

Derbyshire and Nottinghamshire Chamber of Commerce

Inspection report

Unique reference number: 50116

Name of lead inspector: Phil Romain HMI

Last day of inspection: 11 March 2011

Type of provider: Independent learning provider

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Information about the provider

1. Derbyshire and Nottinghamshire Chamber of Commerce (DNCC) is a company limited by guarantee with the head office in Chesterfield. It represents approximately 3,000 member organisations across the two counties of Derbyshire and Nottinghamshire. The training department has its main site in Chesterfield and centres in Glossop, Bolsover, Shirebrook, Ripley, Kirkby-in-Ashfield, Nottingham and Swadlincote. The Head of Training, who reports directly to the Chief Executive, has overall management responsibility for training programmes and is a member of the DNCC management team. DNCC is funded by the Skills Funding Agency for apprenticeships in dental nursing, engineering, construction, ICT, and business administration and law. It is funded by the Young Peoples Funding Agency for programmes in preparation for life and work. In addition DNCC provides Train to Gain programmes on behalf of the Derbyshire Network.
2. At the time of inspection there were 292 learners. The highest number of learners was in business administration and law (39%), preparation for life and work (26%) and dental nursing (16%). DNCC subcontracts the training and assessment for engineering and construction learners to local colleges.
3. The unemployment rates in Derbyshire and Nottinghamshire are 5.2% and 6% respectively, compared to the national rate of 7.9%. In Derbyshire and Nottinghamshire the proportion of school leavers achieving 5 GCSE passes in 2009/10 was 72.8% and 74.8% respectively, compared to the average for England of 74.8%.
4. DNCC provides training on behalf of the following providers:
 - Derbyshire Network
5. The following organisation provides training on behalf of DNCC:
 - Chesterfield College
 - Stockport College
 - Manchester College
 - Thameside College
 - Kaplan FTC
 - Endeavor Training

| Type of provision | Number of enrolled learners in 2009/10 |
|---|---|
| Provision for young learners: Foundation learning | 76 part-time learners |
| Employer provision: Train to Gain Apprenticeships | 37 learners 179 apprentices |

Summary report

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

| Overall effectiveness of provision | | Grade 2 |
|------------------------------------|--|---------|
| Capacity to improve | | Grade 2 |
| | | Grade |
| Outcomes for learners | | 2 |
| Quality of provision | | 2 |
| Leadership and management | | 2 |
| Safeguarding | | 3 |
| Equality and diversity | | 2 |
| Subject Areas | | Grade |
| Nursing and dental health | | 2 |
| Preparation for life and work | | 2 |
| Business, administration and law | | 2 |

Overall effectiveness

6. Provision at DNCC is good. Most learners complete their programmes successfully and gain their qualifications within the time planned for their completion. Learners develop good personal and vocational skills and are prepared well for further study or for employment.
7. Learners enjoy their training, particularly at work and on work placements. Training and assessment are good, especially in the workplace. Taught sessions are less effective as teachers do not use a sufficiently wide range of strategies and resources to fully involve all learners. DNCC offers a good range of courses to meet the needs of learners and employers and in particular for those learners who would otherwise not engage in education or training. It provides these flexibly, to meet learners' and their employers' needs, and provides learners with good coaching and support during their programmes. DNCC makes good use of its partnerships with local business and other organisations to provide learners with a wide range of relevant work experience and support.

8. Managers at DNCC carefully monitor the quality of learners' training and the progress learners make. They take appropriate action when they identify the need for improvements. Staff, who know their learners well, are very responsive to their changing needs. They make good use of learners' and employers' feedback but have yet to establish formal systems for learners to participate in decision making. Managers make good use of the information available to them to develop and maintain an effective improvement plan. The self-assessment process is well established and suitably inclusive. The self assessment report is accurate but overly descriptive in parts.

