

PSC Training and Development Ltd

Inspection report

Unique reference number: 54014

Name of lead inspector: Anthony Ward HMI

Last day of inspection: 29 July 2011

Type of provider: Independent learning provider

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Information about the provider

1. PSC Training and Development Ltd (PSC), previously known as Plymouth Skills Centre, is a privately owned company which provides work-based learning for young people and adults, across the South West of England, in construction, engineering, care and business administration. It offers subcontracted provision to the local college and for school children within the Tamar Valley Consortium (TVC). The South West Skills Funding Agency (SFA) funds the provision. Currently, 798 learners are in learning, the great majority on apprenticeship programmes, with 50 adults on Train to Gain Skills for Life programmes prior to them starting an apprenticeship. About three quarters of the overall business is represented by SFA-funded training.
2. The local and surrounding districts have areas of affluence alongside areas of significant deprivation with, for example, high levels of single-parent families in receipt of state support. According to the latest available figures, unemployment in the local area accounts for 7.4% of the population, which is similar to the national rate. The proportion of people from minority ethnic groups in the South West region is 2.3%, significantly below the England figure of 9.1%.
3. PSC has a board of four directors. The managing director leads a team of six senior managers, 66 full-time and 10 part-time staff. Trainer/assessors are directly involved with training, assessment and support of learners. Recruitment, selection, initial assessment and induction are the responsibility of a specific coordinator for each vocational area.
4. PSC provides training on behalf of the following providers:
 - City College Plymouth (Foundation Learning)
 - Tamar Valley Consortium (Entry level vocational qualifications).
5. No other organisations provide training on behalf of PSC.

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners:</p> <p>Further education (16 to 18)</p> <p>Foundation Learning, including Entry to Employment</p>	<p>216 part-time learners</p> <p>152 learners</p>
<p>Provision for adult learners:</p> <p>Further education (19+)</p>	<p>137 part-time learners</p>
<p>Employer provision:</p> <p>Train to Gain</p> <p>Apprenticeships</p>	<p>573 learners</p> <p>1,275 apprentices</p>

Summary report

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

Overall effectiveness of provision	Grade 1
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Capacity to improve	Grade 1
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	Grade
Outcomes for learners	1
Quality of provision	2
Leadership and management	1
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Health, public services and care	1
Engineering and manufacturing technologies	2
Construction, planning and the built environment	1
Business administration and law	1

Overall effectiveness

- Learners enjoy their programmes and a very high percentage are successful, nearly all completing within their planned end date. Current learners are making very good progress across all programmes. They develop particularly good vocational skills and improve their knowledge and understanding well. The assessment process is highly effective. Assessors are very flexible to the needs of the learners and their employers, assessment is very well planned and assessors offer good support. Coaching and off-the-job training in practical sessions are very good, but insufficiently stimulating in theory classes. Programmes meet the needs of employers and learners well who value highly the service and support offered. However, too many learners are not sufficiently encouraged to develop their own learning. PSC senior staff provide outstanding leadership. Partnership working is excellent and benefits both existing and potential learners. Management of the provision is also outstanding and has continued to improve PSC's excellent results. Learners feel safe and are treated with respect in a welcoming environment. Equality and diversity are promoted well across the company and to employers. Quality is well managed

and improvement plans are very effective. PSC offers outstanding value for money.

Main findings

- Outcomes for learners are outstanding. Success rates on all programmes are exceptionally high and have improved continually over the last four years. A very high proportion of learners complete their programmes within their planned end date.
- Learners' work is of a very good standard and learners enjoy their programmes. High levels of success are the norm for learners from all backgrounds and for those with a range of learning difficulties and/or disabilities.
- The quality of vocational training and individual coaching is good. Learners work hard, whilst enjoying challenging and interesting activities.
- The quality of theory teaching is satisfactory. However, in some sessions the range of activities and use of learning technology are insufficient to ensure that learning is stimulating, fully involves all learners or develops independent learning.
- Assessment is highly effective. It is rigorous, accurate and well planned. However, in a minority of cases, planning for individual learning and encouraging independent learning are insufficient and assessors do not always encourage learners sufficiently to take an active role in reviewing and recording their progress.
- The provision meets the requirements of learners and employers well and both recognise and value the learners' good progress and the highly effective service offered by PSC.
- PSC engagement with a wide range of partners is excellent. It is a responsive and supportive partner valued by schools and employers. It uses its links to the world of work very effectively to provide access for learners whose previous experiences and attainments may not have encouraged them to believe they could achieve.
- The care, guidance and support offered to learners are very good. PSC organises employment opportunities and maintains support links with learners throughout their programme. The use of advocacy and the ability to refer to a wide variety of specialist agencies are highly beneficial to learners.
- Outstanding leadership and management are successfully raising standards, maintaining them at a high level and improving the quality of work across the company. Staff and managers share a clear vision of working together to set ambitious targets for learners which they then help them to achieve.
- Learners are safeguarded very well during their time with PSC and good links to external agencies enable learners to access specialist support. The company meets all legal requirements in this respect and keeps staff up to date with training on child protection.

