

Care Training East Midlands Limited

Inspection report

Unique reference number: 51005

Name of lead inspector: John Grimmer HMI

Last day of inspection: 24 February 2012

Type of provider: Independent learning provider

Address: 2 – 4 Clinton Terrace
Derby Road
Nottingham
NG6 1LY

Telephone number: 0115 95995544

Information about the provider

1. Care Training East Midlands Limited is a private training company, established in 1995 as Target Training 2000 Limited and based in Nottingham. In 2000, the company was renamed as Care Training East Midlands Limited (CTEM).
2. CTEM has three training centres, two in Nottingham and the other in Derby. Nottinghamshire Skills Funding Agency funds most of the programmes although CTEM also offers courses to employers on a full fee paying basis. Learners are recruited by the company from across the East Midlands and Derbyshire. Training is provided for apprenticeships, employment skills courses and preparation for employment programmes. The company also trades as Central Skills at one of the Nottingham centres, which delivers a variety of training and recruitment services to the warehousing, logistics and construction sectors. Thirteen subcontractors provide training on behalf of CTEM. The programmes offered include health and social care, child care and education, business administration, retailing, transport operations, employability, construction, advice and guidance, hospitality and warehousing. The subcontractors work in Manchester and the North West, Derbyshire and in the Nottinghamshire area.
3. Since the last inspection in 2008 CTEM has started to deliver apprenticeship programmes and it now subcontracts more of the provision. One of its main subcontractor's business went into administration and CTEM took over the training arrangements for a significant number of learners. This impacted negatively on the achievements of these learners and their ability to complete the programmes within their planned timescales.
4. The inspection team inspected and graded three of the company's main subject areas of health and social care, employability and business administration.
5. CTEM provides training on behalf of the following provider:
 - Derby Business College (employability)
6. The following organisations provide training on behalf of the provider:
 - Blackstone Training Limited (care, transport, retailing and warehousing, employability and business administration)
 - Age UK Trading Limited (health and social care)
 - Acorn Training Consultants Limited (employability)
 - Pitman Training Derby Business College Limited (employability and business administration)
 - YMCA Derbyshire (employability)
 - Slic Training Limited (hospitality and catering, employability, business administration and management)
 - Right Track Social Enterprise (employability)

- Keith Cook Training Limited (construction, warehousing and distribution, employability, business administration and management)
- TBG Learning (employability)
- The Meadows Partnership Trust (employability)
- East Midlands Roofing College (construction)
- Broxtowe Education Skills and Training (employability)
- Nottingham City Transport Limited (transportation and business administration)

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: 14 to 16	157 part-time learners
Employer provision: Train to Gain Apprenticeships	385 learners 530 apprentices

Summary report

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

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		2
Equality and diversity		2
Subject Areas		Grade
Health, public services and care		2
Employability		3
Business administration		3

Overall effectiveness

7. Provision at CTEM is satisfactory. Most learners complete their programmes successfully. However, some learners do not complete their qualifications as quickly as they might. Learners gain good work skills and progress well at their workplace. They enjoy their learning and are prepared well for further study or for employment. Employability training is achieving good results with many learners gaining sustainable jobs.
8. CTEM offers a good range of qualifications that are flexibly assessed to meet learners' and employers' needs. Teaching is satisfactory and staff and employers' provide good coaching and support throughout the programmes. Learners feel particularly safe at work and in the training centres. Staff and employers provide a safe working environment where learners are well protected.
9. Good use is made of learners' and employers' feedback to check and improve the programmes. However, the quality of subcontracted courses is not being sufficiently well monitored and there are no written action plans about how CTEM requires them to improve. CTEM has been successful at attracting

learners from a wide range of social and ethnic backgrounds who often build good friendships and work well together.

