

The Training and Recruitment Partnership Ltd

Inspection report

Unique reference number: 55053

Name of lead inspector: Jane Shaw HMI

Last day of inspection: 19 November 2010

Type of provider: Independent learning provider

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Information about the provider

1. Training and Recruitment Partnership Ltd (TRP Ltd) is a private company located in Morden, Surrey. TRP Ltd is funded by the Skills Funding Agency (SFA) to provide advanced apprenticeships and apprenticeships for young people and adults, and Train to Gain programmes for adults, in South London and the south east of England. The bulk of its work is funded through the SFA, although a small number of its learners are privately funded.
2. TRP Ltd has 48 apprentices and 3 advanced apprentices in construction, covering wood occupations, painting and decorating, plumbing, maintenance and fenestration, and 27 Train to Gain learners working in similar trades. The company also has 24 apprentices and 3 Train to Gain learners following programmes to support teaching and learning in schools. There are also a further 26 apprentices, 13 advanced apprentices and a Train to Gain learner following business and management programmes, including customer services, management and business administration. Fifteen of these apprentices are working in schools, and working towards qualifications as teaching assistants within the customer service framework. There are seven electrical installation apprentices, and three motor vehicle apprentices. These engineering areas were not inspected.
3. The area around Morden has an unemployment rate of 6.4%, which is below the national figure of 7.9 %. The proportion of young people who achieve five or more GCSEs including English and mathematics at grade C or above is slightly lower than the national figure at 48%. The area TRP Ltd recruits from in Surrey and South London is a mix of relative affluence and high deprivation. The make-up of the population in these regions is similarly varied and diverse.
4. The following organisations provide training on behalf of the provider:
 - Carshalton College (electrical installation and motor vehicle)
 - Guildford College (wood occupations technical certificate)
 - Kingston College (electrical installation and motor vehicle)
 - Lewisham College (plumbing technical certificate)
 - The College of NW London (motor vehicle)
 - The Skill Centre (painting and decorating, plumbing, wood occupations, maintenance operations).

Type of provision	Number of enrolled learners in 2009/10
Employer provision:	
Train to Gain	154 learners
Apprenticeships	181 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 3
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Construction crafts	2
Training to provide learning support	2
Business, administration and law	1

Overall effectiveness

- Nearly all learners complete their training programmes and gain their qualifications, although some learners take too long to complete. Learners enjoy their training. Construction learners gain good craft skills for working in the different trades. Education and training learners gain confidence which helps them take on more responsibility in the classroom. Business learners are often promoted or given more responsibility in their jobs. In business and in education and training, many go on to do a second or even a third qualification.
- Trainers match the qualification carefully to learners' job roles, so the qualification is relevant and meaningful to them and their employers. They also offer an exceptionally large choice of qualifications. In construction, TRP Ltd offers new qualifications, for example in maintenance or in making windows, as well as more traditional qualifications such as joinery and painting and decorating. In business, TRP Ltd offers management training as well as administration and customer service. However, there are not enough resources for business and education and training learners to study theory or do their own research.

7. TRP Ltd has particularly good relationships with the employers it works with, and with other partners in the local area. It works with its partners to offer training to learners who might not have thought of following one of TRP Ltd's programmes, or might not have known how to get onto a training programme.
8. TRP Ltd managers have been working hard informally to improve training, although they have not produced an up-to-date self-assessment report or improvement plan, and not all aspects of the provision are well monitored. Learners use safe working practices, and feel safe. They treat each other fairly, and behave well in the training centre and in the workplace.

Main findings

- Apprentices are very successful at completing their training. Their overall qualification success rate has improved steadily year on year, and is consistently better than that for all providers. Most of TRP Ltd's apprentices also complete their training within the expected timescale, and TRP Ltd's apprentices are now better than those of an average provider at completing on time.
- Nearly all Train to Gain learners complete their qualifications, but TRP Ltd has not yet been successful in ensuring that learners complete in the expected time, particularly in construction. It is aware of the reasons for this, and has taken steps to ensure that more learners are able to complete on time in future.
- All learners enjoy their programmes. Particularly in education and training and business, administration and law, many learners work through two or more successive programmes as their job roles develop. They appreciate the value of the learning, as well as the qualification, to their personal and professional development, and enjoy the processes of studying and reflecting critically on their performance.
- Learners develop particularly good skills in the workplace. In construction, they learn to work to industry standards. In education and training, and in customer service and management, learners are aware of how the programmes help them find new ways to solve problems, rather than just reacting instinctively or as they always have.
- Trainers are particularly good at supporting learning. They employ different methods to meet the needs of all learners, sometimes in groups, and sometimes individually. Many learners are inspired to continue learning after the end of their programmes. However, there are few resources available to support learners in education and training, administration, customer service and management.
- The match of training programmes to learners' and employers' needs is outstanding. TRP Ltd offers an unusually wide range of qualifications, and has developed new programmes to meet learners' and employers' needs in fenestration and maintenance. It has combined a National Vocational Qualification (NVQ) in learning, development and support services, with a customer service apprentice framework, to create the best match to learners' job roles.

