

# Omega Training Services Limited

## Inspection report

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**Unique reference number:** 53729

**Name of lead inspector:** Shahram Safavi HMI

**Last day of inspection:** 25 November 2011

**Type of provider:** Independent learning provider

**Address:** Triplex House  
Eckersall Road  
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## Information about the provider

1. Omega Training Services (Omega) is a limited company and operates from its offices in Birmingham and Wakefield. The company has been involved in work-based training, mainly in the care of the elderly, since 1996.
2. The company has a contract with the Skills Funding Agency to provide qualifications for young people and adults through apprenticeship and Train to Gain programmes. The Skills Funding Agency provides 95% of the company's revenue; the remaining income is from commercial training. Since the previous inspection in 2008, the company has increased the range of its provision. Omega offers programmes in health and social care, training for learning support, literacy and numeracy and business administration and law including customer service. This inspection separately reported on the provision in health and social care and business administration; inspection of other areas informed the inspection's main findings.
3. Since the last inspection, the staffing structure of the company has altered at director and manager levels. The managing director has overall responsibility for Omega. Three directors who are responsible for operations, marketing and business development support the managing director. Omega also employs four managers, seven team leaders, eight full-time and four part-time training coordinators who are responsible for training and assessments. Six additional staff have administrative responsibilities.
4. The company works with around 130 employers and all learners are employed. Work-based training coordinators in the employers' or Omega's training coordinators deliver the learners' training and assessment.

Type of provision	Number of learners in 2010/11
<b>Employer provision:</b>	
<b>Train to Gain</b>	526 learners
<b>Apprenticeships</b>	512 apprentices

## Summary report

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

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

Subject Areas	Grade
Health and social care	3
Business administration and law	3

## Overall effectiveness

- Omega's overall effectiveness is satisfactory as are its prospects for improving its provision. Overall, the proportion of learners, including Train to Gain learners who stay on their programmes and successfully complete, have been satisfactory for the last three years. In 2010/11, the proportion of apprentices who have successfully completed their courses, including those completing in the planned time, have significantly improved over the last year and are now better than many providers. Omega has responded appropriately to the previous inspection findings, and most areas identified for improvement have been improved. The new management structure enables managers to focus on learners' outcomes well. Learners develop good vocational skills that are highly valued by the employers. Learners apply the knowledge gained well to improve their working practices.
- Training, learning and assessment are satisfactory. One-to-one coaching is very effective. Too many learners are not sufficiently motivated by training coordinators to be fully involved in planning their training or building their portfolios of evidence. Training coordinators monitor learners' progress appropriately, but they do not extend learners' knowledge of equality and diversity during review meetings sufficiently.

7. Omega meets the needs and interests of learners and employers well. Training coordinators are very supportive and approachable. They recognise well the anxieties which many learners may face, especially the older learners. However, the information to provide good advice and guidance is not always available.
8. The company's arrangements for protecting its learners and its focus on safeguarding are good. The company's initiatives to increase the number of under-represented learners have not been successful. Omega has a satisfactory understanding of what it needs to do to improve.

## Main findings

- Outcomes for learners are satisfactory. Overall, the proportion of apprentices who have been successful in completing their programmes since the previous inspection is satisfactory. This proportion has improved significantly and is high in 2010/11. The proportion of apprentices who have been successful in completing their programmes in the planned time has been consistently good and is improving.
- Overall, the proportions of Train to Gain learners who have been successful in completing their programmes including those completing within the planned time are satisfactory. The proportion of black and minority ethnic learners who have been successful in completing their programmes are similar to white ethnic learner groups.
- Skills that learners acquire are highly valued by their employers. They develop good employability skills and employers highlighted improvements in areas such as team working and improved working practices. Learners make good progress towards gaining their qualifications. They increase their levels of self-confidence and self-esteem. Learners say that they feel very safe.
- Off-the-job and on-the-job training and assessment practices are satisfactory although one-to-one coaching is particularly good. Assessments are well planned although training coordinators use a limited range of assessment methods in business administration. Not all learners receive sufficient and clear feedback about what they need to do to improve.
- Progress review processes are generally effective for all learners. Some employers are fully involved, know how well their employees are progressing and help to set the learner targets. However, others have little involvement and have insufficient information about the progress that their employees are making. Progress reviews do not effectively make learners consider wider equality and diversity issues.
- Initial assessment is appropriate although not always used effectively in the planning of learning. Some learners who need additional numeracy and literacy training are not motivated to recognise the benefit of this training and refuse it. Training coordinators provide sufficient support for learners with numeracy or

literacy needs to achieve their main qualifications. However, most training coordinators have not received basic training to provide this support.

