

# Youngsave Company Limited (Milltech Training Limited)

## Independent learning provider

| Inspection dates                             |                      | 18–21 June 2013 |
|--|----------------------|-----------------|
| Overall effectiveness                        | This inspection:     | <b>Good-2</b>   |
|  | Previous inspection: | Satisfactory-3  |
| 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:

- Outcomes are good and some are outstanding for the vast majority of learners who are successful within the planned timescale.
- Many learners progress to higher level programmes and are promoted to new jobs or take additional responsibilities at work.
- Particularly strong links with employers enhance learners' access to additional resources and enrich their learning.
- The provider and employers effectively use electronic systems to monitor learners' progress and improve the quality of their training and assessment.
- Good training and learning considerably enhance learners' theoretical and practical skills in the workplace.
- Strong management enables staff to monitor effectively the performance of learners and identify their additional support needs.

### This is not yet an outstanding provider because:

- The success rates of motor vehicle engineering learners are not yet good.
- Learners are not sufficiently well challenged to develop their English, mathematics and functional skills to higher levels.
- Too few teaching, learning and assessment sessions are outstanding. Less successful sessions do not extend sufficiently learners' understanding of equality and diversity.
- The summary analysis and use of management information to inform strategic planning and development is underdeveloped.

## Full report

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

- Further improve the skills of training officers so that they can deliver outstanding teaching, learning and assessment.
- Improve the success rates of all motor vehicle learners so that they become at least good.
- Further improve data management systems by the consolidation of reporting procedures to improve strategic planning and increase staff familiarity in their use.
- Increase staff competence and confidence in the delivery of English, mathematics and information and communication technology skills and promotion of independent learning. This will enable all learners to develop these skills to required levels and some learners to aim for higher levels.
- Ensure quality assurance systems are consistently and fully applied to all aspects of training and learning including the observations of training, learning and assessment and the monitoring of provision offered by subcontracted providers.

### Inspection judgements

|                              |      |
|------------------------------|------|
| <b>Outcomes for learners</b> | Good |
|------------------------------|------|

- Apprentices develop a high level of skills, enjoy learning and acquire good personal qualities improving in confidence and self-esteem. They demonstrate a good understanding of safe working practices. Customer service learners show good communication skills in dealing with telephone enquiries. Apprentices acquire satisfactory English and mathematical skills.
- Overall success rates improved significantly for both 16- to 18-year-old and adult learners in 2011, and in 2012 remained well above the national rate. The majority of learners make good progress and over 80% of learners achieved their qualification within their planned end date in 2012.
- A very high proportion of learners in administration and management and learning and development successfully complete their qualification. Success rates were low for motor vehicle engineering learners in 2012 largely because of the poor performance of learners in subcontracted provision. In-year provider data show that retention rates of all learners are improving and are high in the current year.
- No significant differences were observed in the achievement between different groups of learners. Intermediate apprentices achieve less well than advanced apprentices and learners aged 16 to 18 achieve at a lower rate than those aged 19 to 24 but all of these are well above national averages.
- Female learners achieve much more highly than male learners but this reflects the differences between the largely female business administration cohort and the predominantly male cohort of motor vehicle learners. The very few learners from minority ethnic groups or those who declare a learning difficulty or disability achieve as well as their peers.
- Apprentices develop a strong work ethic and work-related skills and practices. Most produce good standards of work. Employers particularly value the enhanced vocational skills they acquire that enable them to take on additional responsibilities at work. Apprentices appreciate the benefits of training and develop a good understanding of career progression routes.
- Management learners develop good leadership skills when leading team meetings and managing staff. Through knowledge gained from their technical certificates they are able to apply good business planning skills and a fuller knowledge of management theory to the workplace.
- Apprentices make good progress from intermediate to advanced and higher-level courses. Six of the 41 foundation learners, whose training is subcontracted to the provider, have progressed to

apprenticeship programmes with Milltech. Thirty five learners progressed from intermediate to advanced apprenticeships between 2011 and 2013. Four management learners progressed to higher apprenticeships.

- Many learning and development learners were promoted from classroom assistants to tutors or lead tutors. Some having completed their apprenticeship are now leading taught sessions for learners in community settings.
- Learners' success is celebrated well through individual success stories in an annual newsletter, a paintballing celebration for motor vehicle learners and a regional awards ceremony for management learners. An administration apprentice was recently chosen as Apprentice of the Year. Learners are rewarded for full attendance and good achievement.

