

# Inspection of ProVQ Limited

Inspection dates: 30 April to 3 May 2024

**Overall effectiveness** **Good**

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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> |
| Apprenticeships                              | <b>Good</b> |
| Overall effectiveness at previous inspection | Good        |

## Information about this provider

ProVQ Limited is a national training provider based in Shrewsbury, West Midlands. It has two additional training centres situated in Derby and Nottingham. At the time of inspection, ProVQ Limited had 477 apprentices in learning, across five apprenticeship standards. There were 265 apprentices on the level 3 motor vehicle service & maintenance technician (light vehicle) apprenticeship, 79 apprentices on the level 3 land-based engineering technician apprenticeship, 38 apprentices on the level 2 land-based service engineer apprenticeship, 38 apprentices on the level 2 retailer apprenticeship and seven apprentices on the level 2 autocare technician apprenticeship.

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

Apprentices highly value the knowledge and skills they develop, and as a result their attendance at class is high. In class, apprentices wear their uniforms with pride and are polite and respectful to their teachers and each other.

Apprentices benefit from a calm and orderly learning environment where they can focus on their learning. Teachers ensure that apprentices strictly adhere to safe working practices when undertaking practical activities, mirroring good practice in the workplace. An example of this is that apprentices complete risk assessments, identifying risks they could encounter before going into the workshop to undertake practical activities.

Apprentices develop the behaviours needed to be successful in the automotive and land-based engineering sectors. Leaders have identified that responsibility, ambition, accountability, resilience and self-discipline are needed to be successful and work closely with apprentices to develop these. Apprentices quickly develop these behaviours and consistently display these in classes and at work. As a result, employers highly value the behaviours that apprentices develop, and apprentices are well prepared for successful careers in the industry.

Apprentices have a broad understanding of extremist behaviour and know the signs to look out for which could identify radicalisation. Apprentices on land-based apprenticeships are well informed on the local risks present in Nottingham. However, apprentices in motor vehicle apprenticeships, particularly those attending classes in Shropshire, are not always sufficiently aware of local risks such as county lines.

Apprentices feel safe both within the workplace and when attending their training. They know where to go to for help and are confident that should they have any issues staff would act swiftly to support them.

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

Leaders work with employers to design curriculums which teach apprentices the skills they need to have successful careers in the automotive and land-based industries. Leaders have implemented steering groups where employers and manufacturers are able to influence the content of the curriculum. In the level 3 land-based engineering technician apprenticeship, the steering group adapted the curriculum by removing oxy-fuel welding and replacing this with gas tungsten arc (TIG) welding to ensure the apprentices have the relevant skills to help build their careers in the industry.

Leaders ensure that apprentices benefit from a logically sequenced curriculum which allows them to build their knowledge incrementally over time. The level 2 land-based service engineer curriculum starts by teaching apprentices basic skills, such as the safe use of hand tools. They progress to developing more advanced skills such as welding and fabrication. Later in their studies, apprentices acquire proficiency in

complex tasks, such as working with hydraulics and transmission systems. As a result, apprentices swiftly gain high-quality skills.

Leaders ensure that apprentices benefit from teachers with extensive experience in their vocational subjects. These teachers skilfully contextualise learning, using their industry expertise to make concepts relevant to apprentices. In level 2 retail, teachers draw on their broad experience, comparing merchandise stands in dealerships with familiar retail shop displays. This approach helps apprentices to recognise patterns used in merchandising.

Teachers employ a diverse range of teaching strategies to ensure apprentices acquire and retain new knowledge effectively. In the level 3 motor vehicle service & maintenance technician (light vehicle) apprenticeship, teachers use recap and recall techniques to assess what apprentices know and remember at the beginning of lessons before introducing new topics. They then establish clear connections between prior learning and new material. Throughout lessons, teachers use questioning and written tasks to reinforce learning, identifying and addressing any misconceptions as they arise. Consequently, apprentices not only gain more knowledge but also retain it over time.

Teachers give helpful feedback to most apprentices which helps them to improve their work. This feedback highlights both strengths and areas for improvement. However, in a few instances, feedback on written work proves ineffective. For example, a few level 2 retail apprentices receive verbal feedback on their written work but continue to repeat the same mistakes. This occurs because they struggle to recall the feedback provided to them. As a result, these apprentices do not make the progress they are capable of.

