

# FNTC Training and Consultancy Ltd

## Inspection report

---

**Unique reference number:** 51862

**Name of lead inspector:** Charles Clark HMI

**Last day of inspection:** 21 October 2011

**Type of provider:** Independent learning provider

**Address:** 285-289 Salisbury Road  
Totton  
Southampton  
Hants  
SO40 3ZR

**Telephone number:** 01722 324079

## Information about the provider

1. FNTC Training and Consultancy Ltd (FNTC) was established in 2000 to provide apprenticeship training in the Waterside and New Forest area. The provision has now expanded to cover Southampton, the Isle of Wight, Salisbury and Bournemouth. The headquarters and main training rooms are in Totton with subsidiary offices in Newport, the Isle of Wight, Salisbury and Bournemouth. FNTC provides apprenticeships funded by the Skills Funding Agency (SFA) in health, public services and care, education and training and business administration. It also offers programmes in Train to Gain and works with local schools.
  
2. The company has one director, a strategic leadership team of three others as well as the director, and a total of 38 training, administration and support staff. It has 584 government-funded learners and 13 privately-funded learners. The education and training programmes, and the vocational courses for the small number of pupils from local schools were not inspected in detail.

<b>Type of provision</b>	<b>Number of enrolled learners in 2010/11</b>
<b>Provision for young learners:</b> 14 to 16	24 part-time learners
<b>Employer provision:</b> Train to Gain Apprenticeships	135 learners 820 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
---	----------------

<b>Capacity to improve</b>	<b>Grade 3</b>
----------------------------	----------------

	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject areas</b>	<b>Grade</b>
Health and social care	3
Child development and well-being	2
Business administration	2

## Overall effectiveness

3. FNTC is a good training provider. Outcomes for learners are good overall. Learners enjoy their courses and gain in confidence as well as improve their personal and work skills. Learners feel safe and have a sound understanding of safe working practices.
4. Initial assessment is now thorough. Individual support is good and tailored to meet the individual needs of learners. FNTC meets the needs of learners and employers well, with good progression opportunities. Partnership working with employers is good but it is insufficiently developed in health and social care.
5. Strategic managers provide clear vision and outstanding initiative to improve and develop the provision. Operational managers work well to monitor the quality and performance of staff. Training resources are good.

## Main findings

- Success rates for advanced apprentices are good and above the national averages and most learners complete within the planned time. Whilst success rates for intermediate apprentices declined in 2009/10 to just below the national average they have improved in the current year. The proportion of intermediate apprentices and Train to Gain learners who achieve their qualification within the planned time has improved and is satisfactory.
- Learners' workplace skills and confidence are developed well. In addition, their increased knowledge significantly improves their professional practice. Learners' work is of a good standard and they demonstrate useful personal, learning and thinking skills.
- Learners feel safe. They have a clear understanding of their roles and responsibilities, particularly with respect to those for whom they care. They understand well the importance of e-safety, internet usage and data protection.
- Assessor tutors are experienced and knowledgeable. They use their knowledge of learners' job roles to ensure that learning is relevant. Tutors use a wide range of technology effectively to enrich the learning experience. Assessment is flexible and thorough, with constructive feedback to learners.
- FNTC meets the needs of learners and employers well. FNTC provides good opportunities to progress from level 2 to level 3 as well as access to other related programmes. Many learners progress to higher level training and complete additional qualifications. The company has introduced an access to apprenticeship programme in response to local need.
- Partnership working is good particularly with employers, many of whom have FNTC as their preferred provider. FNTC works very effectively with employers to provide high-quality placements for those learners who are not employed. The programmes for school pupils aged 14 to 16 are very successful. However, there are insufficient partnerships with other providers in the health and social care sector.
- Support is well focused and is starting to improve learners' progress further. Learning mentors provide a wide range of bespoke care and support to meet a variety of learning needs. Advice and guidance are effective. FNTC has recently introduced very thorough initial assessment which identifies and enables learners' needs to be met more accurately.
- The managing director and the strategic leadership team are outstanding in the provision of clear direction and the development of company strategy. FNTC has taken effective strategic action to restructure the company and to define the roles and job descriptions of all staff to reflect their role with learners.
- Safeguarding is managed very well and the team has been very effective in raising awareness of specific issues with staff. Learners feel safe at work and trainers are skilled at identifying and discussing safeguarding issues. All staff are routinely trained in safeguarding. Risk assessments are thorough, particularly for those learners identified as being vulnerable.

