

GROUP TRAINING
ASSOCIATION



**SELF-ASSESSMENT
REPORT**

2020/21

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Introduction and Context

Doncaster, Rotherham and District Motor Trades Group Training Association Limited, (Doncaster GTA) commenced operations on 28 September 1972 and has been serving both the local and wider area with training ever since then. The Doncaster GTA has a Board of Council Members elected from the membership of the Company. There are currently eight active board members.

The Council is responsible for the strategic direction and policy of the Group Training Association. Structured monthly meetings are held to determine policy and procedures. The Executive Council members meet every other month and there is a whole Council meeting in the intervening months. Meetings are clerked by the Company Secretary and minutes are circulated to all members.

A scheme of delegation is in place and day-to-day responsibility for the provision of training services rests with the Chief Executive Officer (CEO) who attends and reports at council meetings but who does not have a vote. The CEO is responsible for ensuring that the Company delivers the training services and meets the agreed key performance indicators. The CEO is also responsible for the day-to-day operational management of the Company.

The GTA is an independent training provider situated in two sites, Armthorpe in Doncaster and Parkway Sheffield which extends our reach to cover across the South Yorkshire area. Doncaster is a growing town with excellent transport links which has seen many large companies situating their Distribution centres here, including Next, Amazon and Ikea. Sheffield is a vibrant city with a wider range of job opportunities and access to other northern cities like Leeds, York and Manchester.

The company specialises in providing training for the Motor Vehicle and Logistics sectors. We also provide training in Construction, Business Administration and Customer Service to a lesser extent but aim to expand this provision to diversify the GTA offer. This will provide more options for learners but also spread the risk for the company as the traditional motor vehicle businesses change in response to the growth of the electric car market.

We are focused on providing young people and adults with career opportunities to enable them to reach their full potential, allowing them to contribute to the local social and economic needs as well as their own community.

Table of Self-Assessment Grades 2020/2021

Achievement rates have been maintained above the expected national average throughout the 2020/2021 period. In reflection we have considered ourselves to be grade 2 in Overall Effectiveness of Provision.

Area	SAR Grade
Leadership & Management	2
Quality of Education	2
Behaviour & Attitudes	2
Personal Development	2

Apprentices on Programme during 2020/2021 (numbers in brackets represent comparison from the previous year).

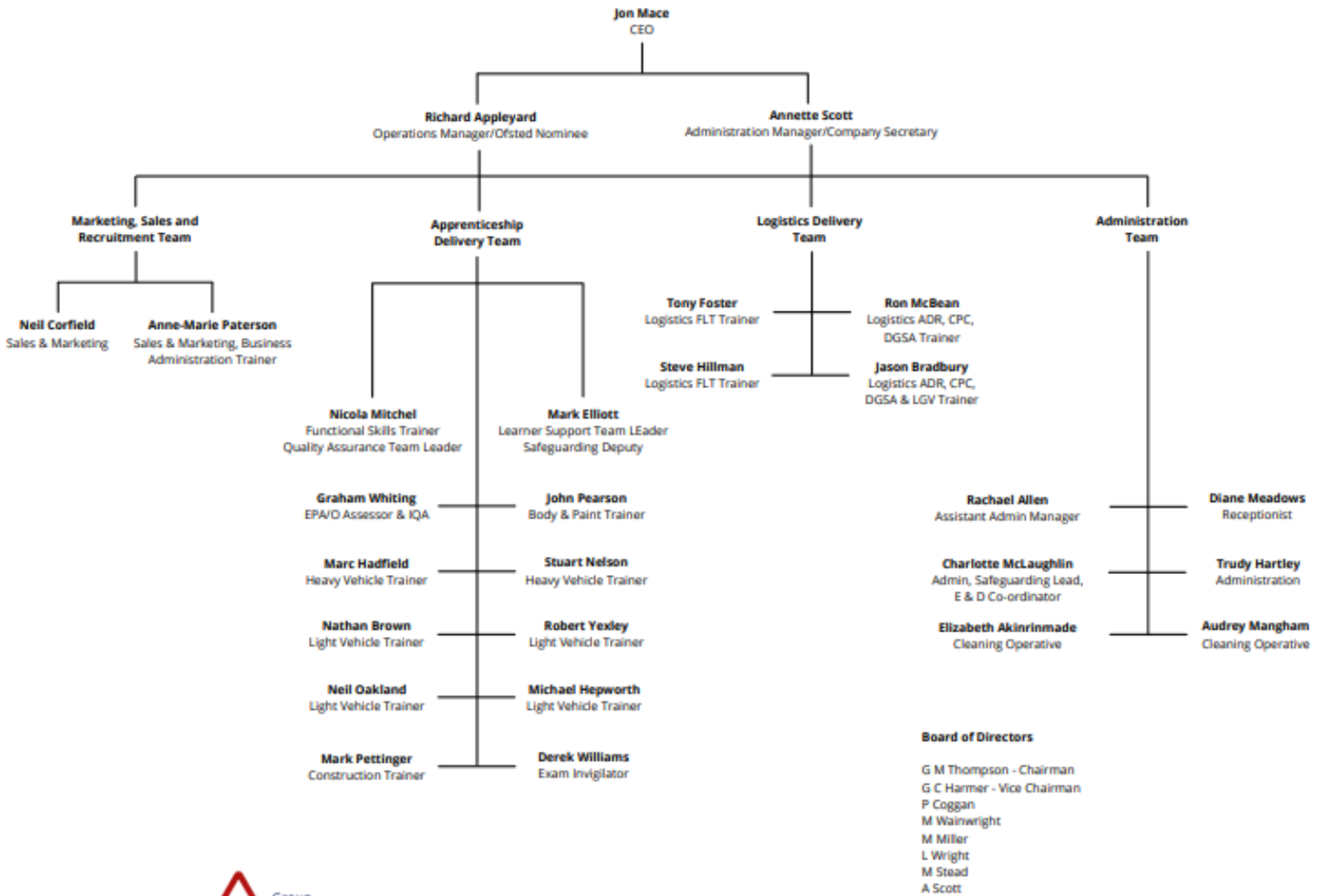
<u>DONCASTER CENTRE</u>	<u>FUNDED</u>	<u>UNFUNDED</u>	<u>TOTAL</u>
Level 3	64 (34)	1 (0)	65 (34)
Level 2	38 (58)	5 (0)	43 (58)
<u>SHEFFIELD CENTRE</u>	<u>FUNDED</u>	<u>UNFUNDED</u>	<u>TOTAL</u>
Level 3	6 (17)	0 (0)	6 (17)
Level 2	26 (20)	2 (0)	28 (20)
TOTALS	134 (129)	8 (0)	142 (129)

