

# Liverpool Chamber Training Limited

## Inspection report

---

**Unique reference number:** 58518

**Name of lead inspector:** Derrick Spragg HMI

**Last day of inspection:** 16 December 2011

**Type of provider:** Independent learning provider  
Liverpool Chamber of Commerce and Industry

**Address:** One Old Hall Street  
Liverpool  
L3 9HG

**Telephone number:** 0151 2271234

## Information about the provider

1. Liverpool Chamber Training Limited (LCT), previously known as Trident Training, was formed in August 2010 and is part of the Liverpool Chamber of Commerce (LCC) which is a community interest company. LCT contracts with the Skills Funding Agency to provide apprenticeship programmes. Over 90% of the apprentices, of whom most are 16 to 24 years old, are following business management, customer service and administration programmes. The remainder are following apprenticeships in social care, information and communication technology and retail. LCT provides training at its sole premises in central Liverpool at LCC's offices and in conjunction with employers at their workplaces in the Merseyside area. LCT's income is mostly from government funding. Merseyside has higher levels of unemployment than other areas of the country and a lower proportion of the population from minority-ethnic groups than that of England overall.

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Apprenticeships	180

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	2
Equality and diversity	3
<b>Subject Areas</b>	<b>Grade</b>
Business, administration and law	3

## Overall effectiveness

2. The majority of apprentices complete their apprenticeships within their planned end dates. Learners enjoy their training and feel safe; they develop employability and job-related skills. Apprentices gain employment in good jobs and are encouraged to progress. Many progress to higher level qualifications and responsible positions at work. LCT provides well-organised and good quality training in the workplace. Apprentices are supported well through the sound advice they receive about their careers and qualifications.
3. LCT staff are highly motivated and fully understand their roles and responsibilities and very effectively support apprentices to make good progress and succeed. They work very well with the employers and other organisations involved in apprenticeship training. LCT makes safety and safeguarding a high priority ensuring through clear and focused actions that apprentices are protected well and that the promotion of safeguarding is good. Equality and diversity are well integrated into all they do and learners are treated with respect. Continuous improvements to the provision are effective in developing training for both the apprentices and the employers. The involvement of apprentices in improving the provision is encouraged, although not all do become involved in its development.

## Main findings

- Success rates for Train to Gain learners in 2010/11 were very good with very high numbers completing within planned time scales. For the same period, the number of apprentices who attained their learning goals and made progress was satisfactory. Progress against planned targets by apprentices is satisfactory. Progression to further learning and employment is good. Apprentices feel safe and enjoy their learning.
- Training and assessment are good. Apprentices benefit from well-organised training with a strong involvement by employers and a very effective approach to assessment in the workplace. High quality learning materials and computerised learning are being trialled but are not yet fully coordinated within the individual learning plans.
- LCT provides a range of programmes that meet apprentices' needs and responds well to apprentices' job roles. The well-planned training supports progression opportunities. LCT responds flexibly and responsively to meet the needs of employers.
- Partnership working is outstanding. LCT plays a leading role in the local area in developing key strategic partnerships to improve and widen opportunities for young people. LCT works very effectively in partnership with employers to plan and provide good quality training in the workplace. The provider customises programmes particularly well and develops additional programme elements to meet the specific needs of employers.
- Support for apprentices is good. LCT staff provide effective advice and guidance during the apprenticeship programme. Career progression is discussed with apprentices and appropriate and timely advice and guidance are provided during consultation with the employers.
- Leaders and managers raise expectations and set high standards with demanding targets. Train to Gain targets were exceeded in 2010/11. However, overall success rates for apprentices did not meet the targets set in the first full year of operation, although those who did complete did so in the time planned.
- Operational management is good and change is managed well. Team working is good. Staff are highly motivated and very clear about their roles and responsibilities with regard to apprentices, their progress and achievements.
- The current LCC board sets and monitors the effectiveness of the strategic direction. At the time of inspection, new board arrangements were being implemented. However, although monitored, the reporting of progress against strategic objectives set across a range of performance indicators relating to the work of LCT is insufficient.
- Safeguarding is given a high priority and arrangements for safeguarding apprentices are good. Innovative ideas, introduced using social networking media, effectively promote safeguarding to apprentices.
- LCT actively promotes equality and diversity and they are integrated satisfactorily in all aspects of the provider's work. Through the good initiatives

with community groups, local authorities, schools and employers, external promotion is strong and is successful in leading to widening participation.

- Arrangements for obtaining feedback from employers are effective. LCT is currently revising and adapting the arrangements to increase the participation of apprentices in improvements.
- LCT provides good value for money. Employers and learners have access to additional training, qualifications and other projects to support business improvement and training. Self-assessment is good and used effectively to improve the provision.

