

BT

Inspection report

Unique reference number: 57752

Name of lead inspector: Andy Harris HMI

Last day of inspection: 18 May 2012

Type of provider: Employer

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Information about the provider

1. BT Group plc (BT) employs around 90,000 people in the UK, providing voice and data services in the UK and globally. BT has a long-standing apprenticeship scheme, directly recruiting around 500 apprentices a year, mainly on information and communication technology (ICT) programmes, particularly telecommunications. Up until late 2009 the programmes were delivered by Accenture Learning; they were then brought in-house. The main telecommunications programmes are supported by off-the-job technical training, mainly delivered at Yarnfield in Staffordshire by Stoke-on-Trent College in short residential periods, and to a lesser degree by day-release courses at Ipswich delivered by the University Campus Suffolk. BT also provides coaching and assessment on the job.
2. BT has significantly increased its apprenticeship programmes over the past three years. It now offers programmes to existing staff in management, sales and customer service, other smaller programmes and ICT training for existing, rather than specifically recruited, apprentices. These programmes are generally delivered in the workplace, building on BT's own training. The programmes are supported by a central Group Accredited Learning Team with responsibility for design, delivery and assurance, and then a network of coaches/assessors working with operational and line managers in the main lines of business.
3. Government-funded apprenticeships account for around 10% of BT's main training programme. The company also fully pays for apprentices itself, and has added to previous Train to Gain programmes to allow learners to complete a full apprenticeship.
4. This inspection focused on ICT and business, administration and law government-funded apprentices in England. Very recently introduced programmes, including learning and development and accountancy, were not directly inspected.
5. The following organisations provide training on behalf of the provider:
 - Stoke-on-Trent College (information and communication technology)
 - University Campus Suffolk (information and communication technology).

| Type of provision | Number of enrolled learners in 2010/11 |
|----------------------------|--|
| Employer provision: | |
| Train to Gain | 2,526 learners |
| Apprenticeships | 1,632 apprentices |

Summary report

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

| | |
|---|----------------|
| Overall effectiveness of provision | Grade 1 |
| Capacity to improve | Grade 2 |
| | Grade |
| Outcomes for learners | 1 |
| Quality of provision | 2 |
| Leadership and management | 1 |
| Safeguarding | 2 |
| Equality and diversity | 1 |
| Subject areas | |
| Information and communication technology | 1 |
| Business, administration and law | 2 |

Overall effectiveness

6. BT runs an outstanding apprenticeship programme. The long-established system of recruiting apprentices to various telecommunications programmes results in virtually all those apprentices gaining their qualification and continuing employment with BT. The more recent programmes have also resulted in almost all apprentices succeeding. Current learners are making very good progress with their qualifications, although in the past there has been a minority of apprentices who did not finish by their planned end date. BT encourages its employees to take up volunteering or community support activities, and apprentices make an outstanding contribution to this work and in doing so improve their own performance and confidence.
7. A system of good off-the-job training, linked with extensive coaching and support from experienced workplace 'buddies', provides an overall outstanding provision for directly-recruited ICT apprentices. Other apprentices have a good provision, effectively building on a combination of BT's own training, workplace support and help from coaches. BT provides work time to allow apprentices to complete their programmes, although when operational demands restrict this time apprentices can become frustrated. Overall, the programmes are extremely effective in meeting the needs of the business and individuals.

8. BT's commitment to, and leadership of, the apprenticeship programme are outstanding. BT works extremely well with its subcontractors, and ensures that very good communication takes place between the many different elements of its own large organisation. As a company it has an extremely positive approach to promoting equality and diversity, and its values are reflected very well by the apprentices. In the two years since the programmes were brought in-house, BT has been putting in place a range of activities to ensure that quality is maintained or improved; however, these measures are not yet fully rigorous or routine. BT provides excellent value for money, ensuring that apprentices can benefit from a wide range of activities and support outside their immediate programmes.

