

LCBT (London College of Beauty Therapy)

Independent learning provider

Inspection dates		17–20 June 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
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:

- Success rates are high, with the majority of learners making good progress and developing a wide range of technical and personal skills to improve their employment prospects.
- Teaching, learning and assessment are good. Teachers and assessors use their own excellent commercial experience very effectively to interest and motivate learners.
- Partnerships with employers and others are particularly impressive. These provide excellent work experience opportunities and career presentations, inspiring learners to strive for sustainable careers, and to take further qualifications to widen their employment choices.
- Individual support by course tutors and support staff is especially good in helping learners develop their self-confidence and overcome barriers to achievement, enabling them to get jobs with good quality employers.
- Leadership is strong and decisive, and leads to improvements in the quality of provision for learners. Staff have very high expectations of their learners and particularly focus on developing skills to support learners' future career opportunities.
- Learners from across a very broad range of ability levels, ages, and backgrounds are welcomed. They receive good information, advice and guidance and benefit from robust safeguarding arrangements.

This is not yet an outstanding provider because:

- Success rates on a minority of courses are too low, and a minority of apprentices are not making good enough progress.
- Not enough teaching and learning sessions are yet outstanding.
- Recent improvements and revised plans for the provision of functional skills and specialist additional learning support have yet to benefit learners fully.
- The revised quality improvement arrangements are not yet implemented fully, and do not yet enable sufficient formal feedback from learners and employers into the self-assessment process.

Full report

What does the provider need to do to improve further?

- Improve success rates for learners aged 16 to 18 on full-time beauty therapy programmes, by providing more support and motivation to the minority of learners who start at later dates and are at risk of leaving early as their courses span the summer holiday period. Improve the pace of progress for those apprentices with lower success rates, by better monitoring of workplace visits, ensuring that all apprentices receive frequent assessment.
- Improve the standard of teaching and learning by ensuring all teachers and assessors plan well so that they use learning strategies and resources to a consistently high standard; and by constantly monitoring the performance of staff through effective observation of teaching and learning.
- Increase the availability of specialist functional skills and specific learning support, by the planned appointment of the necessary additional staff to improve classroom-based learners' functional skills success rates.
- Implement quality improvement arrangements fully across the expanding provision, including the sharing of good practice. Ensure greater input by learners and their employers into the self-assessment process, by developing further the use of forums and on-line ways of capturing their views formally.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Outcomes for learners are good. On the majority of beauty and employability courses, a high proportion of learners successfully complete their qualifications. Learners develop particularly good vocational and personal skills, preparing them well for the commercial pressures of high quality employment, and/or for progress to higher and additional skills courses. On full-time beauty therapy courses, learners' success rates in functional skills were average in 2011/12.
- Apprentices are developing good vocational and personal skills and benefit from being employed by good, supportive employers. Staff provide good development of English and mathematics functional skills from the start of apprenticeship programmes, enhancing learning. For a few business apprentices in 2012/13, progress towards their accredited awards was slow at the beginning of their programmes, owing to infrequent workplace visits by assessors.
- Success rates for beauty therapy learners on classroom-based courses are good overall. In 2011/12, learners aged over 19 achieved very well and those aged 16 to 18 achieved satisfactorily. In 2012/13, success rates for learners on entry and advanced level programmes are high. Intermediate learners' success rates are about average, adversely affected by learners whose courses spanned the summer holiday period leaving early.
- Outcomes are very good on employability training programmes; adult learners achieve even better than those aged 16 to 18. The success rates on beauty retail employability courses improved significantly in 2012/13 and are now very high. The new sports programmes which started in 2012/13 have exceptionally high success rates. The intermediate level fitness instructor course has a high success rate, well above average, and all learners on the advanced personal trainer course and the subcontracted level 1 certificate in adult literacy have successfully achieved.
- Success rates in 2011/12 for retail and wholesaling apprentices were significantly above national rates for both overall completions and those within the planned time. Beauty therapy apprenticeships had poor results. Apprentices' success rates overall improved in 2011/12 to around national averages, following a decline in 2010/11 after which senior managers stopped recruitment for many subjects and investigated and resolved the reasons for poor performance.

