

# Yorkshire Training Partnership

## Limited

### Independent learning provider

Inspection dates		26–30 November 2012
Overall effectiveness	<b>This inspection:</b>	<b>Inadequate-4</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

### Summary of key findings for learners

#### This provider is inadequate because:

- The proportion of apprentices who have successfully completed so far in 2011/12 is too low, as is the proportion of apprentices and workplace learners who have completed successfully within the planned time.
- Yorkshire Training Partnership Limited (YTP) has subcontracted all aspects of the delivery of its provision to other providers. Although subcontractors offer some effective training, overall the quality of teaching, learning and assessment across subcontractors is inadequate.
- Trainers and assessors do not plan sufficiently for individual learning and assessment and are not effective in supporting learners to make timely progress towards successful completion.
- Trainers and assessors do not review learners' progress sufficiently and action plans following reviews are weak.
- Significant aspects of the leadership and management of the provision are weak, including the collection and use of learners' progress data, and quality monitoring and improvement arrangements.
- The board of directors has not planned and developed adequately YTP's staff capacity to monitor and improve the provision. It has not ensured that all subcontractors have sufficient expertise and capacity to deliver effective provision before offering new programmes.
- Although YTP recognises the majority of its significant weaknesses in its self-assessment report it has underestimated significantly the impact of these weaknesses on its learners.

#### This provider has the following strengths:

- Most apprentices develop good skills and apply these skills effectively in their job roles.
- Assessors work flexibly to meet learners at times and venues suitable to them and their employers.

## Full report

### What does the provider need to do to improve further?

- Improve overall success rates and completion rates within the planned time by ensuring all subcontractors plan and deliver effective training for individual learners. Ensure trainers and assessors in subcontractors integrate functional skills in all aspects of teaching, learning and assessment.
- Improve teaching, learning and assessment in all subcontractors by ensuring learners’ starting points are used well to plan their training and assessments. Ensure all learners have specific, measurable, achievable, realistic and time-specific learning targets which are discussed and agreed with their managers or supervisors.
- Ensure that in all subcontractors individual learners’ progress against their agreed targets is systematically and objectively monitored, reviewed and recorded, and learners’ managers or supervisors attend progress review meetings and contribute effectively to the review findings. Ensure action plans following progress reviews are detailed.
- The board of directors must ensure YTP and each subcontractor have sufficient staff with sound experience of teaching, learning and assessment before expanding the provision or increasing learner numbers, so that learners receive good quality training.
- The board must ensure its systems and practices allow all board members to evaluate and debate fully the performance of learners and the quality of teaching, learning and assessment in each subcontractor. It must ensure it has effective policies and procedures to take immediate and effective action to address any subcontractors’ underperformance.
- Ensure the management-information system produces reliable, accurate and timely information and is used to improve learners’ progress, overall success rates and completion within the planned time. Develop robust arrangements to collect and analyse the relative performance of learners in all subcontractors and take effective action, for example, by informing them to address quickly any barriers to learners’ progress, so that all learners achieve their full potential.
- Improve further the operational management of subcontractors by ensuring that improvement action plans, including the action plans agreed with subcontractors, are quickly and effectively implemented.
- Develop and implement a comprehensive and thorough quality improvement system that is fully inclusive of all aspects of learners’ programmes. Record the results of the quality monitoring processes well so that the effectiveness of teaching, learning and assessment can be improved and lead to good outcomes for all learners. Ensure sharing of good or better practice between all subcontractors is systematic so that YTP’s learners in all subcontractors experience good practices in teaching, learning and assessment.
- Ensure equality and diversity are promoted well to learners by introducing strategies that effectively extend their knowledge. For example, extend learners’ understanding of equality and diversity during their progress reviews by encouraging them to discuss a broad range of equality and diversity topics.