Main findings

- The success rates for all apprentices are outstanding. Over 98% of apprentices regularly gain their qualification. In the Train to Gain programmes, which BT converted to apprenticeships, again 98% of learners gained their qualification by their planned end date. There are no significant or unexplained differences between the performance of various groups of learners.
- Current apprentices are making very good progress in their programmes, are generally enjoying the courses and appreciate the chance to gain a qualification. However, in 2009 and 2010, problems with employment and access to training courses slowed intermediate- and advanced-level apprenticeship progress. Apprentices have planned time for learning, although operational demands mean this time is not always granted.
- Programmes are well matched to roles and business needs, providing clear and well-supported progression routes. Managers, coaches and colleagues strongly encourage learners' aspirations. Apprentices feel safe, and demonstrate an outstanding understanding of safe working practices.
- Apprentices make an exceptionally positive contribution to the community through a wide range of voluntary work, community activities and personal development. BT actively supports and encourages this work.
- For directly-recruited telecommunications apprentices, off-the-job training is good. Lecturers link theory well to practice. The supporting practical training, both residential and on the job, is exceptional, with good management support, very effective use of job aids and a 'buddy' system promoting meticulous standards. Induction is particularly thorough and comprehensive for directly recruited apprentices.
- Other apprentices develop their skills and knowledge well. Very good support from assessors and work colleagues consolidates BT's formal training and learners' own learning and experience. Induction, which can be remotely delivered, provides satisfactory course information but not everyone is sufficiently prepared to use the online portfolio system, which then hinders progress for a small minority. Key skills arrangements, for tests and the identification and support of needs, are satisfactory.

- Assessment is good overall, with a broad range of evidence confirming competence. Internal verification is effective. Learners have a good understanding of their progress and the majority use online portfolios confidently despite current limitations on the sharing of information between systems. Managers use detailed information about learners' progress to contribute productively to assessments and reviews, although reviews vary in quality.
- Partnerships are extensive and highly influential. BT contributes significantly to national policy through close relationships with industry and awarding bodies. Productive relationships with trades unions encourage an increasing range of staff to participate in learning. The apprentice volunteering scheme has a positive impact on community partnerships.
- Very good care, guidance and support help learners to progress and succeed. Assessors support apprentices exceptionally well and work very flexibly to accommodate specific needs and circumstances. Telecommunication apprentices have a particularly extensive support network including workplace 'buddies', coaches, tutors and apprentice managers. BT uses advice and guidance very effectively in planning learners' development and progression.
- BT shows a very strong commitment to learning and development to meet its strategic aims and develop its workforce. Staff at all levels understand that vision and translate it effectively into action. Consequently, all involved with the training have high expectations and enforce standards rigorously. The management of health and safety is particularly good, and BT makes good arrangements for safeguarding its apprentices.
- The promotion of equality and diversity in BT is outstanding. The company's approach to monitoring performance and needs, and taking action to deal with potential problems, is extensive and effective. All staff and apprentice activities place a very good emphasis on values and respect. Whilst a few lessons and reviews miss opportunities for further reinforcement, apprentices' understanding of equality, diversity and safeguarding is good.
- BT uses staff and, particularly, learners' views well to drive continuous improvement, but with some weakness in the quality improvement planning. The company uses data well to help improvements. The main systems for monitoring the provision are sound, but some, such as observations of learning or assessment, are not yet fully effective. BT's additional activities mean the programmes provide excellent value for money.

What does BT need to do to improve further?

- Further develop and fully embed quality assurance and quality improvement arrangements to ensure that the quality of provision is outstanding.
- Increase the effectiveness of induction for indirectly-recruited apprentices, the use of online learner systems, and the consistent quality of reviews to help maintain the good progress of learners.

- Improve the prompt identification of, and support for, literacy and numeracy needs, so that apprentices improve their skills, as well as achieve passes in tests.
- Ensure that planned time for learning is better protected so that apprentices do not feel frustrated in their studies.

Summary of the views of users as confirmed by inspectors

What learners like:

- the outstanding and flexible support they receive from assessors, tutors and work colleagues
- clear and uncomplicated instruction that increases their knowledge
- learning to see the job in a different light
- getting a recognised qualification to further their career
- the way they can use technology to support their progress
- that telecommunication apprentices are valued as productive and potentially long-term members of the workforce.