Main findings

- Outcomes for learners are good. Since the previous inspection in 2007 overall success rates and timely success rates for apprentices have continued to improve but at a slower rate than the national average. Success rates are high for business administration and law, ICT and dental nursing but are low for construction and engineering.
- Learners develop good personal, social and vocational skills. In the workplace they take good advantage of the wide range of opportunities available to develop their competence, confidence and skills. Many learners take on increased levels of responsibility at work and are highly valued by their employers.
- Training and assessment are good. Employers provide learners with effective, well-planned training and clear guidance on how to improve their work. Assessment of most learners' work is frequent and workplace visits are flexible to meet employers' and learners' needs. However, assessment on the dental nursing programme has been insufficient due to staffing issues.
- Classroom based teaching sessions are satisfactory overall. However, in many sessions there is too much focus on paper-based resources and teachers do not use a sufficiently wide range of teaching strategies, technology and resources and to fully engage all learners.
- Monitoring of learners progress is thorough and effective. Learners benefit from regular and well informed reviews of their progress. Staff make good use of feedback from employers to identify learners' progress and agree the actions they need to take to improve. Initial assessment is satisfactory and provides a clear profile of learners' interests, goals and needs.
- Programmes meet the needs and interests of both learners and employers very well. DNCC offers good opportunities to many learners who would otherwise not participate in education or training. Apprenticeship programmes meet the needs of learners and local business well. Learners benefit significantly from DNCC's partnership with a wide range of external agencies.
- Learners receive good care, guidance and support. Learners at risk of falling behind in their study are identified quickly and given good support. Tutors have a very good understanding of their learners' needs and the barriers they face. Careers advice and guidance is satisfactory.

- Leadership and management are good. DNCC has a clear strategic direction that is understood well by staff. All staff demonstrate a strong commitment to continuous improvement. Communications are good and managers make good use of data to monitor performance and set targets. Operational management is good.
- DNCC's arrangements for safeguarding are satisfactory. It carries out thorough health and safety checks and risk assessments of its employers' premises. DNCC manages e-safety well within its own centres, including appropriate policies on the use of social networking for staff, but has yet to fully introduce e-safety within the curriculum.
- DNCC promotes equality and diversity well. Its programmes are highly inclusive and provide good opportunities for those who might not otherwise engage in education or training. Learners receive good information during their induction, however, a few assessors and training advisers do not sufficiently check and reinforce this throughout learners' programmes.
- Staff analyse feedback from learners systematically and use this appropriately to plan improvements. Engagement with employers to improve the provision is well developed and effective. Learner involvement in decision-making is underdeveloped.
- DNCC provides good value for money. Outcomes for learners are good. Resources and the working environment at employer venues are good. Resources at DNCC's centre are satisfactory overall. Staff make good use of their experience and qualifications to support learners.

What does Derbyshire and Nottinghamshire Chamber of Commerce need to do to improve further?

- Continue to improve the monitoring and management of engineering and construction programmes to improve the number of learners who are successful and gain employment.
- Improve the quality of teaching by challenging teachers to use a wide range of teaching and learning strategies to engage and motivate learners and to aspire to be outstanding teachers.
- Promote equality and diversity more effectively by regularly engaging all learners in debate and discussion so that they understand the impact on them and their work-roles.
- Increase learners' knowledge and understanding of e-safety by including clear teaching on the subject within all curriculum areas.
- Involve learners more in formal decision-making processes through the use of learner forums and learner representatives.

Summary of the views of users as confirmed by inspectors

What learners like:

- gaining the qualifications they need for employment

- developing analytical and problem solving skills
- the good support they get from assessors and teachers
- the variety of tasks and experiences they get at work
- being treated like adults.

What learners would like to see improved:

- the quality of some centres, in particular the computing equipment and facilities
- the organisation of some courses, particularly timetabling of classes.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good links and communications with DNCC
- the availability of good quality and relevant training for employees
- the improvement in the skills and knowledge of employees
- the good support from DNCC staff.

What employers would like to see improved:

- the organisation of some courses giving more clarity about when learners should attend.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. DNCC has good capacity to improve. It has remedied the areas for improvement and maintained the good grades awarded at the previous inspection. Overall success rates have improved and remained above national rates for the past three years. DNCC has a clear strategic direction that is informed well by its members and is linked effectively to local priorities. Quality improvement arrangements are effective. The self-assessment process is well established and highly inclusive. The self-assessment report gives an accurate view of the provision. DNCC has made some improvement in managing the quality of its sub-contracted provision but it is too early to judge impact of this initiative particularly in construction and engineering. Staff are well qualified and experienced.