- Equality and diversity have a high profile across the company and are well promoted to employers through an innovative awards scheme that is valued highly by employers.
- All aspects of the company's work are covered by detailed and thorough quality assurance processes that have helped to engender the improvements over the last five years. The system to observe teaching and learning focuses on teaching and does not pay sufficient attention to learning.

What does PSC Training and Development Ltd need to do to improve further?

- Enable learners to become more effective independent learners, for example by extending the use of, and access to, information and communication technology in teaching and assessment.
- Help teachers to improve their practice further by ensuring that teaching observations focus more closely on learning and on the progress learners make.

Summary of the views of users as confirmed by inspectors

What learners like:

- the welcoming and friendly atmosphere
- the regular and highly supportive interaction with PSC staff
- the good practical training
- very effective guidance through their courses and qualifications
- the clear and helpful feedback they receive on their progress
- the strong emphasis on practical work and activities
- the support they receive from their colleagues and managers in the workplace.

What learners would like to see improved:

- the quality of equipment in the engineering and carpentry workshops.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the excellent communication with PSC staff on all matters
- the quality of training provided
- the quality of learners' work
- the well-planned training and support
- staff training in areas such as safeguarding, equality and diversity
- the lack of disruption to workplace routines.

What employers would like to see improved:

- information about the structure and timing of the technical certificate.

Main inspection report

Capacity to make and sustain improvement

Grade 1

7. All aspects of the company's work have improved significantly since the last inspection and are now consistently maintained at a very high standard. Overall effectiveness was judged to be good at the last inspection and is now outstanding. Success rates across all subject areas have risen and are now maintained well above national averages. Inspection grades awarded to all subject areas have improved and are now largely outstanding. The range of provision has been extended and now offers further opportunities to learners. Partnership working is now judged to be outstanding. Quality assurance is now good and PSC's inclusive self-assessment process has driven detailed quality improvement plans which have been successfully implemented. Employers and learners consistently rate their experiences as at least good and very often as excellent.

Outcomes for learners

Grade 1

8. Success rates on all programmes are very high. Success rates for apprentices have improved continually over the last four years and are now outstanding. A similarly high proportion of learners complete their programmes within their planned end date. Train to Gain learners have very high success rates, although at the time of the inspection the programme was finishing and few learners were still in learning.
9. Learners are making very good progress and many move on to further learning. Many apprentices have successfully come through PSC's foundation or schools programmes. Learners produce work of a high standard and they develop good practical skills and broader employability skills such as team working and personal confidence. They enjoy their learning and take pride in their work. A very detailed analysis of the performance of different groups demonstrates no significant achievement gaps. High levels of achievement are the norm across all groups.
10. Learners feel safe both in the workplace and in training centres. Good attention is given to health and safety arrangements. Learners are generally well aware of health and safety standards and take responsibility for their own health and safety and that of others. PSC also gives learners a good understanding of internet safety. Many learners, particularly on care programmes, make a valuable contribution to the community through support to local charities.

The quality of provision

Grade 2

11. The quality of provision, whilst good overall, reflects some outstanding and some satisfactory aspects. The quality of training in care and business administration programmes is outstanding with lively learning closely matched to individual learners' needs, their work environment and current working

experience. The standard of practical training overall in engineering and construction is at least good, with more-able learners making rapid progress and being encouraged to move on to the next stage. However, theory teaching is dull and uninspiring and resources in the carpentry and motor vehicle workshops are insufficient. Initial assessment is thorough and generally used well to plan learning and assessment.