- TRP Ltd promotes safeguarding well. A large number of its learners work in schools, and already have a good understanding of child protection. TRP Ltd has ensured that it has appropriate structures and staff training to protect learners in other subject areas as well. Staff have valued the training on safeguarding and feel more confident that they know how to keep learners safe.
- Learners in business administration, customer service, management, education and training have a good understanding of equality and diversity. The provider works in partnerships to encourage training for learners from traditionally under-represented groups. However TRP Ltd's strategies for promoting awareness of equality and diversity across its provision are not well developed. TRP Ltd has not used data well to identify underperformance by particular groups.
- Senior managers work well to improve the provision informally. However, they do not use the self-assessment process to analyse the provision systematically and drive improvements. Self-assessment is not integral to the provider's strategic and business planning processes.

What does The Training and Recruitment Partnership Ltd need to do to improve further?

- Continue to monitor learners' progress closely, to improve learners' chances of completing their qualification within the agreed timescale.
- Ensure that learners' targets are always clear and agreed, stretching but achievable.
- Improve the use of the self-assessment, development planning and other quality improvement processes to improve the quality of provision.
- Develop its website further, enabling it to be used as a virtual learning environment, so that it can provide resources for learning, particularly for education and training, business administration, customer service and management learners.
- Update and implement the action plan for equality and diversity, to provide relevant staff training, and promote the understanding of equality and diversity with staff and learners.
- Improve the analysis of data to identify any underperformance by particular groups and develop ways of improving outcomes for these groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- achieving a qualification
- becoming more confident
- acquiring the knowledge and skills they need to function in the workplace
- being encouraged to reflect on their practice and improve it

- the assessors' help in breaking down the requirements of the qualifications so they are easy to understand
- gaining and applying key skills
- the particularly good links with their employers and their job roles
- their assessors' availability and responsiveness
- the assessors' role as a mentor for management learners
- not having to go to college.

What learners would like to see improved:

- more ideas for alternative educational strategies as part of feedback after observations.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good understanding of talented assessors who know their clients' businesses
- the flexibility and relevance of training programmes
- the assessors' willingness to fit in with the employers' timetable
- the assessors' professionalism, friendliness and punctuality
- the assessors' listening skills
- the assessors' diverse backgrounds
- being involved in the learning programmes
- the learners becoming more pro-active and responsible.

What employers would like to see improved:

- no improvements identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

9. TRP Ltd has shown consistent improvement in its overall success rates for learners, and in its ability to match its provision to the needs of its employers and learners. However, it has not so far been able to increase the proportion of its Train to Gain learners who complete their qualification on time, particularly in construction. Some of this is for reasons outside its control. TRP Ltd has a clear vision for improvement and growth, but this has not been formally expressed and shared. The management structure, informal management style and resources are satisfactory for the current level of operations. However, although there are good informal arrangements for quality improvement based on the needs of users, the quality assurance process does not identify some shortcomings in monitoring of provision. The self-assessment process is not well used and the self-assessment report is out of date, although it did identify most of the key strengths and areas for improvement found by inspectors. The actions identified for improvement have largely been completed.

