

MIT Skills Limited

Independent learning provider

Inspection dates		22–26 October 2012
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement -3

Summary of key findings for learners

This provider requires improvement because:

- The planning and review of learning is not sufficiently effective in informing learners about their progress.
- Learning is not sufficiently well planned to develop learners' literacy and numeracy skills and to provide for their individual learning needs.
- Learners do not always fully understand equality and diversity in their working environment.
- Management information about learners' progress and success rates is not used sufficiently well.
- Arrangements to assure and improve the quality of teaching, learning and assessment are not yet fully developed and implemented.

This provider has the following strengths:

- The large majority of learners are successful and develop good work-related skills.
- Learners enjoy their learning. They feel safe in all the different settings where they learn and are valued by employers.
- Training in the workplace, whether in employment or work placement, is highly effective in developing employability and specialist occupational skills.
- Staff are knowledgeable, experienced and highly committed. They are supportive to learners and treat them with respect.
- MIT Skills Limited (MIT) has good and productive working arrangements with its employer partners which benefit learners.

Full report

What does the provider need to do to improve further?

- Improve the use of initial assessment and the planning of learning to ensure that teaching, learning and assessment are planned to meet individual needs, to support the development of literacy and numeracy skills and to stretch and challenge learners.
- Provide clearer direction to learners so they know what progress they are making, what they still need to learn and when.
- Promote equality and diversity more effectively in training sessions so that learners understand their relevance to their working environment.
- Further improve the quality of teaching, learning and assessment by developing, and fully implementing, robust quality improvement arrangements which focus on teaching, learning and assessment, and share good practice across the organisation.
- Analyse and use management information more thoroughly to monitor closely and further improve outcomes for all learners.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Overall apprenticeship success rates in MIT have been good and above national averages for the last three years, although significant variations exist between subject areas. Qualification success rates for apprentices are high in manufacturing, sports, leisure and recreation and advanced motor vehicle, but low in hairdressing, intermediate motor vehicle and business administration. ▪ The vast majority of learners achieve their qualifications within the timeframes expected, apart from motor vehicle apprentices who continue to make slow progress towards achievement of their qualifications. All other learners are making satisfactory or good progress. ▪ More young people achieved their learning aims on Foundation Learning programmes in 2011/12 than in previous years. The programmes prepare young people adequately for employment and apprenticeships in local garages and regional spectator safety companies. Very few young people progress to apprenticeships in hairdressing. Just under half of learners progress into local employment, further education or training. ▪ Until 2011 the smaller proportion of female learners performed better than male learners. In 2011/12 the performance of female learners was much lower than male learners because one group of female learners was made redundant and did not complete the qualification. The large majority of learners from minority ethnic groups perform above the national averages for their backgrounds. MIT is aware of the variations in the performance of different groups but does not routinely monitor trends over time to ensure gaps are reducing. ▪ Learners develop good occupational skills. Learners in manufacturing understand and successfully apply lean manufacturing techniques in various manufacturing and horticulture environments. Learners in spectator safety become confident in ensuring their own safety and that of others. Learners on motor vehicle programmes understand how to diagnose problems with cars. Learners in hairdressing demonstrate appropriate practical skills. ▪ Learners develop good interpersonal and employability skills. These include team working and problem solving on business improvement techniques programmes, customer service and communications skills in hairdressing, conflict resolution and management and independent thinking skills in spectator safety. ▪ Trainers on most programmes do not do enough to develop learners' skills in English and mathematics. Between 2009 and 2011 learners with additional learning needs performed less well than those with no learning difficulties, although this improved in 2011/12. Apprentices achieve relevant key skills or functional skills qualifications as required by the apprenticeship 	

frameworks, but they rarely improve their literacy and numeracy beyond their starting points or attempt higher level qualifications.