12. Assessment is highly effective, fair and accurate and assessors give good feedback to learners during frequent visits. Assessors use a good range of assessment methods and progress targets, which effectively drive programme completion, are clear and well understood by learners. Assessors plan their activity very carefully to meet the needs of both the learner and their employment. Arrangements for reviewing targets and recording progress are good. However, many learners are not sufficiently encouraged to take ownership of their own learning. For example, many portfolios are retained by the assessors. This also discourages learners from developing their own learning to meet the needs of their qualification.
13. The provision meets the needs of learners and employers very well. PSC staff have a very good understanding of the industries in which they work and match learners well to their apprenticeships. The range of programmes is appropriate and effective arrangements are in place to give good progression opportunities to learners wishing to move to higher-level courses.
14. Partnership working is outstanding. The company is an important and very well regarded contributor to the curriculum range of local schools and to regional training networks. It is very effective at finding successful placements with employers for young people with a wide range of ability, including those who have few attainments from their time at school. These placements are very often turned into apprenticeships which are completed successfully.
15. Care, guidance and support for learners are generally very good. Learners benefit from strong welfare support across all programmes and many enjoy good support outside normal working hours. Staff offer good advice and guidance to learners on additional training opportunities and their careers. Additional learning support tutors offer effective help and support during lessons in training centres. On care programmes, support for learners with additional learning needs is accurately assessed, well planned and targeted. Overall support for those learners needing additional help with literacy and numeracy is very good.

Leadership and management

Grade 1

16. This exceptionally well-led and managed family-owned company has its roots firmly grounded in the training community around Plymouth and Torbay. It is recognised as an important and longstanding contributor, helping to raise the aspirations and achievements of local people. It is ambitious for its learners and this is reflected in the outstanding success rates that it achieves across all of its programmes. Over the last ten years, the company has consistently and

significantly improved the quality of its work and its performance. It provides outstanding value for money.

17. The directors and senior managers have a clear vision for the future of the company and a good track record in realising their plans over the last five years. These are well summarised in the detailed business plan. PSC's plans to achieve growth and to improve quality have been implemented well. Staff have high regard for the company's leaders. They are seen as accessible, closely involved with learners and as having a very detailed knowledge and understanding of the work of the company. Communications are very good and staff feel well informed about the company's values and aims.
18. Arrangements for safeguarding young people and vulnerable adults are good. The company fulfils its requirements in terms of checking staff before they are employed and ensuring these checks are kept up to date. Staff are appropriately trained in safeguarding through local authority programmes. Ongoing training by the NSPCC is planned jointly with the local college. Safeguarding and the welfare services to support learners are well publicised and have a high profile across the company. PSC has good links with a wide range of external agencies that can provide specialist advice and guidance in safeguarding for staff and learners. The promotion of e-safety is good, especially for learners in business. Procedures to monitor health and safety, including risk assessments, are comprehensive.
19. The promotion of equality and diversity is good. Equality and diversity are important elements of staff and learner induction and are promoted well to employers. Employers are required to undertake a self-assessment of equality and diversity. They are encouraged to gain an award from PSC at gold, silver and bronze level to show how well they implement their own equality and diversity arrangements. Around two thirds of employers have now attained gold award level. PSC carries out a very detailed and thorough analysis of the performance of specific groups. The company makes a good contribution to the equality and diversity network in the South West region and often works alongside other organisations to share best practice.
20. The views of employers and learners are gathered formally via surveys and informally during assessors' visits to employers. PSC makes particularly effective use of these views to continually improve the overall quality of the learner experience.
21. Quality assurance is highly effective. Internal verification systems are comprehensive and thorough and ensure that the required standards are maintained. Good practice, identified in external verifier reports, is used well to further improve staff practice across the company. Staff development is very good and supports staff to achieve their teaching qualifications and to keep up to date in their technical knowledge. PSC undertakes observations of teaching and training sessions and staff value these in helping them to improve their work. However, observations focus mainly on teaching and insufficiently on how well learners are learning.

Subject areas

Health, public services and care

Grade 1

Context

22. Currently, a total of 287 learners are on programme. There are 246 learners on health and social care programmes, with 130 of these on intermediate level apprenticeships and 116 taking the advanced programme. There are 41 learners on childcare programmes, of whom 17 are on intermediate level apprenticeships and 24 are taking the advanced programme. Learners are employed in a range of settings around the Plymouth and Torbay local area.