Outcomes for learners

Grade 2

10. Apprentices are particularly successful at completing their qualifications and, in the current year, over three quarters of them have completed on time. These are much better results than most providers achieve, and show steady improvement over the last four years. The gap between what an average provider achieves and TRP Ltd's apprentices' results has also grown. Train to Gain learners have also been very successful, although not enough of them have completed on time this year. The company understands the reasons for this, most of which are due to circumstances beyond its control. Learners enjoy their learning experiences in all of the subjects inspected.
11. Learners develop very good skills in the workplace. In business, learners' training programmes are individually designed to match their growing job role requirements closely, and learners thrive on the opportunity to acquire new skills and demonstrate their competence at work. In education and training, learners not only gain new skills, but are very aware of how their increasing confidence goes hand-in-hand with their skill development, enabling them to grow in their job role, and sometimes move into new employment challenges. In both these subject areas, learners are particularly aware of how their programmes have given them a wider range of methods to use when faced with a particular challenge. They value being able to think about different approaches, rather than just doing what they always had, either through instinct or through observing their managers. Construction learners value the opportunity to work with industry-standard resources, and develop the skills they need to work alongside more experienced colleagues on site.

The quality of provision

Grade 2

12. In business, and education and training, the very highly skilled and experienced assessors tailor the learning programmes to meet the individual needs of learners and employers. In many cases, they do this to anticipate possible future changes in the job role, and enable learners to grow into positions of greater responsibility. They provide job-specific coaching and, wherever possible, set up group sessions so that learners can have the support of their peers as well as of their assessors. Where this has happened, results have been particularly good and, in many cases, learners have gone on, supported by their colleagues, to work towards further qualifications. In education and training, many of the learners say their ultimate aim is to work towards a degree. The assessors use different coaching styles for different learners, ensuring that learners are enabled to work in a way which suits them. Many learners, particularly in customer service, management and education and training, develop highly perceptive 'learning logs', demonstrating how well they are learning to reflect on, and so plan to improve, their own professional practice. In construction, trainers and assessors make sure that learners have the right opportunities and resources to acquire the skills they need in their chosen craft.
13. In business, and education and training, there are few resources available to support learning. Learners are almost entirely dependent on the skill and knowledge of their assessor. Although they acquire a range of strategies to choose from when working with people, particularly in education and training, customer service and management, they have little or no understanding of the theory base for such choices. TRP Ltd has planned to make resources available through its website, but there have been delays in the website's development.
14. The match of training programmes to users' needs is outstanding. In construction, TRP Ltd has offered a new apprenticeship framework, in fenestration, to meet the needs of major double glazing employers in the area. Similarly, it has developed a programme leading to a qualification in maintenance at the request of the many schools with whom it already has a close relationship through its programmes for teaching assistants. Also to meet the needs of schools, it has developed a customer service apprenticeship framework incorporating the NVQ in supporting teaching and learning at level 3, a level above the apprenticeship itself. In each of the subject areas inspected, the range of provision is unusually wide. TRP Ltd is particularly good at tailoring the individual programmes to meet the specific needs of each employer and learner, taking into account not just learners' current job roles but also their potential for growing their job role and taking on more responsibility after training.
15. TRP Ltd provides good care, guidance and support for learners to help them meet their learning goals. However, in construction and education and training, employers are not always able to participate fully in reviews of learners' progress and the setting of appropriate targets.

Leadership and management

Grade 2

16. Leaders and managers set and expect very high standards within the company. Staff have clear and stretching objectives which are well managed. There have been major difficulties to be overcome recently, including two changes of management information system, the long-term sickness of a key member of staff, and problems with the contractor responsible for the development of the company's website. However, all of these are well understood by management and are now in the process of being resolved.
17. The company promotes the safeguarding of its learners well. Learners working in schools have a good understanding of child protection as part of their qualification. TRP Ltd has worked to ensure that learners in its other subject areas also have a good understanding. Staff have had recent training in safeguarding, which they have valued and which has improved their confidence in managing safeguarding correctly. There are good links with appropriate agencies in all the geographic areas in which the company works.
18. TRP Ltd promotes equality and diversity satisfactorily through its actions, but these themes are not supported by appropriate policies and procedures. Business and education and training learners have a good understanding of equality and diversity. In construction, antisocial behaviour is not accepted and is challenged immediately. Learners show respect for others. TRP Ltd is involved in several local initiatives to extend training to hard to reach groups of learners, in partnership with other organisations. It is good at providing individual support for learners to help them succeed. However, its equalities policy and action plan are both out of date, and there has been no recent staff training, although some is planned for a few months after the date of inspection. Its policy on preventing bullying and harassment has been written for a local school, and is not appropriate for a training provider. It monitors its recruitment by different groups of learners, but has not been using data to monitor relative achievement by different groups.
19. As part of its exceptionally strong engagement with users, TRP Ltd identifies and implements improvements constantly. However, this is done informally, and as required. TRP does not use the self-assessment process to drive improvements, and self-assessment is not a regular part of the company's quality assurance and quality improvement processes. The provision has improved since the last inspection, but it has not yet been possible to analyse data routinely to improve performance.
20. TRP Ltd uses its resources well to secure value for money. Most of its learners complete their qualifications, which are carefully chosen to match their needs and those of their employers. There are not enough learning resources for learners in business and education and training, but there are plans to develop these and to distribute them in a sustainable way, through its website for learners to download rather than as printed handouts.