*TOTAL FOR 2020/2021 FOR DONCASTER AND SHEFFIELD - 142
(TOTAL FOR 2019/2020 FOR DONCASTER AND SHEFFIELD – 129)*

APPRENTICESHIPS BY SPECIALISM

<u>FRAMEWORKS</u>	<u>LEVEL</u>	<u>NO. OF APP</u>
Auto Electrical	Level 2	3
Body Paint	Level 2	4
Light Vehicle	Level 2	2
Vehicle Parts	Level 2	1
Business Administration	Level 3	2
Body Building	Level 3	2
Body Repair	Level 3	1
<u>STANDARDS</u>		
Customer Service	Level 2	4
Auto Care	Level 2	62
Light Vehicle	Level 2	12
Customer Service	Level 3	1
Heavy Vehicle	Level 3	24
Vehicle Paint	Level 3	21
Vehicle Panel	Level 3	3
		142

During 2020/2021 we employed 30 staff. Please see the staffing structure diagram below:



Our Mission, Vision and Values

The GTA Mission Statement

'To deliver our customers excellence in education and apprenticeship training'

Company Vision

'The Doncaster, Rotherham and District Motor Trades GTA Ltd aims to be the first-choice training organisation delivering occupational training in Automobile, Transport and Business related skills in South Yorkshire'

Our Corporate goals:

- To provide the Quality and Reliability of Products and Services
- To Provide the most cost-effective course and value to our customers
- To be the leader in each occupational area in which we train
- To Strive to develop all employees, through the provision of training in order to help us achieve our business goals
- To be financially strong in order that the most up to date facilities and equipment can be provided to benefit course delegates and apprentices
- To maintain the active pursuit of advanced technology and determine markets where developing new skills is evidence and to provide accordingly.
- To understand our customers' needs and to react with our provision accordingly

Company Core Values:

- Exceptional customer and apprenticeship service
- Embrace change and continual personal improvement
- Delivering quality
- Being accountable
- Helping others and working as team
- Being positive

Our last Ofsted inspection in June 2016, identified several areas that were “good” and recommended 5 areas for further development. These are listed below with the actions taken by GTA.

No:	Ofsted June 2016	GTA actions since then
1	Develop a better system to capture and record learners' lack of success. Analyse data and create and implement appropriate strategies to increase overall achievement rates	The GTA now has a measurement system in place which can search from a range of options, why learners are under performing or have been leaving early including a short narrative. Data is analysed in the bi-monthly Quality meetings. This informs Marketing to work with employers more effectively to ensure learners are retained.
2	Managers develop a plan to enhance and upskill tutors. Monitor how staff promote and reinforce effective safeguarding practices in curriculum delivery and progress reviews.	Monthly one-to-one meetings with tutors via the Quality Assurance Team Leader now identify skills shortages or training required. Tutors also meet as a team to discuss practice, share ideas and support improvements across all areas
3	Marketing team to review the effectiveness of relationships with schools and other organisations to direct energy and resources to have the biggest impact and reach underrepresented learner groups.	The Marketing team now has a recording system to identify and monitor schools visited and record the effectiveness of the visit. The GTA works in partnership with several schools in the Sheffield area to send their year 10 and 11 pupils on 1 or 2 year vocational courses in either motor vehicle or construction. This enables learners who are struggling to remain in education the opportunity to gain a qualification. Many are disengaged and underrepresented when applying for further education courses.

4	Managers and staff to improve partnership working with business admin and customer services sectors to increase learner recruitment.	Partnerships and discussions with other organisations have had varying levels of success. We are currently in talks with Mercedes Benz reference a partnership that benefits both organisations. We are also currently exploring apprenticeships in LGV driver training.
5	Trainers and assessors to review the progress of learners more regularly. Establish an effective action plan for those falling behind including the support these learners need to get back on target.	A new learner progression report identifies the learners' progress against set milestones, identifying those falling behind. Learners have an action plan that is reviewed monthly. These learners are included in the weekly learner concern meetings. A new staff role 'Learner Support Team Leader' which was introduced in 2021 now provides a new mechanism for closer monitoring and intervention of learners and teaching staff.

COVID-19 Response Statement - Period covered 05.01.21 – 03.03.21

In response to the Covid-19 pandemic, the GTA responded in a variety of ways to enable learners to continue to learn and staff to continue to support them and for all to stay safe.

The GTA Continuity and Sustainability Plan outlines the occurrence, impact and strategic action required to remain operational. Management and staff kept in touch by meeting every week either in person or remotely to discuss action and changes throughout the lockdowns and imposed government guidelines.

During the pandemic and national lockdown, learners did not attend the GTA training centre, however, those that were identified as vulnerable or at risk did come in under a managed system. The GTA developed several systems as well as training platforms to enable distance and virtual learning as well as remote working. These included:

- Online theoretical and interactive sessions via Zoom
- Online assignments, presentations and learning material available via a Moodle learner account
- One to One teaching sessions from tutors
- Online quizzes and assessments
- Hard copies of information and learning packs if learners were unable to access IT

The GTA used multiple methods of contact to reach and engage learners, including Facebook, Email, Text message or WhatsApp as our primary contact methods. Teaching sessions were scheduled weekly with tutors teaching via Zoom, which was our chosen format for live training. Timetables of training also published on social media as well as any changes to the learning delivery. Hours delivered and accessed are included in the table on page 9. The GTA provided equipment and resources for learners who did not have their own. This enabled learners to attend the online sessions, some of the services and equipment included were:

- Learning resources
- Laptops
- Tablets (with data plans where required)
- Posting, collecting and delivering written work to/from their place of work

- Taxi service for travelling to/from the relevant training centre

The GTA were committed to providing access to learning for every learner and staff were responsive to meeting the individual needs of learners as they emerged. All staff were willing to accommodate learners' needs wherever and however they could. All interactions between staff and learners were recorded on a Learner Engagement Report.

