

Smart Training and Recruitment Limited

Independent learning provider

Inspection dates		14–18 January 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Inadequate-4
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Ambition, commitment and expectation are particularly high, ensuring all learners and staff will be successful in training and extend expertise into the workplace.
- Overall success rates are very much improved, and now high on all apprenticeships programmes.
- Progression rates for Foundation Learning learners into employment and full-time learning are good.
- First time pass rates for learners completing functional skills are very high.
- Teaching and learning are good or better with sessions well planned, structured and very effective in developing vocational skills to improve learners' promotion opportunities at work.
- The standards of learners' work are good and clearly demonstrate work-place skills and expertise, with very progressive use of e-portfolios to record and monitor learner achievement.
- The reviews of learner progress are good and set meaningful targets for Foundation Learning learners.
- Technologies are used very well to support learning, record learner progress and provide detailed and easily accessible independent learning resources.
- Strategic management focuses on learning to meet the needs of learners and targeted employers.
- Data are used very well to monitor the performance of learners, providing a very clear picture of progress and the impact of learning and assessment.
- Partnerships with employers, volunteer groups and the local authority are outstanding, promoting progression, learning, and employer development.

This is not yet an outstanding provider because:

- A small proportion of apprentices fail to complete their qualification in a timely manner.
- Success rates, which have improved significantly recently, do not yet demonstrate sustained and consistently high performance.
- Training advisers do not always sufficiently challenge and extend the learning, most especially for learners at advanced levels or make best use of the available online resources and the recently introduced mobile applications to most effectively promote and follow up independent learning with learners.
- Insufficient opportunities for Foundation Learning learners to engage in practical or vocational training.

Full report

What does the provider need to do to improve further?

- Ensure that all apprentices complete their programmes on time by monitoring their progress, and intervening with additional support when apprentices show signs of slower progress.
- Increase the consistency of good and outstanding teaching and learning by further sharing best practice, consolidating the arrangements for observing teaching and learning so that they identify particularly good teaching practice and identifying how best to support and challenge learners, especially those at the higher levels.
- Develop a wider range of learning activities to promote more interactive learning in Foundation Learning.

Inspection judgements

Outcomes for learners	Good
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- The vast majority of learners make good progress and successfully complete their training. Outcomes for all learners, on all programmes, have significantly improved over the past year and are now well above national rates. The majority of apprentices complete their programmes within the planned periods. However, timely success rates especially in information and communication technology (ICT), cleaning, marketing and retail, need improving.
- First time pass rates on functional skills in English, mathematics and ICT are particularly high, with over 90% of learners completing assessments at the first attempt. Where appropriate, learners are encouraged to complete functional skills at levels above that required for their qualification.
- Most apprentices make very good progress from their starting points in learning and develop good work-place skills, making very good use of expertise developed during training courses to enhance work with their employer.
- Progression into employment or training is very good. A large majority of Foundation Learning learners gain employment or move smoothly into further education or vocational training. Apprentices stay with their employers and in many cases gain promotion on completion of their qualifications.
- All apprentices develop good administrative and interpersonal managerial skills and deal well with new situations that arise at work, for example dealing with angry customers and incorrect deliveries. Employers really value the apprentices' skills. In several cases, apprentices have

completed projects which have been of real business benefit. Apprentices enjoy and appreciate their learning.

- English, mathematics and ICT are very effectively integrated into many aspects of training and learning. Learners on all programmes really improve their skills through solving problems that directly relate to their work and quickly appreciate the benefits of applied English, mathematics and ICT. Learners write reports, manage spreadsheets and complete costing analysis for goods or services in the context of their work or study topic.
- Female and male learners achieve at similar rates in all qualifications. Smart Training and Recruitment (Smart) has already acknowledged the 16- to 18-year-old age group as performing less well than others and has already instigated a revised methodology for the allocation of tutor assessors. The numbers of learners from ethnic minority backgrounds are too low to identify any significant gaps in achievement.

