

# NLT Training Services Ltd

## Independent learning provider

<b>Inspection dates</b>		<b>14–18 January 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	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:

- The quality of teaching, learning and assessment requires improvement. In a minority of teaching sessions, training officers fail to monitor and record learners' progress sufficiently. They do not correct spelling and grammar mistakes limiting learners' awareness of how they can improve their English. Foundation Learning does not provide a sufficiently wide range of learning to meet the needs of all learners.
- Managers do not focus sufficiently on improving teaching, learning and assessment during reviews of staff performance.
- The number of advanced apprentices and workplace learners completing their programmes within the planned time is low.
- The progression of learners on Foundation Learning into employment, apprenticeships or further education is low. Their achievement of qualifications and attendance is also low.
- On engineering and warehousing programmes, reviews of learners' progress are insufficiently thorough or detailed and the setting of targets on all programmes is less than good.
- Management information systems do not provide easily accessible and accurate data about learners' progress.
- The promotion of equality and diversity and health and safety at reviews of learners' progress and during taught sessions throughout the programmes is insufficient.

#### This provider has the following strengths:

- Learners gain good vocational and employment skills at NLT training centres and in the workplace.
- Training officers provide very good help and support that motivates learners to succeed.
- The design of training programmes meet learners and employers needs particularly well.
- Recruitment, initial assessment and advice and guidance services for learners are all good.
- Well qualified and experienced staff. Learners enjoy their training and speak highly of the training and expertise of training officers.

## Full report

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

- Improve learners' English by correcting spelling and grammar errors in their written work produced during their training and assessment sessions. Ensure that learners' receive feedback on their written work and they are aware of how they can improve their use and understanding of English. Share information about learners' progress between different training officers. Maximise opportunities during engineering off-the-job training to develop further apprentices English and mathematical skills. For example, writing up practical work tasks and working out mechanical tolerances and limits.
- Ensure that managers use the qualitative information from observations of teaching, learning and assessment, at staff performance appraisal meetings to improve teaching and learning.
- Engineering training officers should regularly check learners' understanding and progress during technical teaching sessions. Training officers for warehousing and distribution should identify independent learning opportunities that take place in the workplace and use these to check and develop further learning and understanding. Foundation Learning training officers need to plan a wider range of learning to meet all learners' needs. Training officers should make more use of teaching resources, including information learning technology to engage and motivate learners and to promote independent learning.
- Ensure thorough and regular monitoring and recording of learners' progress. Regularly update learning plans to show learners' progress and use them to record challenging targets. Make sure plans contain enough detail about the training to support learners achieve their learning goals. Update the plans to identify achievements in the different parts of apprenticeship framework. Training officers should reinforce to learners and employers the importance of timely completion of targets. Provide feedback to learners and employers about each learner's progress and ensure that training officers use standard recording processes.
- Provide more engaging and challenging functional skills sessions that link English, mathematics and computer studies to the learners' vocational areas wherever possible. Share the good practice found in the administration programmes of embedding functional skills in the workplace coaching and training activities.
- Fully record and regularly monitor the progression routes and attendance of Foundation Learning learners. Improve their employment prospects and progression opportunities onto other positive outcomes by providing a wider range of learning opportunities and work experience in other occupational areas in addition to engineering if required.
- Expand the range of assessment methods to improve practice in this area and to allow learners' to demonstrate their vocational knowledge, understanding and competence in a variety of different contexts.
- Improve management information systems by managers systematically monitoring learners' progress, identifying early underperformance and make prompt decisions to manage and increase success rates, particularly for those on advanced apprenticeships and other workplace learning programmes to ensure they complete the programmes by target end dates.
- Recruit board members with specialist knowledge that will give their time to attend board meetings regularly and provide support and challenge to help develop the company.
- Identify and plan opportunities to discuss and promote equality and diversity throughout the training programmes, including teaching, coaching, assessment and progress reviewing activities. Ensure that all staff receive training to provide them with the knowledge and confidence to discuss equality and diversity with learners and to challenge and change negative views.