### Inspection judgements

<b>Outcomes for learners</b>	Inadequate
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- Outcomes for learners are inadequate. Most learners are apprentices. In 2011/12 so far, overall success rates for workplace learners are high, however their success rates within the planned time are low. Overall success rates and success rates within the planned time for apprentices are poor. On health and social care programmes, overall success rates and success rates within the planned time for apprentices are low, as are overall success rates and success rates within the planned time for administration apprentices.

- In 2010/11, in the previous Train to Gain provision, learners’ overall success rates and success rates within the planned time were satisfactory. Success rates for health and social care learners were satisfactory overall and high within the planned time. Overall success rates and success rates within the planned time were high for engineering learners.
- In 2010/11, overall success rates for Train to Gain administration learners were satisfactory, however, their success rates within the planned time were low. Overall success rates for Train to Gain learners on foundation English and mathematics were low, as were their success rates within the planned time. Overall success rates for the small number of apprentices were low.
- The majority of learners develop good workplace skills such as in office administration, machining, plastering and using computers. Data are not reliable to judge the progress of all current learners towards completing their qualifications successfully or to compare variations in learners’ progress in different subcontractors. Engineering learners, the majority of whom are with one subcontractor, make satisfactory progress.
- A few learners produce a good quality of work; however, overall, the quality of most learners’ work is satisfactory. The quality and the range of evidence of skills development which learners produce in subcontractors is varied ranging from good to requiring improvement. In engineering, although portfolios meet the requirements of the qualification, they do not always reflect accurately the levels of learners’ skills, which are often better than those recorded.
- Learners gain in confidence and employability skills such as in team working through effective support from trainers, assessors and employers. Overall success rates and success rates within the planned time for male apprentices are lower than women apprentices. YTP has too few learners from different heritage groups or disabled learners to compare their outcomes with those achieved by learners overall.
- Not all subcontractors are developing sufficiently learners’ skills in English and mathematics. Where they are, trainers and assessors do not integrate sufficiently the development of these skills into the learners’ vocational training and therefore learners cannot always apply their acquired skills in English and mathematics effectively in their workplace. Trainers and assessors do not motivate learners sufficiently to develop independent learning skills.
- Learners have a satisfactory understanding of their rights and responsibilities. However, not all learners have a good enough understanding of relevant equality and diversity issues. Learners have an adequate understanding of progression routes and the employment opportunities within their employer’s organisations.

<b>The quality of teaching, learning and assessment</b>	Inadequate
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- The quality of teaching, learning and assessment is inadequate, which has contributed to inadequate outcomes for learners. Poor planning and delivery of teaching, learning and assessment in most subcontractors have resulted in low overall success rates and low success rates within the planned time for too many learners, especially apprentices.
- Many trainers fail to plan well for individual learning. Many learners do not have sufficiently clear, specific, measurable, realistic and time-specific learning targets which they can understand. When the targets are set, many agreed targets do not provide sufficient challenge, contributing towards the demotivation and slow progress of the more-capable learners. The link between on- and off-the-job training is often weak.
- Trainers and assessors provide good personal support to their learners. However, much of this support is informal, unplanned, lacks structure and not recorded. Frequent changes to trainers and assessors interrupt the consistency of learner support. New trainers or assessors have little recorded information about the support which learners have received, resulting in learners’ demotivation and slow progress. Most progress reviews fail to evaluate the effectiveness of support provided.
- Trainers and assessors understand the demands of their sectors well and provide examples of good workplace practices. Most trainers and assessors hold relevant qualifications. However,

they do not have sufficiently developed teaching and learning techniques to plan and deliver for effective individual learning, resulting in most learners not achieving their learning goals. They make insufficient innovative use of information learning technology (ILT) and do not encourage learners to develop independent learning skills.