The quality of teaching, learning and assessment	Good
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- Teaching, training and learning have improved significantly since the last inspection and are now good, reflecting the much improved progress of apprentices and now high success rates for all learners. Training advisers have a good understanding of apprentices' job roles, and use their extensive commercial experience to motivate and inspire learners to aim high in their studies and careers. Foundation Learning learners receive every encouragement and support to take up work placements or to progress to a pre-apprenticeship scheme.
- The majority of training sessions are good and some are outstanding. In the very best sessions individual coaching expertly guides apprentices to demonstrate and expand their knowledge and skills. Training is well planned, engaging and maintaining learners' interest through a variety of activities that suit their individual learning styles. In one session the training adviser used a video clip to show a poorly conducted appraisal and then facilitated a very thoughtful discussion on the impact this would have on a person being appraised. However, in a small number of sessions at advanced level, apprentices were not always sufficiently challenged or extended to demonstrate the level of skills expected of advanced apprentices.
- Apprentices work independently with purpose and focus between visits from training assessors. They make good use of the excellent web-based resources, which were developed and quality assured by the recently appointed sector skills champions. Learners access these resources remotely from computers or mobile phones. Functional skills are taught well and effectively integrated into most training sessions. First time pass rates are very high.
- Staff plan group lessons for Foundation Learning learners sensitively to meet their complex needs, but do not always manage their behaviour effectively. In practical sessions learners are motivated, enthused and inspired using all three functional skills well to plan the purchase of ingredients and follow recipes to make and decorate sponge cakes.
- Assessment is thorough and well planned, with constructive and detailed written and oral feedback that helps apprentices and learners improve. Electronic portfolios are used well and much appreciated by most apprentices. Portfolios contain a good range of diverse evidence with pictures, observations and digitally recorded discussions and assessments. Feedback on written work does not always identify significant spelling, grammar and punctuation errors.
- Staff review and monitor learners' progress very effectively. Target setting and action planning for apprentices to complete work between visits is particularly effective in accelerating achievement. However, targets sometimes focus too much on tasks and activities rather than on learning. Employer engagement in training and progress reviews has improved considerably. Concerns affecting training are resolved quickly, and employers often plan in-house training to link closely with the apprenticeship and extend apprentices' knowledge and skills.
- All learners benefit from thorough initial assessment which identifies experience, knowledge, aspirations, and individual skills training needs. Learning plans are developed with apprentices to ensure training meets the needs of the individual and the employer. Staff make good use of

online assessments and effective diagnostic tools to assess and support learners with literacy and numeracy needs. Apprentices improve their English, mathematics and ICT skills significantly during training and frequently apply them at work for such tasks as budgeting and forecasting, costing recipes and planning a new business. Apprentices are well matched to job roles, and receive good support to help them make good progress.

- Staff provide very good advice and guidance to all learners throughout training. They often advise apprentices, in conjunction with employers, on the most appropriate job options to fit with their career aspirations. Some large employers actively promote apprenticeships to their staff by inviting Smart staff to run advice and guidance sessions in the workplace.
- Smart is characterised by a culture of valuing and supporting learners to help them achieve. Learners requiring specialist support have this put in place at the start of training. Appropriately qualified staff provide good support to training assessors to ensure learners receive the correct support.
- Learners have a good understanding of equality and diversity and how they impact on life at work. Learner inductions set equality and diversity expectations which are further built upon in training sessions. Behaviour and attitude are tested and reinforced during individual performance reviews. Learners feel safe and know how to report inappropriate behaviour. Learners have a satisfactory awareness of e-safety, which the provider has recognised and addressed through staff training.

