

Birmingham Electrical Training Ltd

Independent learning provider

Inspection dates		30 October - 02 November 2012
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
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:

- Overall and timely success rates for learners are below national rates and have only recently shown signs of improvement.
- The evaluation and improvement of the quality of teaching, learning and assessment have not been sufficient.
- Initial assessment is not used effectively to inform the planning of teaching and learning.
- Self-assessment and quality improvement processes, including the use of data, are not yet sufficiently developed.
- The promotion of equality and diversity within teaching and progress reviews is insufficiently developed.

This provider has the following strengths:

- The learners' development of good knowledge and technical skills which lead to high levels of occupational competency.
- The detailed understanding of local and national needs through long established and very effective working relationships with a wide range of employers.
- The careful individual attention given to learners, including unemployed apprentices, in matching them to suitable employers.
- The very thorough and effective workplace assessment of learners, which responds flexibly to the needs of learners and employers and clearly identifies learners' future development needs.
- The wide range of good on-the-job training which provides good opportunities for learners to demonstrate competence and make good progress.
- The strong recent actions taken by directors to address identified issues with sharply focused actions to improve teaching and learning and outcomes for learners.

Full report

What does the provider need to do to improve further?

- Improve overall success rates to above the national average by ensuring that learners achieve their learning goals in a timely way.
- Implement the self-assessment and quality improvement arrangements more systematically, including the closer monitoring of quality improvements against planned actions.
- Improve the quality of teaching and learning so that it becomes consistently good or better by ensuring that internal and external lesson observations lead to clear actions for improvement.
- Make better use of the initial assessment of each learner so that it informs the planning of teaching and learning and ensures that teaching and learning meet the individual needs of learners more closely.
- Develop the systems for tracking individual learner progress so that learners and employers can more easily access relevant information on the framework qualifications.
- Use the management information and data collected more systematically in order to review performance and learner progress and to inform management decisions.
- Introduce greater depth and relevance to the discussion of equality and diversity in teaching, learning and progress reviews so that learners' understanding of equality and diversity is improved.
- Involve the employer or supervisor more directly in setting clear negotiated targets with the learner at reviews.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for learners require improvement. Since the last inspection in 2009, overall success rates for apprenticeships have declined to below national rates in 2010/11. This decline closely reflects the particularly high rate of redundancies among apprentices within the local economy, especially among older apprentices. In 2011/12, success rates rose significantly but remained below national rates. There are no significant differences in outcomes for different groups of learners.
- Learners make at least the progress expected, but too many learners do not complete within their planned time. There are clear indications that current learners on programme are on target to achieve their programmes within the planned time.
- Learners develop a good level of theoretical understanding and high levels of technical skills that are highly valued by their employers. Employers trust their apprentices to take on additional responsibilities and to work independently with a minimum of supervision. Learners apply their knowledge and skills confidently in a wide variety of workplace settings.
- Learners' skills in English, mathematics and ICT are developed appropriately. Although learners improve their literacy skills, tutors do not always correct learners' written errors sufficiently. Attendance by learners is good. Learners are keen to develop their skills and value the specialist training and support provided by BET.
- Learners have a good understanding of their rights and responsibilities. They work well together and respect individual differences. They develop a high awareness of the importance of health and safety, and adopt safe working practices and routinely use appropriate personal protective equipment.

- Learners receive good initial advice on career routes and progression routes, but do not always receive sufficient on-going advice and wider information later in their programme. A high proportion of learners move into sustained employment.

The quality of teaching, learning and assessment

Requires improvement

- Teaching learning and assessment require improvement which reflects outcomes for learners. Learners develop good workplace skills and knowledge. They are able to work independently on site and produce work of the standard expected. Most learners have access to a wide range of good on-the-job training. Employers and assessors provide very effective coaching and mentoring and have high aspirations for learners. Learners respond positively to this challenge and are well motivated and keen to learn.
- The provision meets the needs of learners and employers well. BET has strong links with employers who speak highly of the training provided. Learners are well supported on site and in the training centre. Teachers have good industry experience and use this well to make learning more meaningful. Although much of the new teaching team has limited teaching experience, this is being effectively addressed through directed training and professional development.
- The new teachers recruited by BET work well together and have brought about clear improvements in teaching and learning. Most lessons are well planned. Teachers use a suitable range of teaching and learning activities. In most lessons learners are clearly learning and making good progress. Teachers use practical activities well to develop learners' technical understanding. Most teachers make good use of question and answer techniques to check and extend learning.
- In less successful lessons teachers deliver too much technical information while learners remain passive. Learning is not always planned to meet individual needs or to stretch the more able learners. The use of information learning technology has improved since the previous inspection, but it is not always used interactively to enhance learning. Although an increasing proportion of teaching is good, too much still requires improvement.
- On-site assessment is accurate and very thorough. It is carried out frequently and flexibly to meet the needs of learners. Assessors make good use of questions to check learners' understanding. Work-based supervisors are used effectively to support learners in collecting evidence. Learners' logbooks contain a wide range of evidence. Teachers make good use of assessment to test and confirm learners understanding.
- Although all learners receive appropriate initial assessment, the information gained is not used effectively to plan teaching and learning or to address individual learner's needs. The tracking of learners' progress towards the NVQ is good but it is insufficiently developed for the technical content of the qualification. Reviews of learners' progress are very thorough but targets are not always specific enough to help learners progress. Employers and supervisors do not always take part sufficiently in discussions with learners and assessors during reviews.
- Teachers provide much helpful feedback to learners on their work. The feedback praises learners' good work but is insufficiently clear in explaining how learners can improve. Spelling and grammatical errors are not always corrected. Assessors provide good feedback to learners following on-site assessment which informs further assessment planning effectively.
- Key skills are delivered early in the programme which helps most learners cope better with the theoretical and mathematical content of the training. Key skills are contextualised effectively through a relevant project which helps learners improve their English, maths and ICT skills while learning about electrical installations and health and safety.
- The requirements for entry on to the apprenticeship programme are sufficiently demanding. Learners now being recruited have good potential to complete their qualifications successfully. The provision of on-going information advice and guidance during the programme is