- The range of provision meets the needs of both employers and learners well. Omega offers an effective, impartial service to determine employers' training needs. Arrangements for assessments are very flexible and take account of learners' and employers' business and personal commitment needs.
- Omega uses its partnerships appropriately to benefit its learners. Its working relationship with a local school has been particularly effective in helping a number of teaching assistants to gain additional qualifications within a time agreed with the employer. However, there are few opportunities for employers to meet to discuss how the company can develop its provision to further support learners.
- Learners receive good support from training coordinators, which includes telephone and email communication. They have out-of-hours access to a telephone help line staffed by one of the training coordinators. Omega's celebrating learners' success event is popular and well attended by learners and employers. However, advice and guidance on how learners can achieve their longer-term goals are unstructured.
- Omega has established a clear and well-communicated strategic direction for the organisation. Its business plan sets clear business growth and improvement targets. Omega has developed a new management structure to meet its business plan. However, some of its systems including staff development and data analysis do not currently support the company's significant growth.
- Arrangements to safeguard learners and staff are good and very effective. Policies and procedures are clear and communicated well. Omega has two safeguarding officers, one man and one woman for the preference of learners. The company provides personal alarms and has good, convenient reporting arrangements for dealing with learners' concerns out-of-hours.
- Omega provides learners with a respectful and supportive learning environment. Staff and learners receive appropriate training on equality and diversity matters. However, actions to widen participation and promote equal opportunities during reviews are not emphasised sufficiently. Managers monitor the variations in achievement for all learner groups and take satisfactory action to address any differences in outcomes.
- Omega has introduced a range of effective improvements that have significantly improved learner's outcomes. The self-assessment process is satisfactory, although the self-assessment report does not use evidence sufficiently. The company responds well to the employers who make improvement suggestions, but not all employers and other partners are sufficiently involved. The company acknowledges that the sharing of good practice needs to improve.

## **What does Omega Training Services Limited need to do to improve further?**

- Provide appropriate support interventions and teaching and learning and assessment arrangements for learners who are at the risk of leaving their programmes without achieving.
- Ensure that all employers have sufficient knowledge and understanding of the progress that their employees are making by involving them more effectively in the progress reviews.
- Improve information, advice and guidance for learners to offer clear, impartial and accurate actions to help them achieve their longer-term goals.
- Revise staff development arrangements and the use and analysis of information so that they better support the business and strategic direction of the company more effectively.
- Build on the current work to widen participation by promoting Omega's training opportunities to the wider community. Ensure training coordinators during learner reviews promote equality and diversity well using relevant examples and discussions.
- Develop quality improvement and self-assessment practices to be more self critical through more effective engagement of partners and better evaluation and use of data management information and evidence.

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

#### **What learners like:**

- gaining qualifications while learning practical skills
- very helpful training coordinators
- Omega listens and responds
- training helps with the job-role
- opportunities to attend off-job training
- gives confidence to seek promotion.

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

- more access to course material and information resources
- access to computers
- more off-the-job training.

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

#### **What employers like:**

- courses making staff better informed about their roles and responsibilities
- good level of flexibility to meet and assess learners.

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

- better information about employees' progress.

## Main inspection report

### Capacity to make and sustain improvement

### Grade 3

9. Omega has a satisfactory capacity to make and sustain improvements. Learner outcomes have improved from a three-year satisfactory position to high levels this year. Actions to improve learner retention rates are very effective. It has made a satisfactory response to the findings of the previous inspection and the subsequent monitoring visit. The company has developed a broad provision to meet the training needs of the care and business sectors. Omega has established a flexible approach to training and assessment that employers and learners benefit from and appreciate.
10. Omega is making satisfactory progress to develop further a range of strategies and procedures to support its ambitions for growth. It has sufficient staff to deliver and manage its programmes. Its staff restructuring has been effective. The company is aware of the need to develop its management arrangements to focus more on improving and developing the provision. Its strategic mission is clear and communicated well. However, the processes for self-assessment and improvement planning are not yet developed sufficiently to support its long-term goals. Omega responds appropriately to feedback from learners and employers and its self-assessment is a satisfactory tool for improvement.