What learners would like to see improved:

- consistency in being allowed time to undertake their qualification
- the amount of face-to-face contact with assessors
- clarity on whether programmes are 'mandatory'.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. BT's capacity to make further improvements is good. Since BT took direct control of the apprenticeship contract it has worked particularly effectively to maintain success rates and develop programmes to meet the needs of more employees. Learning and development across the whole of BT is fully integrated into business operations. Leaders and managers set very high standards and learners respond admirably. The commitment of BT and the level of resources allocated to deliver a positive learning experience are outstanding. Over the past two years, apprentice success rates have been very high, significantly above national averages.
10. BT is meticulous in seeking stakeholder views and incorporating them into self-assessment. The self-assessment report is largely accurate, although BT recognises that it is not sufficiently judgemental. However, the systematic approach of planning improvements from self-assessment is insufficiently developed. Not all areas for improvement from self-assessment and mock inspection reports are reflected in the quality improvement plan; a minority of actions are not sufficiently specific or measurable to show what success should look like. The quality assurance arrangements to monitor key aspects of learners' activity, which BT has been introducing over the past two years, are not yet fully effective.

Outcomes for learners

Grade 1

11. Overall success rates for apprentices have been over 98% for the past two years. In all programmes, at all levels and for all groups of learners, rates have been at particularly high levels. The programmes for funded National Vocational Qualifications (NVQs), under the Train to Gain programme which BT extended into apprenticeships, also had outstanding rates of completion within agreed timescales of 98%. However, for a very small cohort of ICT for users, success rates were low. While BT can choose from the many applicants for its direct-entry apprentice scheme, it takes learners with a range of previous experiences and skills, and they succeed equally. Current employees have a variety of backgrounds, but also succeed well.
12. Current learners are making very good progress; they are well aware of their position on the various programmes and training staff closely monitor their progress. However, a variety of problems with getting learners onto appropriate courses, or into new work, meant that rates for successful completion within prescribed end dates for intermediate and advanced ICT apprentices were no better than satisfactory in 2009/10 and 2010/11. Work is generally of a high standard, with learners showing a particular pride and confidence in their achievements. Key skills success rates are good, although there have been recent delays in the planned tests, particularly in business, administration and law.

13. Learners develop skills which are very closely linked to their employment, and significantly improve their employability skills and confidence. Many apprentices are as articulate and self-possessed as any young person in any type of higher education or employment.
14. Learners feel particularly safe. Installation engineers often work alone at an early point in their career, but feel very well supported by the BT organisation. All learners feel they work in an atmosphere of general respect, notwithstanding occasional pressures of demanding work. The understanding and implementation of safe working practices, particularly among ICT apprentices, are outstanding.
15. BT encourages all its employees to follow a healthy lifestyle, and apprentices respond positively to this. Apprentices, like many employees, are encouraged to take part in a wide range of voluntary and community activities. Apprentices take up the opportunities with some enthusiasm, with projects ranging from personal development with trips to Africa, to supporting local charities and individuals.

The quality of provision

Grade 2

16. Teaching on telecommunication apprenticeships is good. Lecturers collaborate effectively in well-resourced laboratory sessions to ensure that learners effectively apply the theory they have learned. Telecommunication apprentices also benefit from exceptionally good practical training and a long period of careful support and development in the workplace. Other apprentices have a good learning experience, building on BT training, workplace development and then challenge and help from assessors. Enthusiastic learners take pride in their work.
17. Assessment is well planned using a wide range of evidence to demonstrate competence, although aspects of knowledge of business, administration and law are not fully tested. BT generally uses its online system very effectively to help most learners collate evidence and measure achievement and progress. Managers contribute effectively to reviews by coaches; learners welcome these reviews but they are variable in quality. Internal verification is thorough and well planned. However, observations of teaching and learning are too formulaic. They do not identify key strengths or areas to improve, and focus insufficiently on what learners gain from the lessons.
18. The four-day induction for telecommunication apprentices is comprehensive and detailed. Other apprentices, who are mainly established employees, have a briefer version delivered via a teleconference. This covers a satisfactory range of topics to introduce the qualification but does not prepare everyone sufficiently to use the online assessment system; a minority of learners then find it a challenge to start using the system.

19. BT's outstanding commitment to staff development is demonstrated in a wide range of increasingly flexible programmes and levels that are well matched to business needs and learners' roles. Excellent enrichment includes plentiful corporate training and commercial courses that broaden learners' skills. BT supports aspiration through such things as support to gain chartered status or encouragement to pursue further study. Many apprentices progress into higher education. The company has a highly inclusive vision and offers opportunities to all relevant employees and agency staff, regardless of their eligibility for government funding. BT has a policy of allowing time off work for apprentices to complete their portfolios or take part in assessments, but business needs mean that this does not always happen, leading to a degree of frustration amongst a few apprentices.
20. BT participates effectively in an exceptionally broad range of influential partnerships at local and national level. Managers contribute significantly to national training strategies and the development of training schemes through close relationships with industry and awarding bodies. Many learners are closely involved in promoting apprenticeships during school visits. Internal links to business units are increasingly effective in planning cross-disciplinary training programmes. Productive relationships with trades unions have encouraged an increasing range of staff to participate in learning.
21. Learners receive very good care, guidance and support. Assessors support apprentices exceptionally well and work very flexibly to accommodate specific needs and circumstances. Telecommunication apprentices have a particularly extensive support network including workplace 'buddies', coaches, tutors and apprentice managers. Advice and guidance are very effective in planning learners' development and progression.