- Spectator safety learners progress on to sustainable employment with national specialist companies. Many active leisure learners progress to further and higher education. Learners on performing manufacturing operations apprenticeships are employed through agencies on core contracts in various national organisations. They are often the preferred applicants for permanent positions in these organisations when vacancies arise.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement. While success rates for many learners are high, those for a significant minority of learners are too low and well below national averages. Too much variation exists between subjects and geographical areas.
- Apprentices benefit from their employment in a wide variety of good quality industrial settings such as motor vehicle dealerships, international motor vehicle and train companies, events management and stewarding, and horticulture retailers and wholesalers. Employers are very supportive of their learners and many make significant efforts to provide suitable workplace tasks and project opportunities to develop learning.
- Learners receive good training both in the training centres and in the workplace. Many lessons are well planned and taught and incorporate both theoretical concepts and practical activities. In the weaker lessons planning is not detailed enough to meet the needs of all learners and trainers provide little differentiation in activities and learning materials. Staff do not use a sufficiently wide variety of teaching methods to individualise learning, nor do they always reinforce equality and diversity sufficiently to help learners understand its relevance to their particular workplaces.
- Trainers and assessors have good industry experience having worked extensively in the sector. Most are skilled in applying that experience in interesting and challenging training sessions. Learners value this experience and the trainers' significant understanding of their employers' workplace activities. Trainers on business improvement techniques programmes enthuse and inspire learners to work as a team, communicate better and take ownership of their programme. This has resulted in some significant cost savings for their employers, as well as better and more efficient working practices.
- Training facilities, both at the provider and in the workplace, are generally well equipped and of an industry standard. However, in a few cases the classrooms available on employers' premises are cramped, poorly equipped and not fit for purpose.
- Learners' progress reviews take place regularly. However, in many cases they are brief, do not contain measurable or challenging targets and do not add pace or urgency to learners' progress. Those learners capable of making more rapid progress or completing their qualifications early are insufficiently challenged. A generic review document is used for all learners and it is not suitable for the large number of mature adult learners.
- A significant percentage of motor vehicle learners are not collecting sufficient workplace evidence early in their programme and are therefore missing opportunities to provide evidence for achievement in key activities for their qualification. Assessment for foundation motor vehicle learners mainly takes place at the end of the programme, with insufficient assessment during the course of their learning. In hairdressing insufficient clients are available to maximise training and assessment opportunities.
- Those apprentices required to complete key and functional skills qualifications receive adequate advice and guidance to prepare them for tests. However, for some learners, functional skills are taught at an inappropriately low level which does not improve their progress sufficiently.
- All learners have an early diagnostic test of their learning styles and English, mathematics and literacy skills. The results of these tests are shared with learners and, where appropriate, they are required to improve these skills before starting the main programme. Those learners

requiring additional help are given appropriate support. Examples include learners with dyslexia and a learner with English as a second language, all of whom appreciate the support of their vocational trainers and assessors.

- All learners receive, where appropriate, good advice from trainers, assessors and employers about possible next steps. MIT makes significant efforts to find learners suitable work placements or employment opportunities, and progression from foundation programmes into apprenticeships and for adult learners from agency work into permanent employment is adequate overall.
- Learners are treated fairly and with respect. In turn, they behave well in learning sessions and interact respectfully with teaching staff, all of which contributes to an atmosphere which promotes learning. Equality and diversity are promoted insufficiently well in lessons to help learners understand how they relate to their particular workplaces and work roles.
- Health and safety have a high priority, both in the training centres and in the workplace, and are regularly reinforced in all formal training sessions. Learners, many of whom are working in potentially hazardous environments, are fully aware of their health and safety responsibilities. Learners use appropriate personal protective equipment and this is carefully checked by trainers in learning sessions. Learners feel safe.