### Outcomes for learners

### Grade 3

11. Overall, the proportions of apprentices who have been successful in completing their programmes in the last three years have been satisfactory. This proportion improved in 2010/11 to significantly above the national averages. The proportions of apprentices who have been successful in completing their programmes within the planned time have been consistently good and improving and in 2010/11 are high. In 2009/10 Omega offered training for a national care provider in a number of the UK regions. The proportions of learners who were successful in completing their programmes in a few of these regions were below the national averages and well below for 16-18 years old learners. Following a review of its performance, the company significantly reduced the national spread of its provision.
12. Overall, the proportion of Train to Gain learners who were successful in completing their programmes has improved in line with the national averages and is satisfactory. Since 2008/09, the proportion of these learners who were successful in completing their programmes within the planned time have been marginally above the national averages and satisfactory. However, the proportion of Train to Gain learners based in London and East of England who were successful including completing in the planned time in 2009/10 was poor. Omega no longer offers any provision in these regions.



13. Overall, the proportion of black and minority ethnic learners who were successful in completing their programmes are similar to white ethnic learner groups. Learners with learning disabilities achieve as well as all learners. In 2009/10, male learners who were much smaller in numbers, achieved significantly better than female learners. However, in 2010/11 male learners did not achieve as well as female learners.
14. Learners develop good practical skills and a better understanding of how to improve their working practices. Learners' written work in portfolios is satisfactory. Learners enjoy their learning and talk readily about the progress they are making and the confidence that they are developing. Employers value highly the skills that learners gain. Learners feel very safe. They have good knowledge of the use of personal alarms and safe working practices.

## **The quality of provision**

## **Grade 3**

15. Training and assessment practices are satisfactory overall although one-to-one coaching is particularly good. Training coordinators set targets for most learners that are both challenging and achievable, however independent learning is not sufficiently encouraged by training coordinators. In business administration programmes, there are insufficient resources for independent learning. Assessments are generally well planned but training coordinators use too few assessment methods. Training coordinators provide appropriately detailed and clear feedback to learners about what the learner needs to do to improve. However, they often take on too much responsibility for driving progress and managing the portfolio building process. Although learner portfolios are generally satisfactory, many have been developed in a mechanistic way, with insufficient personal input from the learner.
16. Most employers are involved in the review process, although to various levels. Some agree learner targets with the learner and the assessor. Other employers only receive information about learners' progress from the assessor. Some employers, however, have very little involvement and do not know how well their employees are progressing. Although progress reviews cover discussions on equality and diversity, training coordinators do not appropriately challenge learners and make them consider underlying issues.
17. Training coordinators have appropriate skills and expertise in their subject area. Annual one-week secondments to the industry ensure these skills remain current. Employers value the professionalism of the training coordinators who are always on time and seldom miss an appointment. Both learners and employers say that training coordinators are very helpful and supportive.
18. Initial assessment of learners' levels of literacy and numeracy is satisfactory but training coordinators do not use this sufficiently to inform planning of learning. Many older learners who require this support are offered numeracy and literacy

training, but there is no requirement for them to attend this training and the take-up is low. Training coordinators provide additional literacy and numeracy support, where, necessary to help learners achieve their main qualification. However, training coordinators have not received sufficient training to provide this support.

