

External review of Modern Apprenticeship delivery by

Lagta Bosch Limited

A report by HM Inspectors

01/10/2024

Quality Assurance Coordinator	Michael Purcell
External review date	6-8 August 2024
Provider type	Independent Training Provider
Lead HMI	Peter Connelly
Apprentice numbers	178

1. Background

External reviews of Modern Apprenticeship providers are planned collaboratively between the provider and HM Inspectors. Skills Development Scotland (SDS) provide information regarding provider performance including key data to support this process.

During the review, a team of HM Inspectors evaluated the quality of training provision and the experiences of apprentices and key stakeholders such as employers. During the visit, the team met with staff, learners and other stakeholders and explored the quality of training delivery, how well the needs of apprentices are met, and approaches to improving quality of provision.

This report summarises the findings from the visit, awards grades for the three elements and highlights areas of positive practice, areas for development, and any associated main points for action. The report will be shared with the provider, Scottish Government, and SDS. For colleges, the report will be shared with the College Principals and Board or Regional Strategic Body, and Scottish Funding Council (SFC). An accompanying short report will be published on Education Scotland's website.

2. The provider and its context

The LAGTA Bosch training facility in Eurocentral, Lanarkshire offers practical motor vehicle apprenticeship training courses, covering a range of technologies such as advanced electronic automotive systems. There are also 80 young people on schools programmes delivered on the premises by Lagta Bosch staff. The provider employs nine full-time and two part-time assessors.

The company also provides a diverse range of courses related to the automotive industry including light vehicle qualifications, Skills for Work qualifications and the City & Guilds Introduction to Automotive. Lagta Bosch also deliver technical advanced training to qualified technicians across a wide range of Automotive subjects such as electric vehicle servicing.

3. Outcomes of external review

The grades for each of the three elements are:

Leadership and Quality Culture	Good
Service Delivery	Very Good
Safeguarding and meeting the needs of apprentices	Satisfactory

4. Summary of review findings

A summary of the findings of HM Inspectors are set out below.

4.1 Leadership and Quality Culture - Grade: Good

4.1.1 Securing improvement of quality and impact of training

Areas of positive progress

- Apprentices from Lagta Bosch's main employer attend a two week induction programme which establishes a strong connection with their senior managers who also attend and identifies their specific roles in ensuring the success of the business.
- All assessors attend regular standardisation meetings where they review current approaches, share good practice, and agree improvements to enhance programme delivery. In addition, informal interventions support prompt changes to teaching approaches to meet individual learning needs.
- Assessors conduct apprentice review meetings every 12 weeks to discuss and review candidate progress and development. They are also available for informal discussions with apprentices out with formal meetings by email or phone. They work effectively to accommodate apprentice working shift patterns.
- Lagta Bosch staff work collaboratively with a variety of secondary schools. They encourage learners of all abilities to consider an apprenticeship as a suitable career pathway.
- Employers have developed a clear alignment between their strategic business needs, the delivery of the apprenticeship programme and the skills apprentices develop. They connect very well with Lagta Bosch staff to communicate the types of skills required within their businesses.
- Lagta Bosch has very well understood arrangements for safeguarding and health and safety. All staff and apprentices understand the policies and procedures well.
- Lagta Bosch staff evaluate and reflect upon their performance throughout the year. Regular meetings provide a useful platform for discussions to take place and for improvement plans to be drawn up and implemented.

- During their induction, first year apprentices from the John Clark Motor Group attend an Outward Bound centre for a week-long activity. This helps to develop personal growth and social skills which align closely to the attitudes and behaviours required by their employer.
- Senior managers promote a positive working environment. This includes a range of support approaches which cater well for individual needs. Learners comment that they feel well supported to remain and succeed on their apprenticeship programme.
- Meta skills development is being demonstrated in an informal, naturally occurring way. Examples include discussions during lessons, block reports and in apprentice portfolios.
- The Scottish Qualifications Authority (SQA) navigator reports are used well by assessors to identify the core skills that apprentices have achieved before joining the programme.
- Managers consider carefully what is included during the induction programme. This ensures apprentices are fully informed of the support and guidance available to them. For example, Nil by Mouth provides useful insights for young people into sectarianism, social behaviours, the use of social media and representing your employer.
- All assessors are members of the Protecting Vulnerable Group (PVG) scheme. All staff complete relevant safeguarding training and they are confident in their roles.