Manufacturing technologies

Apprenticeships

Good

- The quality of teaching, learning and assessment in manufacturing is good, which is reflected in the good outcomes for the subject area. Achievement of learning goals, pass rates on national tests and the progress of learners towards their qualification are also good.
- The good teaching and learning on the business improvement techniques programme includes a wide range of tasks and projects which motivate and challenge learners. Projects are carefully chosen to focus on improvements to quality, costs and wastage across the employers’ business activities. Employers value the development of their teams and the improved communication skills of their employees. They are fully committed and supportive of the programme. Employers facilitate work on, and take great interest in, all activities and projects.
- Learners on the performing manufacturing operations programme are employed in a wide variety of settings and develop a good understanding of industrial processes and health and safety. They also develop a greater awareness of how their job fits into the organisation. However, the contextualisation of documents and training is poor. The qualifications offered are not entirely relevant to the employers’ activities.
- The content of formal training sessions is well structured with detailed session plans. However, the content of formal training days is extensive, giving learners little time to reflect on activities and concepts. Learners are not made aware of the objectives and content until the start of each session and are unsure of which topics will be covered each day.
- Tutors are highly qualified and have significant industrial experience within the food industry, horticulture or manufacture. They set high standards for learners. Learners develop good personal skills during the programme, including teamwork and communication as well as problem solving skills both in group activities and independently.
- Trainers have effective tracking systems to monitor learners’ progress. However, this information is not always communicated to learners who do not fully understand the progress they are making and what they need to do to improve. Feedback to learners on assessments gives learners insufficient information about their progress. Targets on learners’ reviews are not sufficiently specific or measurable and are not revisited at subsequent reviews.

- Some training rooms are well equipped and are used well, whilst others are unsuitable and lack training equipment. Learners are provided with paper copies of relevant power-point slides. However, these are often in black and white and in very small print, making them difficult to read.
- Few additional fact sheets are provided to augment training or for learners to use for future reference. Learners rely on their own notes and the power-point slides which provide insufficient guidance on complex lean manufacturing techniques. Documentation for learners is too generic and is used with apprentices and adult learners for whom it is not entirely suitable.

Motor Vehicle

Apprenticeships

Requires improvement

- Teaching, learning and assessment in motor vehicle programmes require improvement. Qualification success rates for apprentices on advanced motor vehicle programmes are high, but they are low for those on programmes at intermediate level. Many motor vehicle apprentices continue to make slow progress towards the achievement of their qualification.
- A significant majority of learners progressively develops and acquires essential vocational skills, confidence and good background knowledge. Many lessons are planned and taught well. However, in the weaker lessons the planning of learning is poor and questioning techniques are not always effective. Teachers do not pay sufficient attention to their learners' different needs and levels of ability when planning learning and do not challenge the more able learners effectively.
- Teachers have high levels of vocational skill and practical knowledge and use their experience well to enrich the sessions. Learners enjoy their learning and speak highly of their teachers. Employers support learners to develop good employment skills. Learners are competent at working independently and they demonstrate good practical skills.
- Employers have strong and long standing relationships with MIT. They value the employability skills that MIT apprentices have and the sound practical workshop skills they have acquired during their off-the-job training.
- MIT provides a wide range of high-quality, industry-standard resources in its workshops for diagnostic analysis and practical work. The vehicles used for training in the workshops are suitable for apprentices working at a foundation or intermediate level, but not for learners on advanced apprenticeship programmes. MIT plans to use company owned vehicles for advanced level diagnostic work but has not yet purchased the necessary specialist equipment.
- Around one third of learners working on intermediate level programmes have not made sufficient progress in collecting the portfolio evidence they need to complete their apprenticeship programmes. Assessors are aware of this but have not put in place robust arrangements to improve matters. Learners' portfolios of evidence are poorly organised with an over reliance on written evidence.
- Assessors provide insufficient feedback on written work to help learners make progress and extend their skills. Spelling and grammar are seldom corrected. Individual progress reviews are held regularly. However, the targets set are not specific or measurable enough and are insufficiently challenging for learners. An electronic system to monitor learners' progress has recently been introduced, but it is too early to see the impact, and the information provided is not yet being used effectively.
- Learners appreciate their supportive and helpful teachers who contribute much to the enjoyment of lessons. However, specific support for the development of learners' individual literacy and numeracy skills is insufficiently well directed or planned into lessons.

- Behaviour in lessons is good. Learners show considerable respect for the teachers and classes are well managed. However, equality and diversity as they relate to their work are not promoted or reinforced enough.
- Learners receive a thorough induction on health and safety. MIT places a strong focus on safe working practices, both in the training centre and in workplaces, with appropriate attention paid to protective personal equipment and the safe use of hand and power tools. Learners are able to discuss and demonstrate with confidence the hazards of working in a motor vehicle workshop.