Main findings

- Apprenticeship success rates are low on both adult programmes and programmes for young people. Success rates on other adult programmes are satisfactory with employability programmes performing particularly well. Train to Gain data for 2010/11 identifies satisfactory success rates across all subject areas.
- Learners acquire good work skills and many are given additional responsibilities or promotion at work. Learners also progress on to higher level qualifications and particularly enjoy their experiences with CTEM.
- Teaching and learning are satisfactory overall. In the better teaching sessions learning is well paced to meet the needs of the group and learners make good progress. However, some sessions are too tutor led and there is not always sufficient attention paid to individual learners' needs.
- Assessment is satisfactory and is flexibly organised to meet learners' and employers' needs. Assessment observations are scheduled to fit with shift patterns and commercial priorities. Learners receive appropriate timely feedback. However, the range of assessment methods used is limited to examination of paperwork and professional discussion. Digital voice recorders are provided for assessors but their use for recording inspection evidence is not yet fully implemented.
- Most learners improve their social skills and make good progress. Many learners value the opportunity to meet with others and make new friends. These learners value highly personal development such as improved confidence and self-esteem.
- CTEM makes very effective use of partnerships to develop the provision to meet learners' needs. Most employers support the programmes fully and help learners to progress towards their qualifications. CTEM's good relationships with care homes, hospitals nurseries and schools support effective learning.
- Support for learners is good. Tutors and other staff provide good help and support to learners with regard to their programmes and about personal issues when required. Learners value the support they are given as it helps them to progress and motivates them to achieve their potential.
- Leadership and management are satisfactory. CTEM supports national and local priorities well, particularly for disadvantaged learners. It makes good use of the opportunity to use its funding flexibly to support unemployed learners into work. Managers set and monitor targets for contract compliance well, but do not set sufficiently challenging targets for programme performance and outcomes for learners.
- Quality improvement arrangements are satisfactory. Managers routinely observe teaching and learning and make sound judgements on its quality. However, observations over-emphasise teaching rather than learners'

experiences and do not always result in a clear plan to help teachers to improve. In addition, progress reviews are not systematically observed for quality assurance purposes.

- Particularly good arrangements are in place to safeguard learners. Well managed and documented systems and good levels of staff awareness and training ensure learners feel safe and learn in safe environments. Good safeguarding practice is shared across CTEM sites.
- Innovative marketing strategies and materials have enabled CTEM to successfully encourage people from under-represented groups to join a range of training programmes. Case studies are promoted well to break down occupational stereotypes and work with community and specialised groups has helped to widen participation. Learners have a good understanding of equality and diversity. However, this is not always evaluated at learner progress reviews.
- CTEM engages well with learners and stakeholders to promote improvements. A good variety of methods, including focus groups, questionnaires, social networking and the CTEM website, are used effectively to gather feedback on the quality of provision. Managers analyse feedback and use it well for improvement. Engagement with employers to improve the provision is well developed and effective.

What does CTEM need to do to improve further?

- Prioritise actions to improve success rates on apprenticeship programmes through systematic monitoring of learners' progress and fully involving learners, assessors and employers in target setting. Ensure that management information systems support the process.
- Set and monitor challenging targets for success rates and quality of provision internally and with subcontractors to improve outcomes for all learners.
- Ensure that all teachers are given a clear action plan following the assessment of their teaching and learning to help them to improve further. Develop observers' focus on learning as well as teaching.
- Develop the use of technologies such as digital voice recorders, digital cameras and webcams, to support assessment and broaden the range of evidence types used in learners' portfolios.
- Implement effective checking of key processes undertaken by subcontractors, including progress reviews, to ensure that procedures are followed and systematically monitored.

Summary of the views of users as confirmed by inspectors

What learners like:

- the knowledgeable and supportive tutors and assessors
- the improvements to confidence and communication skills

- the increased job responsibilities and career prospects
- the way CTEM helps to maximise individual potential
- the very enjoyable training
- the friendly family atmosphere and staff who are prepared to spend time to explain difficult concepts
- the ability to contact assessors and tutors out of normal working hours
- the flexibility of assessment to fit around busy work periods.

What learners would like to see improved:

- the opportunity to work in groups (work based learners)
- more course options and qualifications
- the opportunity to mix with different age groups at the training centre
- more one to one time with the tutors
- more assessment opportunities when requested
- the duration of the course which is too short.

Summary of the views of employers as confirmed by inspectors

What employers like:

- that staff, who try to be flexible and avoid busy periods
- the reliable assessors who keep their appointments
- the very helpful staff
- the very good and supportive working relationships.