Areas for development

- There is no systematic tracking or recording of learners' meta skills. Only a few apprentices can recognise or speak with confidence about their meta skills development. This limits their ability to highlight skills to potential future employers.
- The majority of service managers in employer branches state there is insufficient liaison with the training centre on training plans and gaps on what the programme entails. They would welcome updates on how apprentices are progressing and what they are doing during block release.
- After the two-week induction, the first year of the MA programme is delivered fully online with subsequent years being a mixture of in-person and online attendance. All apprentices who had experienced both models, stated their preference for face-to-face delivery.

4.2 Service Delivery - Grade: Very Good

4.2.1 Delivery of training

Areas of positive progress

- Employers confirm good levels of satisfaction with programme delivery and are satisfied with the quality of the training provided.
- All new apprentices participate in a well-planned and comprehensive two-week induction programme. This provides a helpful overview of the framework requirements, health and safety issues and the attitudes apprentices require to achieve their programme. Apprentices value their induction experiences and feel it prepares them well for their programme.

- Lagta Bosch has modern, industry-standard resources which trainers use well to deliver high-quality learning sessions which are relevant to the workshops in which apprentices are based.
- Training staff work effectively with a number of secondary schools, ensuring pupils from a wide variety of backgrounds and abilities develop their skills and knowledge of the automotive industry.
- All apprentices appreciate the high quality of training provided by staff. Mentors and assessors review their learning regularly, encourage skills development and provide a consistent knowledge base. This approach works well and ensures a positive experience for apprentices who remain on programme.
- Regular progression reviews and discussions with apprentices, encourage them to reach their targets. They also provide effective support for those learners who are experiencing challenges or difficulties.
- Apprentices are able to capture evidence from their daily work duties as part of their assessment base. They send photographs taken by their mentors to their assessor, to demonstrate progress made between progression meetings.
- All assessors and trainers have long-standing experience in the motor industry and pass on their knowledge skilfully, using relevant examples to develop apprentice knowledge and understanding.
- Apprentices and employers speak positively of their engagements with assessors and trainers. Apprentices have a high regard for their training activities, how they are planned and how concepts are explained.
- Training plans are used well by staff to identify action plans for apprentices, to collect evidence and track their progress.
- All apprentices value the adaptable approaches of training centre staff, who adjust their training to accommodate learners' specific needs, and where appropriate, employ alternative methods of evidence collection. These measures ensure training staff tailor the learning process to meet individual needs.
- All apprentices comment that almost all of the knowledge and skills they acquire through the apprenticeship programme is directly applicable to their workplace role. This allows apprentices to link their learning well to what they are doing with their employer.

Areas for development

- Some core skills development is not integrated within learning activities. As a result, there are missed opportunities to develop numeracy and communication skills naturally and at the point of learning.

4.2.2 Staff reflection on provision to improve training

Areas of positive progress

- Senior managers provide staff with tailored professional learning. This includes safeguarding training which ensures staff are receptive to the issues young people experience.

- Training centre managers gather valuable programme feedback from apprentices, employers and wider stakeholders and this leads to actions for improvement.
- Lagta Bosch staff use established quality assurance arrangements well to fulfil awarding body and funding criteria. From this an SDS improvement plan is being developed and a number of improvement actions have been identified and are in place.

Areas for development

- There are no systematic arrangements in place to support staff to participate in self-evaluation to support improvement.

4.3 Safeguarding and meeting the needs of apprentices - Grade: Satisfactory

4.3.1 Achieving and maintaining high levels of service delivery

Areas of positive progress

- All apprentices are satisfied with the level of support provided by employers, mentors and assessors. Apprentices are confident speaking with staff should any concerns arise around their wellbeing or safety.
- Training centre assessors provide constructive feedback to apprentices on a quarterly basis. This ensures apprentices are aware of the skills they are attaining, the progress they are making, and any improvement requirements.

Areas for development

- None identified

4.3.2 Adherence to statutory principles and guidance

Areas of positive progress

- Staff promote the MA programme well to school learners. This includes five different programmes that are delivered across Scotland in schools.
- Staff take time to explain and demonstrate safe working practices. This provides apprentices with expert knowledge on how to stay safe in the workplace.