Hospitality and Catering	
Apprenticeships	Good

- Teaching, coaching, learning and assessment are good. Outcomes for learners are good with almost all apprentices successfully completing their programmes on time. Training sessions are well planned with good use of online learning resources from 'Ask Smart', for example using video clips of how to make sugar decorations for desserts to support an apprentice's question during training. Checks on learning are thorough with detailed probing questions testing understanding. In some training sessions, especially at advanced levels, training advisers do not always make best use of resources or sufficiently challenge and stretch apprentices.
- Training advisers visit the workplace frequently providing very effective individual coaching sessions. Apprentices and training assessors meticulously plan follow up training and assessment sessions to fit with working patterns or preparation of specific meals or individual dishes. Apprentices and employers find Smart staff are very supportive and motivational, utilising their specialist occupational experience to improve apprentices and the business. Personal learning and thinking skills are also integrated into learning and assessment activities. These are discussed with learners who identify how they have performed.
- Apprentices are very confident at work demonstrating good knowledge and skills that make them positive and very effective in the workplace. Employers eulogised about the skills and confidence apprentices displayed, many apprentices taking supervisory responsibility in the kitchens and showing a willingness to be creative by confidently planning and implementing new menus and special seasonal events.
- Assessment practice is very good. Assessments are well planned, setting challenging tasks that stretch apprentices and really test their knowledge. Articulate, confident apprentices enjoy assessor-guided discussions, demonstrating they can effectively apply knowledge in practice. Many apprentices develop wider management skills. One confident apprentice chef now also supervises the restaurant staff, showing operational effectiveness on the spot.
- Digital photographs, videos and voice recordings provide comprehensive evidence of competence in well managed and electronic portfolios. Tutor assessors provide detailed and accurate written and verbal feedback following assessments and during practical sessions. Apprentices know and understand what they need to do to improve.

- Staff closely monitor apprentices' performance using the revised tracking system very effectively to assess how each is progressing. Frequent progress review meetings require tutor assessors to explain why apprentices are progressing faster or slower than expected.
- Initial assessment of professional skills, knowledge and functional skills effectively informs tutors in planning for individual learning. Plans are frequently revised in line with each apprentice's progress and learning need. English, mathematics and ICT are integrated well into teaching, learning, assessment and practical sessions with learners estimating, working out ratios and measuring solids and liquids. First-time pass rates in functional skills are very high.
- Employers are positive and actively engage with Smart. Training advisers and employers work closely to ensure training meets seasonal variations affecting catering. Advice and guidance support apprentices very well, ensuring they are on the correct course about how they can progress onto higher-level qualifications.
- Equality and diversity are promoted appropriately at learner induction and in taught sessions and individual coaching, for example treating staff appropriately in managing shift patterns. Learners' awareness of e-safety was included during the time of inspection.

Retail and Warehousing

Apprenticeships

Good

- Teaching, learning and assessment are good, which support the much improved outcomes, which are now well above national rates. Smart staff and employers have high expectations of apprentices, who are given much encouragement to study independently using the good online Smart resources. Many training sessions are characterised by high levels of challenge, good pace and a clear understanding of the workplace skills required for each apprentice. Apprentices' behaviour and philosophy are frequently challenged during training sessions to investigate equality or diversity matters.
- Training advisers and employers coordinate training well, enabling apprentices to develop excellent vocational skills that are relevant to their working roles. Detailed individual training plans, using information from initial assessments and discussions with employers and apprentices, ensure tailored training sessions meet apprentices' specific learning styles and the requirements of the retail business where they work. Coaching is particularly effective in improving customer-focused skills and reflecting on behaviour.
- Online learning resources are very good and used well to broaden apprentices' experiences, extending occupational knowledge to levels above those required for the qualifications. Training advisers use these online resources very well during formal sessions to extend knowledge of customer service, health and safety, body language and merchandising. Employers liaise well with training advisers to ensure their training links closely to the needs of apprentices. One national retail chain has developed induction training in conjunction with Smart that they use for all new starters in the company.
- Training advisers are competent, capable tutors with extensive industrial experience and skills, which employers appreciate and benefit from. Engagement with retail employers is outstanding not just for the apprenticeship but also to benefit working practices. Training advisers frequently share best practice with employers. One retailer introduced 'huddle sessions' for supervisors which have significantly improved communication and planning.
- Assessment is well managed. Assessors provide good developmental and constructive feedback to focus improvement. Assessment planning is good and ensures prior experience is recognised and built on and not just repeated. Training advisers are flexible in arranging visits to suit apprentices' shifts, often including evening and weekend work. Portfolios of work are detailed, well managed and clearly demonstrate apprentice competence.