Hairdressing

Apprenticeships

Requires improvement

- Teaching, learning and assessment in hairdressing require improvement. New staff at the company's training centre and its employer partner have improved the quality of current teaching, learning and assessment but this has yet to impact on success rates. The company has offered apprenticeships in hairdressing since 2011. Success rates for this small cohort are low and significantly below national averages. At this early stage in their programme, learners are now on target to complete their qualification. However, those learners who could finish their qualification early are insufficiently challenged.
- The centre at Southampton trains one third of the learners and the rest attend the West Byfleet centre. Trainers at both centres are well qualified with good and extensive industry experience. They are highly motivated and act as good role models for learners. Lessons are well planned and learners benefit from good individual coaching in hairdressing skills. Their background knowledge is checked effectively by good, challenging questioning.
- The hairdressing training salon at West Byfleet is modern and well equipped. However, insufficient clients are available in some classes to maximise training and assessment opportunities. Trainers in these classes set learners individual hairdressing tasks that challenge the ability and development needs of learners, but these are often on practice heads rather than real clients. Learners at both centres demonstrate appropriate or better practical skills when blow drying and cutting hair.
- Training in the workplace is good. Learners work in good hairdressing salons with frequent additional training opportunities, and employers show their commitment to training by developing their own training programmes. Learners speak highly of their in-salon trainers who are usually senior stylists and who provide good role models.
- Staff at MIT work closely with employers to plan training that is flexible to suit their needs and those of the learners. Employers appreciate the opportunity to prioritise the teaching of practical hairdressing techniques to maximise and develop those skills learners use most in the workplace. Learners feel safe and enjoy their lessons. The training places a strong focus on improving their employability skills, such as the development of their interpersonal skills when dealing with clients.
- Assessment is well planned and learners find the assessment process rigorous and fair. The importance of safe working practices is reinforced and constructive, developmental feedback is given. However, learners would benefit from more assessment in their salons. Some employers are qualified assessors but MIT does not make sufficient use of them to assess practical skills. Alternative forms of evidence are not used.
- Reviewers communicate well with learners during workplace progress reviews. However, targets on reviews are too broad and insufficiently detailed to drive progress effectively. Workplace mentors do not always comment on learners' progress and are insufficiently involved in setting targets to support their development.

- At the start of their course learners' skills in English and mathematics are assessed. Learners appreciate the additional support given by their vocational trainers. Learners enjoy their key skills lessons and assignments and understand their relevance to the hairdressing industry. Marking and feedback are good and provide developmental feedback to inform learners how to make progress.
- Equality and diversity are promoted insufficiently well during learners' workplace progress reviews. Lesson plans do not identify clearly opportunities to develop discussions about equality and diversity. Trainers do not plan or explore topics and situations in lessons to raise awareness and develop sufficient understanding of equality and diversity.

Sport, leisure and recreation

Apprenticeships

Good

- Teaching, learning and assessment are good, which reflect the very high proportion of learners who achieve their qualifications. Learners benefit from particularly good workplace learning and assessment that enable them to develop skills and confidence quickly in a wide range of situations.
- Highly effective career guidance ensures that learners understand the range of progression routes available to them. Learners make good progress into sustainable employment and further education and training and are motivated to succeed. Most learners on spectator safety programmes secure permanent employment. Many learners on sports programmes progress to further and higher education.
- Employers provide high quality and effective learning at work. Spectator safety learners quickly become more skilled in their ability to recognise and respond appropriately to body language and verbal cues that may precede conflict. They are confident in their ability to defuse and avoid confrontation and to ensure the safety of themselves and others. They demonstrate a good understanding of the complex issues surrounding, for example, detention and control.
- All learners develop good communication skills which they use well to discuss and debate issues surrounding conflict management and the impact of, for example, gender, ethnicity, age and language on the way that they interact with customers and crowds. Assessors make good use of case studies to stimulate high level discussion, enabling learners to demonstrate and develop problem solving and independent thinking skills. Learners give careful consideration to the views of others and treat each other with respect.
- The use of live workplace training and assessment that take place at concerts, matches and other significant events enables learners to make strong and secure links between theory and practice. Learners speak highly of this aspect of their learning. The use of theoretical models, such as LEAPS, is reinforced effectively during live assessments and consolidated during lessons.
- Sports learners have a good understanding of the key physical and psychological factors that influence the uptake of leisure activities, including improving mental health and removing barriers to active participation based on the World Health guidelines.
- Assessors set targets for learners that lack detail and are not sufficiently individualised to provide appropriate levels of challenge for more able learners. Learners are often unclear about their targets and staff do not set targets that sufficiently encourage learners to develop their literacy and language skills.
- Learners benefit from particularly good feedback on live and practical assessments from supervisors and employers that enables them to develop a good range of practical skills. However, feedback on marked work for learners on intermediate level courses does not