Outcomes for learners

Grade 2

10. Outcomes for learners are good. Since the previous inspection in 2007 both success rates and timely success rates for apprentices have continued to improve but at a slower rate than the national average. Success rates are good for business administration and law, ICT and dental nursing. However, success rates for construction have been low in two of the past four years and engineering success rates have only just improved to about the national average. There are no significant differences in performance between different groups of learners.
11. Learners develop good personal, social and vocational skills. In the workplace they take good advantage of the wide range of opportunities to develop their competence, confidence and skills. Many learners take on increased levels of responsibility at work and are highly valued by their employers. Learners' verbal and written work is of a professional standard. Many foundation learners overcome significant personal problems and barriers to succeed on their programmes and develop good work related skills. Learners say that they feel safe and readily apply safe working practices.

The quality of provision

Grade 2

12. Training and assessment are good. Training in the workplace is particularly good and is supported well by employers. Employers provide learners with a good range of experiences and give learners effective guidance on how to improve their work practice. Foundation programmes are well planned to reflect learners' individual needs and interests and this helps to keep them motivated. Classroom based teaching sessions are satisfactory overall. In many sessions however, there is too much focus on paper-based resources and insufficient use of a range of teaching strategies, technology and other resources to fully

engage all learners. Staff use a wide range of assessment methods to assess learners' work. Assessment of most learners' work is frequent and workplace visits are flexible to meet employers' and learner's needs. There has been insufficient assessment of learners' work on the dental nursing programme due to staffing issues.

13. Monitoring of learners progress is thorough and effective. Learner's benefit from regular and well informed reviews of their progress. Staff make good use of feedback from employers to identify learners' progress and agree the actions they need to take to improve. Learning advisors coach learners well to help them identify and celebrate their own progress and plan future work. Most targets are specific, and learners understand what they need to do to progress. Initial assessment is satisfactory and provides a clear profile of learners' interests, goals and needs.
14. Programmes meet the needs and interests of both learners and employers very well. DNCC offers opportunities that meet the needs and interests of many learners who would otherwise not participate in education or training. The flexibility of the foundation programme in being able to accommodate a wide range of vocational interests also benefits learners who want to follow a programme that reflects their individual interests. Apprenticeship programmes meet the needs of learners and local business well.
15. DNCC makes good use of its partnerships with employers and its knowledge of local industry to ensure that learners train in a wide range of high quality environments and are supported well. Employers are actively involved in the planning and review of learning. DNCC works effectively with a wide range of partners to extend opportunities for learners to develop work related and vocational skills. Staff also extend the good support for learners through effective work with external agencies. The recent '100 apprenticeships in 100 days' initiative has been successful in recruiting more employers and providing additional opportunities for learners.
16. Learners receive good care, guidance and support. Staff quickly identify learners at risk of falling behind in their studies or not succeeding and are effective in helping them to remain on their course. For example, two learners who were made redundant were supported well in their search for a new job and are now both able to continue with their training. Tutors have a very good understanding of their learners' needs and offer effective support to help reduce barriers to success. DNCC works well with other agencies to ensure learners receive the expert or professional help they need. Learners feel supported and have appropriate access to staff by telephone and email. Most staff respond in good time when learners request help. Careers advice and guidance is satisfactory.

Leadership and management

Grade 2

17. Leadership and management are good. DNCC's senior management team set a clear strategic direction that is understood well by staff. Training and apprenticeships have a high profile in the organisation. The training department works effectively with a wide range of members who offer employment and work experience opportunities for learners and provide a clear insight into local training needs. All staff demonstrate a strong commitment to continuous improvement. Communications are good and staff speak positively about improved sharing of good practice and greater awareness of learners' progress through monthly team meetings. Good use is made of data to monitor performance and set targets. Management of staff performance and development is effective. Operational management is good.
18. DNCC's arrangements for safeguarding are satisfactory. DNCC carries out thorough health and safety checks and risk assessments of its employers' premises and takes appropriate action if learners are at risk of harm. It provides learners with training in health and safety and has introduced training in topics such as drug and alcohol awareness and sexual health for foundation learners. However, apprentices do not routinely access these additional topics. DNCC has ensured that staff have had enhanced CRB checks, which are recorded in a single central record. One of the managers is a designated officer who liaises with the regional safeguarding board. Staff identify and respond very well to learners' welfare concerns and work well with external agencies and professionals to safeguard and support learners. DNCC manages e-safety well within its own centres, including appropriate policies on the use of social networking for staff, but has yet to fully introduce e-safety within the curriculum. DNCC has plans for additional child protection training for staff, and for additional promotional work with employers.
19. DNCC promotes equality and diversity well. Equality and diversity are covered comprehensively at induction and are reinforced during training sessions. However a few assessors and training advisers do not sufficiently check and reinforce this throughout learners' programmes. Learners produce work of a high standard that demonstrates a very clear awareness of equality and diversity. Arrangements to widen participation, particularly for learners in more rural areas, are good. All staff have had relevant equality and diversity training which is regularly updated. Analysis of equality and diversity data is satisfactory. The provider has found no significant difference in the performance of different groups of learners and is aware of the need to improve the engagement of under represented groups.
20. Engagement with learners to support and promote improvement is satisfactory. DNCC has a clear learner involvement strategy but this is not fully understood by all staff and learners. Learners have a good range of opportunities to provide feedback at key stages throughout their learning programmes. A good variety of methods, including focus groups, questionnaires, and learner reviews are used effectively to provide feedback on the quality of provision. Managers