## **What does LCT need to do to improve further?**

- Improve success rates for apprentices by continuing to monitor progress closely and identifying those learners at risk of leaving early and taking appropriate action to support them in completing their apprenticeship frameworks.
- Extend the use of learning resources by apprentices in the workplace by enabling access to teaching activities electronically and providing guidance on appropriate learning material in progress reviews, assessment planning and individual learning plans.
- Provide performance and improvement objectives at a strategic level that are measurable and at regular intervals evaluated in order to check for progress and improvement.
- Implement and evaluate the strategy for promoting equality and diversity by establishing clear measurable objectives, by carrying out the action plan and by integrating the use of impact measures over time.
- Increase the responsibility apprentices have for their training by introducing appropriate ways of involving them in participating and contributing to the developments and improvements of their programmes.

---

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the way the course is explained really well
- the good advice given at each stage
- the way LCT chooses placements thoughtfully
- the regular checks on progress
- the flexibility of the course
- the enthusiasm of tutors
- the approachable tutors and their willingness to help
- the brilliant support.

### **What learners would like to see improved:**

- more structure at the start of the programme
- more time to see the assessor in the workplace
- the training element of the course
- to have assessments online updated faster.

## **Summary of the views of employers**

### **What employers like:**

- that clients recognise the quality of employers' staff, which is due to LCT's good training
- that they are absolutely brilliant from the sign up to progress reviews
- the proactive assistance in finding the right candidates
- the content, delivery and support
- the partnership between LCT and the company that works extremely well
- the flexible training with easy access for learners
- being kept up-to-date throughout the programme
- that LCT responds by knowing their business.

### **What employers would like to see improved:**

- clarification on appointments with LCT staff
- a more appropriate qualification for employers' type of work.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

4. LCT has a good record of improvements in its first year of operation which is beginning to influence the current good quality of training provision. Key elements of the training programmes have been reviewed and evaluated and changes made to improve the apprentices' experience. LCT has invested in resources to improve the provision. Staff resources have been redeployed and increased to provide more contact with apprentices in the workplace. Investment in staff training and development supports the improvements. Monitoring systems and the supporting technology have improved. LCT responds well to feedback from employers and apprentices; for example, introducing on-site testing and improved access to learning resources. Managers and staff have a clear sense of purpose about sustaining improvement. Quality-assurance arrangements are thorough and lead to improvements. Self-assessment is effective and inclusive. Data analysis is good and leads to accurate judgements and clear actions for improvement.

### Outcomes for learners

**Grade 3**

5. The success rate of Train to Gain learners who completed their National Vocational Qualification within planned timescales was very high in 2010/11. In the same period, the number of apprentices who attained their learning goals and made progress was satisfactory. Some small differences in achievement levels between different groups have been identified and actions are in place to resolve these differences.
6. Apprentices currently in learning are making progress at an appropriate rate. They enjoy their training and develop good vocational skills in business administration and management. All apprentices grow in self-confidence and this has a positive effect on their skills and employability. The development of communication and numeracy skills is good. Skills are developed using vocationally relevant projects that support the learner's development whilst enhancing the work of the organisation.
7. Apprentices improve their economic and social well-being very effectively. Many progress from initial placement to full employment, develop employability skills and gain qualifications. They increase their responsibility at work, gain promotion and advance their careers. In addition many actively seek to extend their learning by moving on to higher-level qualifications and training. Employers quickly see improvements in workplace practice with apprentices developing highly effective job-related skills and gaining confidence to carry out some complex administration tasks. Almost all employers report that apprentices are motivated and make a good contribution to the success of their organisation.

8. Apprentices feel safe. They demonstrate a satisfactory understanding of safe working practices and safeguarding. They feel well protected from bullying and harassment and they develop a good understanding of stereotyping and discrimination in the context of their work and learning. They develop a satisfactory knowledge of health and welfare. Apprentices are encouraged to make a contribution to their communities through a newly-developed social networking site and they are involved in local charity promotions for disadvantaged groups.