- Learners with recognised learning difficulties achieved at a similar level to those with no learning difficulty. Numbers of male learners are highest on sports programmes, where they have excellent success rates.
- Enrichment activities are excellent for classroom-based learners. Their career prospects are enhanced through opportunities to take additional qualifications, career presentations by leading industry employers, and work experience in a range of very good quality environments including famous department stores. Highly prestigious beauty work experience placements are to start shortly provided by a children's charity supported by a well-known retail expert. Learners regularly fundraise for charities.

The quality of teaching, learning and assessment	Good
---	------

- The quality of teaching, learning and assessment is good, and is reflected in high success rates across the provision. A few examples of outstanding teaching and learning were observed by inspectors.
- Teachers and assessors emphasise the importance of commercial practice in all activities, and also of learning for sustainable careers. Learners develop high levels of customer service skills through the very good role models provided by their teachers in both classroom-based and employability training. Attendance and punctuality are good; their importance is emphasised to learners as a critical requirement for employment.
- In the better sessions, planning is thorough with a good focus on individual learners' needs. Teachers use a variety of learning strategies and resources to stimulate and motivate learners. They promote high standards of commercial practice and use questioning very effectively throughout sessions to check learning. Sports learners benefit greatly from the good teaching and support provided by both LCBT and their employers in the prestigious London gymnasiums where they work.
- One-to-one coaching is particularly effective in supporting learning across all programmes. Staff pay good attention to meeting learners' individual learning needs, especially in groups with lower numbers, both at LCBT and in the workplace. Apprentices who receive frequent workplace visits, and where LCBT's training and assessment are linked well with their employment, are progressing well.
- Information and learning technologies are used well in some sessions, such as the interactive presentations on employability programmes. However, not all teachers are sufficiently skilled in using technology imaginatively. Staff are developing new learning resources for the LCBT website, which will enable better sharing of good practice, including with subcontractors.
- In a few beauty therapy groups there are too many learners for the size of the salon; working conditions are cramped and there are not enough clients to provide a realistic commercial experience. Learners are not always given activities to ensure they are actively learning when acting as clients for their peers. Salon reception staffing and booking arrangements are being altered in order to improve client numbers.
- Lesson plans are not specific enough in a minority of sessions. They do not ensure that teachers maximise learning opportunities and use effective learning strategies and resources. These sessions lack pace, learners are not interested enough and attendance is often too low. In several beauty therapy sessions, weak planning meant that simple opportunities were missed to promote equality and diversity relating to salon work, and to develop learners' English and mathematical skills. For example, chances were not taken to use ratios in measuring, or to discuss cultural influences on fashion trends in make up and depilatory techniques.
- Initial assessment is thorough and effective. Results of English and mathematics tests are communicated well to teachers for use in planning learning. Occupational skills assessments help tutors to plan work to develop individuals' abilities. Target setting is good, including for functional skills in apprenticeships. Managers are aware that a minority of beauty therapy learners were

placed on the right functional skills levels for their abilities when these awards were first offered, adversely affecting results. The appointment of specialist teachers has resolved this problem.