Leadership and management

Grade 1

22. BT has an outstanding approach to its apprenticeship provision. The clarity and inclusion of long-standing learning and development opportunities to drive the business are excellent. Senior managers set very high standards, and have a strong commitment to ensuring that training is beneficial to individuals and the business. Passionate training staff work successfully alongside learners to make their learning experience an inspirational opportunity to extend their personal and professional skills and to develop their role in assuring BT's future success. Communication between all aspects of the business is excellent, and is aimed at continuous improvement. The coordinated approach to monitoring learners' progress is exceptional. The management of subcontractors is very good.
23. The promotion of safeguarding is good. Apprentices benefit from a range of BT services, including extensive human resources support systems and a confidential employee assistance programme. They feel they can confidently

- turn to operational managers, or their apprenticeship coaches, with any problems. Arrangements for young people attending residential training are good. Some specific aspects of safeguarding, such as training for coaches, are no more than satisfactory, but this is balanced by the good wider support available.
24. Equality and diversity are actively integrated into the culture of BT and are outstanding. BT has particularly well-developed processes in place to ensure that it is an inclusive employer and a company that actively and positively promotes change within society. The use of data and information to monitor performance is particularly effective and leads to a range of actions increasing BT's impact on its workforce. Access to training is inclusive and all learners succeed equally. Learners are very positive about the impact of equality and diversity at BT. For example, apprentices with physical disabilities are delighted by the positive way in which BT has supported, adapted and extended their development beyond that of the qualifications, including time off to attend the Paralympics. Learners' general understanding of equality and diversity is good, although opportunities to further extend practical knowledge are occasionally missed in lessons or reviews.
25. Overall, BT's engagement with learners and staff to support and promote improvements is good. A broad range of formal and informal feedback processes, including a very active apprenticeship network for directly recruited apprentices and widespread use of technology, helps to improve the provision, with clear feedback on actions that have taken place. Apprenticeship staff and managers confidently share their views with senior managers to plan, review and improve provision, and senior managers respect and appreciate their contributions.
26. Self-assessment uses a wide range of inputs and is appropriately critical. BT uses data effectively to monitor and improve performance. Processes to monitor learners' progress are rigorous and learners demonstrating weaker performance are quickly and effectively set action plans to achieve, and nearly all do. Quality assurance arrangements cover all key learner experiences. However, aspects of these quality arrangements, such as detailed planning or observations of teaching, learning and assessment, are not yet fully effective.
27. The use of resources to secure value for money is outstanding. Success rates are consistently high. Programmes use wider BT resources to ensure success and to motivate and support learners. BT fully meets funding for around 30% of all apprentices. It effectively promotes and supports learners to develop their skills through a broad range of voluntary and charitable opportunities. Commitment from senior managers to deliver key learning and development objectives ensures that resources are particularly well planned and managed.

Subject areas

Information and communication technology

Grade 1

Context

28. BT recruits up to 500 people into apprenticeships annually, mainly in the telecommunications sector. Already-employed staff also undertake apprenticeships, with around 300 currently on programme. Alongside on-the-job coaching and assessment, programmes include residential learning, ranging from five to twenty sessions, at Yarnfield with training by Stoke-on-Trent College, or day release with University Campus Suffolk. Around 380 funded apprentices are currently on the ICT practitioners advanced programmes, with a further 95 on a level 4 higher apprenticeship.