- Trainers and assessors do not review learners’ progress adequately and action plans following progress reviews are not sufficiently clear or detailed. They represent learners’ progress towards completion of qualifications as a percentage; however, generally the percentage is not accurate. The recording of learners’ progress is too inconsistent between different assessors within one subcontractor, and across subcontractors. Consequently, YTP cannot reliably monitor and identify learners’ slow progress and take prompt action to improve the pace of their progress.
- Trainers and assessors enjoy good working relationships with learners, but many are reluctant to tackle those who make slow progress. Too often employers or supervisors do not attend progress review meetings and hence they are frequently unaware of the barriers apprentices have to overcome to progress successfully. Where employers are involved well with the planning of learners’ training and assessment, learners are better able to understand the relevance of their qualification and apply their new knowledge quickly.
- Overall assessment practices are satisfactory. However, many assessors use a narrow range of assessment methods, relying too heavily on observation and the completion of learners’ written tasks in workbooks, which limits learners’ abilities to develop independent learning skills. Most assessors do not plan assessments sufficiently in discussions with learners; consequently, learners are unclear as to the relevance of work which trainers and assessors set for them to complete.
- Trainers and assessors do not always use effective questioning techniques to extend learners’ understanding. Verbal feedback following assessment is often good; however, much of this is not recorded in sufficient detail or used effectively to set learners further learning targets for improvement. Written feedback varies too much in quality and quantity across subcontractors.
- Support for apprentices to develop their skills in English and mathematics is planned poorly. Most trainers and assessors in subcontractors have insufficient familiarity with effective strategies to integrate functional skills in teaching, learning and assessment activities. Many learning plans fail to identify sufficiently how learners will receive their training in functional skills. Most trainers and assessors present functional skills to learners as an addition to their vocational qualifications, which reinforces learners’ perceptions that these skills are not relevant to the workplace.
- The quality of advice and guidance varies across subcontractors. Some advice focuses too much on opportunities available through individual subcontractors rather than providing learners with an overview of opportunities across YTP. Some subcontractors have good links with specialist external agencies which they use well. A number of subcontractors provide effective guidance to help learners identify career progression opportunities.
- Learners receive satisfactory training on equality and diversity as part of their induction prior to the programme. They develop an adequate understanding of equality and diversity and are able to demonstrate this during their job roles. However, trainers and assessors do not extend sufficiently learners’ understanding of equality and diversity systematically through teaching and assessment processes.

<b>Health and social care Apprenticeships Other work based learning</b>	Inadequate
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- The quality of teaching, learning and assessment is inadequate. A high turnover of trainers and assessors in a number of subcontractors has significantly disadvantaged many learners; overall success rates are low and success rates within the planned time are poor.

- Teaching and learning fails to fully challenge and extend learners’ understanding of professional practice within the care sector. Trainers and assessors are over-reliant on requiring learners to complete tasks in workbooks which do not stimulate learners’ interest. They use an insufficient range of teaching and learning strategies to make learning stimulating and the use of innovative ILT is weak. Trainers and assessors do not use questioning techniques effectively to extend learners’ knowledge or understanding.
- Good support for learners contributes well to their increased self-confidence, enabling them to be more effective in their job roles. Employers report that this increased confidence is reflected in improved professional practice, for example, challenging the poor levels of care that a service user received.
- Vocationally experienced trainers and assessors hold or are working towards appropriate qualifications. They use their vocational experiences well to promote discussion through realistic scenarios, helping learners to apply their knowledge to their job role.
- Trainers and assessors make poor use of initial assessment. They assess learners’ preferred learning styles; however, they do not use the information to plan effective learning strategies for each learner. Learning targets are usually set for the end of programme and do not reflect adequately individual learners’ training or support needs. Many learners are not aware of timescales or deadlines that they are expected to meet to progress towards successful completion of their qualifications.
- During their reviews, assessors do not encourage learners sufficiently to take more responsibility for their learning and progress. Learning targets set, focus on the completion of tasks and units, and fail to drive adequately improvements in progress and successful completion. Most employers do not attend progress review meetings and therefore have insufficient knowledge of challenges which learners have to overcome to progress. Where assessors build productive relationships with learners’ managers or supervisors they receive good support, stay on their programmes, and achieve.
- Assessment practices require improvement and their quality is inconsistent across subcontractors. In the better subcontractors, observations of learners’ practices are generally comprehensive providing a wide range of evidence to support learners achieving their qualification. In the weaker subcontractors, learners’ portfolios contain too narrow a range of evidence.
- Learners value trainers’ and assessors’ verbal feedback. However, too often the feedback is not recorded to help learners to make improvements. Written feedback varies in quantity and quality across subcontractors, and in many instances it fails to recognise learners’ strengths and to motivate them.
- Within a minority of subcontractors, specialist support for learners’ key or functional skills is provided. However, trainers do not plan sufficiently the teaching, learning and assessment of English and mathematics throughout the programme. A number of trainers do not have sufficient experience and are not adequately qualified to deliver and assess functional skills.
- Learners have a good understanding of safeguarding, person-centred care, and the additional vulnerability of service users with communication difficulties or dementia. However, trainers and assessors do not routinely develop a deeper understanding of equality and diversity matters in relation to race, religion and gender during the programme or through progress reviews.