Subject areas

Construction crafts

Grade 2

Context

21. TRP Ltd offers construction craft apprenticeships, advanced apprenticeships and Train to Gain programmes in plumbing, joinery, fenestration, roofing, maintenance and painting and decorating. Apprentices study for their technical certificates at local colleges. A subcontracted provider, The Skill Centre, carries out assessment for all the NVQs. At the time of inspection there were 48 apprentices of whom 2 were female. There were 3 advanced apprentices and 27 Train to Gain learners.

Key findings

- Outcomes for learners are satisfactory overall, for both apprentices and Train to Gain learners. However, not enough learners, particularly on Train to Gain programmes, have completed in the agreed timeframe. In-year data show some improvement over previous years.
- Learners effectively acquire skills which make them employable in the industry. Training is focused on developing industry standard skills. Teachers are ex-practitioners with direct industry knowledge and learners use industry standard resources and equipment.
- Trainers embed health and safety practices well in all construction activities, from initial health and safety briefings to best industry practice procedures for different processes, tools and equipment. Learners say they feel safe in the workplace and training is carried out in a safe and supportive environment.
- Learners are well taught, and learn about up-to-date products as well as basic processes. In painting and decorating, trainers teach preparation on wood and steel, sequence of application and different paint types, followed by presentations by paint and brush manufacturers. In joinery, learners manufacture stairways and roof sections. Learners appreciate lessons on numeracy, enabling them to calculate areas for ordering material quantities.
- There are satisfactory resources for developing construction skills to industry standard. The training workshops provide a joinery area, painting and decorating and plumbing with a range of hand and electrical tools to meet current curriculum needs.
- Assessment and verification are accurate and fair. The assessors' comments are valued by learners. Assessment action plans are clear with specific short-term targets. Workplace reviews are regular and trainers design the process to make learners reflect on their progress. However, the process is not fully developed.
- The range of provision is outstanding. Trainers have developed new programmes, for example in fenestration and maintenance, to meet the needs of local employers and learners. Strong links with employers and local

organisations ensure that course content and skills continue to meet local needs and provide skills development in the community.

- Care, guidance and support for learners are good. Initial advice and guidance are used effectively for new entrants to ensure they are on the right course and to determine appropriate levels of individual support. Trainers adapt programmes to meet childcare arrangements and work patterns, and assist learners in securing employment.
- Leadership and management overall are good. Inspirational leadership has been instrumental in driving forward improvements in construction. The close relationship with subcontracted provision is leading to improvements in learners' outcomes. Managers use appropriate information in planning and reviews. The self-assessment report generally identifies the areas for improvement with appropriate actions.
- Effective engagement with local organisations, voluntary bodies and employers has led to substantial benefits for learners. TRP Ltd has been responsive to local needs leading to specific course development in areas such as maintenance. External visits are routine and TRP Ltd continues to expand its links with external bodies.
- Learners work well together and antisocial behaviour is challenged immediately. Learners show respect for others, both while training and in the workplace. However, learners have an insufficient understanding of equality and diversity.

What does The Training and Recruitment Partnership Ltd need to do to improve further?

- Monitor learners' progress closely to increase learners' success at achieving their qualifications in the agreed timescale and ensure learners can be assessed on site within the allotted time.
- Develop the workplace review process, in order to engage employers more, set clear targets for the learner to achieve, and promote learners' understanding of equality and diversity.

Training to provide learning support

Grade 2

Context

22. At the time of inspection, 24 learners were working towards an advanced apprenticeship in supporting teaching and learning in schools (STLS), and 2 Train to Gain learners were working towards an NVQ level 3 in this area. One other Train to Gain learner was working towards a level 3 qualification in learning, development and support services (LDSS). There were an additional 15 learners registered primarily on a customer service apprenticeship but who were, as an enhancement, also working towards the NVQ level 3 in supporting teaching and learning in schools. All learners were volunteers in, or employed at, local schools as teaching assistants.