Throughout the pandemic, GTA were very aware that safeguarding issues and mental health concerns were more likely to occur both amongst learners and staff. Teaching delivery was adapted as described and staff were always available to listen to learners as issues emerged which has ensured more learners were retained and progressed with their qualifications.

However, our safeguarding principles, in accordance with "Keeping Children Safe in Education" (KCSIE) 2019 remained the same. All staff had access to the designated safeguarding lead or deputy daily and could contact them via phone, email, or through Microsoft Teams.

The Safeguarding Team, in liaison with senior managers, continued to be the first point of contact operationally for raising a safeguarding concern, updating safeguarding files and as required, liaising with social workers where they required access to learners in need and/or to carry out a statutory assessment with the GTA. The DSL/Deputy DSL continued to engage with and attend all multi-agency meetings, which were available remotely.

All documentation for supporting staff in Safeguarding can be accessed via the GTA Safeguarding and Prevent channel under Microsoft Teams. The relevant documents can be downloaded for reference and to populate.

Throughout the pandemic learners were supported in the following ways:

- The GTA ensured the safety and wellbeing of all its learners by increased levels of communication
- All staff, supported by the Safeguarding Team continued to identify those vulnerable learners that would benefit from Early Help as identified in KCSIE 2019, provided pastoral support, and considered whether they would benefit from further external support.
- The Engagement report was used to record all engagement activities with learners. The Safeguarding team monitored the engagement report to identify any possible safeguarding concerns that may have been developing.
- Tutors reminded learners that both Safeguarding and Mental Health support was available 24 hours a day.
- The GTA used online tutorials and phone calls to ensure that the safeguarding message was shared with learners and their families.

During the lockdown period interactions with learners were recorded, a summary of which is shown in the following tables:

Quantity of communication

Interaction type	Quantity (hours)
Zoom live course delivery session	468
Zoom live feedback & support session	102
Maths delivery session	43
English delivery session	101
Learner course work set	73
Learner course work NOT completed	28
Learner course work completed	62
Assignment instructions session	3
Assignment feedback & support session	5
Moodle support session	1
One to one support session	81
Complete learner progress review	8
Learner session none-engagement chase	32
General learner non-compliance	2
Learner details	2
Employer contact details	0
Total	936

Recorded Learner Interactions

Interaction type	Quantity
Contact details check and update	25
Training & education	981
Course work reminder	53
Learner welfare check	35
Learner progress reviews	16
Employer progress reviews	5
Total	1148

Off-the-Job Training

OTJ Training	Quantity (hours)
Yes	692
No*	386
Total	936

*No indicates training that does not meet the specific requirements for off-the-job training i.e., maths and English training, assessments and one to one support.

Reported Learner Concerns

Concern type	Quantity
Unemployed	0
Furloughed	72
Unable to make contact	7
Learner wants to leave the course	20
Employer unhappy	2
Learner not engaging with training	52
Safeguarding concern	1
Total	154

Safeguarding

The Safeguarding Team, in liaison with senior managers, has continued to be the first point of contact operationally for raising a safeguarding concern. The GTA has continued to engage with and attend all multi-agency meetings, which were available either remotely or in person.

During the Covid 19 lockdowns, all engagement with learners was recorded on the learner engagement report. This recorded if a tutor had a learner concern which was then referred to the Safeguarding team.

To better meet the needs of our learners and employers, the GTA is increasing the use of technology and online access to provide updates on safeguarding information. Further improvements during 2022 will include additional qualifications for staff and a new high quality safeguarding resource. The new resource will be accessible to learners via the online GTA Moodle learning portal. Learners will be available to access this resource via most electronic platforms at a convenient time that suits their needs.

Our internal learner surveys were used to evaluate learner's safeguarding knowledge. Findings of the survey were positive with the majority of learners confident that they are aware of who they can talk or disclose to. Most learners were also aware of our 24-hour safeguarding contact number.

There was no increase in safeguarding disclosures / reports during the pandemic.

Leadership and Management

Staff at GTA are supported to gain Teaching and Assessment qualifications (unless they have achieved them prior) when they join as a tutor. This enhances the quality of the teaching and the use of assessment and is particularly beneficial for staff fresh from the industry. Tutors can deliver their up-to-date industry knowledge and assess their learners to progress them towards achievement. During 20/21 four staff completed Assessor Award qualifications and one completed an Internal Quality Award (IQA) qualification.

Continual Personal Development (CPD) also contributes to the enhancement of the quality of teaching. Staff CPD is recorded and monitored along with observations of teaching and learning to continually improve the tutor's subject knowledge and the quality of their teaching and assessment. Staff have attended a broad range of training courses over the past academic year totalling sixty-five days of attendance in relation to improving learner training programmes and technical updating.

The GTA aims for all learners to successfully complete their apprenticeship. Leadership have put into place processes to support tutors in keeping learners on programme to completion and achievement.

Tutors have a good process established which can place learners on to the Concern List if needed (located on Teams) and these are discussed at weekly meetings (attended by a mixture of Management, Tutors and Support Staff) in which a plan of action is put into place.

Learner retention has been affected by the Covid-19 Pandemic and the economic fallout that has hit employers. Learners who have unfortunately lost their placement are notified that they have 10 weeks in which to find a new placement, Sales and Marketing then work closely with the learner to find a suitable new placement if possible. Support with CV writing is also provided if required.

In reaction to the increased number of leavers in 20/21 the intent of the Leadership and Management is to implement ways to reduce leavers by increasing the levels of support and engagement to both employers and learners with progression as well as personal development, behaviour and welfare by creating a new job role. To better understand the reason for apprentices becoming leavers, learners are encouraged to complete a leavers survey. Results from these have been recorded and then analysed for trends and to influence improvements.