- Apprentices know they can rely on Smart staff when they have difficulties at work or experience personal problems. Apprentices with problems with their benefits or housing are quickly helped by training advisers. Career advice and guidance are continuous throughout training, with useful career resources available on the Smart virtual learning environment. Several apprentices have progressed to new level 3 qualifications in management, visual merchandising or sales.
- Initial assessment ensures English, mathematics and ICT skills are assessed early and appropriate support is integrated into learning plans and training sessions. Functional skills are integrated into many training sessions. Most apprentices conduct projects with their employers who provide real-life practical applications for these skills.
- Promotion of equal, diversity and safeguarding is good. Frequent references to the induction workbook, during coaching sessions, ensure apprentices recognise and understand the importance of fulfilling their rights and responsibilities and commitment to health and safety. Apprentices have regular quarterly reviews to check understanding whilst on programme.

Business administration and Law

Apprenticeships

Good

- Outcomes for apprentices are good and significantly above the national rates. Apprentices make good progress towards timely completion of their courses. All staff have high expectations for learners and use a good range of effective strategies to motivate and engage them.
- Teaching, coaching, learning and assessment are good. Training and coaching are systematically planned to take account of apprentices' needs, personal employment circumstances and current work tasks. Most training involves an aspect of equality or diversity. However, some of these are cursory and lack practical, real-life examples. Assessors thoroughly plan, appropriately record and usefully review workplace observations.
- Intermediate apprentices are intellectually stretched and challenged. Many achieve higher levels of skills than are required for their qualification; for example, many complete functional skills at a higher level than that required for the apprenticeship. Apprentices and employers value the time they invest in completing extra components. However, some experienced advanced apprentices are not always challenged to extend their knowledge or demonstrate the wider academic research and independent learning skills expected of an advanced apprentice.
- Training advisers have excellent relevant industry experience that they use well in planning stimulating learning sessions. Verbal feedback is constructive and apprentices know what they need to do to improve. Sincere praise and encouragement develop self-confidence and apprentices assuredly produce useful work related documents. For example, some administrators produce spreadsheets and PowerPoint presentations of complex financial matters. Apprentices in schools and hotels were observed successfully interacting with challenging and demanding customers.
- Technology is used dynamically to support sessions and encourage independent learning, especially the 'AskSmart' online learning resource and mobile phone applications. Most apprentices successfully use the electronic portfolios to collate evidence of their achievement. Tutor assessors effectively use portable scanners and cameras to digitally copy evidence to portfolios and provide instant progress reports.
- Training advisers frequently monitor apprentices' progress in discussion with employers creating useful action plans to resolve difficulties, for example ensuring an apprentice who has to change their job is given appropriate tasks to complete the qualification before they move. Training advisers make evening and more frequent visits, when necessary, to ensure all opportunities are taken to observe apprentices in the workplace.
- Initial assessment is robust and used to make accurate decisions in placing learners onto suitable programmes based on their previous experience and needs. Initial diagnostics and

supplementary resources are used well to provide appropriate support for apprentices, especially those preparing for English, mathematics and ICT tests. Functional skills and personal learning and thinking skills are well embedded into training sessions. Functional skills tests are passed quickly and apprentices apply their learning in the workplace, for example by using spreadsheets to set budgets, forecasting and monitoring sales figures or calculating bills for customers when electronic cash registers malfunction.