- Self-assessment is inclusive and thorough. The self-assessment report is detailed and largely accurate. Data are used well to monitor the performance of learners and staff. The procedures to assess the quality of teaching and learning are now very effective. Managers are set challenging targets for improvement; however, not all of these relating to success rates have been achieved.
- The promotion of equality and diversity is good. Trainers and learners have a good knowledge of equality and diversity issues which is used effectively in discussions and at reviews. Managers have taken appropriate action to improve the success rates of underperforming groups, but it is too early to assess the full impact of these actions.

### **What does FNTC need to do to improve further?**

- Increase intermediate level apprenticeship success rates by fully implementing the revised quality procedures, sharing best practice between geographical regions and closely monitoring learners' performance to ensure prompt intervention of those who fall behind with their work.
- Evaluate the impact of initiatives to improve the quality of the provision and performance of all learners. Monitor the quality of the assessments and the reviews in order to ensure that they are fully effective. Ensure that poor performance is identified early to enable prompt action to be taken.

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

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

- the opportunities they have to take specialist qualifications
- the flexible and individualised programmes that match their job roles well
- the good support they receive that improves their self-belief and confidence
- the assessors who are caring, approachable, knowledgeable, enthusiastic and make them feel at ease
- the relaxed learning and coaching that takes place in small groups and individually
- the good liaison between their assessor and employer.

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

- more evening classes to support their learning and develop their knowledge
- being given more feedback from internal verifiers, particularly when they observe assessments of their work
- the environment where they take initial assessments, which is often busy and noisy, making it hard to concentrate
- the key skills delivery as they do not always understand its relevance and would prefer to do more learning through self-study.

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

### **What employers like:**

- the good website which has useful information and updates and is easy to use
- the very approachable, reliable and friendly assessors who understand the work environment well
- the high standard of coaching that their learners receive which improves their work, confidence and knowledge.

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

- the training centre on the Isle of Wight, which could be larger
- training for 16- to 18-year-old apprentices about how they should behave in the workplace.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

6. FNTC has a satisfactory capacity to improve. Since the last inspection in 2005, FNTC has increased the number of learners and expanded the range of programmes it offers. The company has also acquired both new and additional premises. Success rates for learners have been variable, with some decline over the last two years and with some success rates being below the national averages. FNTC has a new management structure and the recently-appointed quality director has reviewed the roles and job descriptions of all staff. All staff now have a clear understanding of their role and how it contributes to the learning process. New procedures have been introduced to improve the quality of the provision, in particular the procedures to observe teaching and learning, and complete learners' initial assessments. These are very thorough but it is too soon to assess their full impact.
7. The management information system is very comprehensive and used to good effect to monitor the quality of the provision. Data are used well to assess any performance differences between groups and successful actions have been effective in reducing most of these gaps. The self-assessment process is comprehensive, inclusive and the report is largely accurate. FNTC uses feedback from learners well to bring about change, but feedback from employers is too limited.

### Outcomes for learners

**Grade 2**

8. Success rates for advanced level apprentices are good and most learners complete their qualifications within the planned time. Both these rates have been above national averages for the last two years. Success rates are particularly high in childcare, and in 2010/11 for the small numbers of teaching assistants and business administration advanced apprentices. The success rate for intermediate level apprentices declined in 2009/10 to just below the national rate. They were particularly low in childcare and customer service. The programme-led childcare apprenticeship programme is no longer offered by FNTC. In-year data indicates an improvement in intermediate apprentice success rates for current learners. Generally, apprentices aged over 19 have higher success rates than those aged 16 to 18. Apprenticeship success rates by men and women are comparable, but for those with a learning difficulty and/or disability they are low. Many learners progress to further training or education, including from the intermediate to advanced level apprenticeship.
9. The number of Train to Gain learners who achieved their qualification within their agreed timescales is satisfactory in 2010/11 and much improved from the previous year when it had dipped to below the national rate. Black and Asian learners achieve particularly well on FNTC's Train to Gain programmes.