Leavers from 01/08/2020 - 31/07/2021

Reason For Leaving	Quantity
Learner changed mind about future career	8
Learner did not like the type of work with employer	2
Learner left for personal or domestic problems	4
Employer does not want learner to continue with apprenticeship	6
Lost job unable to find a new employer and does NOT want to continue	2
Learner left because pay was not enough	3
Apprenticeship not compatible with family commitments	1
Learner would not comment	1
Other	2

Using this data, we are introducing a new process of New Start Well-Being Reviews which are pastoral meetings between the Learning Support Team leader and the learner during their first few weeks of them starting their apprenticeship. This is to establish how well learners are settling into their workplace if they are managing to get to work on time and their travel arrangements are enabling them to achieve this etc. This will provide us with the opportunity to address any issues while in their infancy and support with developing their resilience, confidence and independence (especially important for those aged 16-19 in their first place of employment). These meetings will take place in centre on their day-release day.

Due to the Covid-19 Pandemic, the annual Open Day and celebration event didn't take place in 2020 but it did come back bigger and better in 2021! On Saturday 21st August 2021 an Open Day and Apprenticeship Fayre was held which saw learners, employers, parents/carers, members of the local community, exhibitors, tutors, support staff, leadership and management and directors all

come together to celebrate all that happens at GTA and to find out more about the apprenticeships that we offer.

Leading up to the event our social media posts were used to engage with the local community and invite them along, as well as more traditional methods of advertising such as leaflets and banners (printed locally). The event was appealing to young and old with face painting, vehicle show, children's colouring-in, spray painting experience, construction experience, remote controlled car racing and more. The day culminated in a celebration of achievement for those learners who had completed their apprenticeship with a presentation ceremony. A programme was handed to everyone that attended for them to take "a piece of GTA" away with them, we used this as a mini prospectus with details of courses, etc. We also produced a promotional video of the event which we can subsequently use on our website and social media as well as at marketing and recruitment events, Link: <https://www.youtube.com/watch?v=iWJp7CrVmM4>

One of our biggest successes on the day was our Apprenticeship Ambassadors who we were very proud of. Two of our apprentices (one who had just completed their Qualification and one nearing the end of his) played a key role in the day. They wore polo shirts printed for the day with "Ask me about apprenticeships" and circulated amongst everyone that came, talking about their time here at GTA as well as answering any questions. They also unveiled our Race Car (which was built by our apprentices) along with presenting awards on the stage.

Lewis Brayford, Apprenticeship Ambassador and Level 3 Vehicle Damage Paint Technician had this to say about his experience

"Whilst at GTA I was approached and asked to be an ambassador. This was a great experience as I get to meet and talk to business owners and apprentices hearing what both parties are looking for in an employer/apprentice. Helping both parties learn and understand what their respective other can provide for them and what benefits they can give each other."

Due to the size of the organisation, Leadership and Management operate an Open-Door approach to engaging with the staff at GTA. One to One meetings and team meetings are realistic and constructive ways in which they manage staff and workloads, these provide regular opportunities for two-way communication. Staff are protected from bullying and harassment and again due to the size of the organisation there is a "Family Feel". Leadership and management are very supportive of staff and understanding of family commitments and emergencies. Staff feedback via team meetings demonstrates that staff appreciate the working hours and flexibility.

Behaviour and Attitudes

GTA has high expectations for the behaviour and attitudes of all of their learners. The behaviour of the learners is good. Over 90% of learners who took part in the learner survey felt

"The GTA gives me a safe, disciplined and positive environment for me to learn".

The weekly Learner Concern meeting provides tutors with the opportunity to raise concerns and develop a plan of support if an issue with behaviour or attitude develops.

Behaviour is well managed by tutors; learners are courteous and respectful to all staff and visitors when moving around the building. Relationships between staff and learners are very positive and respectful.

Lewis Brayford Level 3 Vehicle Damage Paint Technician Apprentice made this statement about his Tutor.

“My tutor, John Pearson, has been an amazing influence on myself and my college classmates. Constantly helping to build us into professional men in the industry. Regardless of our companies background he will always go above and beyond teaching us how to be among the best in the industry. John will always put time aside for any apprentice if they request it, for any reason (personal or educational).”

Since restrictions have been lifted, we have restarted social events including football which sees learners and staff come together, this was an activity that learners asked for as part of Learner Voice. Our Open Day celebrated the achievement of our learners with a ceremony of achievement. This was a great opportunity for the families of our learners to come and see what they have been working towards. Several learners brought along their own children too.

Bullying, discrimination and abuse are not tolerated across GTA and little or no incidences have been reported. If an issue was to arise then this would be raised in the learner concern meeting as previously mentioned.

GTA meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of zero tolerance to bullying including Transsexual harassment.

Personal Development

At GTA learners are supported in developing their character, becoming resilient, building confidence, independence and staying healthy both mentally and physically. We also build skills for life and the workplace including working as a team, communication, how to stay safe online and how to manage their money.

Some of the projects completed in the last year:

Five aside football tournament – This encourages relationships and teamwork between learners who wouldn't normally mix, developing communication skills as well as encouraging learners to look after their physical health. We also incorporate raising money for charity by encouraging the learners to pay £3.00 to play which is donated to Yorkshire Air Ambulance Charity, being active citizens contributing positively to society.

C1 Racing Car project – This project has seen different tutor groups working together as a team and has developed learners' interests and talents. This also challenged their resilience when things didn't always go to plan. The tutor leading the project races cars himself and was able to inspire through sharing his experiences. When the car was finished there was a grand reveal at our Open Day.

Money Matters – We ran two sessions online (during the second national lockdown) with Virgin Bank who delivered a workshop on managing money, how to save, staying safe online and improving their credit score.

Charity fundraising – Along with the football tournament fundraising, we also take part in the Christmas Jumper Day (which we extend to a week to allow all learners to take part) raising funds for Save the Children.

Police visits on Online Safety – The police came and visited to deliver their online safety course over one week so all apprentices could access this.

Free Emergency First Aid at work courses – Learners are provided with the opportunity to complete the First Aid at work course as an additional add-on to their apprenticeship contributing to them becoming responsible, respectful citizens.

Rocco Rickaby Level 3 Vehicle Damage Paint Technician Apprentice

“GTA has influenced my social skills as well as my obvious ability and skill in my chosen trade. As for the readiness for work and life I had completed certain units and topics during my level 2 and onto my level 3 encouraging my personal growth as well information to also help me.”