Key findings

- Outcomes for learners are outstanding. Success rates are very high and show a continually improving trend. Current learners are making very good progress, developing highly relevant skills, knowledge and experience to become effective team members in the workplace. Learners' work is of a very high standard.
- Learners are developing very good personal skills and increased self-confidence in helping children and adults requiring care. They enjoy learning and take pride in presenting their work. They are able to perform their roles with greater efficiency and understanding. Many learners progress to further training, take on more responsibility and receive increased pay on completion of the programme.
- Learners say they feel safe and very good attention is given to safe working practices such as a robust and effective lone-working policy and very good awareness of health and safety guidance and procedures. Learners have a very thorough understanding of assessing and managing risk and learn new ways of making sure the children and adults they care for are well protected.
- Many learners make an effective and valuable contribution to the communities they serve by taking part in social events and charity fundraising activities, such as sponsorship, barbeques and raffles. Learners gain very good skills in communication and improve their understanding of rights, responsibilities and diversity, particularly of those for whom they care.
- The quality of training and assessment is outstanding. Initial assessment is thorough and used very effectively to plan learning and assessment. Assessment planning is well organised and used effectively by assessors and learners to set short-term targets for unit completion. Assessors use a very good range of interesting assessment methods which promote skills development.
- Target setting is good and is used effectively to drive programme completion. However, targets for learners on care programmes do not always address personal development or independent interests. All portfolios are very well organised and contain a good standard of work. However, portfolios for care

learners are retained by their assessor thereby limiting opportunities for independent learning.

- Arrangements for reviewing targets and recording progress are good and review documentation is completed thoroughly to reflect progress accurately. However, some learners on care programmes are not sufficiently encouraged to take an active role in reviewing and recording their progress. Employers support learning very well and value the increased skills and standards of care.
- The promotion of equality and diversity is very effective. Assessors have a very well-developed understanding of the principles and values of equality and diversity in a range of care and childcare settings. They use this very effectively, drawing on examples from national campaigns and guidance to help learners become more effective in their job roles.
- Training programmes meet the needs of employers and learners well. Staff have a very good understanding of recruitment and workforce development needs and are skilled in matching apprentices to placements. Some assessors, especially in childcare, use technology well to support learning, but in care this is generally underdeveloped.
- Partnership arrangements are very good. Links with employers and other organisations are strong and ensure learners receive high-quality support for learning. Most learners are aware of the level of progress they are making and what they have to do to complete their course. Assessors visit learners very frequently and often at times to match rotas and shift patterns.
- Personal support and support for learners with additional needs are very good. Needs are assessed accurately and support is well planned and targeted. Arrangements for helping learners to make decisions about their next step in training or employment are very effective. Assessment and support for literacy and numeracy are good.
- Leadership and management are outstanding. The staff team has high morale and demonstrates very positive attitudes and behaviours to motivate learners and inspire employers. Recent developments to improve performance and quality have been highly effective and have been monitored closely for their impact. The self-assessment process is inclusive and the report is largely accurate.

What does PSC Training and Development Ltd need to do to improve further?

- Improve learners' independent learning skills by encouraging learners to take greater ownership of their portfolios, setting their own personal development targets and giving them a more active role in reviewing and recording their progress.

Engineering and manufacturing technologies

Grade 2

Context

23. PSC offers intermediate and advanced apprenticeship programmes in a wide range of engineering settings. Of the 112 learners, there are 61 apprentices in motor vehicle engineering, 50 in vehicle maintenance and repair and 11 in vehicle body and paint operations. There are 20 learners in general engineering and 31 are following a fenestration programme. Of the total, 80 are intermediate apprentices and 32 are following advanced programmes.

Key findings

- Outcomes for learners are outstanding. High success rates have been sustained for the past three years and are significantly above the national average. Success rates in 2009/10 are very high, with the intermediate overall success rate at 90% and advanced at 100%. Success rates for Train to Gain are also high. Nearly all learners complete their qualification by the planned end date.
- Learners develop good practical skills. Many intermediate apprentices work by themselves in the workplace with minimal supervision. Apprentices' confidence levels increase significantly as apprentices develop high-level engineering skills. Many learners begin at foundation level and progress to an apprenticeship. Progression on to advanced apprenticeships is showing an improving trend.
- All learners feel safe in their workplace and at the training centre. Adherence to health and safety is very good. Learners have a good understanding of health and safety and take full responsibility for their own safety and that of others. For example, in the training centre each task is risk assessed, agreed and written up by learners before starting.
- Teaching and learning are good in practical engineering workshop sessions. However, theory lessons have an insufficient range of learning activities to ensure that learning is enjoyable and all learners are fully involved. Resources to support learning in workshops are insufficient as is the use of information and learning technology to enhance the learning or assessing process.
- Work-based assessment practices are very good. Feedback to learners is precise and accurate. Progress targets are clear and ensure that both the learner and the employer fully understand what evidence is required for successful completion. Employers find the well-planned process most beneficial in keeping learners on target for a successful completion.
- The range and depth of training programmes meet the needs of learners and employers very well. Learning is individualised, planned very well and reflects local employment needs. A successful programme of monthly enrolment ensures learners' and employers' needs are met throughout the year.
- PSC has very good partnerships with employers, schools and other training providers that support and enhance the learning. PSC staff respond rapidly to provide training that local employers need. Employers greatly value the level of

support provided by PSC. However, on- and off-the-job training for the technical certificate is insufficiently well coordinated.