10. Learners develop good skills. They gain a greater insight into the organisation where they work and they are more effective in their job. Learners take on additional responsibilities at work and gain promotion. Business administration learners quickly gain good customer service and communication skills. Childcare learners acquire very relevant knowledge of child development and legislation which they use this well in their workplace. Learners produce good quality written work.
11. Learners feel safe and demonstrate a sound awareness of safe working practices. Assessor tutors promote health and safety well and routinely review the subject with learners. Learners understand their roles and responsibilities at work, in particular for those for whom they care. They have a clear understanding of the importance of internet safety and data protection.
12. Childcare learners are well informed about health and welfare which they use when considering nutrition and food for themselves and the setting's children. Assessor tutors, childcare employers and learners have good involvement in activities to raise funds for local community initiatives and charity.

## **The quality of provision**

## **Grade 2**

13. Assessors are well qualified and experienced, providing good support for learners. Taught sessions are particularly enjoyed by learners and every opportunity is taken to link theoretical aspects to the vocational experiences of the learners. A wide range of technology is used to enrich the learning experience and promote learners' information technology skills.
14. Feedback from assessors is constructive and enables learners to know what they have to do to improve. Key skills are linked well to the National Vocational Qualification (NVQ). Support for key skills is well managed and flexible. Learners can access additional support to ensure that they are prepared well for their key skills tests. The new 10-week programme for key skills is planned well and provides a systematic approach to its delivery.
15. Assessment is timely, flexible and thorough. Assessment practices are sound with good use of questioning and digitally recorded professional discussion. Learners use their portfolios to monitor what they have completed and what work remains to be done. Learners fully participate in the assessment process which is sensitively managed to fit in with the demands of busy workplace settings. Initial assessment is now very thorough and the process identifies learners' needs more accurately, enabling effective support to be implemented at the start of the learners' training. However, this is not yet in place in all geographical areas.
16. Internal verification is thorough. There is a clear plan for sampling learners' work, covering all aspects of provision including employee rights and responsibilities. Assessor practice is regularly observed, with constructive feedback for improvement. Tracking documents record the range and quality of



evidence. Monthly standardisation meetings are effective in monitoring the quality of provision.

17. Progress reviews are effective in monitoring learners' performance. Interim reviews provide an effective record of the learners' progress and are entered directly onto the electronic tracking system which motivates learners in the completion of their qualification. However, not all workplace training in business administration is recorded and some target setting is not specifically related to unit qualification.
18. The response to meeting the needs and interest of learners and employers is good. FNTC provides opportunities for learners to progress from level 2 to level 3 and also to access other related programmes. Many learners progress to higher level training and complete additional qualifications. Employers are very appreciative of the flexibility and consideration shown by FNTC, together with the individual support for learners which provides motivation and ensures that they can achieve their qualification within the agreed time.
19. Partnership work is productive. Relationships with employers are strong. Many employers have FNTC as their preferred provider. High-quality placements enable learners to have very beneficial work-related experiences. The programmes for 14- to 16-year-olds are very successful. However, there are insufficient partnerships within health and social care.
20. Care, guidance and support for learners are good. Support for learners is well focused and is starting to improve further the rate at which learners progress. The recent introduction of learning mentors provides a range of individual care and support to meet a variety of learning needs. This support enables those with additional learning needs to be fully involved in learning activities.

## **Leadership and management**

## **Grade 2**

21. FNTC has restructured the company so that the roles and responsibilities of all staff are linked to the impact of their work on the learner. The managing director and the strategic management team provide clear direction and are outstanding in the development of the company. Communication is good at all levels with regular meetings and action plans which are carefully monitored.
22. Leaders use extensive management information tools to identify groups, individual learners and assessors not achieving their targets. They use these systems well to manage trainer assessors' work loads, learners exceeding their target dates and trainer assessors' appraisals. Managers generally set challenging targets for improvement; however, some of these have not been achieved, particularly for increasing success rates.
23. FNTC has well-managed safeguarding arrangements. Responsibilities are clear and where issues have arisen these have been dealt with sensitively and appropriately. The safeguarding team uses external partnerships very well to refer learners for specific help and to inform the company's policies and staff

training. The team shares good practice very effectively and raises awareness about safeguarding. All staff are suitably checked with the Criminal Records Bureau. Trainer assessors appropriately risk assess learners' workplaces, and for vulnerable learners this is very thorough. Staff training is good and managers check that it has been effective. However, some health and social care trainer assessors do not promote and reinforce safeguarding sufficiently with learners.