Areas for development

- None identified

4.3.3 Apprentice progress and achievement of individual outcomes

Areas of positive progress

- John Clark Motor Group acknowledges and celebrates Lagta Bosch apprentice achievements through a graduation ceremony. This is highly motivating for apprentices and demonstrates the company's commitment to investing in apprentice development.
- Almost all apprentices report a significant improvement in their confidence as a result of the

MA programme. They confirm that their training has equipped them with essential knowledge and skills, resulting in a noticeably higher level of job satisfaction.

- Lagta Bosch has a positive approach to recruiting apprentices from a diverse set of characteristics. This has been particularly successful in the rise of apprentices with disabilities. In 2024, the number of apprentices declaring a disability doubled from the previous year, to 23.7%, which is 7% above the national average.
- The recruitment of care experienced apprentices and those with a declared disability are higher than the national SDS benchmark.
- Assessors collaborate well with employers to deliver the MA framework. This approach supports employers and apprentices in matching apprentice learning needs with business activities within the workplace.
- Most apprentices who remain on their programme achieve their MA qualification and continue into employment.

Areas for development

- In the last three years, although the achievement rate has incrementally improved, it has been significantly below the national average and also below the sector average for this framework.
- The recruitment of female apprentices and apprentices from ethnic minority backgrounds is lower than the national SDS benchmark.

5. Main points for action

- Lagta Bosch should explore further the effectiveness of online delivery for first year apprentices, taking account of apprentice feedback.
- Managers should continue to improve the low levels of attainment for the apprenticeship programme.
- Managers and staff should ensure core skills is fully embedded into programme delivery and that meta skills development is evidenced in candidates portfolios.
- Liaison arrangements about the progress of individual apprentices should be improved between Lagta Bosch staff and employer staff.

6. Examples of highly effective practice

- None identified.

7. What happens next?

HM Inspectors are confident that the provider has the capacity to continue to improve and HM Inspectors will make no further visits to the provider as a result of this review.

Peter B Connelly
HM Inspector

Appendix 1 Grades used in reporting

A common grading scale is used in making judgements for provider reviews:

- Grade 1 EXCELLENT – Outstanding and sector leading
- Grade 2 VERY GOOD – Major strengths
- Grade 3 GOOD – Important strengths with some areas for improvement
- Grade 4 SATISFACTORY - Strengths just outweigh weaknesses
- Grade 5 WEAK – Important weaknesses
- Grade 6 UNSATISFACTORY – Major weaknesses

Summary

- An evaluation of **excellent** applies to training which is of a very high quality. An evaluation of *excellent* represents an outstanding standard of training which exemplifies very best practice and is worth disseminating beyond the current provision. It implies that very high-levels of performance are sustainable and will be maintained.
- An evaluation of **very good** applies to training characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish apprentices' experiences. While an evaluation of *very good* represents a high standard of training, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to provide training without significant adjustment. However, there is an expectation that the provider will take opportunities to improve and strive to raise performance to excellent.
- An evaluation of **good** applies to training characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of training in which the strengths have a significant positive impact. However, the quality of apprentices' experiences is diminished in some way by aspects in which improvement is required. It implies that the provider should seek to improve further the areas of important strength but take action to address the areas for improvement.
- An evaluation of **satisfactory** applies to training characterised by strengths which just outweigh weaknesses. An evaluation of *satisfactory* indicates that apprentices' have access to a basic level of training. It represents a standard where the strengths have a positive impact on apprentices' experiences. However, while the weaknesses will not be important enough to have a substantially adverse impact, they do constrain the overall quality of apprentices' experiences. It implies that the provider should take action to address areas of weakness while building on its strengths.
- An evaluation of **weak** applies to training which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, the important weaknesses will, either individually or collectively, be sufficient to diminish apprentices' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the provider.
- An evaluation of **unsatisfactory** applies when there are major weaknesses in training, requiring immediate remedial action. The training experience for apprentices is at risk in significant respects. In almost all cases, staff responsible for training evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the immediate support given by the provider.

Appendix 2 Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.