- Learners benefit from effective welfare support, the use of which is clearly explained and supported by their assessors. Learners have high regard for the well-qualified staff who provide them with close and frequent support. However, a few learners have received support for literacy and numeracy needs insufficiently quickly.
- Operational management of the training programmes is good. Managers use data regularly and effectively to raise expectations and set demanding targets, which are met. PSC holds regular staff meetings to identify at-risk learners and to track their progress, and provides additional support and visits if required to ensure successful completion by the planned end date.
- Arrangements to safeguard learners are good. Learners' health and safety and welfare have a very high priority throughout the company. Staff identify and respond very well to learners' welfare concerns and work very well with employers to safeguard learners.
- The promotion of equality and diversity is satisfactory. PSC monitors recruitment and performance data of different groups of learners effectively. Induction promotes equality and diversity well, but learners' understanding is not developed during training sessions or in progress reviews. Assessors lack confidence in discussing equality and diversity to enhance learners' understanding.
- PSC uses self-assessment well and the resulting action plan is broadly accurate. Staff use these effectively to drive quality, which has resulted in a significant improvement in performance. However, some of the issues raised in inspection were not identified. The observations of teaching and learning focus too much on the teaching and not on improving learning.

What does PSC Training and Development Ltd need to do to improve further?

- Improve teaching resources and techniques in theory lessons to make them more interesting and develop the effective use of learning technology to enhance teaching, learning and assessment.
- Ensure employers are aware of the content and timing of the technical certificate delivered in the training centre so that they can coordinate their own training for the learner.
- Increase learners' understanding of equality and diversity by improving promotion throughout the learning programme and during each review.

Construction, planning and the built environment

Grade 1

Context

24. Currently, 261 learners follow programmes in painting and decorating, carpentry and joinery, bricklaying and window glazing. Of these learners, 216 are intermediate and 45 advanced apprentices. The overwhelming majority of learners are male. In addition, 30 learners are on Foundation Learning courses. Construction operates out of the Plympton and Newton Abbot centres.

Key findings

- Success rates are outstanding and have been consistently very high over a three-year period for all apprentices' programmes. Most learners completing their programmes do so in agreed timescales. Current in-year success rates for apprenticeships are very high and significantly above the national average.
- The quality and standard of learners' work are very good. Bricklaying learners are able to construct stone walling that is plumb, level, neat and tidy. Painting and decorating learners prepare wall surfaces for staircases to high standards. On-site learners enjoy their learning and make good progress developing good employability skills, such as working as part of a team.
- Attention to health and safety is good. Learners feel safe and maintain safe working areas using the appropriate personal protective equipment, without being prompted by either trainers or employers. One learner, when using a drill to fix a window to brick masonry, used goggles as an added precaution. Learners are aware of, and conform to, the health and safety standards whilst in the centres.
- Teaching and learning in practical sessions are good overall. Learners work hard and enjoy challenging and interesting activities. The more-able learners make rapid progress during practical sessions and are encouraged to move onto the next stage. Theory lessons are less stimulating with too much emphasis being placed on giving out information rather than checking learning.
- Assessment in the workplace is highly effective. It is robust, fair and accurate. Assessors give very detailed and constructive feedback that supports and extends the learners' knowledge and skills.
- The range of provision meets the needs of learners extremely well. Many learners completing a foundation programme successfully move into apprenticeships with local companies. A significant minority of these learners progress onto advanced apprenticeships.
- Partnerships are highly effective with local employers, who work closely with PSC staff to ensure that learners are able to access a full range of on-site learning experiences that develop their skills and understanding further. In the last year this has enabled over a hundred unemployed learners to gain employment in the local construction industry.
- Support for learners is good. Learners value the approachability both of assessors and employers and their willingness to provide informal support

outside normal working. Additional learning support tutors are very helpful and supportive in lessons.