### **The quality of teaching, learning and assessment**

Good

- Teaching, learning and assessment are good and this is reflected in the good outcomes for most learners. The standard of most learners' work is high and many progress to higher-level qualifications. The progress of some motor vehicle learners was inhibited in 2012 by frequent staff changes but this has now been resolved.
- Training officers plan sessions well to include diverse learning activities which engage and motivate learners well. Good use is made of handouts, worksheets and video clips to extend learners' understanding. Staff adapt resources to meet individual learning needs but do not always record learners' specific needs on lesson plans.
- Well-qualified staff use their knowledge to inspire learners, helping them to apply theory to workplace practices. In technical certificate sessions management learners develop a good understanding of the difference between leadership and management in the workplace.
- Business and learning and development apprentices choose vocational units which extend their skills and meet employers' needs well. However, few apprentices are sufficiently challenged to achieve English, mathematics and information and communication technology qualifications at a higher level than the framework requires.
- Motor vehicle learners benefit from good team teaching to assess their English speaking and listening skills. However, English, mathematics and information and communication technology skill development is not always well identified in lesson plans. Insufficient use is made of opportunities to develop learners' mathematics skills in lessons.
- Specialist resources enable motor vehicle learners to develop good practical skills using a bespoke workshop at an employer's premises and a four-wheel drive vehicle owned by Milltech. Workbooks are comprehensive and good use is made of visual images to illustrate safety issues in the workplace. Training rooms are well resourced with computers. Electronic whiteboards are not used effectively to promote interactive learning.
- Most learners have challenging targets based on their initial assessment results and employers are involved well in reviewing their progress. However, not all learners are encouraged sufficiently to develop independent learning or personal thinking skills to support their reflective practice.
- Assessment is mostly well planned and learners know how frequently they will be assessed. Learners make good use of the electronic portfolio to submit assessment evidence and employers use it to monitor learners' progress. Assessors use diverse methods including digital voice recorders to record witness testimonies and professional discussions with learners. However, not all trainers routinely monitor how well learners complete learning activities.
- All learners are assessed for their English, mathematics and information and communication technology skills. The recently introduced electronic assessment and diagnostic tool is already contributing to learners improving these skills. Assessors use the results of initial assessment well to plan individual coaching and assessment. Trainers acknowledge the need to improve the delivery of functional skills.

- Learners receive good verbal and written feedback, which motivates and helps them to improve. A management learner received constructive feedback on how well he led a meeting resulting in better ways of ensuring all staff are able to contribute effectively in meetings.
- Learners have a good understanding of their progress and what they need to do to achieve their qualifications. Training officers use progression reports well to identify at-risk learners who are not performing well and who need additional support. However, not enough use is made of indicators to measure how well learners achieve or exceed their original expectations.
- Guidance and support are good. Learners receive good support from assessors and employers and where needed are referred for mentoring and other specialist support to external agencies. Through good guidance learners are able to meet their career aspirations and work towards the most appropriate qualifications. They appreciate the good guidance on further study with Milltech or progression to alternative providers.
- Equality and diversity are promoted well. The knowledge gained during induction is consolidated by written exercises that assess learners' understanding of equality and diversity in the workplace. However, not all training officers adequately plan activities to extend learners' understanding of equality and diversity during learning sessions.

## **Motor Vehicle Engineering**

### **Apprenticeships**

Good

- The quality of teaching, learning and assessment is good. Although outcomes overall are not yet good, they are improving. Advanced apprenticeship success rates are very high. Achievements for the majority of learners in direct provision improved continuously during the last three years although they were low for the small number of learners in subcontracted provision. Retention and success rates for current learners are high and many progress from intermediate to advanced apprenticeships.
- Tutors use their extensive vocational experience well to enrich learners' experience. Lessons are well planned and delivered and learners benefit from regular checks to ensure they are making good progress. Learners extend their skills through access to good resources in training rooms which include vehicle component parts and a model engine.
- Good use is made of teaching aids and learning materials to reinforce learners' practical skills. For example, one apprentice developed good stock checking skills through entering data on delivered parts on a computerised stock control system. Learners benefit from regular access to electronic diagnostic equipment through a local garage.
- Course planning materials include a detailed profile of learners. Learners are asked to evaluate their learning in some sessions. In less effective lessons, trainers fail to encourage independent learning and do not sufficiently reinforce what has been learned.
- Support for learners is good. Enthusiastic staff ensure learners with diverse needs are cared for and supported well to achieve their learning goals and overcome barriers to learning. Learners confirm their increase in confidence and self-esteem. Attention to healthy and safe working practices is good.
- The monitoring of learners' progress is good. The recent introduction of an electronic database ensures that learners' progress records on all aspects of the apprenticeship framework are easily available. This information is used effectively to set precise targets and action plans to assist learners to complete by their planned end date.