analyse feedback systematically and use it at monthly team meetings to inform the quality improvement plan and provide evidence for self-assessment. Engagement with employers to improve the provision is well developed and effective. Learner involvement in decision-making is under developed.

21. Quality improvement arrangements are good. Overall quality arrangements are rigorous and effective. Managers and staff carefully monitor targets and learner progress at monthly team meetings. Staff have a good awareness of what learners would like to see improved and use this to inform the quality improvement plan. Staff update the improvement plan regularly and link it effectively to the self-assessment report. Arrangements for the observation of teaching and learning are effective. Staff make good use of data to monitor progress and set targets for improvement. The self-assessment process is well established and suitably inclusive. The internal verification system is satisfactory. The self assessment report is accurate but overly descriptive.
22. DNCC provides good value for money. Outcomes for learners are good and the quality of provision is good. Resources in the workplace are good and learners benefit from a good range of high quality work placements. Centres are located throughout the region to provide very good access for learners and are appropriately resourced. Staff are suitably qualified and experienced. DNCC has a satisfactory commitment to sustainability.

Subject areas

Nursing and dental health

Grade 2

Context

23. Forty-seven learners are currently working towards an advanced level qualification in oral healthcare for registration as dental nurses. Nine learners are on a Train to Gain programme and the others are advanced apprentices. All learners are employed in local dental practices and attend off-the-job training at DNCC's training centres at Chesterfield or Glossop or in a church hall in Buxton.

Key findings

- Outcomes for learners are good. Success rates for apprentices are very high and have been above 90% for the last three years. The proportion of learners who complete within their agreed timescale is also well above the national average.
- Learners gain good workplace skills. They work confidently, use safe working practices and have good customer care skills. Employers speak highly of the skills and knowledge learners gain and feel comfortable giving learners more responsibilities as their skills increase. Learners gain in confidence and welcome the increased responsibilities they are given. The standard of work in learners' portfolios is satisfactory overall.
- Learners feel safe and readily apply safe working practices. They know how to deal with bullying and harassment in the workplace and are aware of the correct procedures to maintain their own safety. Learners enjoy their training and are motivated and keen to achieve their qualification.
- Progress for many learners has been hindered over the past four months due to a lack of assessment of written work and observations in the workplace. This is now being remedied by DNCC and appropriate plans are in place to allow learners to catch up, however, is too early to judge how effective these plans are.
- Training and learning are good. Employers provide learners with a good range of experiences and support them well in the development of skills and knowledge. Dentists check learners' work carefully and test their knowledge by questioning them about their practice. Learners enjoy their off-the-job training sessions and value the opportunity to develop a wider understanding of dental practice and theory.
- Assessment is satisfactory. Assessments are thorough and accurate but have been too infrequent during the past four months. Learners' literacy and numeracy levels are appropriately assessed at the beginning of their programme and appropriate support is put in place.
- Monitoring of learners' progress is satisfactory. Learners are supported well by their training advisers who thoroughly check what learners have achieved and

set clear short, medium and long term targets. Employers are well informed about learners' progress and contribute well to progress reviews.