<b>Engineering</b> <b>Apprenticeships</b> <b>Other work based learning</b>	Requires improvement
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- The overall quality of teaching, learning and assessment requires improvement as do outcomes for learners. Trainers and assessors provide effective individual coaching for learners to help them develop their engineering skills.

- Trainers encourage and motivate learners to access a wide range of additional qualifications at no additional cost to their employers. Many learners successfully undertake specialist courses tailored to meet employers’ needs, such as fitting abrasive wheels and forklift truck operator licence.
- Trainers, assessors and employers support learners well to stay motivated and progress towards completing their courses. Most employers support learners well, for example, they allocate time for learners to study during working hours. Learners use this time effectively to complete written work and gather evidence of their skill levels.
- Trainers and assessors are suitably experienced and use their experience well to support and match their skills to learners’ employment settings. For example, a trainer who has good experience of machine maintenance supports learners whose main job role is maintenance. Most trainers and assessors hold or are working towards a teaching qualification and many have additional qualifications relevant to the apprentice training.
- Trainers do not plan apprentices’ training sufficiently. Apprentices receive good individual training to meet the needs of their job role. However, coordination between on- and off-the job training is not sufficiently detailed and recorded. Trainers, in collaboration with learners and employers, do not always set sufficiently specific, measurable, achievable, realistic and time-specific learning targets.
- Trainers and assessors do not always review learners’ progress sufficiently, and action plans following the progress reviews are not sufficiently detailed. During progress review meetings, trainers and assessors record a percentage as an indication of learners’ progress towards completing. However, this percentage is too often unreliable and does not provide learners with an accurate understanding of their progress.
- On-going assessment and collection of evidence of learners’ skills requires improvement. Trainers and assessors do not encourage learners sufficiently to include the evidence of all their learning or evidence from their job roles in their portfolios; consequently, the assessment of on-the-job learning is not effective. Written feedback on learners’ work is not sufficiently detailed for learners to help them improve.
- Overall, the planning, teaching and assessment of functional skills are weak. Trainers and assessors do not plan adequately to ensure learners can apply English and mathematics in different aspects of their training. The teaching and assessment of functional skills are not adequately integrated throughout the apprentices’ programme and are left to be completed at the end of the vocational training. Consequently, learners do not recognise the value of functional skills in their training.
- Overall, advice and guidance arrangements are underdeveloped and the information given to learners and employers at the commencement of the programme is not sufficiently detailed. Trainers’ and assessors’ monitoring of learners’ understanding of equality and diversity during progress reviews is weak.