- Learners' progress in the workplace is reviewed frequently. Employers are fully involved and share the agreed targets. Previous targets are reviewed through detailed questioning and progress is discussed in detail.
- Assessment of learning is effective, frequent and flexible. Oral feedback is detailed and thorough; written feedback is supportive. Precise targets are set for the next visit. In a few cases spelling mistakes in learners' written work are not identified or corrected so that learners can improve their written English skills.
- Learners develop satisfactory literacy and numeracy skills. Although vocational and specialist trainers work together to identify relevant approaches, the planning and development of English and mathematics skills within learning sessions require improvement.
- Staff provide valuable advice and guidance throughout the programme. Initial assessment promptly identifies learners' support needs which are responded to quickly. Well-developed employer links support learners into employment, including finding new placements in alternative companies for those who have been made redundant.
- Learners are introduced to equality, diversity and safeguarding awareness during induction and this is reinforced subsequently through task booklets every six months. However, learners' understanding of equality and diversity is not extended sufficiently through learning sessions and workplace reviews. The questions asked lack sufficient depth to stretch and extend apprentices' knowledge further.

## Business administration and management

### Apprenticeships

Good

- Teaching, learning and assessment are good, which is reflected in the good outcomes for learners across programmes. Success rates in 2011/2012 are outstanding. Learners are clear about what is expected of them and this motivates them to make good progress. They are on target to achieve within agreed timescales and some achieve early. The standard of learners' work in portfolios is high.
- Sessions are planned skilfully to meet learners' individual needs and to help them to develop a wide range of work-related skills. Management learners apply these new skills in the workplace developing their confidence as new managers. Learners are encouraged to work independently and collaboratively through interactive activities. They develop skills to enable them to progress in their careers and to gain further qualifications.
- Learners are set challenging targets based on their initial assessment and progress and they are regularly updated in reviews to include their achievements and new targets. Learners appreciate the good support provided by assessors, which motivates them to focus on their learning and workplace development. However, target-setting is weak in a few cases.
- Assessors have a good understanding of the organisations in which learners are employed. They use this knowledge when planning assessment activities which helps learners develop their skills. Learners are visited monthly in the workplace and evidence submitted between visits is assessed promptly to ensure progress is maintained. Staff make good use of a proprietary software application to support learners' independent learning and to track their progress and achievement.
- Assessors focus reviews on learners' progress towards the completion of their qualification. Employers contribute well to setting work-related targets that enable effective assessment. Assessors do not sufficiently exploit opportunities to discuss learners' thinking and reflective learning skills and further develop their capacity for independent learning.

- Learners develop good workplace and personal skills. Learners demonstrate good practical skills in the workplace and display an increased knowledge and understanding of their role at work. Employers greatly value the increased skills and comment positively about business learners' improved telephone and customer service skills. Learners enjoy their work and are highly motivated.
- Well-structured written and oral feedback provides learners with detailed and clear guidance that assists them to progress towards their qualification. Feedback is constructive and ensures that learners are clear about their progress and what they have to do to achieve.
- Learners work towards functional skills qualifications at the level required for their framework. Functional skills are effectively integrated within learning sessions and individual support is provided in the workplace and at the Milltech training centre. Good opportunities are identified with employers to assess learners' functional English in a work-related context.
- Advice, guidance and support are good. Assessors work with learners and employers to identify appropriate on-the-job training opportunities and progression routes. Learners are actively encouraged to complete further qualifications and are often promoted to more senior positions after they achieve their qualifications. Progression to higher level qualifications is good.
- Learners have a good understanding of equality and diversity and topics are discussed at every assessment visit. However, assessors do not always use opportunities to extend learners' knowledge of equality and diversity in the work environment.

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

**Good**

- Leadership and management are good. Leaders, managers and all staff have high expectations and help learners succeed and progress. Since the previous inspections, the continuous improvement of learners' success rates has been a priority and these are now good for the majority of learners. All staff support the culture which promotes improving success rates and good quality provision for all learners.
- Learners benefit from the recent appointment of team leaders whose contributions ensure that subject areas are well managed. Recent staffing changes in 2012 had a negative impact on motor vehicle learners but these problems are now resolved. The monitoring of the subcontractor was insufficiently rigorous but the contract is now terminated and learners' retention and success rates are improving.
- The provision meets the needs of employers and individual learners very well and they have good opportunities to progress to higher levels. Curriculum planning is good and business learners benefit from extensive progression opportunities including to higher-level management qualifications. The strategic priorities of expanding foundation level programmes and making provision for unemployed young people are not sufficiently reflected in the quality improvement plan.
- Investment in assessment and learning technologies and resources are good. Effective use of electronic portfolios as an overall communication system ensures, for example, that requests for certificates from awarding bodies take place in a timely manner. The approach to electronic assessment practice is sophisticated and methods adopted are well researched and tested.
- Performance management systems are highly effective with good use of data to monitor learners' outcomes. Improved data reports and weekly staff meetings ensure learners making slow progress and needing additional support are identified early. More detailed reports such as those on the achievement of functional skills are insufficiently developed. Managers analyse data on individual learners but do not use this information sufficiently well to inform overall strategic planning.
- Milltech has strong employer links which provide an increased range of training opportunities for learners. Staff quickly find alternative placements for learners who are made redundant or who lack opportunities to collect evidence to avoid delays in learners' progress. An effectively used