Teachers support apprentices in developing their mathematical skills throughout their apprenticeship. Level 2 land-based service engineer apprentices learn to measure accurately and apply ratios and scales in material preparation. They also introduce mathematical concepts such as volume to calculate engine capacity, and later progress to understanding hydraulic multiplication, pressure changes, and the application of Pascal's law. Consequently, apprentices gain confidence in applying their mathematical skills as they advance through their training.

Teachers do not always support apprentices to improve their English writing skills beyond vocabulary and spelling. Apprentices who need to complete functional skills qualifications as part of their apprenticeship receive high-quality resources and teaching to improve their writing. However, those who are not required to study these qualifications miss out on the opportunity to substantially improve their English writing skills throughout their studies.

Staff ensure that apprentices with additional learning needs receive appropriate support. They identify support needs at the outset of the apprenticeship then design and implement a learning plan that takes these needs into account. Staff also respond rapidly to emerging support needs throughout the duration of the

apprenticeship. As a result, apprentices are well supported and achieve in line with their peers.

Staff provide most apprentices with clear careers, education, information, advice and guidance that helps them to make informed career choices. Apprentices have a clear understanding of the career pathways available to them within their respective industries. For example, most apprentices on land-based apprenticeships are well informed about how to become a master technician. As a result, most apprentices receive the information they need to make informed decisions about their next steps so they can achieve their career goals.

Teachers ensure that apprentices develop the knowledge, skills and behaviours they need to be successful within their chosen industries. Level 2 land-based service engineer apprentices know how health and safety regulations apply to them at work. They gain fabrication skills, and on completion of their first year apprentices become valued team members, able to confidently carry out a minor service in the workplace. As a result, most apprentices are ready for their next steps on completion of their apprenticeship.

While leaders have high expectations for apprentices regarding their behaviour and skills development, these high expectations do not always extend to ensuring that apprentices achieve distinction grades in their end-point assessment. On level 3 motor vehicle service & maintenance technician (light vehicle) apprenticeship, teachers provide apprentices with information on how to achieve distinction grades in their end-point assessment too late. This results in apprentices seeking to pass the end-point assessment and not constructively working towards the grades they can achieve.

Leaders have rightly identified that too many apprentices were leaving before they had completed their apprenticeship. They have taken action to improve the retention and achievement of apprentices by introducing a new management role focused on collaborating with employers, centre managers, learner development advisers and teachers. Through this work leaders are able identify the most effective ways to support at-risk apprentices and implement appropriate actions. However, it is too early to see the full impact of these changes.

Leaders have appointed governors who have a wide range of skills that enable them to govern the organisation effectively. In areas where governors do not feel they have sufficient expertise; they source external expertise and acquire the necessary information which enables them to make well-informed decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Increase the proportion of apprentices who achieve their apprenticeship and gain distinction grades in their end-point assessment.
- Ensure apprentices improve their written English skills in the duration of their apprenticeship.
- Ensure level 3 motor vehicle service & maintenance technician (light vehicle) apprentices have a secure understanding of the local risks that exist where they work and study.

## Provider details

|                              |                                                                    |
|------------------------------|--------------------------------------------------------------------|
| Unique reference number      | 59179                                                              |
| Address                      | Unit 37<br>Atcham Business Park<br>Atcham<br>Shrewsbury<br>SY4 4UG |
| Contact number               | 01743 762800                                                       |
| Website                      | <a href="http://www.provq.com">www.provq.com</a>                   |
| Principal, CEO or equivalent | Stuart Jones                                                       |
| Provider type                | Independent Learning Provider (National)                           |
| Date of previous inspection  | 13 February 2018                                                   |
| Main subcontractors          | N/A                                                                |

## Information about this inspection

The inspection team was assisted by the director of quality, 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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| Joel Dalhouse, lead inspector | His Majesty's Inspector |
| Helen Morgan                  | His Majesty's Inspector |
| Beth Selwood                  | Ofsted Inspector        |
| Maggie Fobister               | Ofsted Inspector        |
| Rob Mottram                   | Ofsted Inspector        |
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