<b>Business management</b> <b>Apprenticeships</b> <b>Other work based learning</b>	Inadequate
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- The quality of teaching, learning and assessment is inadequate, which has contributed to poor outcomes for learners. The quality of teaching and learning varies significantly across subcontractors. Trainers and assessors in some subcontractors plan adequately for individuals’ training and assessment. However, for too many learners, the planning of training and assessment is poor.
- Most trainers rely too heavily on requiring learners to complete written tasks in workbooks. The extensive use of workbooks does not support learners to develop independent learning and research skills. Trainers and assessors make insufficient use of ILT, for example, to assist the more-able or competent learners to progress more quickly.

- Learners in most subcontractors develop improved levels of confidence and workplace skills, partly due to trainers and assessors who have good up-to-date industrial experience, and partly due to supportive employers. However, the development of these skills is not planned, goes unrecorded and is not adequately evaluated.
- Learners' reviews take place regularly. However, in many cases, action plans following the reviews do not contain clear and detailed information for learners to plan their studies. Too often, trainers and assessors do not sufficiently explore and challenge learners who make slow progress; they extend learners' completion dates without clear reason. Trainers and assessors do not encourage learners sufficiently to evaluate their progress and take responsibility for a quicker pace of progress. In some cases, learners are unaware how well they are progressing towards completing their qualifications.
- Trainers do not use information from initial assessment sufficiently to negotiate and set learners short- and long-term targets which are sufficiently specific, measurable, achievable, realistic, time-specific and challenging. Consequently, the review of progress of learners towards successful completion is not always reliable.
- Trainers support learners satisfactorily to improve their English and mathematics to achieve their qualifications. However, they have not integrated adequately functional skills throughout learners' programmes. This contributes towards learners not understanding the importance of improving their English and mathematics skills and feeling demotivated when they are required to improve these skills.
- A few subcontractors assess learners' prior skills and knowledge before the start of their programmes. However, this information is not always used effectively to ensure that learners are on the right programme from the outset. Individual learning needs and styles are assessed, but rarely used to plan individual training.
- Most trainers and assessors give learners constructive verbal feedback following assessment which helps learners understand what they need to do to improve. However, they do not provide sufficiently clear and detailed written feedback, which results in learners not being able to review the feedback and reflect on their work.
- Overall, learners receive satisfactory information, advice and guidance through induction and introduction booklets at the start of their programme. They have a satisfactory understanding of equality and diversity. However, trainers and assessors do not extend learners' understanding of equality and diversity in sufficient depth through learning activities.

### **The effectiveness of leadership and management**

### **Inadequate**

- The overall quality of leadership and management is inadequate. The board of directors has taken good, recent action to improve the management of subcontractors by recruiting a new operations manager.
- Overall, the directors have been too slow to develop an adequate operational plan which supports the company's strategic direction. For example, despite increasing the number of apprentices from 17 learners in 2010/11 to currently over 800, the board does not have an adequate strategy to increase the subcontractors' capacity to deliver good training, nor to extend the capacity of its staff to monitor effectively the quality of the provision. Consequently, the quality of provision has declined since the previous inspection.
- All members of the board are fully committed to improve the quality of learners' experience. The board has recently recruited a director with good knowledge of teaching, learning and assessment. However, not all board members receive vital reports and information on the performance of subcontractors to allow them to contribute sufficiently to plans to resolve performance issues and address the causes of low overall success rates and success rates within the planned time.
- The operations manager has implemented a number of sound policies and taken robust actions to improve the management of subcontractors. They include suspending recruitment of learners

by subcontractors whose performance is weak. However, subcontractors do not have sufficiently challenging performance targets and the actions are too recent to have impacted fully on the quality of learners' experience and outcomes.