- Assessment is well planned and thorough. Learners are clear about the criteria and are well supported by their assessors. Good use is made of activities to maximise assessment opportunities. Assessors' verbal feedback is good and learners are motivated by clear information about ways to improve. Written feedback is not always returned promptly and neither does it have adequate detail to help learners improve.
- Information, advice and guidance are very good. The West End Job Shop, based at LCBT's premises in London, is excellent. The highly-skilled and knowledgeable staff provide very good personalised support to learners before, during and after attending LCBT courses. Their services are well promoted; the company's website lists an extensive range of job opportunities relating to courses at LCBT, as well as the high numbers successfully achieving employment each month. The occupationally focused, professionally presented curriculum vitae, and excellent interview technique advice help learners gain employment. Learners and employers benefit from courses being completed at different stages throughout the year, which support good progression into employment. In addition, teachers use their own commercial experiences very well to inspire and inform learners about the wide range of careers available to them.
- The promotion of equality and diversity is good. Learners across all programmes have good knowledge and understanding of different cultures and the skills to treat clients as individuals. In the better learning sessions, tutors effectively relate equality and diversity themes to the topics being studied. Consultations with clients in beauty, sports and retail particularly illustrate learners' very good communication skills across a range of clients with differing needs, and from varied socio-economic and cultural backgrounds.

Beauty therapy

Good

- Teaching, learning and assessment are good, with some outstanding aspects, as reflected in the high success rates at entry and advanced levels. Success rates at intermediate level are good, but too many learners leave early without completing their qualifications.
- Beauty therapy learners develop very good employability skills, particularly when completing body massages and manicures. Progression to higher-level courses is good, and a significant number of learners progress into employment including prestigious beauty salons. Attendance and punctuality require improvement on a minority of courses.
- Teachers are well qualified, with very good commercial experience which they use imaginatively in their learning sessions. Teachers have high expectations of their learners. They use very effective learning strategies, high-quality resources and regular, focused questioning to check and extend learning. Teachers reinforce the high expectations of employers and act as very good role models, inspiring learners.
- In a minority of lessons, teaching is less stimulating, for example when interactive whiteboards are not used imaginatively by teachers and/or questioning does not promote and check learning. Lesson plans that are not specific to the particular session are unhelpful in ensuring teachers maximise the learning opportunities. When there are too few clients, treatments are not sufficiently diverse and are not always completed at the pace expected in a commercial salon.
- Assessments are well planned and rigorous. Learners are supported well during the assessment process. Assessment is appropriate and meets the requirements of the awarding body. Verbal feedback is good, but written feedback is not always sufficiently constructive to support learners in improving their progress.
- Learners benefit from very good opportunities to attend a wide range of competitions, exhibitions and educational trips, and they raise money for charity. Impromptu requests are made for learners to work on photo shoots and films, which give exceptional work experience and often with celebrities who are clients.

- LCBT is well resourced, with high-quality products and equipment. LCBT's commercial salons at the main site are in a very prestigious building, but they do not have the usual décor and promotional displays found in high quality environments. Photographs are not used sufficiently to celebrate and promote learners' high levels of creative skills and the good quality and variety of their work, although excellent examples of these are on LCBT's website.
- Learners are offered an extensive range of commercially-relevant short courses in addition to their main qualifications, which further enhance their employment opportunities. In particular, learners' tanning and threading skills are developed to a very high standard, the latter being exceptional and conducive to performing treatments to the level expected in highly specialised beauty salons internationally.
- Learners value highly the good advice, guidance and individual care they receive from their vocational teachers. Personal concerns are dealt with promptly and effectively and learners feel safe. Target setting is good, learners plan their own targets to measure what they have achieved and how they can improve. These targets are then reviewed and agreed in one-to-one sessions with their teachers.
- The provision of functional skills requires further improvement in beauty therapy subjects; plans are in place, but it is too soon to judge the impact. Vocational teachers promote English and mathematics relating to beauty topics, but this is too ad hoc; development of these skills is not planned well enough to maximise learning opportunities. English sessions by subject specialists are too boring; the pace is poor and insufficiently challenges learners.
- Learners receive good support for additional learning support needs from their vocational teachers, but support for learners with specific learning needs is inadequate. LCBT has recently recruited a specialist tutor, but the impact has yet to be realised.
- Equality and diversity are promoted well in subject lessons. Teachers are skilful in using opportunities as they arise, although they do not plan how to maximise learning opportunities for each lesson. Good discussions take place with learners, which are highly relevant to commercial practices, such as the differences in male and female beauty treatments. Learners' attitudes are particularly good towards clients with differing needs. For example, learners' professional consultations relax clients from across a wide range of cultures and nationalities, and they have a clear understanding of how to select the correct make up to suit a wide variety of skin tones.