- Leadership and management are outstanding. Managers monitor learners at risk effectively and have a culture of putting the learner first. Quality improvement measures are very effective and continue to raise success rates. The well-qualified staff use their good industry experience to develop learners' employment skills effectively. Staff training is clearly focused on all staff gaining teaching qualifications.
- Attention to equality and diversity is good. Learners work in an atmosphere free from harassment and discrimination, both at work and within the centres. However, reinforcement of equality and diversity during on-site monthly reviews is insufficient.

What does PSC Training and Development Ltd need to do to improve further?

- Improve both the planning and the range of activities in theory lessons to encourage all learners to participate actively in their learning.

Business administration and law

Grade 1

Context

25. Currently, 78 learners are on programme, with 49 following apprenticeship programmes of whom 11 are working at advanced level with the remaining 38 at intermediate level. A further 29 learners, who are all with the same employer, are on a bespoke funded programme to achieve three National Vocational Qualification units, but are being offered additional key skills and a technical certificate.

Key findings

- Success rates for apprentices are outstanding and considerably exceed national averages, with nearly all learners achieving within their planned end date. Rates for apprentices on advanced programmes are outstanding and Train to Gain success rates are very high.
- Current learners are making very good progress. Learners' work is of a high standard and learners gain greatly in confidence and achieve an excellent range of social and employability skills that enables many of them to undertake their office responsibilities at a higher level. Nearly three quarters of learners progress on to further learning.
- Both PSC and employers are very health and safety conscious and learners say they feel safe. Learners receive good awareness training in health and safety, internet safety and data protection and have a good understanding of internet safety, which they use in their social lives. Where appropriate, learners are issued with, and wear, the appropriate safety equipment.
- Training and coaching are very good, with PSC coordinating its own and employers' sessions well. Training ranges from excellent formal sessions by both PSC and some employers, coaching by assessor and more informal on-the-job task-related training by employers. Many learners particularly benefit from help with literacy and, especially, numeracy.
- Assessment is excellent, well planned and very effectively matched to learners' duties. Observations and questioning, often using electronic recording, are highly detailed. Assessors have an excellent understanding of the standards and give highly constructive feedback. Evidence collection is generally very good. However, in a few portfolios learners' work is sparse.
- Learning programmes are very well matched to learners' job roles. Learners and employers value the relevance of learning to their day-to-day tasks. Learners are able to take qualifications in business administration and customer service at both intermediate and advanced levels, further supported by an efficient referral system to team-leading and management qualifications.
- PSC has an excellent working relationship with a wide variety of employers and many learners are recruited in this way. Employers have a very good understanding of learners' progress and needs and are very actively involved in

training and reviews. PSC operates a highly effective scheme with a major tourist attraction that offers a bespoke programme in customer service.

- Support for learners is good. Learners are allocated a training coordinator in addition to their assessor. They organise employment opportunities and maintain support links with learners throughout their programme. Recent interventions include advocacy and advice on a range of issues as they are able to refer to a wide variety of specialist agencies.
- Operational management is outstanding. PSC sets demanding targets based on outstanding results and these are achieved. Resources, both at PSC and employers' premises, are good. Staff have ongoing professional development and are well qualified. They work very effectively with colleagues across the company. Staff meet monthly to review progress and positively embrace successful new initiatives in assessment and programme development.
- Reinforcement of equality and diversity is good, including a thorough induction. Reviews are well conducted and include health and safety, equality and diversity and safeguarding. Learners have a good understanding of equality and diversity and many learners have a heightened awareness of working with people with a wide range of disabilities or diversity issues.
- PSC has excellent communication with employers and makes highly effective use of feedback gained both officially and during frequent staff contact. The company works closely with the careers service and has good feedback mechanisms for learners. Any comments are fully investigated.
- The self-assessment process is very inclusive and the report accurately reflects the current position. PCS uses data very well and has good systems in place to track learners. Managers and staff hold monthly meetings to sample work and discuss any learners at risk of not completing on time. Internal verification is robust.

What does PSC Training and Development Ltd need to do to improve further?

- Ensure that all learners participate fully in the assessment process by fully understanding evidence requirements and submitting examples of their work to match them.

Information about the inspection

26. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's managing director, 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.
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 the provider offers.

Record of Main Findings (RMF)
PSC Training and Development 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	798	798
Part-time learners		
Overall effectiveness	1	1
Capacity to improve	1	
Outcomes for learners	1	1
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals?	1	
How well do learners progress?	1	
How well do learners improve their economic and social well-being through learning and development?	1	
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?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	1	1
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	1	
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?	1	
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?	1	

*where applicable to the type of provision

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