At GTA our learners are prepared for life in modern Britain through the promotion of our monthly Hot Topics, which cover a range of topical upcoming events/days/subjects that challenge learners’ attitudes and understanding. Tutors encourage discussion and debate which develops their appreciation of diversity, celebrating what we have in common and promoting respect for the protected characteristics as defined in Law. Tutors also challenge attitudes and embed the understanding of British values as the opportunity naturally arises through their delivery, as well as discussing current affairs and news stories.

Sustainability and the environment is a relevant and topical subject currently within the motor trade, tutors take every opportunity to encourage learners to consider the environment and the world around them. More alternative fuel cars (338,000) were registered for the first time in Great Britain during 2020 than diesel cars (295,000), following an 87% annual increase in alternative fuel cars year on year, amidst a sharp decline for both petrol and diesel cars. The GTA needs to respond to change and invest in new technology and training to remain competitive. In 2021/2022 the GTA will consider investing in two new ULEV fleet vehicles which also can be used for training purposes. Staff training will be expanded, this will enable us to deliver courses commercially and for our apprentices. Tutors are upskilling to enable them to offer Level four Hybrid Vehicle courses in 2022.

Learners are prepared for future success in their next steps through IAG on career options including pursuing becoming Self-Employed in the future and owning their own business. We invite past apprentices who have now become business owners and who now have apprentices themselves, to come and speak at events, inspiring and giving aspirations to our learners.

At our Open Day, we saw several past apprentices attend and take part in the vehicle show, we are now looking forward to our next one which will celebrate 50 Years of GTA and will celebrate the past, present and future apprentices. All our Tutors have had successful careers within the trade and their subject area and use their wealth of knowledge and experience to be role models, sharing their experiences and expertise. Tutors also share their interests and passions with learners.

Quality of Education

The GTA offers a range of qualifications and apprenticeships at Level Two and Three. We have very few learners attending with SEND however, we are responsive to the needs of all learners and make adjustments to support learners who require additional provisions to enable them to succeed. We prepare our learners to not only succeed in their qualification or apprenticeship but also in life as mentioned in Personal Development.

The GTA plans a coherent suite of qualifications based around the Automotive Industry. Many learners progress from Level Two to Level Three apprenticeships where routes are available. We also provide additional courses to learners to give them knowledge and skills for their future employment. An example of this is the Hybrid Vehicle Course. We also facilitate extra opportunities for learners with specific interests. Learners can work on their own cars (with prior agreement/arrangement) and draw on the expertise of the experienced and knowledgeable staff who support and guide. These all further enhance the personal development of the learners.

All staff at GTA have high ambitions for the learners and genuinely want the best for them. Despite the recent investments, much of the South Yorkshire area is still socio-economically deprived, raising the ambitions and aspirations of the learners through both the curriculum and extra-curricular provision, in turn, allows them to contribute to the local social and economic needs as well as their own community when they achieve. This is reflected in the following statement:

Kian Rickaby Level 3 Vehicle Damage Repair Panel Technician Apprentice

“Having John as my tutor has helped me grow as a person and mature. This is because he doesn't just guide you in your qualification he wants you to become the best version of yourself you possibly can and he will do anything he can to help you.”

Through the delivery of Standard Apprenticeships, the learners are learning a “Core” element of skills and behaviours which include professionalism and customer service.

Tutors have good knowledge of the subjects and the courses that they teach. Leaders provide extra training which benefits both the tutor and the learner. Recent examples of training courses are an MOT Trainer course and a Level Four Hybrid Vehicle course. We will also be able to use this knowledge and expertise to further support our employers in providing courses for external candidates. We are also planning on holding forums in 2022, for employers in the motor trade on the challenges facing the sector with the changeover from petrol and diesel to Hybrid and Fully electric vehicles.

Due to the size of the groups being taught tutors can provide learners with the focus, attention and support they require. Tutors check understanding and provide constructive feedback. Tutors are able to adapt their delivery to suit the needs of the group, due to the rolling programme differentiation is needed to accommodate the differing stages that learners will be at. Tutors build good relationships with learners which enables them to easily identify when a learner is struggling.

A strong group dynamic is encouraged which promotes peer support and an environment where learners feel comfortable speaking in front of each other and appropriate discussion on the subject matter can develop. We have found that the use of WhatsApp groups for each tutor group (which was originally set up to communicate through the lockdown) have flourished and we have some really active groups who share work that they are completing in the workplace that they want to

share with the group, ask tutors questions and advice, notify tutors of absence or if they are running late. This has greatly improved communication and allows issues to be dealt with in real-time rather than the following week.

This is reflected in the following statement:

Ben Moy Level 2 Autocare Apprentice

“My journey at GTA college has been amazing since the first day I started and the tutors have been so helpful and caring.

When I first started I didn't know many things, but since my journey at GTA I have learnt so many new skills and I have now completed my level 2 and I am going to move onto my level 3 to progress further with my qualifications at this college.

If I ever need anything or if I'm unsure about something then my tutor is always there to help, the GTA community is a very friendly and inviting place to be a part of.”

Teaching is designed to enable learners to remember in the long term what they have been taught, this is especially relevant now with Standards and the End Point Assessment (EPA). Tutors use a variety of ways to keep revisiting and embedding knowledge that they are going to need for EPA including quizzes, formative assessments, questioning and peer support when new learners start.

Assessment is used throughout the duration of the learner's apprenticeship, to assess progress and competency along with preparing learners for EPA. Learners complete Gateway assessments, which include assessment of technical competency along with theory knowledge assessed with Phase Tests, before being able to move on to the next year of their course. Leading to these, learners complete Controlled Environment Assessments (CEA's) which simulate an EPA environment to familiarise learners and reduce anxiety around formal assessment. Many of our learners have had poor experiences of education previously and have high levels of stress around examinations.

Tutors have access to a shared bank of resources that cover the suite of standard apprenticeships delivered. These are still being added to and developed to make them more suitable for Standards rather than Frameworks.