- Until recently, YTP has paid inadequate attention to ensuring that all subcontractors have robust systems, including sound financial processes, before allowing them to recruit learners. Consequently, recently two subcontractors stopped offering training to 235 apprentices. The board and operations manager are working very hard to find other subcontractors or providers to enrol these learners. Although some support for these learners is in place, too many have not yet enrolled on any programmes to continue their training and a significant number have left their courses.
- YTP has recently introduced a new process supported by a detailed plan to monitor the quality of all stages of the learning process across subcontractors. Some quality monitoring activities have taken place and issues have been identified. However, the monitoring process focuses and reports mostly on whether activities are taking place rather than the quality of teaching, learning and assessment on offer. The process is very recent and many of the weaknesses in the provision remain.
- YTP has recently organised specific meetings for subcontractors to share good practice. However, it does not have a developed and clear strategy to improve rapidly the quality of teaching, learning and assessment across subcontractors. Since 2011, YTP staff have not observed any of the subcontractors' trainers or assessors.
- Some subcontractors observe the quality of their teaching and learning. However, the quality and reliability of these observations varies significantly and YTP does not have any processes to validate the reliability of the findings of these observations. The board does not receive reports of the outcomes of the observations of teaching, learning and assessments that are carried out by subcontractors.
- YTP's response to the previous inspection's findings has been weak and learners' outcomes have declined. Self-assessment is weak and does not recognise key weaknesses identified by inspectors, although YTP has a satisfactory quality improvement plan. The latest self-assessment report focused on the quality of the previous Train to Gain provision and did not adequately consider the quality of the apprenticeship programmes. The Train to Gain provision was significantly over-graded in the self-assessment report.
- The identification and monitoring of learners' progress towards successful completion is weak. YTP has started to collect information about learners' progress from subcontractors. However, the information is not always reliable. Many assessors' evaluation of learners' progress is too subjective and does not link to learners' individual learning plans.
- The use of data to make improvements is insufficient. A new management information system is being developed; however, the arrangements to analyse, monitor and identify learners at risk of slow progress are underdeveloped. YTP does not have an effective system to alert subcontractors when intervention is needed to support learners to complete their programmes within the planned time.
- YTP meets its statutory requirements for safeguarding learners. However, equality and diversity do not feature in strategic plans or in the limited quality monitoring of the provision. Overall, the promotion of equality and diversity is insufficient.



## Record of Main Findings (RMF)

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	4
<b>Engineering</b>	3
<b>Business management</b>	4

## Provider details

Yorkshire Training Partnership Limited	
<b>Type of provider</b>	Independent learning provider
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 0
	Part-time: 753
<b>Operations manager</b>	Lisa Scott
<b>Date of previous inspection</b>	December 2008

<b>Website address</b>	http://www.ytp.org.uk
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<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	0	0	0	0	0	0	0	0
<b>Part-time</b>	23	0	0	219	0	0	0	0
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	21	327	0	454	0	0		
<b>Number of learners aged 14-16</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ ASK Limited</li> <li>▪ AA Hamilton Limited</li> <li>▪ Chan Training Limited</li> <li>▪ CPL Training Limited</li> <li>▪ DC Training and Development Services Limit</li> <li>▪ Direct Learning Limited</li> <li>▪ Employment and Training Links Limited</li> <li>▪ First Avenue Training Limited</li> <li>▪ Glad Training Limited</li> <li>▪ Independent Training Services Limited</li> <li>▪ Morthyng Limited</li> <li>▪ Optimas Training Limited</li> <li>▪ Prospect Training (Yorkshire) Limited</li> <li>▪ Staff for Success Limited</li> <li>▪ The Apprentice Link Limited</li> <li>▪ XTOL Development Services Limited</li> </ul>							

### **Additional socio-economic information**

YTP was established in 2000 to support and lead a consortium of work-based learning providers offering work-based programmes mainly across the Yorkshire and Humber region. The company's

members of board of directors are elected from the membership of the four local area training associations: Doncaster, Sheffield, Barnsley and Rotherham. A further two independent seats are allocated to the wider YTP membership.

## Information about this inspection

**Lead inspector**

Shahram Safavi HMI

One of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the operations manager 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 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 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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