Employability training

Good

- Overall outcomes are good, with high success rates for all programmes; those in beauty retail increased significantly to a high level in 2012/13. Learners develop confident, commercial vocational skills, and strong team working. Attendance and punctuality are good and monitored carefully to support employment readiness.
- Progress is good and most learners achieve a positive outcome; around 40% of retail learners progress to relevant employment. Progression to higher-level qualifications in sport and beauty is high.
- Teaching and learning are good. Trainers are motivated and enthusiastic learners speak highly of their tutors and of the level of pastoral support received. Trainers use their relevant industrial experience well to enhance learners' understanding, for example when linking presentations to marketing in the retail sector.
- Sessions are well managed, with appropriate consideration to learners' individual needs. In the vast majority of sessions, learners actively participate in a range of stimulating group tasks strongly focused on developing their readiness for industry. Examples are the application of darker eye make up prior to foundation to meet commercial practice, or the use of positive body language when acting as a personal trainer. Occasionally, the interest of the learners is not sufficiently captured at the start of the lesson, or those who have completed their tasks are not given any extra and more difficult work.

- Health, safety and hygiene practices are inconsistent and classrooms do not always provide sufficient working space. Hazard recognition is adequate but some learners' awareness of safety is weak. For example, a steamer was set up poorly and a dropped towel was re-used on a client. Learners have limited access to dedicated rest areas during break times.
- Initial assessment adequately identifies learners' starting points; however, learning is not always sufficiently tailored to meet the range of learners' individual needs. Recruitment and induction procedures are comprehensive, but the early stages of courses can be uninspiring and lack organisation.
- Learners receive constructive feedback on tasks and practical assessments, with clear personal targets set to improve broader aspects of employability, such as body language and dress code. Assessment practice is well structured; in particular, a strong focus on commercial timings in all aspects of practical work enhances learners' job readiness. Learners' portfolios are adequate, with some good examples of learners' work in sport.
- English is embedded well into learning sessions, with a strong focus on the acquisition of work-related skills, such as interpersonal communication and presentation skills. Handouts are readable and visually stimulating, with interactive presentations supported by video clips to enhance learning. However, the support provided for learners with specific learning needs, such as dyslexia, is inadequate. For example, extra handouts were given to dyslexic learners to read in an effort to help them.
- Learners benefit from good initial advice and guidance throughout their programme. Dedicated staff ensure learners are fully aware of their career progression and support the production of a professionally presented, sector- and vocationally-specific curriculum vitae. Learners are able to get help from dedicated staff on a flexible basis, and receive regular reminders via email for possible job opportunities, as well as extended support for self-employment.
- Learners' understanding of equality and diversity is good and learners are respectful of their peers and tutors, regardless of background or culture. However, lesson plans do not fully support good preparation for promotion of equality and, in observed sessions, some naturally occurring evidence was not used fully.

Business apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement. LCBT has made significant changes recently to improve declining success rates, but these have not yet had time to make a difference. Most learners develop good vocational and functional skills in their workplaces and benefit from very good employer support, but a few learners continue to demonstrate slow progress.
- Learners improve their confidence and practical skills, for example through composing business communications and marketing materials, and assisting with the organisation of events. Team leader apprentices develop knowledge of leadership and management theories, which help them to understand better the dynamics of teams and the rationale for management decisions.
- Assessors have appropriate knowledge in their subject areas and an appreciation of the work demands within the diverse companies where learners are employed. They engage very effectively with the nature of learners' job roles, identifying tasks for them on the programme which are particularly relevant to their workplace.
- Learners benefit from particularly supportive employers who provide a wide variety of good on-the-job training which extends their skills and experiences. Assessors do not routinely involve employers in learners' progress reviews. The impact on learners is that their on-the-job training at work occurs independently of their qualifications, with missed opportunities to recognise and contribute skills and knowledge gained in the workplace to their learning programme.
- Assessment practice has a few aspects which are good, but others require improvement. Assessors use good coaching skills and provide helpful verbal feedback during assessment visits, and this motivates learners and helps them to reflect on their practice. Written feedback to learners is not

provided promptly enough and lacks specific detail about what they need to do to improve. This is impeding the progress of a few learners.