19. The range of provision meets the needs of learners and employers well. There are clear progression routes in health and social care to ensure that learners who wish to, can progress to other provision. A member of Omega staff visit all new employers to undertake an analysis of the employers' training needs to ensure that the provision offered meets their needs. This advice is impartial and Omega often refers employers to other providers when it is most appropriate. Employers value this service.
20. Training coordinators are very flexible with regards to arrangements for training and assessments in terms of time and day taking good account of the needs of the employer and the learner. In particular training coordinators in health and social care programmes visit learners in the workplace at night, at the weekend or early morning. Similarly, Omega offers numeracy and literacy sessions on Saturday mornings so that the sessions do not interfere with learners' normal working patterns or family commitments.
21. Omega uses partnerships appropriately to benefit learners. Omega works closely with two care providers to widen access and participation and offer additional learning opportunities. Close working with a number of employers gives training coordinators the opportunity to spend time in the workplace to update their knowledge of current industry practices and pass this on to learners. Omega works with around 130 employers but there are few opportunities for these to come together to discuss how Omega might, for example, offer additional training opportunities. Omega has started to develop useful partnerships with a small number of other organisations that deliver other specialist training such as first aid and health and safety. Omega offers these courses to learners free of charge, although learners are not always aware of these opportunities.
22. Learners benefit from good individual support from training coordinators. They comment on how the training coordinators are helpful, supportive and are available. Support for learners with additional learning needs is effective and often delivered by the training coordinators. One member of staff has signing skills and very effectively supports deaf learners. Learners are aware of whom to contact for support regarding issues which they would not wish to discuss with their training coordinators or workplace managers. Omega has a telephone help line available out-of-hours for the convenience of learners. Older learners, some of whom are very anxious about their courses, receive sensitive and discreet help when required. However, information, advice and guidance regarding learners' achievement of longer-term goals, especially higher education, often lacks detail. Employers' support for Omega's annual

celebration of learner success is good. The event is well attended by learners and employers.

## **Leadership and management**

## **Grade 3**

23. Leadership and management are satisfactory. The chief executive and senior managers have developed the organisation well with responsible financial management and effective development of the business strategy. Target setting across the organisation links well to business growth strategy and managers closely monitor these targets. However, some strategies including staff development and the use of data do not support fully the organisational growth.
24. Omega has worked hard and successfully to reduce the numbers of learners that leave programmes early without achieving. These actions include regular analysis of all learners' progress and timely intervention if learner progress slows down. Current learner retention rates are high. Communications across Omega are generally effective and often informal. Omega has a supportive and positive culture that focuses on improving outcomes for learners. Staff are well motivated and experienced.
25. Omega's safeguarding arrangements are good. The safeguarding policies and procedures are comprehensive and detailed. All staff have undertaken Criminal Records Bureau (CRB) checks and records are held centrally. Staff have received appropriate training. Learners receive appropriate training on safeguarding matters during their induction. They are provided with good advice on how to keep safe especially when working early hours or late in the evening, for example learners receive personal alarms. Learners are offered a free safeguarding one-day course, although the take up is low. The company assesses the learners who may be at risk well. Omega has two designated safeguarding officers, one man and one woman, so that learners can approach either with comfort. Learners receive sufficient information about their rights and responsibilities when using digital communication devices or the internet.
26. Promotion of equality and diversity are satisfactory. Arrangements to develop and introduce policies and staff training are satisfactory. The company effectively promotes learners' rights and responsibilities. Training coordinators receive satisfactory training in equality and diversity. Learners' understanding of equality and diversity is satisfactory. The promotion of equality and diversity during learner induction and teaching sessions is good. However, training coordinators do not sufficiently extend learners' understanding of equality and diversity in learners' review meetings. Omega has effective arrangements to monitor the variations in performance of all its learners and takes appropriate actions to close performance gaps. The company's promotion of apprenticeship programmes has had limited impact in widening participation rates for non-traditional learner groups.

27. Omega engages satisfactorily with employers, learners and other stakeholders to improve the provision. Good links with employers bring tangible benefits to learners and Omega involves learners and employers in developing some areas of the provision using questionnaires and networking. Learners' feedback is analysed effectively and improvements needed are identified and implemented.
28. Quality improvement and self-assessment arrangements are satisfactory. Omega observes key learning processes including individual coaching sessions, learner progress reviews and teaching and learning sessions. It has introduced new arrangements to help staff identify actions for improvement and development within the courses that they offer. Managers and training coordinators use a range of reports to monitor programmes and organisational performance. However, Omega does not use management information sufficiently to inform its improvement plans. For example, it does not analyse information about learner destinations or the effectiveness of its support interventions to inform improvement planning. The sharing and use of identified good practice is satisfactory at course level but no clear arrangements exist, for example through working groups or staff training, to ensure all training coordinators can consider and adopt good practices within Omega or from other providers.
29. Omega secures satisfactory value for money. Learners are making satisfactory progress and are developing good skills and knowledge. Resources are satisfactory, although computer access for health and social care learners in the workplace is insufficient.

