

17 June 2025

In November 2023 HM Inspectors visited IT Professional Training Ltd to undertake an educational oversight inspection as part of the Student Awards Agency Scotland (SAAS) designation arrangements. The report sets out four main areas for improvement. We indicated that a further visit would be required within six months. This visit took place in May 2025. During our visit, we talked to learners, staff, and the senior managers. HM Inspectors reviewed the progress made in areas identified for improvement, and how well this supports learning and achievements. This letter sets out what we found.

**Managers should develop and implement effective arrangements to capture, record, monitor and report on learner recruitment, retention, attainment and progression.**

The provider has made some progress in addressing this area for improvement. However, there remain areas where further improvement is required.

Managers have reviewed arrangements to capture, monitor and record data to support learner recruitment, retention and attainment. They now meet regularly with staff to review and analyse data to support learners. Some progress has been made in the recording of data. However, the monitoring, reporting and analysis of performance data to drive improvement at a strategic level is not yet sufficient. A holistic analysis of trends for both full-time and part-time programmes is now required to support target setting and action planning for improvement. The collation of performance indicator data for key groups of learners is not yet in place. There are good examples of case studies of learners who have progressed to employment or higher education. However, there is no recording and monitoring of progression data to drive improvements. Overall, the approach to capturing, recording, monitoring and reporting on learner recruitment, retention, attainment and progression requires further development.

**Managers should ensure that data on learner retention, attainment, progress and outcomes is available to staff and used effectively to plan for improvement.**

The provider has made good progress in addressing this area for improvement.

Teaching staff meet regularly to review individual learner retention, attainment and progression. Almost all staff are aware of the individual needs of learners and plan interventions to support retention and attainment. For example, contacting learners who are not attending and offering online support out with scheduled classes. Staff would benefit from the collation of performance data to help set targets and plan for improvement, particularly in relation to supporting learners with protected characteristics.

**Managers and staff should reflect on their approach to the delivery of all qualifications to identify actions to improve rates of learner attainment.**

The provider has made good progress in addressing this area for improvement.

Learner feedback is shared effectively with teaching staff to support the sharing of effective practice and professional development. Teaching staff review this feedback regularly to help

them to reflect on their teaching practice and to proactively support learners. Staff meet regularly to share effective practice and approaches to the delivery of qualifications. This is having a positive impact on the learner experience. Teaching staff regularly review their teaching materials to keep up to date with the fast-paced nature of the subject area and associated technology.

Managers should ensure that staff have sufficient opportunity to reflect on their teaching practice and can access appropriate professional learning to develop and enhance their teaching skills.

All teaching staff undertake a teaching qualification to support them to further develop their pedagogical approach and practice. Almost all staff engage in professional development to help them to support learners with issues such as mental health and neurodiversity, or in safeguarding. Staff identify and discuss professional industry development as part of their annual review process with managers. Informal peer review arrangements are very effective in supporting the professional development of teaching staff. Staff identify and request ongoing industry professional development as required, for example, Python training for software development. Professional development requests are almost always supported by managers and contribute to the enhancement of teaching skills for the staff.

### What happens next?

The provider has made good progress since the original inspection. We are confident that the provider has the capacity to continue to improve and we will make no more visits as a result of this inspection.

Ian Beach  
HM Inspector

Cc: Student Awards Agency Scotland