## Inspection judgements

<b>Outcomes for learners</b>	Requires improvement
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- The percentage of all apprentices who complete their framework is broadly in line with national averages. The number doing so within the expected time is also broadly in line with the national average. Results for intermediate apprentices are substantially above the national average, but for advanced apprentices they remain below despite year on year increases.
- The numbers of learners on work place learning programmes who complete their qualifications is broadly in line with the national average, but the number doing so within in the expected time is low.
- The percentage of learners on the Foundation Learning programme who progressed into employment, apprenticeships or further education is very low. The number gaining relevant qualifications is also low. Their work experience is limited to the workshop at the provider's main site. Attendance at Foundation Learning workshop sessions is poor.
- No significant gaps exist in the achievement of different groups of learners. The relatively few female learners generally do better than males and the very few non-white British learners do better than their white British counterparts. In the last few years, those learners with an identified learning difficulty or disability have all completed their qualifications.
- Learners make satisfactory progress relative to their starting points. What the acceptable level of prior achievement for apprentices is depends on the employer. NLT uses initial assessment to ensure only those capable of completing the framework start an apprentice programme.
- Learners on all programmes develop increased self-confidence as well as good vocational and employability skills. Apprentices produce work to an acceptable standard for their employers. Work in portfolios is of a high standard, but contain a limited variety of evidence.
- Apprentices progress well to advanced apprenticeship programmes when their employers have the capacity to employ them at that level.
- Training officers do not promote English and mathematics in most classroom session sufficiently well. In engineering, key skills, historically learners often completed towards the end of the framework as a separate qualification. The introduction of functional skills is recent and training officers have not embedded or integrated them as part of the apprentice or advanced apprenticeship frameworks. They test mathematics and develop the subject in workshop sessions, but promotion of English and mathematics is insufficient in most classroom sessions. Spelling and grammar go uncorrected in written work.

<b>The quality of teaching, learning and assessment</b>	Requires improvement
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- Teaching learning and assessment in most provision overall requires improvement although in business administration it is good. Current apprentices are making satisfactory or better progress to achieve their qualifications within planned timescales. Most learners benefit from employment in small and medium sized enterprises.
- Training officers on most programmes plan programmes well ensuring that links between theory and practice are developed effectively. Learners gain good practical and employability skills. They improve their confidence and work well together in classroom and practical activities. Most gain positions of responsibility in the workplace and apply their new knowledge and skills well. However, the Foundation Learning programme does not provide a sufficiently wide range of learning opportunities to meet all learner needs.
- In business administration, functional skills are fully embedded in the programme. In other areas, functional skills sessions are not sufficiently engaging or challenging and do not fully

extend learners’ knowledge, understanding or ability to apply mathematics and English skills within the work place.

- Training officers are highly qualified with relevant industrial experience. They support learners well to complete their qualifications and achieve their goals. In the better teaching sessions, they encourage independent learning. However, in weaker sessions they do not monitor learners’ progress sufficiently or check their understanding.
- NLT places a high priority on health and safety in workshops and other practical activities and apprentices adopt safe working practices throughout their learning programme. The well-equipped workshops provide a good resource for off-the-job training for engineering learners and vocational training and a workplace like experience for Foundation Learning programme participants.
- Initial assessment is thorough. It includes literacy, numeracy, and other assessments to place learners on the most appropriate qualification and level and to identify and provide any support needs. Employers are involved in the selection of optional vocational units.
- Learners receive appropriate verbal feedback, which helps improve their practical skills and the quality of their work. However, training officers do not always regularly provide detailed and accurate written feedback on learners’ written work. Training officers do not correct spelling and grammar mistakes leaving learners unaware of how they can improve their use and understanding English.
- Training officers frequently visit learners in the work place, aligning visits with shift patterns. In engineering and warehousing, progress reviews are insufficiently thorough or detailed. In business administration, training officers track progress carefully. However, in all three areas, the setting of targets is insufficiently precise or staff do not ensure that learners meet them on time.
- Apprentices develop good vocational skills in their workplaces. A minority successfully complete additional qualifications. For example, fork lift truck and first aid certificates, which improves their employability skills. Attention to safe working practices and procedures are good. Apprentices quickly become competent at working to company procedures and standards, they also develop their individual skills well, enabling them to become valued and effective employees.
- Training officers use a limited range of assessment practice and portfolios contain a narrow range of evidence even though learners demonstrate a wide knowledge and understanding of their subject areas.
- Promotion of, equality and diversity is satisfactory and staff cover this in detail at induction and when learners are working on appropriate units for their qualifications, such as health and safety and safeguarding. However, reinforcement is often insufficient of equality and diversity at progress reviews.