## The quality of provision

## Grade 2

9. Training, learning and assessment are good. Individual learning plans for apprentices are used well to plan their learning. Initial assessments, including literacy and numeracy and an individual learning styles inventory, are effective in contributing to individual plans. The well structured on-the-job training provides good opportunities that integrate well with the training and coaching provided by LCT staff. Progress reviews are effective with good forward planning.
10. Assessment is well planned and carried out. Assessors are flexible in responding to the work patterns of apprentices and the pressures experienced by businesses. Portfolios and workbooks contain a good range of evidence. Feedback to apprentices from assessments and reviews is recorded and uploaded on to the electronic portfolio. Apprentices and employers have a clear view on their progress. Internal verification is well organised and effective. Apprentices use a recently updated e-portfolio, and they are being introduced to the latest version of e-learning resources although these are not yet fully integrated into the programme.
11. The provision meets the needs of employers and apprentices very well. Programmes are planned effectively to enable apprentices to progress. Apprentices and employers are very clear about how the qualifications link with apprentices' job roles and how apprentices can progress through these as they develop their careers. LCT plans training with employers and is particularly responsive in the way it meets the needs of employers. A very high proportion of apprentices said their training programme is good or outstanding.
12. LCT's partnership work is outstanding. LCT responds particularly well to local needs by working with other partners and taking the lead on initiatives such as the new Apprentice Training Agency. LCT works very effectively with local authorities, community groups and schools. The strategic direction of LCT is founded on partnership working and this is well coordinated and highly relevant to the local area.
13. Involvement with employers and other partners enhances the range and quality of the opportunities from which apprentices benefit. The partnerships with employers that provide high quality training in the workplace are strong and apprentices benefit from this. LCT has developed a very good understanding of



the business needs of their employers. LCT responds particularly well by customising programmes and providing additional elements to meet the specific needs of employers. Employers value highly the constructive working relationship with the provider and speak positively of the flexible and bespoke service they receive.

14. The provision of information, advice and guidance is good. Staff provide advice and guidance at regular stages to enable apprentices to make good choices about their next steps in learning. They discuss career progression with apprentices and provide appropriate and timely advice and guidance in consultation with the employer. LCT has achieved an externally assessed quality standard for its approach to providing information, advice and guidance. LCT provides good support for all apprentices. Apprentices recognise and value the support and are motivated to achieve and progress. Apprentices benefit from regular and frequent visits to the workplace by LCT staff.

## **Leadership and management**

## **Grade 3**

15. Leaders and managers raise expectations through planning and developing learning programmes which set high standards and demanding targets. Train to Gain targets were exceeded in 2010/11 and success rates and completions within planned timescales are outstanding. Local and national priorities and initiatives are promoted that are relevant to apprentices and employers. However, overall success rates for apprentices did not meet the targets set by LCT in the first full year of activities, although all those who did complete completed in the timescales planned.
16. Operational management is effective and change is managed well. Team working is good. Staff are suitably qualified and experienced with a good approach to their own training and development. With regard to apprentices, staff are highly motivated and very clear about their roles and responsibilities, around apprentices' progress and achievements.
17. LCT's strategic direction is set and monitored currently by the LCC board. LCT has reviewed its arrangements and is forming a new board. Reporting on measurable strategic objectives across a range of performance indicators relating to the work of LCT is insufficient.
18. Safeguarding is given a high priority and arrangements for safeguarding apprentices are good. Clear policies and procedures are in place involving employers, which are regularly checked by managers. LCT has good arrangements for risk assessment in relation to safeguarding. A dedicated member of staff supports learners and employers in applying safeguarding. Innovative ideas are being trialled using social networking media to promote safeguarding with apprentices. LCT meets government requirements and staff make good use of training in safeguarding related issues.

19. The arrangements for promoting equality and diversity are satisfactory. LCT actively promotes equality and diversity and they are well integrated into all aspects of the provider's work. External promotion is strong and initiatives with community groups, local authorities, schools and employers successfully lead to widening participation. Effective monitoring is carried out and targets are set to resolve any significant gaps in performance between different groups in learning. LCT has recently developed a strategy and action plan for equality and diversity although it is too early to judge the effectiveness of the planned actions.
20. Arrangements for obtaining feedback from employers are effective. Employers' views make a strong contribution to improvements, planning and changes to the provision. Apprentices are encouraged to provide feedback and some do. LCT has identified the need to improve the arrangements for the participation of apprentices in improvements to their training programmes and has identified some new ways of doing this but these are not yet operational across the provision.
21. Self-assessment is good and used well to improve the provision. Staff engage in the process and are clear about priorities for improvement. LCT has effective processes for monitoring and evaluating the provision and tackling weaknesses. Quality-assurance arrangements including improvement plans are used effectively. Data analysis on performance and progress by apprentices is used effectively to monitor progress at an operational level and to improve the provision overall.
22. LCT provides good value for money. Resources are well managed and significant investment has taken place in resources, staff development and learning materials in the first year of operation. Plans are well advanced for a major refurbishment of the training facilities. LCT enables employers and learners to access additional training, qualifications and other projects to support business improvement and development.

## **Information about the inspection**

23. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Deputy Chief Executive Officer, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans and data on learners and their achievement over the period since the previous inspection.
24. Inspectors used group and individual interviews, telephone calls and emails to gain the views of apprentices and employers. They also looked at questionnaires apprentices and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the main subject areas the provider offers.

**Record of Main Findings (RMF)****Liverpool Chamber Training**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	180	180
Part-time learners	0	0
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)