- Frequent apprentice reviews include reinforcement of equality and diversity but often focus too much on the employer rights and responsibilities handbook and do not sufficiently challenge an individual's belief or thinking.

Foundation Learning

Foundation Learning

Good

- Teaching, learning and assessment are good which reflects the proportion of learners who progress onto further training or employment. Staff have high expectations of learners and use a good range of effective strategies to engage and motivate them. Tutors create a welcoming atmosphere in classes and learners are fully engaged in learning, developing confidence and completing a wide range of learning tasks to a good standard.
- Tutors motivate learners well towards achieving a range of functional skills and personal and social development qualifications which they complete before attending work experience or progressing into employment or an apprenticeship. Care and support for learners are good. Staff work very well with a good range of specialist support organisations, for example local organisations specialising in dealing with mental health and substance abuse. Staff involve parents and carers very well to develop strategies to improve learners' punctuality and attendance.
- Tutors are well qualified and experienced in working with foundation learners. They work well as a team to plan lessons to include integrated and embedded functional skills. In the better lessons tutors make creative use of resources to support learning and make mathematics fun and relevant to learners by, for example, mixing fruit cocktails to investigate proportions and fractions. Tutors in practical lessons use demonstrations well to help learners think creatively. Inappropriate behaviour by learners is not always challenged in a small number of lessons.
- Tutors understand and are responsive to the range of individual learning needs and make very good use of questioning to encourage learners to solve problems. Staff link information about potential jobs in specific industries related to topics covered, for example bakery and cake decorating jobs after sessions involving baking. Programmes are adapted to learners' needs and include physical education and physical fitness with frequent sports and games sessions. However, the programme does not include sufficient vocational training courses.
- Learners complete a rigorous initial assessment and induction. Tutors involve learners in developing individual learning plans (ILP) and learning logs. These are used well to record and monitor progress and set targets which are normally reviewed monthly or more frequently in response to attendance rates or poor performance in lessons. Learners receive good and encouraging written feedback on completed assessment tasks in English, sexual health awareness and substance misuse.
- In practical lessons tutors give learners very targeted and useful verbal feedback discussing what they need do to improve or develop practical skills. Learners know how well they are progressing towards their agreed learning goals. Tutors provide constructive feedback on learners' performance in class, but do not always set daily targets.
- The information, advice and guidance provided to learners on how to progress are good. Well qualified staff have good links with local agencies and employers and facilitate opportunities for

learners to progress into further training, apprenticeships or work. Staff understand their learners and are committed to providing the best and most suitable progression to meet each learner's needs.

- Equality and diversity are promoted well throughout the curriculum. Learners work well together in class and show respect. Learning reviews identify how, for example, one learner's attitude towards women had changed as a result of a work placement with a wider range of people of differing ages on a community project. Learners feel safe in the centre and have a good understanding of the importance of cyber safety.