<p><b>Engineering</b></p> <p><b>Apprenticeships</b></p>	<p>Requires improvement</p>
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- Teaching learning and assessment overall requires improvement and reflects the need to continue to increase the outcomes for engineering apprentices. Current apprentices are making satisfactory progress to achieve their qualifications within planned timescales and learners benefit from employment in good small and medium sized mechanical, electrical and fabrication engineering companies.
- Learners’ work is of a high standard. Engineering learners gain good practical and employability skills. Learners quickly improve their skills, confidence, and work well together in classroom and

workshop activities. Most have positions of responsibility in the workplace and use the latest machinery such as laser cutters and computer numerical controlled milling machines.

- Engineering training officers offer good support to assist learners in achieving their outcomes. They are highly qualified with relevant industrial experience. In the better teaching sessions, training officers encourage independent learning. However, in weaker sessions they do not sufficiently monitor learners’ progress or check their understanding.
- Planning of apprentices’ vocational training at the NLT training centre is good. Planned training spreads practical, theoretical and functional skills over twelve week training blocks enabling engineering apprentices to remain engaged and enthusiastic. Safety in the workshops is a high priority and apprentices adopt safe working practices throughout their learning programme.
- Initial assessment is thorough. All engineering learners receive an interview prior to starting their qualification and complete literacy and numeracy assessments and a mechanical appreciation questionnaire, to ensure their placement for training is at the most appropriate qualification and level. However, training officers miss opportunities during off-the-job training to develop apprentices’ English and mathematical skills further.
- Learners benefit from verbal feedback to improve their practical skills and quality of work. However, training officers do not regularly provide detailed and accurate feedback on learner’s written work in their portfolios. Spelling and grammar mistakes remain uncorrected and learners are unaware of how they can improve their use and understanding of English.
- Monitoring of learners’ progress is less than good. Training officers plan assessment carefully and regularly visit learners in their workplace. However, training officers do not record sufficiently well the achievement of elements or units of study and the overall progress apprentices make, and use it to inform learners’ about their progress. Learners are unaware of their progress overall and what they still need to do to complete their qualification.
- Apprenticeship reviews of progress are insufficiently thorough and detailed. Training officers do not review the progress of all aspects of engineering apprentice programmes. Apprentices’ are not set specific and measurable targets for them to improve their professional and personal performance skills. A minority of training officers have introduced their own paperwork to make progress reviews more robust, but this has not been standard throughout NLT.
- The learning programmes meet the needs of the learners and employers. Managers and training officers have developed good links with local engineering employers. Training officers plan their workplace visits to fit in with shift patterns and the requirements of employers’ workload. Training officers provide additional training to meet the specific needs of a minority of employers. Progression of apprentices to an advanced apprenticeship with NLT is good.
- Learners have an adequate understanding of equality and diversity. Training officers cover equality, diversity, and safeguarding thoroughly during the induction and they use health and safety, and equality and diversity question and answer sheets during their workplace visits. However, training officers fail to explore learners’ answers and develop further discussion or thoroughly plan equality and diversity into teaching and training sessions.

**Warehousing and distribution**

**Apprenticeships**

Requires improvement

- Teaching learning and assessment in warehousing and distribution requires improvement. This reflects last year’s significant decline in success rates from the very high levels achieved in previous years. However, learner numbers are low resulting in a disproportionate impact on the overall success rate.