Key findings

- Success rates for apprentices have been outstanding for the past two complete years; the overall rate for ICT practitioners has been at 99%. In-year data suggest this has been maintained in 2011/12. Rates for completion within agreed timescales have been good for higher apprentices, and for other apprentices generally satisfactory. However, for a small number of intermediate apprentices on transition between types of employment, these rates were low.
- Apprentices make very good progress. They develop excellent technical and personal skills and their portfolios demonstrate a high standard of work. They enjoy their learning and employment and are highly motivated, independent learners. Apprentices have a good understanding of their progress and the targets they need to meet.
- Apprentices have an outstanding understanding of safe working practices and of lone working with customers. Apprentices routinely undertake accurate risk assessments in training and when working. Health and safety are always an aspect of team meetings where one apprentice routinely takes the lead on the topic.
- Apprentices take many opportunities to volunteer for a wide variety of community projects which greatly develop their confidence, communication and organisational skills. They participate, and routinely help organise, such things as building schools in developing countries, Territorial Army leadership weekends, national charity collections, working with blind children, and presenting to schools about careers in the ICT sector.
- Teaching on telecommunication programmes is good. Highly skilled trainers provide exceptionally good practical training with strong reinforcement of health and safety. They communicate meticulous standards to enthusiastic apprentices who take pride in their work. Resources for teaching and learning are good. Off-the-job training is very successfully reinforced by closely supervised and managed routine employment, with very good use of coaches and 'buddies'.

- Induction for directly recruited apprentices is comprehensive and thorough, consisting of four days of their first block release. Other apprentices, mainly established employees, have a much briefer version delivered via a teleconference. This does not prepare all of them sufficiently to use the online portfolio and other systems effectively and hampers progress for a few.
- Assessment is good for directly recruited apprentices, with a variety of methods confirming both performance and knowledge. In the better assessments, assessors make very good use of questioning to check learning and provide apprentices with good feedback. Assessment for other apprentices is less effective. It is usually remote, without observation.
- The apprentice provision offers a wide range of qualifications and very many good opportunities for progression. Apprentices undertake well-organised secondments in other business areas. Many online training materials are available and used well for additional learning. Apprentices have exceptional opportunities for their professional development through commercial courses and encouragement to get chartered status and progress to higher education.
- BT uses partnerships very well to develop apprentice skills. It fosters particularly good links with schools and colleges. BT is highly influential in national consultations on telecommunications training through close relationships with industry-awarding bodies and other providers. Partnership with subcontractors is effective in providing high-quality training. Good liaison with unions improves take-up of learning opportunities.
- Coaches, assessors, mentors and 'buddies' provide excellent care, guidance and support. Routine reviews are mainly good, but with some inconsistency in standard; however, for some apprentices these are remote and motivation and full discussion are difficult. Managers monitor those at risk weekly and take appropriate action. Advice and guidance are excellent, ensuring the apprentice is on the correct programme and encouraged to progress.
- Operational management is very good. Communication among staff is excellent. Managers monitor staff performance appropriately through observations and at monthly one-to-one meetings where targets are negotiated and well monitored. Staff are well qualified, committed and enthusiastic and are supported through particularly good arrangements for staff development.
- Apprentices have a good understanding of equality and diversity and treat others with respect. However, there are missed opportunities in some lessons and reviews to reinforce practical application. Previously employed apprentices have monthly good-practice meetings which include presentations on equality and diversity, some delivered by apprentices. Safeguarding is good and managers take their duty of care seriously, particularly for lone workers.
- Use of resources is excellent and exceptionally well managed. Value for money is excellent. BT makes good use of available resources to promote telecommunications as a profession. Training staff are experienced and well qualified. Apprentices benefit from good accommodation and access to skills centres where they can develop their practical skills. All apprentices have access

to industry-standard software which they use to improve their background knowledge.

- Quality improvement is good overall. Apprentices and staff are confident that BT takes their views seriously through regular questionnaires, with feedback on improvements made. Good practice is shared well. Internal verification is thorough. However, observations of teaching and learning do not focus sufficiently on learning. The self-assessment report is available to all staff and apprentices but they are insufficiently clear on how they contribute to it.

What does BT need to do to improve further?

- Improve the induction of apprentices who do not attend residential training to ensure they are confident in working with all the online learning systems and are able to reduce the time spent on the administration of portfolios.
- Ensure consistent quality through improved observation and monitoring of twelve-weekly reviews, teaching and learning and inductions.

Business, administration and law

Grade 2

Context

29. BT expanded its apprenticeship scheme to non-ICT workers in 2009. Around 785 staff are currently on funded management apprenticeships across the UK, as well as some 435 customer service, 265 sales and 81 administration apprentices, mainly in contact centres in the north. All programmes build, to differing extents, on BT in-house training. Additional training is delivered by e-learning, on-site staff, and visiting assessors. Assessment is on site.