Key findings

- Success rates are good. The most recent data show that all previous learners on the LDSS NVQ level 3 have been successful, with 70% achieving within the planned time which is well above the national rate. Overall success for learners on the STLS NVQ was also good. However, although 70% achieved within the planned duration, this is just below the national rate.
- Learners are making good progress and developing as effective teaching assistants. Many also achieve additional qualifications. Some customer service apprentices achieve an NVQ level 3 in STLS in schools at the same time as achieving an apprenticeship. Fifteen learners have extended their learning and are working towards an NVQ level 4 after completing their advanced apprenticeships.
- Learners make good progress within their job roles. Many progress from a volunteering role as a parent helper in the classroom onto part- or full-time employment as teaching assistants. Some past learners have subsequently been promoted and others have gained full-time positions in other schools. Learners' portfolios demonstrate particularly well their developing skills in reflecting on their practice.
- Learners develop good job-specific and personal skills. They gain in confidence as a result of their training. They develop skills which enable them to work much more effectively in the classroom and understand better the needs of the classroom teachers. They contribute well in the day-to-day dealings with children and many liaise confidently with parents and participate in meetings with members of the senior management team.
- Learners feel safe. They know how to raise concerns and are confident that issues will be dealt with effectively. There is a high emphasis placed upon safe working practices and this is continually monitored by staff from TRP Ltd.
- Coaching and group training sessions are very effective. The group discussions are lively and interesting. Learners enjoy discussions about each other's work and take good ideas back to their own classrooms. Tutors skilfully manage group training sessions and often two tutors deliver the sessions, which

provides additional time for individual support as required. However, there are not enough resources to support learning and ensure a grasp of relevant theory.

- The provision meets the needs of users exceptionally well. TRP Ltd provides innovative combinations of NVQs in customer service, STLS and LDSS, together with apprenticeships and advanced apprenticeships to meet the precise needs of learners and their employers. The training is provided at the school and at times convenient to both employer and learners. Sessions are very flexible and responsive to changing circumstances.
- TRP Ltd has good relationships with the schools and partnership working is effective. It has many long-standing relationships with local schools with many considering it as central to the training of its staff. School managers provide learners with a range of opportunities to ensure they can meet the needs of the qualifications. The schools value highly the increased contribution made by teaching assistants to the school.
- Assessment practice is satisfactory. Assessors use a suitable range of evidence and assessment decisions are sound. They provide good feedback to learners during the development of portfolios with detailed, but informal, advice on how to improve evidence.
- All learners receive good support. TRP Ltd trainers give effective individual support and advice. Learners also benefit greatly from the peer support. School managers work closely with TRP Ltd to make learning meaningful by enabling learners to relate directly to school policy and practices. However, employers are not always fully involved with target setting and are not present at reviews. Some employers would welcome the opportunity to contribute more directly.
- Learners have a satisfactory understanding of equality and diversity and some have a good knowledge. TRP Ltd provides learners with stimulating activities to encourage meaningful discussions on diversity and many learners are able to discuss confidently ways of encouraging individuals to meet their full potential.
- The systems and procedures for quality improvement are underdeveloped. The self-assessment report is out of date, although the action plan is relevant. Quality assurance and internal verification are satisfactory, although some aspects of the provision are not monitored sufficiently. Some recording of progress reviews lacks detail. Some reviews show errors and omissions in the paperwork. Quality monitoring has not identified this.

What does The Training and Recruitment Partnership Ltd need to do to improve further?

- Provide additional resources to support teaching and learning to the revised qualification standards, and to ensure that learners understand the theory behind their practice in supporting learning.
- Extend and implement a systematic approach to quality improvement through comprehensive self-assessment. Develop internal verification to assure the quality of all aspects of assessment. Assure and improve the quality of progress

reviews and target-setting for learners and extend the system of observations to include all aspects of teaching and learning.