What employers would like to see improved:

- no improvements identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

10. Until recently most of CTEMs work was working with employed adults helping them to gain qualifications at work or helping the unemployed to improve their skills and find employment. In both of these areas there is a sound track record of sustained improvements. Although apprenticeship programmes are developing well, CTEM has yet to demonstrate sustained improvements in this area.
11. The provider sets and meets ambitious business targets to respond to government initiatives and has been successful in growing the business. Managers set a clear vision and appropriate priorities to increase contracts and keep the operations viable in difficult trading times. However it has not yet set ambitious targets to improve outcomes for learners.
12. Engagement with learners and employers to improve the provision is good. Feedback is systematically collected from learners and employers to gauge satisfaction with the programmes and their views on what improvements are needed. The feedback is used well to develop and improve the provision.
13. A good range of partnership working and successful marketing initiatives have helped CTEM to significantly improve the recruitment of learners from minority ethnic backgrounds over the last three years. The proportion of CTEM learners from minority ethnic backgrounds is high, at 31%.
14. The management structure is appropriate and there are sufficient staff and other resources in place. Formal performance monitoring of learners' progress is insufficiently developed and quality monitoring of subcontracted provision is informal. Improvement actions are agreed through discussions with subcontractors. However, they are not usually in the form of written improvement plans that can be systematically followed up.
15. Self assessment is inclusive and satisfactory overall, however, the grades proposed in the self-assessment report are higher than those given by inspectors in most areas. The self-assessment action plan does not address identified areas for improvement in sufficient detail.

Outcomes for learners

Grade 3

16. Across the varied range of programmes that CTEM provides, achievements overall are satisfactory. Data for 2010/11 shows the number of learners successfully completing adult programmes within their planned time and achieving overall to be satisfactory. Some adult learners have difficulty completing in their planned learning time due to work issues which include changes to working patterns and difficult trading conditions. Employability

training for adults is achieving good results with the majority of learners gaining sustainable jobs. Currently the majority of CTEM learners are adults.

17. Apprentice framework completions are currently low across most subject areas. Apprentice framework provision is new to CTEM and to some of its employers and subcontractors, and has resulted in over-ambitious completion dates in some cases. Data for apprenticeship frameworks for 2010/11 show overall success rates and success rates within the planned time to be low. However, data are based on low numbers of learners.
18. Learners across most subject areas acquire good work skills and progress well within the workplace and on to higher qualifications. Learners are enjoying their training and value the opportunities CTEM offers. Learners feel particularly safe. The performance of different groups of learners is monitored closely. CTEM's analysis and focused action has led to progressively improved achievements for specific groups over a three year period.

The quality of provision

Grade 3

19. Teaching and learning are satisfactory with some good aspects. In the better sessions knowledgeable teachers use good coaching skills and a variety of teaching and assessment methods to maintain learners' interest and meet their differing needs. In these sessions teachers make good use of initial assessment results and effectively link theory to practice. Learners enjoy these sessions. In the less effective sessions teachers use too narrow a range of strategies and assessment methods and do not adequately meet the needs of all learners. Where information and learning technology is available, it is used well.
20. Assessment is satisfactory. Learners' literacy, language and numeracy skills are effectively assessed and this information is appropriately used to develop individual learning programmes. Learners are regularly assessed in the workplace. The range of assessment methods is often too narrow, although some assessors are beginning to make use of digital technology to support assessment. Assessment of written work is effective. Assessors provide learners with written feedback that enables them to extend their learning further.
21. The planning and monitoring of apprentices learning is ineffective. CTEM does not have adequate objective information on how well each learner is progressing against clear milestones. Most learners discuss and review their long-term targets satisfactorily during mid-term progress reviews with their tutors or learning advisers. However, most tutors do not set their learners adequate short- term targets to help them progress.
22. Programmes meet the needs and interests of learners and employers well. CTEM offers opportunities for many learners who would otherwise not engage in education or training. Employability and pre-apprenticeship programmes are effective in engaging disadvantaged learners and helping them to find work and

training. Programmes support local and national priorities well. However, too many apprentices do not complete their programme. Foundation level learners are able to progress to higher level programmes, including vocational courses and apprenticeships. Assessors cater for the individual and business needs of learners well, for example, by carrying out observations to fit with shift patterns. Some programmes are offered at locations within the local community which learners find very helpful.