## Subject areas

### Health and social care

### Grade 3

#### Context

30. Omega provides apprenticeships and Train to Gain programmes in childcare, health and social care. Currently, 144 apprentices, 114 advanced apprentices and 94 Train to Gain learners are training on these programmes. All learners are employed, mostly working in a range of organisations offering care to the elderly and to individuals with disabilities. The majority of learners are from Birmingham, Solihull and Walsall. Learners are mostly aged 19 or over with around 20% being male. Off-the-job training for key skills is either in the workplace or at Omega training centre.

#### Key findings

- Outcomes for learners are satisfactory. The proportion of all learners who are successful in completing their programmes, including Train to Gain learners is satisfactory and improving. The proportion of learners who succeed in completing their programmes including completing in the planned time in 2010/11 has significantly improved. Learners enjoy their learning.
- Learners develop good vocational skills and technical knowledge. Learners' confidence levels to apply their knowledge in the workplace increase with good one-to-one coaching and assessor support. Learners develop strong interpersonal skills to deal with clients and children in both childcare and health care settings. Learners report that they feel very safe in their work and training environments.
- Teaching, training and assessment are satisfactory across all programmes. Training coordinators provide good coaching and one-to-one support through professional discussions and assessment visits. These discussions are particularly effective to help learners achieve their full apprenticeships and apply their learning to their job roles. Many progress reviews have insufficient detail and specific comments from training coordinators, learners and employers to identify actions for improvement.
- Majority of learners are not sufficiently motivated to become more independent in organising their learning. Generally, portfolios and approach to gathering evidence are mechanistic with minimal learner input. Training coordinators do not integrate literacy, numeracy and key skills sufficiently into their training and coaching.
- Initial assessment is not effective for all learners. A number of learners and employers are not always fully aware of the initial assessment process, the test results and how they will be supported to improve. Training coordinators do not always use learners' levels of literacy and numeracy to build on and enhance learning and training for individuals.

- Use of information learning technology to engage learners and support learning is generally underdeveloped in the workplace settings. As most learners do not have sufficient access to computers in the workplace, they are not always able to access their electronic portfolios, their individual learning plans or to monitor their progress independently unless an assessor is available to provide access to a computer.
- The range of provision meets learners' and employers' needs well. Qualifications offered are very relevant to learners' medium and long-term personal, career and development goals. Employers say that the courses have helped their business and many have promoted employees as a result of the courses. Progression routes are clear and some learners progress onto higher education programmes in nursing.
- Support, care and guidance are good. Training coordinators recognise the difficulties and anxieties which the majority of learners may experience and help them to overcome these. Omega has devised very convenient arrangements so that learners can contact Omega or their training coordinators by telephone or email. Additional support in sign language is effective and provided for learners who have hearing impairment.
- Leadership and management are satisfactory. The new management structure and recent changes in roles and responsibilities is improving learners' outcomes. A weekly staff meeting helps create a supportive ethos and well-informed staff. Managers and training coordinators discuss learners' progress during weekly meetings and effective action is taken when required.
- The promotion of safeguarding is good. Omega offers a range of good practical approaches to ensure that all learners are protected within their workplace, community and when attending the training centre. Omega offers free specialist training on safeguarding by an external organisation on a regular basis for all staff, learners and employers.
- The promotion of learners' understanding of equality and diversity is satisfactory. Learners interact well within their care settings and with the individuals they care for. Monitoring of learner's knowledge and understanding of their roles and responsibilities with respect to equality, diversity and inclusion is insufficiently imaginative. Training coordinators do not discuss equality and diversity during progress reviews sufficiently.
- Quality improvement arrangements have been effective in improving outcomes for learners. Omega has a satisfactory range of quality improvement procedures, however the use of information to monitor the effectiveness of its processes are insufficient. The self-assessment process is satisfactory but the report does not contain sufficient analysis on quality of provision. The self-assessment report over estimated the grade of the provision.