insufficiently developed. Learners are not sufficiently aware of the full range of progression opportunities following completion of their apprenticeship.

- Equality and diversity issues are explored regularly at reviews, but these discussions do not always have sufficient depth or local relevance. Opportunities to promote equality and diversity naturally in teaching and learning are too often missed.

The effectiveness of leadership and management

Requires improvement

- The effectiveness of leadership and management requires improvement. Leaders and managers have a clear and ambitious vision of the future direction of the provider within the specialist electrical engineering sector. Directors demonstrate a very strong personal commitment to improving the quality of provision at BET for the benefit of all learners.
- At the last inspection in 2009, quality improvement arrangements were found to be incomplete. BET has an established self-assessment process which takes appropriate account of the views of staff, learners and employers to review its performance and to inform quality improvement plans. However, the current self-assessment report is insufficiently evaluative and does not give enough consideration to teaching and learning. Following the inspection in 2009, progress was initially slow in taking forward agreed actions to improve quality, and in monitoring the progress and success of those actions taken.
- Following the monitoring visit in 2011, directors took immediate and strong action to address the concerns raised by introducing substantial and wide-ranging changes across the organisation to improve the quality of provision for learners.
- The directors have placed a particularly sharp focus on improving the quality of teaching and learning. They have taken firm steps to bring about improvements through the replacement of most teaching staff with more occupationally experienced and better qualified teaching staff. The new teaching team is now working very closely and enthusiastically to broaden the range of teaching and learning approaches used with their learners. Early feedback indicates that the changes have already increased learners' enjoyment and engagement in their learning. However, the planned systems for the internal and external monitoring of the performance of the team are not yet fully established.
- Managers have also placed much greater priority on improving the effective use of data already gathered. This was identified as a weakness at the previous inspection. BET has well-established systems for collecting information on most aspects of the provision. It carries out appropriate audits of the very small and reducing amount of subcontracted provision. However the routine analysis and review of data are not fully developed. Since the monitoring visit, managers have strengthened learner tracking systems and have established much clearer routines to ensure that the progress of all learners is closely monitored, and that management decisions are better informed by the more effective use of data. This has already led to effective actions to ensure that more current learners complete within their planned time.
- Managers provide strong support for all staff for their further professional development. Most staff are currently involved in activities to update their specialist technical skills or to improve their teaching qualifications.
- The curriculum at BET is very effective in meeting the needs of learners and employers within its specialist area of provision. Leaders and managers understand the needs of the local community and the national requirements of the industry very well. They ensure that learners develop the high levels of occupational competence required by employers.
- Senior managers and other staff work hard to maintain excellent working relationships with a very wide range of employers across the West Midlands. Employers speak very highly of apprentices trained through BET, and they value the reliable specialist service which BET has provided over many years.

- The provider has appropriate procedures in place to promote equality and diversity. Data are regularly analysed to identify any differences in performance between different groups of learners. There are no significant differences in outcomes for learners. BET provides regular information and visits to local schools which explain career opportunities for young people, both male and female, within the industry.
- The provider meets its statutory requirements for safeguarding learners. All staff give high priority to the safety of learners. They ensure that health and safety procedures are understood and followed at all times. The designated person for safeguarding is receiving updating training shortly.

Record of Main Findings (RMF)

Birmingham Electrical Training Ltd

Inspection grades are based on a provider's performance:									
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
Overall effectiveness	3				3				
Outcomes for learners	3				3				
The quality of teaching, learning and assessment	3				3				
The effectiveness of leadership and management	3				3				

Subject areas graded for the quality of teaching, learning and assessment	Grade
Building services	3

Provider details

Birmingham Electrical Training Ltd	
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 146
	Part-time: N/A
Principal/CEO	Mr John Sims
Date of previous inspection	December 2009
Website address	www.birminghamelectricaltraining.co.uk

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)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	0	0	107	39	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Rebus Training Ltd 							

Additional socio-economic information

Birmingham Electrical Training (BET) is based in Hockley, Birmingham. It offers apprenticeship programmes in electrical installation to learners based predominantly around the Birmingham area. The majority of learners are young people aged between 16 and 19 at the start of their programme. The average rate of unemployment in Birmingham currently stands at 11.0%, with a male unemployment rate of 12.6 %, which is twice the national average. Department for Education statistics indicate that the success rate for pupils achieving A*-C grades at GCSE is 54.9%, compared with the national rate of 55.2%.

Information about this inspection

Lead inspector

Alan Winchcombe HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the director of Birmingham Electrical Training 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 online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. 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 area 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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