- Inconsistency in the information received by learners during their induction results in some not being clear about when assessment visits will take place, and what tasks they should complete in the meantime. For a few learners, too long a delay occurred between induction and the first visit by their assessor, and these learners are making slower than expected progress.
- Initial assessment of learners is good. The findings from an assessment of learners' English and mathematical skills are used effectively by the assessor to provide appropriate coaching, which helps learners to make timely progress in developing their functional skills. Learners also benefit from undertaking an occupational skill scan, which accurately identifies the most relevant programme units for them to follow. Learners are on the right programme to meet their personal and vocational needs.
- Learners have learning targets set by their assessors to help them to progress, but many find these unchallenging as they are too broad and relate mostly to completion of workbooks or whole programme units. Many targets lack detail and do not provide learners with clear guidance about the skills and knowledge they need to achieve.
- The development of learners' functional skills is good. Assessors routinely correct learners' work for spelling and grammatical errors, and prompt implementation of functional skills training means a good number of learners achieve success in English and mathematics qualifications in the early stages of their apprenticeship.
- Equality and diversity topics are discussed effectively with learners by their assessors in progress reviews to enhance their awareness. Good use is made of naturally occurring opportunities to check learners' understanding. However, for a minority of learners, the questions asked by assessors during reviews are too basic and only require a superficial response. They do not sufficiently challenge perceptions or provide opportunities for learners to deepen their understanding within the context of their work.

The effectiveness of leadership and management

Good

- Senior managers provide strong leadership, which has robustly sustained high expectations for learners throughout the LCBT team; all firmly believe in providing 'courses for careers'. Communication, planning and decision making throughout the college are good. The college continues to provide high quality beauty therapy courses, while successfully expanding its provision of employability courses and apprenticeships. The formation of an executive board and new senior team has successfully enhanced the management of the college. LCBT has good capacity for sustainable improvement.
- Well-considered and decisive action by the Principal and the executive board in 2012 halted the declining success rates for apprentices. A new and experienced team of trainers and assessors was recruited in January 2013, along with a new manager of commercial training and apprenticeships, and these new staff are having a positive impact. For example, recruitment has increased to a wider range of apprenticeships, including hospitality, using the company's very good employer links.
- Teachers and assessors are well qualified and most are commercially very experienced. Their professional development is good and most have completed teaching qualifications. Assessors are confident in their planning of learning and most use a wide range of effective teaching methods, questioning techniques and resources. Arrangements for the observation of teaching, learning and assessment have been greatly improved. A new observation and recording process is helping to improve learning further, although this is not yet fully established. The management of staff performance is very effective; appraisals, job reviews, and feedback from observations have all contributed to the clear improvement in the quality of teaching, learning and assessment. Underperforming staff receive good professional support, with further training and regular reviews of their targets for improved performance.