24. Learners are well aware of their rights and responsibilities and know how to deal with any issues arising in training or in the workplace. Equality and diversity data are carefully monitored and any equality-related issues are dealt with appropriately. Staff have a well-developed awareness of equality and diversity and there is some good promotion within teaching; however, this could be extended across more of the provision.
25. Managers use data well to identify trends in performance by different groups and have set clear targets to improve success rates of 16- to 18-year-olds and apprentices with a disability and/or learning difficulty. Although progress is now closely monitored, it is too early to show improvement in success rates by these identified groups.
26. FNTC's well-established system for observing and improving the quality of its teaching and learning has recently been refined. Observers very accurately recognise strengths and areas for improvement in teaching sessions and set clear actions for assessor tutors. In the past year this has led to improved observation grades for over a third of FNTC's assessor tutors.
27. FNTC collects and uses feedback well from learners to improve the provision. However, feedback from employers is too limited. The self-assessment process is inclusive and the self-assessment report includes the views of users. FNTC uses resources well and provides good value for money.

## Subject areas

### Health and social care

### Grade 3

#### Context

28. The provider offers intermediate and advanced apprenticeships to 143 learners across Salisbury, Southampton and Bournemouth areas. The majority of learners are female aged over 25 on advanced apprenticeships and 13% of learners are male. Four adult learners are completing Train to Gain at level 2. Plans to offer access to apprenticeships are at an advanced stage.

#### Key findings

- In 2010/11 Train to Gain, which represented the majority of provision, had improved the rates for learners completing their qualifications within the planned time, and these are now just above the national average. Overall success rates for apprentices are unsatisfactory and have declined to 9% below national average. In-year data show apprentices are currently on target to successfully complete within expected timescales. Learners on advanced level programmes and mature learners are more successful than younger learners.
- Progression between intermediate and advanced apprenticeship programmes is satisfactory. Many employers provide an increment in pay on completion of the programme. Others provide additional responsibilities, for example, to the position of family liaison officer in a nursing home or to senior carer. Several learners aspire to nurse education on completion of advanced apprenticeships.
- Learners enjoy their studies, gaining a range of vocational skills significantly improving professional practice. Learners improve their key skills and gain in self-confidence, enabling them to be more individually responsive to their clients' needs. Learners develop good personal learning and thinking skills including problem solving, teamwork and research. Learners benefit from additional courses provided by employers.
- Learners state they feel safe and show a sound awareness of safe working practices. They demonstrate a good understanding of their role and responsibility to safeguard those in their care. Health and safety in the workplace are a key feature, with particular attention given to controlling infection. Learners clearly understand the importance of e-safety and data protection.
- Teaching, learning and assessment are satisfactory. Coaching and taught sessions provide good opportunities to support learners in exploring concepts and implications for professional practice. However, while most assessors' verbal feedback provides constructive criticism, this is not sufficiently documented to encourage reflection and deeper learning. Key skills are now taught at the start of the programme to support timely completion.
- Internal verification is thorough and includes the observation of assessor practice with constructive feedback for improvement. Individual learning plans

are sampled to ensure they cover all relevant aspects, including employee rights and responsibilities. Learners' portfolios are meticulously monitored and include a record of the range and quality of evidence. Monthly standardisation meetings are effective in monitoring the quality of provision.

- The range of provision is satisfactorily meeting the needs of learners and employers. Plans to introduce access to apprenticeship are aimed at engaging younger learners in the near future. There are opportunities to progress from level 2 to level 3, but not yet to level 5.
- Relationships with employers are good and they are positive about the quality of the service. Employers are involved in monitoring learners' progress and influencing the choice of optional units to meet theirs and the learners' needs. However, curriculum level partnerships with other providers, to support progression and enrichment opportunities for learners, have not yet been established.
- Support for learners is good. Learners value the flexible and responsive support offered by their assessors. For example, an external signer is now trained as a specialist curriculum support worker and provides specific support to the profoundly deaf learners to enable them to complete their studies. Learning mentors provide effective support to enable those learners with a range of additional learning needs to fully engage in activities.
- Leadership and management are satisfactory. There have been significant staff changes and many recent initiatives show early signs of improvement. However, it is too soon to be able to judge the full impact on learners' outcomes. Assessors' performance is managed well and monitored regularly. Staff are appropriately qualified and experienced.
- The promotion of safeguarding and equality and diversity is satisfactory. Both are given high priority during induction. Assessors check the awareness and impact on professional practice at taught sessions and reviews, with varying degrees of skill. Managers monitor targets every month to identify any gaps in engagement and achievement in relation to specific groups of learners.
- The self-assessment report is detailed and broadly accurate. The process is inclusive and involves employers and learners through questionnaires. Staff participated in a whole company review session where strengths and areas for improvement were identified; however, a few judgements were over generous. Progress to complete actions identified in the quality improvement plan is satisfactory.