- The range and content of programmes are appropriate to meet the needs and interest of learners and employers. Learners and dental practices are meeting their legal requirement for dental nurses to be qualified at level 3. Learners develop good skills and their employability and economic well-being are significantly enhanced.
- Partnerships with the dental practices are good and benefit learners well. Dental practice staff are well informed and deeply involved in the planning, support and monitoring of learners. Relationships between dental practice staff and DNCC staff are positive and productive.
- Care, guidance and support for learners is good. Staff promptly identify learners who are at risk of not completing and provide effective support. For example, two learners who were made redundant were supported in their search for a new job and are now both re-employed and continuing with their programme.
- Management of the programme is good. Communications with employers and supervisors are good. Programmes are well planned and monitoring is effective. DNCC has responded well to the shortage of assessors as a result of staff changes and implemented plans to remedy this as quickly as possible.
- The self-assessment report is accurate although overly descriptive. The main area for improvement identified in the most recent report has been remedied.

What does Derbyshire and Nottinghamshire Chamber of Commerce need to do to improve further?

- Improve the progress of learners by fully implementing plans to catch-up with the assessment of learners' work and assessment visits to the workplace.

Preparation for life and work

Grade 2

Context

24. At the time of inspection 80 learners were enrolled on a foundation learning programme at six different training centres located across Derbyshire and Nottinghamshire. A team of eight learning support officers share responsibility for coordinating delivery of the programme. Learners are able to undertake vocational qualifications in subjects such as customer service, childcare and retail.

Key findings

- Outcomes for learners are good. Learners develop good personal, social and vocational skills. Many learners overcome significant personal problems and barriers to succeed on their programmes and significantly improve their confidence. Learners also develop good work related skills such as team working and time keeping. They gain good vocational knowledge and skills during work placements.
- Learners enjoy their learning and many make good progress. Attendance rates are high and learners make good progress towards achieving qualifications. Employers speak positively about learners' development whilst on placement and have given some learners increased levels of responsibility.
- Learners say they feel safe and work safely. Staff discuss safeguarding with learners at induction and during learning sessions. Sessions on sexual health and substance misuse increase learners' understanding of how to manage their health and safety. Learners are aware of what to do and who to contact if they have any concerns about bullying or harassment.
- Training and learning are good. Timetables are planned well to reflect learners' individual needs and interests and learners value the small group learning environment. Employers give learners effective guidance on how to improve their work practice and vocational knowledge. Classroom teaching sessions are satisfactory overall, however, teachers do not use a sufficiently wide range of technology and teaching strategies to fully engage learners.
- Learners benefit significantly from the 'realistic work environment' workshop where they complete work for local businesses. Learners are able to experience a wide range of work roles such as quality control and team leader which would be not be possible on work placement.
- Staff monitor learners' progress very well. Well informed reviews are used to identify learners' progress and to agree actions they need to take to improve. Feedback from employers is used well. However, too many targets are insufficiently individual or specific.
- The provision meets the needs and interests of learners well. DNCC offers opportunities for many learners who would otherwise not engage in any form of education or training. The flexibility of the programme in being able to

accommodate a wide range of vocational interests also benefits learners who want to follow a customised programme that reflects their individual interests.

- DNCC works effectively with a wide range of partners to provide opportunities for learners to develop work related and vocational skills. Partnership arrangements are used effectively to provide work placements in a range of occupational areas such as education, childcare and retail. Staff also extend the support they offer by working collaboratively with a wide range of external agencies.
- Care and support for learners are good. Staff have a very good understanding of their learners' needs and the difficulties they face. They work well with external agencies to ensure barriers are minimised and strategies are in place to support learners, many of whom have complex needs.
- Management of the provision is effective. The management of change from the entry to employment programme to foundation learning has been effective. The promotion of social inclusion is also good. Staff are highly committed to widening participation and provide good opportunities for learners who experience disadvantage because of social or personal circumstances.
- The self-assessment process is robust and includes careful monitoring of each aspect of learners' programmes from induction to teaching and learning. Staff make good use of information from monitoring activities to plan improvements.
- Overall resources are satisfactory. However, there is a narrow range of technology in use across the centres and many learners are critical of the outdated computers used.

What does Derbyshire and Nottinghamshire Chamber of Commerce need to do to improve further?

- Improve the range of teaching and learning strategies used by teachers so that all learners are fully engaged and motivated to learn.
- Improve the range and quality of information and learning technology resources available in centres so that learners experience using technology that meets their needs, interests and experience.
- Set clearer, more individual and specific targets for learners so that they understand exactly what they need to do to succeed and achieve.