- Apprentices develop good vocational skills in their workplaces. A minority successfully complete additional qualifications. For example, fork lift truck and first aid certificates, which improves their employability skills and promotion prospects. Attention to safe working practice is good. Apprentices quickly become competent at working to company standards. They develop their personal effectiveness skills well, enabling them to become a valued and effective member of a small team.
- Training officers plan the workplace apprenticeship programme very well. They develop particularly effectively the links between theory and the apprentices’ practical work. For example in one session on health and safety risk assessment in a warehousing environment, the apprentice quickly identified potential storage risks and suggested the most appropriate control measures to ensure a safe working environment.
- Teaching, learning and the development of independent learning require improvement. Workplace visits provide many opportunities to check and reinforce apprentice understanding of functional skills. However, training officers miss opportunities to use naturally occurring evidence from the workplace to check and develop further learners’ understanding.
- Assessors have a good blend of skills, knowledge and vocational experience. Workplace assessment is effective, flexible and uses a diverse range of evidence. Assessors sometime visit learners at different shift work times. All learners receive good support from their assessors in developing their skills. Assessors provide fair, accurate, and detailed feedback to apprentices providing further improvement to learners’ understanding.
- Progress reviews are frequent and training officers develop effective working relationships with employers. They give insufficient priority to setting short-term targets. In most instances, the learners do not complete these targets. Training officers then carry them forward to the next visit delaying progress.
- Monitoring of apprentice progress is less than good. Formal reviewing of apprentices’ progress takes place every twelve weeks in the workplace. Training officers also visit apprentices monthly to assess and monitor progress, but the recording of progress is ineffective and most paperwork is not completed to show the progress learners are making towards finishing their framework. Due to changes of staff, a few apprentices did not receive a visit from a training officer for some months.
- Initial advice, guidance, assessment and support are good. It is thorough and effective and identifies apprentices starting point and prior learning very effectively. Initial assessment results identify any help learners require and staff put support in place quickly. Employers are involved in the selection of optional vocational units. Employers and apprentices do not always fully understand the importance of completing the programme and achieving targets within the dates agreed.
- The promotion of health and safety, equality and diversity and safeguarding during induction is good. However, training officers not always reinforce and promote the development for these areas during the monthly training and assessment visits and at progress reviews.

<b>Foundation learning</b>	
<b>Foundation Learning</b>	Requires improvement

- Teaching, learning and assessment requires improvement, which is reflected in the low progression and achievement rates for learners who leave the Foundation Learning programme. Data for 2012/13 indicates improving trends in progression and achievement rates, but learner attendance is very low for a few sessions. Current learners are making good progress relative to their starting points on entry. Functional skills sessions are not sufficiently engaging or

challenging to extend learners’ knowledge, understanding, and their ability to apply mathematics and English skills when developing workplace skills.

- Training officers do not always plan effectively to provide a wide range of learning opportunities to meet all learner needs. Teaching resources, including the use of information learning technology, do not sufficiently promote independent learning skills. In the better planned sessions, learners develop higher level industrial and employability skills that are appropriate to their chosen vocation.
- Learners are highly motivated and work hard to develop industrial related skills to help them progress to their chosen destination. Progression rates into higher-level qualifications and employment are low. However, a recent focus provides learners who have gained level 1 engineering qualifications opportunities to progress to apprenticeship or advanced apprenticeships with employers. Early positive results demonstrate a small increase in learners who have been successful in gaining employment in their chosen vocation.
- Training officers are industrially and occupationally highly competent. They are well qualified and use their skills and expertise effectively to provide high levels of care, support and guidance to learners. Learners develop good vocational skills. However, portfolio evidence does not demonstrate the full extent of knowledge and understanding gained during training.
- Training officers use a limited range of assessments and recording to show learners’ progress and they do not always use individual learning plans to record effectively challenging targets set for future sessions. Learners demonstrate a good understanding of key concepts in the workshops and during discussions and do receive constructive verbal feedback from their training officers at assessment and during individual progress reviews.
- Staff plan and execute recruitment, information advice and guidance well, providing each learner with an individualised learning and training programme. Initial assessment of learners’ literacy, numeracy and learning styles is effective and training officers use this to ensure suitability of qualification choice and level. Staff identify specialist needs and put in place clear support plans, including learners’ personal, health and social needs.
- Learners attend functional skills English and mathematics sessions. However, written feedback from these sessions and assessment does not always feed into their vocational skills development and does not always identify to learners what they need to do to improve. The integration of English, mathematics and functional skills into vocational learning is inconsistent and often unplanned. Training officers do not always share information on learners’ progress.
- Care, advice and guidance are excellent, with staff providing very effective support. If learners are experiencing difficulties in attendance, personal, health or social issues staff take prompt action to resolve issues. Excellent partnerships exist with youth offending teams, social, health and personal service organisations to provide specialist help. Induction provides clear guidance on health, safety, equality and diversity and safeguarding. However, staff fail to promote thoroughly equality and diversity during training and learning and check learners’ knowledge and understanding. Safeguarding is strong and learners demonstrate sound knowledge of health and safety.