include the correction of errors in spelling and grammar or sufficiently encourage learners to improve the quality of their written work.

Foundation learning

Requires improvement

- The quality of teaching, learning and assessment require improvement, reflecting the varied progress made by these learners. More young people achieved their learning aims on Foundation Learning programmes in 2011/12 than in previous years. The programmes prepare young people adequately for employment and apprenticeships, but very few learners progress to apprenticeships in hairdressing. Just under half of learners progress into local employment, further education or training. Attendance in some lessons is poor.
- All Foundation Learning teaching staff have very good subject knowledge, subject qualifications and industry experience. However, many are new to teaching and are still working towards teacher training qualifications. They do not use a sufficiently wide variety of methods to individualise learning. Lesson planning is not detailed enough to meet the needs of individual learners.
- Learners gain good employability and personal skills such as team working and developing their communication skills in hairdressing, construction and motor vehicle subject areas. They benefit from the good-quality, industry-standard resources in the fully-equipped workshops and training rooms. Practical sessions are taught in realistic working environments which prepare learners adequately for employment and further training. Staff are caring and supportive of their welfare. However, in some theory lessons, the teaching and learning materials used are too complex for learners with low levels of literacy to understand.
- In a minority of lessons teachers use effective questioning techniques to which learners respond well. They enjoy their learning in these lessons and contribute well to the sessions. However, in some lessons teachers make insufficient use of open questions to reinforce learning and to stretch and challenge more able learners. Many learners become disengaged from their learning and lose concentration, making it difficult for the teacher to evaluate whether they have retained knowledge.
- Moderation of learners' work is robust with clear and concise feedback for the assessor on how to improve the quality of assessment and feedback to the learner. However, assessment still fails to give sufficient feedback to learners to enable them to improve their understanding of the subject as well as their spelling, grammar and punctuation.
- Learners' progress reviews are not effective. They are not carried out often enough. Progress reviews contain insufficient information about learners' achievement, progression and personal goals such as punctuality, behaviour and hygiene. Learners are not encouraged to be involved by setting their own targets. They do not benefit from formal information, advice and guidance and do not have up-to-date personal development plans.
- Teachers provide insufficient support for the development of learners' literacy and numeracy skills. They are not well enough informed about the particular literacy and numeracy needs of individual learners and the support they require to improve their reading, writing and mathematical skills. Teachers in hairdressing provided some good subject-related support for the development of numeracy, but the development of literacy and numeracy skills is not routinely linked well to the subject.
- Learners benefit from the time they spend in high-quality work placements and are supported effectively by MIT's staff. Those who are unable to find a suitable placement make good use of MIT's recruitment staff who provide them with very effective support. Protocols for these placements are robust, ensuring that work placements are suitable and that learners maximise the opportunities available to them.
- Inclusive teaching, language and resources contribute to an atmosphere of mutual respect between learners and teachers which promotes learning. However, equality and diversity are not promoted sufficiently well in different subject areas to help learners understand their relevance in their particular working environment.

- Promotion of health and safety in all lessons is good. MIT provides its learners with the appropriate personal protective equipment and its use in lessons is checked and the purpose reinforced. Learners have a good working knowledge of health and safety in their particular subject area.