23. CTEM makes good use of its partnerships with employers and subcontractors to benefit learners. It works well with employers to identify their staff training and development needs and to support learners seeking employment. Most employers are engaged in the learning process and support learners well. CTEM works with local schools to provide valuable employability programmes to pupils aged 14 to 18 through a range of subcontracting arrangements and direct delivery.
24. Learners receive good care, guidance and support. Learners feel welcomed at the learning centres and most say they have positive relationships with staff. Learners appreciate the friendly and helpful approach of staff and are able to confide in them. Assessors visit workplaces to provide effective care, guidance and support to help learners to attain their learning goals. However, on-the-job training offered by employers is not consistently recorded and monitored in order to further inform the progress review. Tutors have a good understanding of their learners' needs and the barriers to learning they face. CTEM works well with other agencies to ensure learners receive the expert help they need. Learners feel supported and have appropriate access to staff by telephone and email. Staff respond in good time when learners request help. Information, advice and guidance are satisfactory.

Leadership and management

Grade 3

25. Leadership and management are satisfactory. CTEM has an effective strategy for business growth, funding provision and fulfilling national priorities, but does not set sufficiently challenging targets for learners' outcomes or the quality of provision. It supports national and local priorities well, particularly for disadvantaged learners and it makes good use of the opportunity to use its funding in flexible ways to support unemployed learners into work. Managers set and monitor targets for contract compliance well but targets for programme performance and learners' outcomes are only just being introduced. Much data are collected and an appropriate range of reports are made available to managers. However, data are not available to show managers how well learners are progressing against milestones during their programme.
26. Managers monitor the financial and contractual performance of subcontractors well. However, they do not agree written performance targets such as success rates and quality of provision. CTEM recognises that formal performance monitoring, action planning and the monitoring the quality of subcontracted

- provision has been insufficient and has introduced arrangements to rectify this. Service level agreements are in place with employers, however, these do not cover equality of opportunity, safeguarding or the expectation that employers participate in learners' progress reviews. Health and safety is effectively managed.
27. Staff are well qualified and supported by effective development. Resources are appropriately used to support learning. Learners appreciate the well-appointed, welcoming learning environments and have appropriate access to computing facilities. Information learning technology is used well.
 28. The promotion of equality and diversity is a high priority for CTEM. A dedicated steering group for equality and diversity has recently been established and is led by senior management. Equality and diversity are significant elements of learners' induction. Reinforcement takes place at most learner reviews, however, learners' understanding is not always evaluated. Online diversity learning programmes are being launched and all staff have a high level of awareness. Data are systematically gathered to monitor equality issues and the performance of under-represented groups has risen over the last three years. A good range of partnership working and marketing initiatives has been successful in recruiting learners from under-represented groups, with 31% of learners coming from minority ethnic backgrounds. Marketing materials are innovative and make good use of images and case studies to challenge occupational stereotypes.
 29. Well managed safeguarding arrangements ensure CTEM promotes a safe learning environment where learners feel secure and protected. Staff are trained to a high level with six members qualified to designated safeguarding officer level. Records of Criminal Records Bureau checks are in place for all staff and are held centrally and renewed periodically. Learners' understanding of safeguarding is good and is well promoted by CTEM at induction and throughout the programmes. All training activity is systematically risk-assessed and learners feel particularly safe. CTEM's responds to safeguarding concerns professionally and maintains records well. Strong links exist with the local safeguarding children's board. Staff take part in monthly external safeguarding forums and work with partners to share good safeguarding practice. Staff and learners have electronic access to safeguarding learning materials and guidance using the intranet which is linked to the local safeguarding children's board website.
 30. Engagement with learners and employers to support and promote improvement is good. A wide variety of methods, including focus groups, questionnaires, social networking and the CTEM website are used effectively to gather feedback on the quality of provision. Managers analyse feedback and use it well to improve the provision.
 31. Quality improvement arrangements are satisfactory. Managers routinely observe teaching and learning and make sound judgements on its quality.