<b>Administration</b>	Good
<b>Apprenticeships</b>	

- Teaching, learning and assessment are good although this is not reflected in the overall success rates, which are broadly in line with national averages. Managers and training officers have made significant improvements over the last year in training, assessment and tracking of learner progress. This has resulted in an increase in the number of learners who achieve their programme by their target end date. Learners participate enthusiastically in learning.

Apprentices enjoy the individual and small group development sessions, where specific coaching and mentoring enable them to extend their skills and understanding of a variety of administrative functions.

- On-the-job training is good. Carefully planned off-the-job training activities meet the needs of learners and employers. Individual coaching and mentoring sessions support learners in applying theory to relevant workplace practice. As a result, they quickly and effectively contribute to the work of their organisations and make good progress in their job role. Carefully chosen course optional units maximise the learners' employment opportunities and ambitions.
- Well-qualified staff use their extensive knowledge and experience of business, customer service and management to develop learners' skills and help them to succeed. They encourage independent learning well throughout the programme using a range of specialist workbooks, study materials and on-line resources. Learners' work is of a high standard and regular oral and written feedback ensures that they continually improve their skills and knowledge.
- Staff frequently review learners' progress during regular workplace visits. They track progress towards the completion of individual units, the technical certificate tests and other elements of the apprenticeship carefully. However, it is not clear if the targets set at progress reviews have been completed from one review to the next. Individual learning plans are not always updated to show the different parts of the framework that have been achieved. Individual learning plans do not contain enough detail of the training and support each learner will need to achieve their apprenticeship.
- Care, guidance and support are good and focus on improving learners' career aspirations and personal development. Learners receive appropriate guidance at the start of their programme on the most relevant units to study for their job role and career goals. Learners speak highly of the individual support they receive from their training officer.
- Staff carefully plan the development of learners' English, maths and computer technology skills using the results of initial and diagnostic assessment. Regular computer development sessions take place each week along with individual support in the workplace. Coaching and training activities embed English and maths functional skills development during workplace visits.
- Staff have developed well-established and strong links with employers. These benefit learners and ensure they have continuous progression routes into, and through a variety of job roles. Employers work well with staff to ensure the training is up-to-date and relevant to their sector and that learners have the right skills to make progress in their job role.
- Detailed inductions satisfactorily cover equality and diversity through individual unit activities in workbooks. Reinforcement through topic discussions at regular training visits checks learner understanding. Training officers briefly cover equality, diversity, health, and safety at progress reviews, but it is insufficient to understand current issues and to check the learners' knowledge of other matters relevant to their employment.

## The effectiveness of leadership and management

Requires improvement

- Senior managers set a clear strategic direction and have high expectations of learners. Managers set high standards for learners' conduct and behaviour and for the quality of learners' work. Business plans provide challenging targets and clear objectives to improve performance, develop company growth and meet the needs of local employers and member companies.
- Managers evaluate staff performance effectively by carrying out annual appraisals and three monthly reviews with individual staff members. However, managers do not usually discuss results from the observation of teaching and learning as part of staff performance evaluations. They put insufficient emphasis on improving teaching, learning and assessment through performance management.