### **What does FNTC need to do to improve further?**

- Improve success rates by further refining the processes for initial information, advice and guidance, induction and the embedding of functional skills. Encourage learners' independent learning through providing more detailed written feedback.
- Extend the range of partners to provide enrichment and progression opportunities for learners and develop programmes to meet employer and

sector needs more effectively and to develop peer support and review opportunities for curriculum staff.

- Consolidate and further extend staff awareness and understanding of equality and diversity and safeguarding as applied to individual learners and the care sector in general, in order to challenge more effectively learners' understanding and application to their professional practice.

## Child development and well-being

## Grade 2

### Context

29. FNTC offers training in childcare for apprentices and advanced apprentices in four locations including Southampton, the Isle of Wight, Bournemouth and Salisbury. FNTC offers the pre-apprenticeship programme in childcare for learners aged 16 to 18. Currently 206 learners follow the advanced apprenticeship programmes and there are 57 apprentices. The vast majority of apprentices are female and White British.

### Key findings

- Outcomes for learners are good overall. Success rates for advanced apprentices are good and above the national averages. Success rates for apprentices are unsatisfactory. Success rates differ from area to area, with learners in Southampton and Hampshire performing less well.
- Learners develop confidence and enjoy their training which enables them to have high aspirations. They attain knowledge of legislation in relation to childcare practice. Learners' knowledge of child development increases and they use this well to promote good outcomes for children in their workplace.
- Learners feel safe in their workplaces and in evening classroom sessions. They have a good understanding of health and welfare issues which are promoted well by FNTC. Learners make a positive contribution to their communities by several fundraising events organised by both FNTC and staff where learners work.
- Learners' work is of a good standard. Written work is well presented and demonstrates good understanding of safeguarding issues. Oral skills are developed well. Learners give good presentations concerning safeguarding legislation.
- Teaching and assessment are good. A wide range of technology is used to enrich the learning experience and to promote learners' skills in using information technology. Electronic portfolios allow learners to have easy access to their work in progress and provide motivation for them in completing their tasks.
- Assessment is timely and well prepared. Learners receive timely, constructive feedback. Training and assessment are delivered flexibly to meet the needs of the learners and managed sensitively to fit in with the needs of the busy childcare settings. Internal verification is satisfactory and files are regularly sampled.
- Learners are well supported by appropriately-qualified staff who have good early years experience. Learning mentors provide individual support in the classrooms. The recent introduction of a more robust screening at initial assessment ensures that the most appropriate learner support is available.

Learners who find it difficult to attend a specific teaching and learning session are supported to attend other classroom-based lessons.

- FNTC staff work hard to develop partnerships which bring benefits to learners, including many high-quality placements. FNTC works with school staff to enable pupils to gain childcare knowledge and qualifications while gaining experience within a childcare setting.
- Leadership and management are good. The programme is well managed. FNTC has implemented strategies to improve the success rates. These include closer monitoring of learners' progress and the early completion of key skills. All staff have a continuous improvement plan that is regularly monitored. Appraisals are carried out every six months and specific action plans are completed following observation of practice. Assessors are well resourced.
- Staff are well qualified and have access to a wide variety of training. Professional development is a priority. Staff are up to date with recent changes in childcare and are keen to share their experiences for the benefit of learners.
- Safeguarding is promoted well. Informative safeguarding leaflets are given to all learners at the start of their training. Safeguarding is reinforced throughout the programme. Equality and diversity are promoted well and support the learners in tackling discrimination. An action plan is in place to increase the low number of male learners but there are no set targets.
- FNTC works well with learners, employers and staff in the self-assessment process and uses their views to bring about improvement. Employers suggest topics for training and professional development. Training facilities for learners are of a high quality to promote learning.

### **What does FNTC need to do to improve further?**

- Improve success rates, particularly for intermediate apprentices, to ensure they are consistently high across the provision through the effective sharing of good practice. Identify those learners who are underperforming and provide prompt support to enable them to complete their qualification within the planned time.
- Increase the number of males recruited to the area through the rigorous implementation of the current action plan and the setting of realistic targets.