However, observations over-emphasise teaching rather than learners' experiences and do not always result in a clear plan to help teachers improve. Self-assessment is well established. Managers make appropriate use of data, and good use of learners and stakeholder feedback in self-assessment. Although the self-assessment report identifies many of the key areas for improvement, the resulting action plan fails to include targets or actions to remedy the under-performance of apprenticeship programmes. Managers are aware that some key processes, such as risk assessments of employers health and safety arrangements, are not sufficiently monitored.

32. CTEM provides satisfactory value for money. Outcomes for learners are satisfactory. Learning resources are satisfactory. Employer venues and general working environments are good. Staff are well qualified and experienced. The provider has a good commitment to sustainability.

Subject areas

Health, care and public services

Grade 2

Context

33. A total of 221 apprentices are on health, care and public services programmes. At NVQ level 2 there are 24 learners aged 16 to 18 years and 113 aged 19 or over. At NVQ level 3, four learners are aged 16 to 18 and 80 are aged 19 or above. A further 204 adult learners are on stand-alone NVQ programmes in health, care and public services. All learners are employed prior to starting their training.

Key findings

- Outcomes for learners are satisfactory. Overall level 2 apprenticeship and Train to Gain success rates are near the national average. At level 3, success rates are just below national average. However, data indicate that in-year success rates are improving for NVQ level 3 awards.
- Learners make good progress. Their workplace skills demonstrate good knowledge and understanding. Learners enjoy the training and many gain wider employment opportunities through achieving their qualifications, such as becoming a named first aider or health and safety officer in a care home. Learners effectively improve their economic and social well-being through employment, learning and good personal development.
- Learners feel safe. Risk assessments are effective, are understood by learners and include lone worker personal safety. For example, a domiciliary care learner was given a mobile phone that automatically determined their location while in the homes of service users.
- Training, teaching and learning are good. The initial assessment process is used well to support learning and development. Additional learning needs, for example dyslexia, are identified early. Extra assessments are offered to support progression if required. Very effective links are created between theory and practice learning. However, there is little use of information technology to assess learners' work or in assignments. Systematic monitoring of learners' progress is insufficiently developed.
- Assessment is both flexible and good, often taking place in the evenings or at the weekend. Learners receive comprehensive written feedback that extends their knowledge and understanding. An example of a sub-contractor's good practice involves issuing assessors with mobile phones, cameras, voice recorders and laptops to upload assessment records and feedback directly into learners' electronic portfolios.
- Internal verification processes are very effective and thorough with regular sampling of assessors, candidates and employers. New assessors have a thorough induction. During the first three months all of their assessments are

monitored and they are observed twice a year. Learners' files are clearly organised and contain an appropriate standard of work.

- The provision meets the needs and interests of users very effectively. Employers are required to have trained staff and employees need to gain the qualification to remain in care sector work. Some learners have earned additional responsibilities as a result of developing their skills and knowledge.
- Very effective use of partnerships helps to develop the provision to meet learners' needs. Most employers support the learning process to ensure candidates progress well and achieve their qualifications. Good relationships exist with care homes, hospitals, nurseries and schools support to learning. Learners receive good care, guidance and support to help them achieve.
- Curriculum leadership is good. The management structure is clear and supportive with good support for assessors provided by internal verifiers. Assessors are aware of their success rate targets and value the monthly standardisation meetings where they discuss curriculum issues and awarding body criteria. Staff have good skills and knowledge and effectively link theory to practice.
- Good promotion of equality and diversity takes place during assessments and in learning sessions. In one assessment attention was drawn to the end-of-life care that would be needed for Muslim clients.
- Employers have a clear understanding of their role in the training process and of the responsibilities they have to their learners. A service level agreement clarifies the requirements for the learner and employer in meeting training needs, such as staff needing time to attend an induction and initial training. However, there is no mention of the employer or manager being formally involved in the learners' review process.
- Involvement of assessors and internal verifiers in the self-assessment process is good. Quality improvements result from the regular meetings held between assessors and internal verifiers. The self-assessment report is broadly accurate but too descriptive and does not contain specific details about the subject areas.

What does CTEM need to do to improve further?