customer relations management system records regular contact with potential learners and employers and monitors learner recruitment and placements.

- Milltech has improved the quality of teaching and learning since the previous inspection and trainers make better use of available resources. The provider recognises the need for the further integration of functional skills in motor vehicle engineering training. Action plans following observations are insufficiently detailed and do not contribute effectively to staff training plans. Observation records do not sufficiently emphasise the promotion of equality and diversity in sessions.
- Internal quality assurance is rigorous. Good use is made of the electronic portfolios to monitor assessment practice including its frequency, methods, learners' progression and the quality of feedback provided to learners. Feedback given to assessors helps them to improve and to standardise and share good practice.
- Improved self-assessment and quality assurance processes reflect the greater responsibility given to training officers for evaluating subject areas. By using the electronic self-assessment tool managers are able to focus more on evaluating progress towards longer-term measurable improvements. It is too soon to assess the tool's longer-term impact on quality. The self-assessment report is broadly accurate but is over-descriptive. Learners' feedback is extensively used to promote improvements but employers' contributions are less developed.
- Milltech promotes a strong culture of inclusion and manages initiatives to raise learners' awareness of wider equality and diversity issues well. Most apprentices have a good understanding of these. The few reported complaints or incidents are efficiently resolved. Few differences exist in the performance of different groups although data are not always fully used to analyse their performance.
- Existing and newly appointed staff receive regular training to ensure they have a good understanding of equality and diversity although this is not reflected in training plans. Posters throughout the centre promote a culture of respect and learners value the opinions of others. Some marketing materials reinforce sector gender stereotypes. Learners feel safe and Milltech meets its statutory requirements for safeguarding learners.

## Record of Main Findings (RMF)

### Provider name: Youngsave Company Limited (Milltech Training Limited)

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade    |
|---|----------|
| <b>Motor Vehicle</b>  | <b>2</b> |
| <b>Administration</b>   | <b>2</b> |
| <b>Business Management</b>  | <b>2</b> |



| 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   | NA                          | NA  | NA       | NA  | NA      | NA  | NA                | NA  |
| Part-time   | NA                          | NA  | NA       | NA  | NA      | NA  | NA                | NA  |
|   |                             |     |          |     |         |     |                   |     |
| Number of apprentices by Apprenticeship level and age | Intermediate                |     | Advanced |     | Higher  |     |                   |     |
|   | 16-18                       | 19+ | 16-18    | 19+ | 16-18   | 19+ |                   |     |
|   | 55                          | 16  | 12       | 42  | 0       | 34  |                   |     |
|   |                             |     |          |     |         |     |                   |     |
| Number of learners aged 14-16                         | 0                           |     |          |     |         |     |                   |     |
| Number of community learners                          | 0                           |     |          |     |         |     |                   |     |
| Number of employability learners                      | N/A                         |     |          |     |         |     |                   |     |
| Funding received from                                 | Skills Funding Agency (SFA) |     |          |     |         |     |                   |     |

**At the time of inspection the provider contracts with the following main subcontractors:**

- None at time of inspection

## Additional socio-economic information

Youngsave Company Limited, known as Milltech Training Ltd (Milltech) is based in Sunderland and offers apprenticeships in business, administration and management and motor vehicle engineering. The percentage of pupils in the Sunderland area gaining five or more GCSEs at grades A\* to C or equivalent including English and mathematics in 2012 is 3% above the national average. Unemployment is similar to the national average. The proportion of the local population who have no qualifications is 13 % which is 2% more than that found nationally. Almost 46% hold qualifications at advanced level or above, 9% below the national average. The main local employment areas are in electronic, chemical, paper and motor manufacturing industries. The company is led by a Managing Director with the support of operations and administration managers.

## Information about this inspection

**Lead inspector**

Fred Brown

The lead inspector and four 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 reports. 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 offered by Milltech. 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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