As part of long-term development plan at GTA, a large number of classrooms are currently being refurbished. This will give the learners a more comfortable space in which to learn with a new Air Conditioning system, larger windows that look out over the workshop, freshly decorated and new furniture. Tutors use their classroom management experience and skills to create an environment suitable for learning and progression. Learners are required to read a range of materials as part of their training including technical data. Learners requiring functional skills in English are supported through gaining this qualification, they look at a range of different types of texts and learn how to analyse them.

At GTA learners achieve well and we are committed to continuous improvement to our delivery of Standards to enable achievement to be good. This has been a period of adjustment and we were the first in the country to have Level two Autocare learners complete an EPA with the IMI.

2020/2021 Provisional

AGE	APPRENTICES	ACHIEVERS	GTA SUCCESS RATE	NATIONAL AVERAGE SUCCESS RATE
16-18	65	57	87.5% updated	Not Published
19+	38	30	77.8% updated	Not Published
TOTAL	103	86	83.6% updated	Not Published

2019/2020

AGE	APPRENTICES	ACHIEVERS	GTA SUCCESS RATE	NATIONAL AVERAGE SUCCESS RATE
16-18	83	72	86.75%	Not Published
19+	43	34	79.07%	Not Published
TOTAL	126	106	84.13%	64.2%

2018/2019

AGE	APPRENTICES	ACHIEVERS	GTA SUCCESS RATE	NATIONAL AVERAGE SUCCESS RATE
16-18	77	64	83.12%	67.4%
19-21	41	29	70.74%	67.5%
TOTAL	118	93	78.81%	67.5%

Appendix 1

GTA QIP for 2020-2021 Incorporating Ofsted recommendations from Inspection May 2016 (REVIEWED)

Leadership and Management						
Objective 1	Actions	Lead Manager	Date	Monitoring & Review	Impact	Narrative/review
1a	Marketing campaign targeting local communities and parents for GTA open day/celebration event	QM	March 2021	Quality Meetings	Parents and the community are encouraged to be more involved in the learner journey, leading to improvements in the teaching delivery	Achieved via social media channels. Celebration and open day event took place 20 th August 2021.
1b	Employer survey will be introduced and analysed	QM	June 2021	Quality Meetings	The areas that receive a low score or border line score will be investigated. Any improvements found will added to the Quality Improvement Plan going forward	Achieved, 13 respondents out of 130 employers
1c	PDR system review	QM CM	April 2021	Quality Meetings	PDR reviews been completed on a frequent basis for all teaching staff, greater accountability	Not achieved, this has been planned in the 2021-2022 QIP
1d	Stabilise apprentice recruitment of new 100 learners	QM	July 2021	Quality Meetings	Target 100 overall for during year 2020/21, to stabilise the apprenticeship funding stream and numbers on programme	Achieved, overall figure of 122 learners recruited, 22% increase on target.
1e	Key performance indicators will be expanded on teaching observations to include learner progress	QM	May 2021	Quality Meetings	Improve learner progression and provide an additional management tool	Not achieved, this has been planned in the 2021-2022 QIP

1f	Review and improve existing systems for measuring soft skills and distance travelled	QM	Feb 2021	Quality Meetings	Help learners develop soft skills improving overall learner employability	Not achieved, this has been planned in the 2021-2022 QIP
1g	Provide company financial support and time to achieve required CPD	CEO	July 2021	Quality Meetings	Continue to provide high quality and up to date training for apprentices	Achieved, CPD has continued despite the epidemic
1h	Provide company financial support and time expanding the IT access for apprentices and methods of communication	CEO	Jan 2021	Quality Meetings	To provide improved communication and accessibility for training and learning for apprentices and employers	Achieved, VLE content produced for Moodle. Additional equipment i.e. laptops purchased
1i	Increase ethnic minority learners on programme to 8%	QM	Dec 2021	Quality Meetings	Encourage members of the ethnic community to help increase the number of apprentices coming into the automotive sector.	Not achieved, but achieved approximately 4% which is above the Yorkshire and Humberside demographic
1j	Follow an inspection checklist provided by the NSPCC to critique GTA's current practice, policy and procedure on Safeguarding throughout the organisation.	SO	Mar 2021	Quality Meetings	To Identify areas of improvement within the GTAs Safeguarding processes and systems, remaining current and up to date with legislation and practices. Keeping learners safe.	Achieved, May 2021
1k	Follow an inspection checklist provided by the regional Prevent Co-ordinator to critique and grade the GTA's current practice, policy, and procedure on Prevent throughout the organisation.	SO	Mar 2021	Quality Meetings	To Identify areas of improvement within the GTAs Prevent processes and systems, remaining current and up to date with legislation and practices. Keeping learners safe.	Achieved, July 2021.

1l	Increase the two Safeguarding staff to three with deputies across both centres.	SL SO	June 2021	Quality Meetings	Gives learners the opportunity to speak with a broader range of staff and provides an increased physical trained staff presence across both centres.	Not Achieved, changes in staff and apprentice levels
1m	Both current Prevent Co-Ordinators to complete WRAP3 Train the Trainer course.	SL SO	June 2021	Quality Meetings	To enable the GTA to provide Prevent awareness training to company staff, local companies and other independent training providers in both Sheffield and Doncaster.	Partially achieved, Both achieved WRAP3 training
1n	Reduce barriers to learning when technology is not readily available to learners by providing access for learners who need equipment, examples of this include, Laptops, Mobile Phones and Tablets.	CM		Quality Meetings	Provides all learners the ability and opportunity to participate in training should the personal circumstances prevent them.	Achieved, learners issued IT where identified
1o	Make further connections with local businesses specialising in training to learners in areas such as: Money Matters and budgeting, mental health, wellbeing, staying safe online and business start-up advice for learners wanting to start their own business once completing their apprenticeships.	SL SO	Oct 2021	Quality Meetings	Provide learners with factual and important advice and guidance to help them succeed in society and become valuable, responsible, and respectful members of society.	Partially achieved, money matters training delivered
1p	Introduce an improved suitable firewall	CM	Feb 2021	Quality Meetings	To ensure learners are remain safe at the GTA whilst using ICT to access online material for example E-Logbook and Moodle.	Not achieved, this has been planned in the 2021-2022 QIP