Key findings

- Success rates are outstanding. For the large number of customer service apprentices on intermediate courses, with a relatively short length of programme, success rates have been around 99%. For the longer management programmes, success rates in 2010/11 were also at 99%. Rates for completion within agreed timescales, although lower than this, have generally been well above national averages.
- Most learners make very good progress and are well on track to complete by planned end dates, although progress in key skills is not as good as other components of the programme. Apprentices have a very high level of enjoyment, satisfaction and self-motivation. They recognise the benefits of training to their career and personal development, although a few management apprentices do not immediately take on roles that build on their training.
- BT's promotion of health and safety is thorough and embedded in company culture. Learners develop good social and personal skills through a wide range of community activities including volunteering work with the elderly and supporting the Duke of Edinburgh's Award scheme.
- Assessment and progress reviews are good overall. Assessors work very effectively, involving line managers well in the observation and confirmation of learners' competence. Feedback is of a good standard. However, insufficient routine checking of knowledge and understanding takes place. Well-developed verification and standardisation procedures meet awarding body requirements.
- Targets used to guide the programmes are satisfactory; they are measurable and take account of learners' changing workloads. Initial assessment does not adequately identify literacy and numeracy needs and many learners feel insufficiently prepared for key skills tests.
- BT makes highly effective use of technology, such as audio conferences, screen sharing and webcams which facilitate learning and ensure best use of assessors' time, enabling them to give timely support to their learners. Checklists clearly set out evidence requirements and these are mapped to qualification standards.
- A sophisticated electronic portfolio aids the tracking of progress but some learners find the system difficult to use.

- Inductions are thorough and generally provide learners with a sufficient understanding of their qualification. Learners understand progression routes clearly. BT's learning website offers an excellent resource for wider training, complementing the funded programme. Learners find the apprenticeship relevant and take up is very high and increasing.
- Assessors offer exceptionally good care and support which learners much appreciate. Their role, even if geographically distant, is fundamental to the good progress made and there are many examples where they respond to specific needs, such as being flexible around shift patterns. Where numbers allow and the assessor is based on site, this support is even more effective.
- BT has an excellent culture of learning and development that fosters a healthy commitment to self-improvement. The programmes are very well organised, especially given the size and spread. Some understandable differences in delivery, such as planned duration, exist between the regions and lines of business.
- Safeguarding and the promotion of equality and diversity are good. BT promotes these aspects well to learners, although staff do not always reinforce them in progress reviews. BT seeks feedback regularly through surveys and multi-person telephone conferencing, which has led to improvements in the programme.
- Clear quality processes are in place and programme performance indicators are very closely monitored against targets. Self-assessment is satisfactory. Observations of assessors provide good developmental feedback to help them improve. The electronic portfolio is not currently integrated with other online tools and this makes reporting less efficient.

What does BT need to do to improve further?

- Place a greater focus on checking apprentices' knowledge and understanding to improve the rigour of assessment.
- Improve the identification of, and support for, literacy and numeracy needs so that apprentices genuinely improve their skills as well as pass the tests.
- Improve training in the use of the e-portfolio and deal with the lack of integration between the various online learner records to reduce the time apprentices spend on administration of their records.

Information about the inspection

30. Three of Her Majesty's Inspectors and five additional inspectors, assisted by BT's Group Accredited Learning Team head of assurance, as nominee, carried out the inspection. Inspectors also took account of BT's most recent self-assessment report and development plans, comments from the Skills Funding Agency, 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.
31. 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 BT offers.

Record of Main Findings (RMF)

BT

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

| Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate | Overall | Employer responsive |
|--|----------|---------------------|
| Approximate number of enrolled learners | | |
| Full-time learners | - | - |
| Part-time learners | 2,745 | 2,745 |
| Overall effectiveness | 1 | 1 |
| Capacity to improve | 2 | |
| 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? | 2 | |
| 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> | 2 | |
| <i>How well do learners make a positive contribution to the community?*</i> | 1 | |
| Quality of provision | 2 | 2 |
| How effectively do teaching, training and assessment support learning and development? | 2 | |
| How effectively does the provision meet the needs and interests of users? | 1 | |
| How well partnerships with schools, employers, community groups and others lead to benefits for learners? | 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> | - | |
| 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? | 1 | |
| 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? | 1 | |

*where applicable to the type of provision

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