- Management information systems do not provide managers with sufficient data to monitor accurately learners' progress and staff performance. Individual training officers keep their own information about how learners are progressing. However, the methods to record the information is not consistent across different officers and it is not in a format that managers can easily understand and access.
- Managers systematically self-assess the training provision annually. The process accurately evaluates the quality of the provision and is effective at identifying strengths and areas for improvement. Self-assessment takes account of learners, staff and employers' views and uses the information to improve the provision. Managers use the results from self-assessment to review regularly development planning and to set clear improvement actions and update progress.
- Training at NLT is well planned and managed. Highly skilled and experienced training officers provide good training for learners. Managers have made good investment in updating training resources for off-the-job training. The Chesterfield centre is well equipped and includes modern equipment and training simulators. Relevant and up-to-date skills developed at the centre meet employers' needs and improve learners' employability and promotion opportunities.
- NLT is a registered charity that reinvests any surpluses to provide well-resourced training centres to benefit local employers and the local community in the Chesterfield and Scunthorpe regions. A board of trustees are responsible for overseeing the charitable trust and provide strategic direction, challenge and specialist support. However, board meetings are poorly attended and as a result many directors are not providing the necessary direction, challenge and specialist support required by the senior managers.
- NLT has strong links with employers, some of which go back nearly 50 years to when the company was setup as a group training association under employer ownership and control. Flexible assessment and attendance arrangements for learners and employers and in a minority of instances the tailored provision to meet employer's specific needs improve the strong links with partners.
- NLT learners receive clear equality and diversity information at the start of their training. Questioning at learners' progress reviews checks learners' understanding of equality and diversity issues and checks their treatment at work. A very well qualified and highly skilled female engineering training officer provides a good role model to encourage other female apprentices into the engineering industry. However, training officers miss the opportunity to expand and promote learners' knowledge of equality during teaching, learning and assessment sessions.
- Staff and managers tackle bullying and discrimination issues very effectively and ensure that learners are fully aware of their rights and responsibilities. Arrangements for safeguarding learners are particularly good and meet the statutory requirements. Managers provide staff with training on equality, diversity and safeguarding. They supplement this training effectively with update information about changes to legislation. However, a minority of recently appointed staff have not had equality and safeguarding training.

## Record of Main Findings (RMF)

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

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Engineering</b>	<b>3</b>
<b>Retailing and wholesaling</b>	<b>3</b>
<b>Foundation learning</b>	<b>3</b>
<b>Administration</b>	<b>2</b>

## Provider details

NLT Training Services 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: 647
	Part-time: 0
Principal/CEO	Stuart McCord
Date of previous inspection	June 2011
Website address	<a href="http://www.nlt-training.co.uk">http://www.nlt-training.co.uk</a>

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+
<b>Full-time</b>	22	N/A	24	N/A	18	N/A	N/A	N/A
<b>Part-time</b>	0	N/A	0	N/A	0	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+		
	50	38	100	59	N/A	N/A		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	22							
Funding received from	Skills Funding Agency and Education Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ Chesterfield College (engineering)</li> <li>■ West Nottinghamshire College (engineering)</li> <li>■ Derby College (engineering)</li> <li>■ Kaplan Financial (accounting)</li> <li>■ Grimsby Institute (engineering)</li> <li>■ Hull College (accounting)</li> <li>■ Lincoln College (engineering)</li> <li>■ North Lindsey College (engineering and accounting).</li> </ul>							

## Additional socio-economic information

NLT Training Services is a registered charity providing a range of work-based learning programmes for adults and young people. Operating mainly in the Chesterfield and Scunthorpe areas, NLT employs 44 members of staff and currently has 318 learners. Contracting with the Skills Funding Agency and the Education Funding Agency, NLT provides apprenticeships, advanced apprenticeships, Foundation Learning and National Vocational Qualifications in other work-based learning programmes. The organisation also provides commercial training that accounts for approximately 25% of their overall business.

## Information about this inspection

**Lead inspector**

John Grimmer HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the company Chief Executive Officer 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 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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