Business administration and law

Grade 2

Context

25. DNCC offers apprenticeships in business administration, accounting and finance, customer service and management. At the time of inspection there were 90 apprentices and 25 learners on Train to Gain programmes. Learners attend off-the-job training at DNCC's centres throughout Derbyshire and Nottinghamshire. DNCC also offers a young apprenticeship for 14-16 year-old learners at its centre in Ashfield. At the time of inspection there were 11 young apprentices.

Key findings

- Outcomes for learners are good. Overall success rates were above the national average in 2009/10 at 82% and have been at a similar rate for three years. The proportion of learners who succeeded within their agreed timescale was also above the national average although it has declined slightly. Learners on accountancy and finance courses were slightly less successful than their peers and significantly fewer completed on time.
- Learners develop good occupational skills. They work confidently and competently at work and their verbal and written work is of a professional standard. Employers value learners' skills and knowledge and comment that learners' performance has significantly improved in quality and efficiency. Learners are highly motivated and apply themselves well both at work and in their studies.
- Learners take good advantage of the progression opportunities open to them. Many progress from intermediate to advanced level qualifications and gain promotion at work. Ten learners have progressed from a foundation learning programme to an apprenticeship.
- Learners feel safe and apply safe working practices. Employers have effective health, safety and equality arrangements and learners are made aware of these. Learners receive adequate safeguarding and equality and diversity information at induction. Not all assessors however, explore health and safety and equality and diversity issues with learners sufficiently during assessment and progress reviews.
- Training and assessment are good. Employers provide good training which is well planned and enables learners to apply theory and practice in a wide variety of contexts. Assessment of learners' work is frequent and thorough. Assessors use a wide range of assessment methods; however a few assessors do not provide learners with adequate feedback to help them improve further.
- Taught sessions are satisfactory overall and meet the needs of learners. However, teachers use a narrow range of teaching strategies and do not sufficiently encourage learners to share information and experiences about their workplace and practices.

- Partnerships with employers are good. Employers provide good working environments for learners and are very supportive. Most employers are involved in reviews and provide a wide range of good experiences to help learners' progress.
- Arrangements to monitor and review progress are good. Learning advisors use good coaching techniques to help learners identify and celebrate their progress and plan future targets. Most targets are specific and learners understand what they need to do to progress. Staff have a good understanding of learners' achievements and progress and use this well to plan future work.
- Support for learners is satisfactory. Learners can contact their assessor by telephone and email and most assessors respond in good time when learners request help. However, a few learners have waited an unreasonable amount of time before an assessor responded and in some cases this impacted on learner progress. Careers advice and guidance are satisfactory.
- Management of the programme is good. Communication within the team is good, facilitated by regular formal team meetings and much informal communication between staff. Managers and staff have a clear focus on learner progress and achievement. Staff are supported well by managers.
- The promotion of equality and diversity is satisfactory. Learners receive good information during their induction but, assessors and training advisers do not always sufficiently check and reinforce this throughout the learners' programme.

What does Derbyshire and Nottinghamshire Chamber of Commerce need to do to improve further?

- Ensure that all assessors provide detailed feedback to learners so that they are clear on how they can improve and progress further.
- Ensure that teachers use a wide range of teaching strategies to better engage learners, improve learning and allow them to build on and share their practice and knowledge about work.
- Reinforce and monitor learners' understanding of equality and diversity by ensuring that all assessors and training advisers engage learners in detailed discussion during progress reviews.

Information about the inspection

26. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Head of Training, as nominee, carried out the inspection. Inspectors also took account of DNCC's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
27. 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 each of the subject areas DNCC offers.

Record of Main Findings (RMF)

DNCC

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 | 16-18 Learner responsive | Employer responsive |
|--|----------|--------------------------------|------------------------|
| Approximate number of enrolled learners | | | |
| Full-time learners | 208 | 80 | 128 |
| Part-time learners | 37 | 0 | 37 |
| Overall effectiveness | 2 | 2 | 2 |
| Capacity to improve | 2 | | |
| Outcomes for learners | 2 | 2 | 2 |
| How well do learners achieve and enjoy their learning? | 2 | | |
| How well do learners attain their learning goals? | 2 | | |
| How well do learners progress? | 2 | | |
| 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 | | |
| Quality of provision | 2 | 2 | 2 |
| 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? | 2 | | |
| How effective are the care, guidance and support learners receive in helping them to achieve? | 2 | | |
| Leadership and management | 2 | 2 | 2 |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation? | 2 | | |
| <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? | 3 | | |
| 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? | 2 | | |
| 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

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