. For example, they shadow and complete work for transport managers when at work. They learn the knowledge they need to take on additional tasks and responsibilities beyond their apprenticeship such as accounts, using software to plan journeys and managing the maintenance of plant machinery. Apprentices contribute effectively to the work of their employer.

Tutors help apprentices practise the literacy and numeracy skills needed for their roles. They know the importance of using professional language when communicating with customers and suppliers by email. They use regulatory specifications to ensure vehicles and drivers are compliant with safety metrics. They understand regulatory documents and how they apply to their own contexts. As a consequence, apprentices develop the essential literacy and numeracy skills they need for their jobs.

Leaders provide information to help apprentices prepare for their final assessments. However, too many apprentices remain unclear on what they need to do or how to achieve a higher grade.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders have a strong focus on the safety of apprentices. Staff are suitably trained in safeguarding, including the 'Prevent' duty. Safeguarding leaders record and monitor concerns carefully. They take necessary actions, monitor apprentices' welfare and close cases appropriately. Leaders take appropriate measures to ensure the safe recruitment of staff.

Apprentices and employers know who to report any concerns to. Apprentices feel safe and are confident that staff would take appropriate action if necessary.

Leaders provide apprentices with information about the risks of radicalisation and extremism at induction. However, apprentices do not have a secure understanding of how these risks might relate to their jobs and personal lives.

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