The Quality of Education						
Objective 2	Actions	Lead Manager	Date	Monitoring & Review	Impact	Narrative/review
2a	Expand the social media information, advice and guidance network	CEO SM		Quality Meetings	Increasing the GTA's exposure to prospective learners looking for an apprenticeship within one of the many disciplines the GTA has to offer.	Achieved, member of staff employed for social media development
2b	Improve the information, advice and guidance post apprenticeship completion	CEO M	Mar 2021	Quality Meetings	Providing learners with clear support to achieve their full potential and long-term career ambitions.	Achieved, with "Next Steps" document for apprentices
2c	Provide additional technical training course from outside manufacturers	QM	Nov 2021	Quality Meetings	Giving valuable up to date knowledge and industry advancements to both learners and teaching staff. Naturally contributing to CPD and enhancement of the learner's curriculum.	Achieved using technical webinars. AFI, all staff to improve IT skills to access and embed VLE.
2d	Provide tutors with basic training and resources to further embed E&D and British Values into their sessions	QM SL	April 2021	Quality Meetings	To help learners increase their knowledge and awareness for British Values and Equality and Diversity. Regular awareness sessions to coincide with GTA monthly hot topics.	Partially achieved, sourced a motor vehicle specific resource to support teaching staff embed BV. AFI, low uptake provide further training for staff.
2e	Provide additional financial support to develop Hybrid and Electric vehicle resources and training capacity	CEO	May 2021	Quality Meetings	Giving learners and course delegates good quality training to ensure the GTA remains current and continues to provide the automotive sector with up-to-date training and	Not achieved, booking confirmed for four tutors to attend Level 4 Hybrid

					legislation within Hybrid and Electric vehicle training.	vehicle training in December 2021
2f	Provide additional financial support to develop ADAS resources and training capacity	CEO	Aug 2021	Quality Meetings	Giving learners and course delegates good quality training to ensure the GTA remains current and continues to provide the automotive sector with up-to-date training and legislation within Hybrid and Electric vehicle training.	Not achieved, this has been planned in the 2021-2022 QIP
2g	Create GTA branded work booklets for learners to use for study and taking notes.	CEO M	April 2021	Quality Meetings	Increase the professional image of the GTA and to encourage learners to take pride in their qualification and written work.	Achieved with the introduction of foundation skills workbooks
2h	Expand the GTA VLE / remote learning offer to apprentices and employers	CM	Mar 2021	Quality Meetings	To provide a more flexible educational delivery which meets the needs of apprentices and employers	Achieved, created Moodle site to accommodate more learners and content.

Personal Development						
Objective 3	Actions	Lead Manager	Date	Monitoring & Review	Impact	Narrative/review
3d	Create a discounted Gym membership at both centres for staff and learners to benefit from.	QM	April 2020	Quality Meetings	Encourage a healthier lifestyle and well being	Not achieved, COVID-19 and restrictions, postponed until 2021-2022
3e	Free fruit survey to be generated and sent out to learners to choose preferred fruit available for learners	QM	Mar 2020	Quality Meetings	Encourage healthier eating and well being	Achieved, COVID-19, vending machine contents changed for more healthier options on drink and snacks.
3f	Sexual health and relationship advice for learners posters and leaflets signposting service.	QM	July 2020	Quality Meetings	Encourage staying safe, increasing learner awareness	Not achieved, postponed until 2021-2022 to be put onto 2021-2022 QIP.
3g	Develop a series of short videos to show during induction and place online.	SL SO	Aug 2021	Quality Meetings	Videos aimed at the learners to help them increase their understanding and knowledge of Safeguarding, Prevent and Mental Health	Trial version software used to develop short video, software not purchased
3J	The GTA to facilitate further charity events for the benefit of learners.	CEO	July 2021	Quality Meetings	Help the learners work with each other and develop friendship and soft skills like problem solving, leadership and organisation skills. Examples could include, football match, runs, bicycle rides and challenges.	Not achieved, postponed until 2021-2022

Chief Executive Officer
Senior Management
Centre Manager

CEO
SM
CM

Quality Manager
Safeguarding Lead
Safeguarding Officer

QM
SL
SO

Social Media
Marketing

SM
M

Appendix 2

GTA QIP for 2021-2022 Incorporating Ofsted recommendations from Inspection May 2016

LEADERSHIP & MANAGEMENT						
1	Objectives	Actions	Lead Manager	Target Date	Monitoring & Review	Impact
1a	IT systems and process to be improved and new equipment installed and utilised	<ul style="list-style-type: none"> i. Phones for all tutors ii. Shared calendars used by all iii. Training across all for new IT systems iv. Additional laptops for staff and learners v. Website updated and linked with social media vi. Research the potential for new MIS vii. Improve IT safety and firewall 	<ul style="list-style-type: none"> CEO CM IT CM QATL CEO CEO 	<ul style="list-style-type: none"> Nov 21 Nov 21 Feb 22 Feb 22 Mar 22 Mar 22 Dec 21 	<ul style="list-style-type: none"> CEO CM SMT Quality Meeting 	<ul style="list-style-type: none"> Duplication and errors significantly reduced. Improve communication Time released for monitoring and quality control. Information more consistent, current and accurate.
1b	Buildings & Infrastructure	<ul style="list-style-type: none"> i. Confidential space for 121s, small meetings, safeguarding ii. Improved classroom spaces, furniture etc. iii. Breakout area for learners and staff iv. Improved signage v. Designated EPA centre. 	<ul style="list-style-type: none"> QATL CEO CM CEO CM 	<ul style="list-style-type: none"> Nov 21 Feb 22 Feb 22 Oct 21 Feb 22 	<ul style="list-style-type: none"> CEO CM SMT 	<ul style="list-style-type: none"> Staff valued and appreciated. Learners respect and value new environment. Improved marketing Additional space for practical workshops
1c	Marketing	<ul style="list-style-type: none"> i. Increased collaboration with schools locally and regionally. ii. Develop website and social media to promote GTA and all training 	<ul style="list-style-type: none"> M M/QATL CEO/CM 	<ul style="list-style-type: none"> Sept 21, Jan 22 Jan 22 	<ul style="list-style-type: none"> Quality meetings 	<ul style="list-style-type: none"> Increased diversity of learners recruited. Potential to reach new learners across diverse communities

		iii. Open days and community activity	M	May 22		Pro-active engagement with employers new and old, to inform curriculum
		iv. Employer surveys and workshops	M	Apr 22		
1d	Teaching & Learning	i. Expand curriculum offer and appropriate resources to include L4 Hybrid & Electric training	CEO	Dec 21	Quality meetings	Increase apprentice recruitment of 120 new learners Learner achievements and timely, maintained /increased
		ii. Review OTLs process to further develop quality of T & L including CPD and sharing best practice	QATL	Jan 22		Progression data improved
		iii. Review and improve existing systems for measuring soft skills and distance travelled and learner progress	QATL	Nov 21		Robust safeguarding processes
		iv. Expand and further develop Safeguarding team	CEO/SL	Jan 22		