- Improve learners' success rates by setting incremental improvement targets for success rates and systematically monitor them to ensure that learners achieve within the required timescales.
- Carry out systematic monitoring of learners' progress against expected outcomes to quickly identify learners at risk of falling behind, so that corrective action can be taken.
- Develop the use of information technology and multimedia methods of assessing and presenting learners' work to enrich the quality of their evidence portfolios.
- Amend service level agreements to include the need for the employer or workplace manager to be formally involved in the learner review process.

Employability

Grade 3

Context

34. CTEM offers part-time courses from entry to intermediate level in basic skills, functional skills and employability skills at their own centres and those of its subcontractors. Of the 1,424 learners currently enrolled, 1,115 are adults and 309 are aged 16 to 18. The majority of the learners on vocational programmes study functional skills in maths, English and information and communication technology (ICT). CTEM also provides individual support for literacy and numeracy.

Key findings

- Success rates are low. However, the progress of current learners following a new range of programmes introduced in August 2011 is satisfactory or better with many learners on target for completion within the planned time. Functional skills qualification achievement rates are good and achievement on employability programmes is satisfactory or better.
- Learners develop good employability and social skills. They increase their confidence, self-esteem and communication skills. Those following employability programmes have greatly improved their understanding and application of the skills and aptitudes they need to gain employment or progress to further training. Most learners enjoy their programmes and some are particularly well motivated.
- Learners feel safe and understand health and safety requirements within their learning environment. All learners undertake health and safety and e-safety awareness briefings during induction and a few have a good awareness of personal safety issues.
- Teaching, learning and assessment are satisfactory. Most sessions include groups of mixed ability learners. In the better sessions, tutors display good coaching skills and maintain a good pace of delivery. Learners enjoy these sessions and respond well to the tutors. Other sessions are too tutor-led with a narrow range of teaching and assessment strategies. These sessions have insufficient personalised learning activities to fully challenge and engage all learners.
- Initial assessment is satisfactory. All learners undergo an initial assessment which accurately identifies their literacy and numeracy skills learners receive satisfactory advice and guidance about the most appropriate programme to follow.
- Monitoring of learners' progress is insufficiently developed. Not all tutors consistently record and monitor learners' progress in sufficient detail to enable them to identify learners that may be struggling or excelling in their programme. The information recorded is too descriptive and does not include

sufficient detail about the learners' progress in developing their skills and knowledge.

- Short-term targets are not always effectively used to support learners' progress. Most learners discuss and review their long-term targets during reviews with their tutors. However, too many learners are not set challenging and detailed short-term targets to support small steps in their learning. The majority work towards targets set for their mid-term or exit review.
- Courses meet the needs and interests of learners well. Courses offered are targeted at unemployed adults and young people. These include pre-employment, employability programmes and entry to level 1 courses in literacy, numeracy and ICT. There are also good opportunities for learners to follow complementary vocational programmes. Some programmes are offered at locations within the local community which learners find very helpful.
- Support for learners is good. Tutors and other staff are very supportive and keen to help learners to progress. Learners feel welcome at the learning centres and develop positive relationships with staff. Tutors provide good support empathy and understanding to encourage learners to successfully complete their programmes.
- Management of the curriculum area is satisfactory. The curriculum manager provides clear direction for staff. There is a strong ethos of team working between the curriculum manager and staff. Quality assurance is satisfactory; however, data collected is not used sufficiently for monitoring and evaluating course performance and learners' ongoing progress.
- Resources are satisfactory. Most training rooms have appropriate visual resources to inspire learning. Some training rooms have interactive white boards and computer workstations to support learning. There are too few curriculum-specific learning resources to support learners' studies and to encourage independent learning. Staff members are appropriately qualified and experienced.
- Equality and diversity are included in induction. Both are promoted satisfactorily in teaching and learning. Some learners have a better than average understanding of the wider issues of equality and diversity topics.

What does CTEM need to do to improve further?

- Ensure that teaching challenges and engages learners of all abilities by providing a range of appropriate learning activities within lessons.
- Ensure that tutors use a wide range of assessment strategies to evaluate the learning of all group members.
- Collect and record information about the skills and knowledge gained by learners to monitor progress towards their short and long-term learning goals accurately.
- Provide learners with clear, measurable and challenging short-term targets to support their ongoing progress.