- The quality assurance of classroom-based courses is very effective and has led to improvements. However, arrangements are not yet fully effective for the newly expanding apprenticeship provision. The involvement of learners is achieved through LCBT's 'learner voice' arrangements, recently leading to a better evaluation of its provision and to improvements, such as the reorganisation of some salon space and a different range of beauty products. Positive responses to some other requests from learners are more difficult to provide in the limited space of the West End location. For example, LCBT does not have spacious facilities, such as learning resource centres and eating areas, and learners are required to use local amenities.
- LCBT provides good support for its subcontractors. Senior LCBT staff carry out an initial review and provide good support in preparing necessary contractual documents and ensuring regular communications and data monitoring. Thorough annual curriculum and quality reviews are carried out by an LCBT team who produces a detailed, and particularly useful, report with action points.
- Self-assessment has improved significantly since the previous inspection. The majority of staff are fully involved in the process and learners contribute through focus groups and the 'learner voice' arrangements. Although employers provide regular and extensive informal contributions, their views are not yet formally sought. The self-assessment report contains critical judgements and is focused on key criteria to promote improvement. The quality improvement plan includes target milestones and success criteria and is linked very effectively to operational plans, although the new LCBT strategic plan is still in development.
- LCBT's work with an extensive range of employers, to help develop and tailor learning programmes that meet business needs, is outstanding. Employers value greatly the time taken by LCBT to understand their business requirements, and the flexibility of training and assessment arrangements which meet both learners' and employers' needs. LCBT's employment-focused partnerships extend to local authorities and Jobcentre Plus. This approach is providing ever-increasing job opportunities for learners through the LCBT West-End Job Shop, and also directly as the courses are integral elements of staff recruitment for many partner companies. Learners are gaining exceptional benefits from this well-integrated and expanding network.
- LCBT is a very diverse organisation in terms of both staff and learners, and its promotion of equality and diversity is good. Staff are appropriately trained in these themes, which are discussed during meetings at all levels, and most actively promote them. Learners and staff have extensive knowledge of equality and this helps them in the workplace. Many staff speak multiple languages. Programme managers have supplied teachers and assessors with a useful range of equality and diversity scenarios, questions and answers, aimed at helping them bring equality and diversity topics to life within learning; however, this is not happening often enough.
- Practices for keeping learners safe are good and meet statutory requirements. Staff are appropriately trained and close cooperation exists with a range of agencies across London. Increasing and valued input is being made by organisations that support young people, such as Alone in London which provides interesting and useful presentations to learners. Staff and learners can contact the designated safeguarding officer or her deputies at any time using a dedicated phone number. Incidents are managed sensitively and are recorded in detail with clear and appropriate action to resolve issues. The recruitment of staff reflects current recommended practice and the management of health and safety is effective.

Record of Main Findings (RMF)

LCBT

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Beauty therapy	2
Employability training	2
Business	3

Provider details

LCBT	
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year 2011/12	Full-time: 669
	Part-time: 2,032
Principal/CEO	Eileen Cavalier OBE
Date of previous inspection	2009
Website address	www.lcbt.co.uk

Provider information at the time of the inspection:								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	-	-	93	195	73	115	-	-
Part-time	1	12	36	35	28	39	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	10	156	6	170	-	-		
Number of community learners	n/a							
Number of employability learners	205							
Funding received from	Skills Funding Agency (SFA) and Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ That Nail and Beauty Place ▪ Parenta ▪ Free2Learn 							

Additional socio-economic information

LCBT has been based in London's West End since 1995, initially as The London College of Beauty Therapy offering beauty therapy courses. More recently it has become known as LCBT to reflect its expanded provision. Currently, LCBT offers beauty therapy full-time courses, a range of short courses in beauty-related subjects, and employability training in beauty therapy and beauty retail at its London West End locations. Employability training for health and fitness courses is all based at the London gymnasiums where learners work. Apprenticeships are offered in business, management, team leading, customer service, retail, hospitality, care and beauty therapy. Learners come from across 78 local authorities in Greater London, and beyond, and unemployment across many of these areas is higher than the national average. The percentage of pupils who leave school with five or more GCSE qualifications at grades A* to C in London are similar to national averages; however, around a third of LCBT learners have only achieved level 1 qualifications or below when they enrol and over 50% are from areas of multiple deprivation. LCBT's learners and staff are culturally diverse. LCBT provides learning for 90 beauty therapy learners on employability training programmes at Lambeth College.

Information about this inspection

Lead inspector

Julia Horsman HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the director of curriculum and quality 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013