Business, administration and law

Grade 1

Context

23. At the time of inspection there were 39 learners in the subject area. Eight advanced apprentices were working towards a qualification in management, three towards a qualification in administration, and two towards a customer service qualification. There were 2 apprentices in administration, and 24 in customer service, of whom 15 were working as teaching assistants in primary schools and were additionally working towards a learning support qualification. The one remaining learner was on a Train to Gain programme, working towards a customer service NVQ at level 3. TRP Ltd assessors provide coaching and assessment in the workplace.

Key findings

- The rates of success for all apprentices are outstanding at over 90% last year, rising to 98% in the current year. The proportion who complete on time is also outstanding, at 87% this year compared and 79% in the year before. The large majority of learners are following apprenticeships. The proportion of Train to Gain learners completing in time is satisfactory, at 80% currently compared with 75% last year.
- Learners are developing excellent communication skills in dealing with both colleagues and customers. Many learners have not been in education or training for a long time and report that they are now more motivated to achieve, and more objective and confident. Learners enjoy their work and make good progress, producing high quality individual work. Nearly all learners achieve their literacy and numeracy qualifications.
- Learners are making outstanding progress at work. Their understanding of their job roles has increased and they are much more work focused and proactive. Learners are ambitious and there are recent examples of learners gaining promotions and increased responsibilities. Volunteers progress to employed positions. Many learners progress from level 2 to level 3 or to a management qualification.
- Assessors maintain a strong emphasis on health and safety and personal safety in the assessment process. Learners have a good understanding of both health and safety at work and their personal safety. Learners feel safe and supported by employers and assessors and most understand their rights and responsibilities.
- TRP Ltd's on-the-job coaching is excellent. Assessors link topics, such as communication, selling, customer contact skills, assertiveness and management techniques, very effectively to both the NVQ and individual job roles. Some employers offer training leading to certification. Assessors have good commercial experience, which learners value. They act as external mentors for management learners. However, there are few resources to support learning.

- TRP Ltd's provision is outstanding at meeting the needs and interests of users. The range of provision in this subject area is unusually extensive, and has included accounts when there has been a demand. Furthermore, the programme is very flexible and assessors work closely with employers and learners to develop the specific skills needed for individual job roles, in a range of settings.
- Learners appreciate having very supportive, contactable and approachable assessors. All staff have excellent rapport with both learners and employers and at times act as advocates or mediators. TRP Ltd has good links with support agencies and recent examples of support given include advice on housing, pregnancy and serious illness.
- Target setting and reviews of learners' progress are satisfactory. Learners fully understand what they have to achieve and most have a good understanding of their NVQ, but not all learners are sufficiently aware of their framework requirements with regard to key skills and technical certificates.
- Operational management is good. The assessment team, which includes TRP Ltd's two senior managers, sets very high standards both by example and through the internal verification system. All three staff have good commercial experience and are appropriately qualified.
- Learners have a particularly wide appreciation of equality and diversity, which they implement at work. Recent examples include issues of gender, religious beliefs and cultures, language problems and understanding dietary needs. Learners also show good understanding and sensitivity for people with disabilities, including visual impairment and mental health. The understanding of equality and diversity also forms part of learners' NVQs.
- TRP Ltd actively works with employers to ensure that they have a substantial input into learner development. Training is crafted to enable learners to recognise what skills they need in their current job roles and work towards them. TRP Ltd also has good links with a charity and co-works with them to help learners progress towards employment.
- The self-assessment report is based on outdated standards but nonetheless is largely accurate. It recognises the need to recruit more high calibre staff to enable the management to spend more time in monitoring quality. Management has an accurate understanding of the state of the company and what remains to be done.

What does The Training and Recruitment Partnership Ltd need to do to improve further?

- Provide more resources to enable learners to carry out more individual study and research, and place less reliance on assessor expertise.
- Further reinforce information given at induction to ensure that all apprentices are sufficiently aware of their framework requirements, especially with regard to key skills and technical certificates.

Information about the inspection

24. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's centre manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection reports, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
25. 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 or progress reviews. Inspectors collected evidence from programmes in three of the subject areas the provider offers.

Record of Main Findings (RMF)

The Training and Recruitment Partnership Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Leamer 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
Approximate number of enrolled learners		
Full-time learners	114	114
Part-time learners	31	31
Overall effectiveness	2	2
Capacity to improve	3	
Outcomes for learners	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?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>		
<i>How well do learners make a positive contribution to the community?*</i>		
Quality of provision	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?	1	
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	
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>		
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?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4	
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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