- Use collected data to systematically monitor and evaluate course performance and learners ongoing progress.
- Develop curriculum specific learning resources to support learners' studies and to encourage independent learning.

Business administration

Grade 3

Context

35. Of the 181 apprentices working towards qualifications in business and management, 125 are undertaking NVQ at level 2 and 56 are undertaking NVQ at level 3. At level 2, there are 40 learners following business and administration and 85 are following customer service qualifications. At level 3, there are 24 learners following business administration and 32 are following customer service qualifications.

Key findings

- Outcomes for learners on Train to Gain programmes are good. Overall, and success rates within the planned time, have increased significantly over the last three years and are now at the national average of 89%. Apprenticeships introduced in 2010-11 had small numbers of learners and success rates were well below the national average in 2010-11. Current in-year data indicate that apprenticeship success rates are satisfactory.
- Learners develop good vocational skills and increased confidence at work. Learners are assigned additional responsibilities and many have been promoted as a result of their increased occupational skills. Learners gain increased understanding about how to apply safe working practices from the health and safety training and improve their economic well-being.
- The needs of employers and learners are met well. The provider works with employers to identify existing staff training and further development requirements. Employers' needs are recorded and the information is passed to the assessors to support the recruitment and planning of learning for apprentices.
- Teaching and learning are satisfactory. Training sessions are well planned and embed a range of employability skills into the programmes. Learners enjoy the topics covered, particularly the group discussions. However, session planning fails to take sufficient account of initial assessment, and consequently the individual needs of all learners are not always met.
- Assessment is satisfactory. Delivery is flexible to meet individual and business needs, for example, carrying out observations to fit with shift patterns including late evenings and weekends. Learners receive appropriate and timely feedback with constructive guidance for further occupational skills development. However, the range of assessment methods used is limited. Assessors have digital voice recorders, but are not making full use of them.
- Initial assessment is satisfactory. All learners undertake an online initial assessment of their literacy and numeracy skills before starting their learning programme and the results are recorded on the electronic individual learning plan.

- Care guidance and support for learners are good. Assessors routinely carry out reviews of learners' progress towards their work-based qualifications, providing good feedback on achievement and allocating tasks to support good development and continued attainment.
- Monitoring of learners progress is inadequate. Reviews of learner progress against individual qualifications are good. However, there is no mechanism in place for 12-weekly reviews, to review holistic progress against all elements of a learners programme. Employers' feedback is not routinely sought and recorded through the progress review process. On-the-job training is not consistently recorded and monitored to inform the progress review.
- Internal verification quality assurance processes are insufficient. Support for assessors is insufficient. Assessors are not provided with details of sampling plans and limited formative assessment is undertaken, to provide timely on-going feedback to the learner and assessor. Assessors do not routinely meet with the internal verifier to share best practice, receive update training, develop new product knowledge and keep abreast of changes in assessment requirements.
- The self-assessment process is satisfactory. Staff have an involvement in the self-assessment and development planning processes. The self-assessment report does identify some of the areas for improvement identified at inspection although it is insufficiently evaluative. The self-assessment report does not provide self-assessment information specifically about the subject sector area.
- Learners and staff are aware of safeguarding requirements and the processes to be followed if issues arise at their workplace or at the training centre.

What does CTEM need to do to improve further?

- Ensure that the individual needs of all learners are met during lessons by taking full account of their initial assessment results.
- Develop and use a broader range of assessment methods, such as digital voice recordings and the capture of evidence using digital cameras.
- Ensure that 12-weekly reviews take place covering all aspects of the learners' programme. Include information about on-the-job training to add to the progression of learners' skills development.
- Improve self-assessment by providing more evaluative statements in the report, including specific information about the subject areas.

Information about the inspection

36. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's quality manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
37. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in three of the subject areas the provider offers.

Record of Main Findings (RMF)**Care Training East Midlands Limited**

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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive	16-18 Learner responsive
Approximate number of enrolled learners			
Full-time learners	2030	1555	475
Part-time learners	0	0	0
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
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?	3		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	3		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
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?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	3	3	3
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>	n/a		
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?	2		
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?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*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.

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
W: www.ofsted.gov.uk