QUALITY OF EDUCATION						
2	Objective	Actions	Lead Manager	Date	Monitoring & Review	Impact
2a	Develop the capacity and continuously improve the teaching and learning provision	i. Increase teaching team ii. Continue to develop the Tutor team meetings and sharing of good practice iii. Increase the number of vehicles available in workshops to include 4 light vehicles in Doncaster and Sheffield	CEO QATL CEO	Jan 22 Monthly Feb 22	Quality Meetings	Improve and sustain tutor resources. Continually improve Q of Ed throughout the year Learners have access to sufficient and appropriate vehicles and resources to achieve standards and pass EPA

		<ul style="list-style-type: none"> iv. Expand heavy vehicle lorries in workshops from 4 to 6 v. Release additional workshop space to increase learner access to practical work spaces and new tools and equipment (Relocate EPA) 	<p>CEO</p> <p>CM</p>	<p>Nov 21</p> <p>Feb 22</p>		
2b	Further develop the capacity and technology needed for online learning	<p>Expand the online Moodle facility developed during lockdowns</p> <p>Incorporate safeguarding, Health & Wellbeing information within Moodle</p> <p>Enable learners to continue to access remote learning material as and when needed</p>	<p>CM/IT</p> <p>SL/IT</p> <p>CM/IT</p>	<p>Dec 21</p> <p>Jan 22</p> <p>Constant</p>	Quality Meetings	<p>Learners able to access their learning at all times</p> <p>Increased learner accessibility to Health and Wellbeing information</p> <p>Covid/lockdown etc does not negatively impact on learners</p>
2c	Develop robust IAG systems from recruitment to completion and achievement	<ul style="list-style-type: none"> i. Improved marketing systems ii. Improved website and social media iii. Review initial contact and recruitment processes – Start Paperwork system iv. Establish New start wellbeing review 	<p>M</p> <p>M/IT</p> <p>CEO</p> <p>QATL</p>	<p>Jan 22</p> <p>Jan 22</p> <p>Nov 21</p> <p>Dec 21</p>	Quality meetings	<p>Maintain/increase learner numbers</p> <p>Right learners- right courses</p> <p>Learners supported to stay on programme</p>

PERSONAL DEVELOPMENT						
3	Objective	Actions	Who	When	Monitoring	Impact
3a	Learners to be confident, respectful and active citizens	<ul style="list-style-type: none"> i. Re-establish and expand community opportunities for learners to engage e.g. football ii. Develop opportunities and pathways for qualified learners to progress a career in teaching and learning 	LSTL CEO	Nov 21 May 22	Quality meetings Learner voice	Learners from all disciplines engaging in variety of activities – team building and confidence boosting New and younger tutors to enhance tutor resource.
3b	Further develop the Apprenticeship Ambassador roles	<ul style="list-style-type: none"> i. Learner ambassadors to be actively involved in Open Day planning and delivery. ii. Learner ambassadors to join the marketing team in school visits, recruitment activities etc. 	LSTL M	May 22 Feb 22	Learner Voice Quality meetings	Greater confidence gained, organisational skills, team building and marketing experience gained.
3c	Enable learners to improve their own health and wellbeing	<ul style="list-style-type: none"> i. Continue and expand the variety of workshops, speakers, presentations on wellbeing and health issues ii. Expand links and clips on website for learner information and guidance to health related organisations iii. Provide greater variety of healthy food and drink options on site 	SL/DSL M/IT CM	Autumn, Spring, Summer Mar 22 Feb 22	Tutor team meetings Quality meetings	Wider understanding and knowledge of the world Raising aspirations Increased responsibility for own wellbeing.

BEHAVIOUR & ATTITUDES						
4	Objective	Action	Who	When	Monitoring	Impact
4a	Learners are keen and ready to learn	i. Review attendance and punctuality in all classes as part of OTL process ii. Introduction of learner specific 'well -being' review in first 4 weeks of starting the apprenticeship. iii. Support tutors with CPD to develop classroom management	LSTL QATL QATL	Oct 21, Mar 22 Dec 21 Jan 22	 Tutor meetings Quality meetings	Improved monitoring of attendance data which will inform "learner concern" meetings Fewer learners withdraw from programme, pastoral support provided Improved learning environment and classroom management. High expectations of learner behaviour and attitudes
4b	Learners are resilient	i. Pastoral support is available for all students ii. Acknowledgement of learners achievements both in and out of college iii. Extra – curricular projects eg racing cars activities, coast to coast challenge	Tutors Tutors Tutors	Sept 21 Oct 21 Mar 22	 Tutor team meetings	Learners are supported and enabled to sustain their apprenticeship Learners individuality valued Wide range of experiences offered developing interests, skills and resilience.
4c	British values and citizenship promoted	i. Develop the Hot Topics sessions within classroom delivery including update monthly celebration events, specific focused days	Admin Tutors LSTL	Monthly	Tutor team meetings	Learners understand and respect others opinions, viewpoints and cultures

QIP 2021-2022 Key

Admin	Administration
CEO	Chief Executive Office
CM	Centre Manager
DS	Deputy Safeguarding Officer
IT	IT Dept.
LSTL	Learner Support Team Leader
M	Marketing
SL	Safeguarding Lead
SMT	Senior Management Team
QATL	Quality Assurance Team Leader