The effectiveness of leadership and management

Good

- The leadership at Smart Training and Recruitment over the past year has been inspirational, motivating staff across the organisation to apply improved quality improvement measures and setting high expectations for learners and staff. Significant thought and investment have initiated the development of high quality sustainable training resources using innovative technologies.
- Strong emphasis on teaching, learning and monitoring learner progress and performance has significantly improved the outcomes for all learners. A comprehensive online learning resource 'AskSmart' and the use of portable scanners, smart telephones and applications provide easily accessible learning resources for all learners. Electronic portfolios are used well to improve digital evidence recorded at assessment.
- Regional quality assurance managers monitor staff performance and improvement particularly effectively. Thorough and detailed reports from the frequent observations of teaching and learning are comprehensively analysed and reviewed at quarterly moderation meetings, with results used well to influence national staff training on teaching and learning. Staff access a wide range of mandatory courses and qualifications focusing on the skills and competencies required to train, assess and support learners. All staff attended a three-day refresher in the autumn on how to be an outstanding training adviser which significantly improved motivation, confidence and practice. Individual coaching sessions strongly support many staff in improving aspects of their pedagogic skills.
- Comprehensive data are used well to monitor staff and learner performance. Detailed data reports with useful trend analysis enable senior staff to monitor learner progress and determine if staff are meeting targets and setting learner expectations. Staff monitor learners' performance and work innovatively to identify and reduce achievement gaps.
- Curriculum management is well organised, promoting good outcomes for learners. Resources are well managed and specific staff take responsibility for the development and assurance of teaching and learning resources in each vocational area.
- Smart is particularly aware of the strengths and areas for improvement, and action plans lead to measurable improvement. Self-assessment is rigorous and involves the regional teams, learners and employers. The company report summarises the regional and vocational area reports with a strong focus on teaching, learning and assessment. The report uses detailed data well to make judgements on performance and improve teaching and learning. Surveys of learners and employers are extremely positive and Smart very effectively uses the results to further improve learning activities.
- Partnership working is outstanding and is particularly purposeful in promoting high quality training and learning. Smart knows and understands the needs of employers in its vocational areas and constantly reviews the training programmes to meet the needs and interests of local and national employers and learners. For example, working closely with the Isle of Wight Council, a new pre-apprenticeship programme has been created specifically to support young people into work and apprenticeships. Smart staff work well with larger employers and their awarding bodies to ensure that they can support bespoke training for employers. Very close work with support agencies and very sound strategic planning, since the last inspection, have

significantly improved the availability of external support groups to improve the experience for learners especially for Foundation Learning learners.

- Quality improvement planning involves all staff, is very detailed with focused outcomes, key milestones, and timescales with systematic monitoring arrangements. All activities focus on improving the provision for learners. The quarterly reviews closely monitor activity and progress against agreed targets.
- Equality and diversity are a key part of Smart's strategic plans with challenging and measurable equality and diversity impact measures. Training in equality and diversity is mandatory for all staff. Awareness of the importance of identifying gaps in achievement, and how to address them, are high among staff at all levels. Successful actions have reduced achievement gaps and detailed scrutiny of data enables managers to detect slight variations in achievement and implement appropriate actions. Equality and diversity are effectively promoted to learners at induction, reinforced in training and challenged during reviews.
- Smart Training and Recruitment meets its statutory requirements for safeguarding learners. Vulnerable learners are identified and appropriate support agreed. A central incident and 'cause for concern' log contains detailed reports with useful details of outcomes and enduring actions. Safeguarding is promoted well to learners at induction and continuously through discussions. Excellent posters, designed by the Foundation Learning learners, graphically promote anti-bullying. Awareness of e-safety is good with many staff completing a level 2 award in e-safety.

Record of Main Findings (RMF)

Smart Training and Recruitment Limited

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Hospitality and catering	2
Retailing and wholesaling	2
Foundation learning	2
Business management	2

Provider details

Smart Training and Recruitment Limited	
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time: 2500
	Part-time: 0
Principal/CEO	Mrs Jan Hopkinson
Date of previous inspection	February 2012
Website address	www.smarttar.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	-	-	-	62	-	-	-	-
Part-time	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age								
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	127	1104	21	986	-	-		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Additional socio-economic information

Smart Training and Recruitment Limited (Smart) is a private limited company on the Isle of Wight, operating in nine regions across England, working with a wide range of employers which includes small and medium-sized enterprises and large national companies. Two owner-directors have overall responsibility for the company which employs 140 full-time staff. Nine quality assurance managers run the regions, supported by teams of training advisers.

Smart holds national contracts with the Skills Funding Agency (SFA) for intermediate and advanced apprenticeships and a small amount of workplace learning; and with the Education Funding Agency for Foundation Learning. Smart provides training at both intermediate and advanced levels in hospitality and catering, business administration, customer service, retail, cleaning and support, ICT, and marketing along with functional skills in English, mathematics and information and communication technology.

Information about this inspection

Lead inspector

Martin Hughes HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the business improvement consultant 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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