**What does Omega Training Services Limited need to do to improve further?**

- Improve the proportion of learners who are successful in completing their programmes by monitoring their progress thoroughly and providing timely support.
- Motivate all learners to become independent learners and encourage them to use electronic portfolios. Ensure that all learners have timely access to computers.
- Use initial assessment more effectively by ensuring that learners are informed about what they need to improve. Integrate literacy and numeracy into training and one-to-one coaching sessions.
- Improve the promotion of equality and diversity by extending the range and depth of discussions of equality and diversity matters during progress reviews. Monitor learners understanding of equality and diversity by checking how they apply equality matters within their work.

## Business administration and law

## Grade 3

### Context

31. Eighty apprentices, 51 advanced apprentices and six Train to Gain learners are on administration and on business management courses. Twenty five apprentices and two advanced apprentices are on customer service programmes. Around 25% are male and none has disabilities. All learners are employed and the majority are from West Midlands with a smaller number from South Yorkshire. Omega provides the training for the learners in Yorkshire from its training centre in Wakefield. The same training coordinators cover both regions. The length of the programmes for most learners is around 12 months.

### Key findings

- The proportion of learners who achieve their qualifications is good. Nearly all learners complete in the planned time. There are no significant differences in outcomes between different groups of learners. Current learners are progressing well.
- Learners enhance their levels of confidence in themselves and their job roles. Learners are well motivated and many progress onto higher-level qualifications or move on to other qualifications at the same level, which offers them a wider knowledge base. A good proportion of learners have progressed from other Omega programmes.
- Overall, teaching, training and assessment are satisfactory. All learners receive an initial assessment, which informs their training plans satisfactorily. These plans also include satisfactory details of any further support required. Training coordinators provide most learners with literacy and numeracy support, but when required a key skills specialist tutor offers this support.
- Training coordinators do not sufficiently motivate learners to develop skills for independent learning. They take too much personal responsibility for driving the progress of learners. Learners are often not sufficiently challenged to extend their knowledge or plan their own learning. The resources to support independent learning are insufficient.
- Training coordinators are well qualified and experienced in their vocational area. They either hold or are working towards training or assessor qualifications. Assessment plans are good and records of assessment are accurate. Training coordinators provide good explanation to learners about their assessments throughout their programmes. However, they do not use a sufficient variety of assessment methods.
- The provision meets the needs of learners and employers well. Training coordinators are responsive and employers and learners appreciate highly the flexibility of training coordinators in planning the reviews, assessments or training meetings.



- Partnership working is satisfactory overall. Work with one partner is particularly effective in promoting the apprenticeship to new learners.
- Guidance and support arrangements are highly effective in supporting learners to complete their qualifications. Individual personal support is good, with regular contact and meetings. Learners have access to a mentor in Omega and a telephone help line although many of learners are unaware of these.
- Leadership and management are satisfactory. Communication between managers and training coordinators is good. Staff are supported well, encouraged to attend courses and events to update their skills and expertise. Many learners are unaware of opportunities for enrichments such as additional free training in safeguarding vulnerable adults and in equality and diversity.
- The promotion of equality and diversity is satisfactory. Training coordinators discuss and monitor learners' awareness of equality and diversity at each of the two monthly review sessions satisfactorily. Quality improvement and self-assessment process are satisfactory and have been effective in improving learners' outcomes. The self-assessment report over estimated the quality of the provision and the inspectors did not agree with the grades in the report.

**What does Omega Training Services Limited need to do to improve further?**

- Introduce a wider variety of assessment methods to ensure the most appropriate and effective assessment methods are used.
- Ensure that learners take more responsibility for their own learning through motivating learners to recognise the benefits of taking more ownership and less intervention by training coordinators.

## **Information about the inspection**

32. Two of Her Majesty's Inspectors and four additional inspectors, assisted by the provider's director of operations as nominee, carried out the inspection. Inspectors took account of the provider's most recent self-assessment report and development plans, comments from the funding body and data on learners and their achievement over the period of the contract.
33. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed about the provider. They also 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)

## Omega Training Services Limited

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

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	0	0
Part-time learners	585	585
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	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>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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