The effectiveness of leadership and management

Requires improvement

- MIT provides effective leadership and management. Managers provide a clear strategic direction and are ambitious for their learners. Outcomes vary across some subject areas and between levels. However, performance overall has improved and is now good. The company has undergone a period of significant expansion and change which has included substantial restructuring to enable the company to develop and improve. Staff understand their roles and demonstrate a high degree of commitment to supporting learners to develop useful skills.
- The company is in the process of developing and updating many of its arrangements for monitoring and managing performance. It has well-established systems for setting targets which have a clear focus on developing the business to meet the needs of learners and employers. It has invested in staffing, staff training and resources for teaching and learning to improve performance. However, it has not yet developed formal, individual and departmental targets across the company which are sufficiently rigorous and realistic to improve teaching, learning and assessment.
- MIT has a well-documented system for the observation and monitoring of teaching, learning and assessment. Training staff are regularly observed and their performance evaluated, but observers place an insufficient focus on the quality of teaching, learning and assessment. The quality improvement team is beginning to use the findings from these observations to plan for improvement. Teaching, learning and assessment are improving. However, the company does not yet have effective formal arrangements for the routine sharing of good practice and some inconsistencies remain in practice between observations carried out by partners and those at MIT's training centres.
- The provider has worked on its arrangements for quality assurance and improvement recently to develop the consistency of practice across the provision. Progress has been slow in implementing these arrangements effectively across the company. Some key weaknesses, identified at the last inspection, still remain. MIT listens carefully to the views of its learners, employers, partners and staff but formal self-assessment is not yet sufficiently robust.
- The company has carried out effective curriculum planning and management to develop opportunities which meet the needs of learners and employers at a local, regional and national level. It has widened its curriculum offer appropriately and has forged strong partnerships with employers and employer partners to the benefit of learners. However, MIT provides insufficiently effective support for learners to improve literacy and numeracy and the planning for teaching and learning is not individualised to stretch and challenge learners. Both of these areas for improvement remain from the last inspection.
- Learners work in an atmosphere of mutual respect. Their behaviour and consideration of others is good. Staff are caring and supportive. They set a good example to learners. Inappropriate behaviour is not tolerated. The company manages and resolves complaints in a fair and timely manner. Most staff have received training in equality and diversity and the company is currently planning a programme to ensure all staff are trained and updated. The company has carried out appropriate adaptations to make learning accessible to all.
- MIT does not promote equality and diversity sufficiently well in a way that helps learners to understand it in a context relevant to their learning. Opportunities to extend and develop learners' understanding through teaching and training are often missed and are not planned into lessons. The company is aware of some minor gaps in achievement.
- MIT places a strong focus on health and safety in classroom, workshop sessions and workplaces. Staff provide good models of safe working practices. They promote and reinforce health and safety well. Learners feel safe in the training centre and in their places of work. All

staff have received appropriate training in safeguarding and health and safety on induction. The provider meets its statutory requirements for safeguarding learners.

Record of Main Findings (RMF)

MIT Skills Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships	Foundation Learning
Overall effectiveness	3	3	3
Outcomes for learners	2	2	3
The quality of teaching, learning and assessment	3	3	3
The effectiveness of leadership and management	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Manufacturing technologies	2
Motor Vehicle	3
Hairdressing	3
Sport, leisure and recreation	2
Foundation learning	3

Provider details

Provider name	MIT Skills Limited
Type of provider	Independent Learning Provider
Age range of learners	16-18, 19+, 25+
Approximate number of all learners over the previous full contract year	Full-time: 228
	Part-time: 1772
Principal/CEO	Managing Director Mr Hisham Zubeidi
Date of previous inspection	October 2009
Website address	www.mitskills.com , www.motorindustrytraining.com

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	91							
Part-time								
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	106	645	17	44				
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	SFA & EFA							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Additional socio-economic information

MIT is a privately owned company based in West Byfleet in Surrey and employs around 29 teaching and training staff. MIT works with a wide range of employers across the United Kingdom to provide apprenticeship training and work placements for learners on Foundation Learning programmes. The company provides off-the-job training in its training centre in Surrey and through its three main employer partners who have premises based in the North, the Midlands and the South. Some employer partners provide agency work on specific contracts for MIT's learners who go on to be recruited into full-time work in the sector.

Information about this inspection

Lead inspector

Linda Truscott, HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Director of Operations as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and on-line questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and workplace training. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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