## Business administration

## Grade 2

### Context

30. At the time of inspection, 37 learners were on advanced apprenticeship programmes and 57 were on apprenticeship programmes in administration, customer service, team leading and management. Some 79% of learners are female and 3% are from a minority ethnic heritage. All learners are employed and are assessed in the workplace. Employers range from large office environments and call centres to children's nurseries and care homes.

### Key findings

- Success rates overall are satisfactory. Success rates for advanced apprentices are good, and well above national averages, but numbers are small. Success rates for apprentices and Train to Gain learners in 2010/11 were around national averages, having declined in the last two years. Success rates were also low for 16- to 18-year-olds and for customer service apprentices. However, current learners are making good progress towards their frameworks and are expected to complete their qualification within the planned time.
- The well-motivated learners quickly develop good customer service and communications skills, which add value to the workplace. For example, one learner achieved a regional apprentice-of-the-year award for outstanding personal development. Learners gain greater insights into their organisation and job role and acquire good job-specific technical skills. The standard of work in portfolios has improved and is good. Most learners progress to further education or jobs.
- Learners feel safe. Learners understand well what constitutes bullying and harassment, and know how to report inappropriate behaviour. Assessor tutors promote health and safety issues well at induction and in learning sessions. Learners work safely, and have a good awareness of internet safety and data protection. FNTC staff carry out appropriate risk assessments of the workplace.
- Coaching and learning are good. Learners enjoy their learning, and make particularly effective use of the good electronic resources which they can access remotely. The well-experienced assessor tutors skilfully guide and encourage learners through the programme on their regular visits to the workplace. Assessor tutors are thoroughly conversant with the learners' individual needs and their job roles. Key skills are linked well to the NVQ.
- Assessment is flexible and thorough. Assessor tutors make good use of questioning and digitally-recorded professional discussion. Learners use their e-portfolios competently, and assessor tutors return learners' on-line evidence quickly, giving constructive comments on how to improve. Learners are actively engaged in planning the completion of their assessments. Initial assessment is satisfactory.



- Progress reviews are effective in monitoring learners' performance. Written records of learners' reviews are fed directly into the electronic tracking system and this motivates them to speed up completion of the framework. However, not all workplace training is recorded at these reviews and some targets are not specific enough. A few individual learning plans have errors and omissions.
- The programmes meet the needs of learners and employers well. The range of programme options available is good. Learners are able to study through a combination of distance learning and assessor visits. Assessor tutors are very responsive to employer requests and visit flexibly to fit in with work patterns. Success is celebrated well at awards ceremonies and in the FNTC newsletter.
- FNTC has effective long-standing relationships with employers, many of whom use FNTC as their preferred provider. Employer training for such skills as telephone and correspondence techniques complements assessors' coaching. Larger employers provide certificated training for learners on first aid and health and safety. Assessor tutors work well with employers to resolve issues such as absence which might affect a learner's progress.
- Overall support is very effective with some well-focused support to accelerate completion targets, particularly in redundancy situations. Learners with identified additional needs receive good support for numeracy and literacy that helps boost their confidence and self-esteem. The identification of learners who are at risk of leaving and the provision of prompt support has improved and are now good. Initial advice and guidance are effective.
- Curriculum management is good. Managers have introduced strategies to raise success rates and assessor tutors now focus more closely on learners' progress. Internal communications are good, and teams regularly share information and best practice. Staff development is good. All staff were involved in the self-assessment report which is broadly accurate, although overstating some strengths.
- Equality and diversity are good, with most learners having a good understanding of how these topics relate to their job role. Staff have received good quality innovative training in equality and diversity, and are increasingly embedding them within the programme. Learners' complaints are dealt with effectively. Data are used well to identify gender, ethnicity or disability trends and patterns. The learners are predominantly female.
- Many recent improvements have been made to the quality of provision although it is too early to judge their full impact on success rates. Managers monitor and support assessor tutors through monthly individual meetings. The observation of teaching and learning is now more robust and has led to improvements in the quality of learning sessions. Despite regular audits there remains too much inconsistency in the quality of individual learning plans and the setting of precise long-term targets.

### **What does FNTC need to do to improve further?**

- Ensure the monitoring of learners' progress and the provision of support is fully effective in enabling learners to achieve to their full potential.

- Improve the consistency of recording in individual learning plans and progress reviews. Ensure target setting is more precise and consistent in quality to help assessor tutors to plan learning and support effectively.

## Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's quality and learner services 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 bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of 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)**  
**FNTC Training and Consultancy Ltd**

**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	584	584
Part-time learners		
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
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>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
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>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)