

# Yorkshire Training Partnership Limited

## Independent learning provider

|  |                         |                        |
|--|-------------------------|------------------------|
| <b>Inspection dates</b>                      |                         | 9-13 December 2013     |
| <b>Overall effectiveness</b>                 | <b>This inspection:</b> | Requires improvement-3 |
|  | Previous inspection:    | Inadequate-4           |
| Outcomes for learners                        |                         | Requires improvement-3 |
| Quality of teaching, learning and assessment |                         | Requires improvement-3 |
| Effectiveness of leadership and management   |                         | Requires improvement-3 |

### Summary of key findings for learners

#### This provider requires improvement because:

- Success rates on apprenticeship programmes, although improved, still require further, sustained improvement.
- Learners' levels of understanding of equality and diversity are not sufficiently stretched and extended during learning programmes.
- The further development of learners' skills in English and mathematics is insufficient. Opportunities are missed to promote English and mathematics in taught sessions.
- Employers' involvement in review processes and their contribution to enhancing learners' understanding and promoting development of their broad occupational competence is insufficient.
- Not enough teaching sessions are good or outstanding. Written feedback in reviews and on submitted assignment work is not sufficiently detailed to inform learners about their progress and how they can improve.

#### This provider has the following strengths:

- An increased proportion of apprentices and workplace learners complete their qualifications, most within their expected timescale.
- Apprentices acquire high levels of vocational skills, knowledge and understanding which they apply well in the workplace.
- Teaching and coaching have improved since the last inspection. They include a good range and standard of activities to promote effective learning.
- Teachers and assessors are well supported and have good opportunities to access continuing professional development and share good practice across the partnership.
- Learners receive good, flexible support from well-qualified and experienced assessors.
- Thorough and effective actions by managers to improve the quality of teaching, learning and assessment have had a positive impact. Arrangements for governance, quality assurance and performance management across the partnership are already improving the quality of provision.

## Full report

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

- Close the gap between apprenticeship and workplace learning success rates by continuing to improve success rates for apprentices. Ensure all written assessments and reviews adopt effective processes to improve feedback to apprentices on how they can further develop and progress.
- Ensure all employers and work placements are sufficiently informed and sufficiently committed to the demands of apprenticeship programmes to enable their learners to develop a broad range of occupational skills appropriate for their apprenticeship programmes.
- Further improve teaching and learning by regular and insightful informed observations of teaching and learning sessions leading to appropriate action plans for development, supported by informed coaching and development activity.
- Ensure learners English and mathematics skills are developed within their training programmes, for example by supportively correcting spelling, grammar and punctuation within their work. Plan more effectively for the promotion of English and mathematics in learning sessions.
- Further develop learners' progress reviews to involve employers effectively, to ensure learners' understanding of equality and diversity issues is sufficient to help them in their job and careers, and to ensure the written review records track this development effectively.
- Ensure all quality improvement and performance management initiatives are rigorous and lead to further progress and good standards of teaching, learning and assessment and improved outcomes for learners
- Ensure equality and diversity are promoted more effectively by giving greater priority to raising staff awareness and ensuring greater promotion during reviews and meetings with learners.

### Inspection judgements

| Outcomes for learners  | Requires improvement |
|--|----------------------|
| <ul style="list-style-type: none"> <li>▪ Outcomes for learners have improved significantly since the last inspection but still require further improvement. Apprenticeship overall success rates improved but remained below the national average in 2012/13. However, providers' data show that the in-year apprenticeship overall success rate in 2013/14 has again improved and is now above the national average.</li> <li>▪ The proportion of apprentices who achieve their framework within the expected timescale has improved significantly from well below national average in 2011/12 to rise above the national average in 2012/13. Providers' data show that the proportion of apprentices who have achieved their framework within the expected timescale so far in 2013/14 is well above the national average.</li> <li>▪ Overall success rates are high in workplace learning. Although the workplace learning overall success rate declined slightly from above national average in 2011/12 to just below the national average in 2012/13, providers' data show that the overall success rate in 2013/14 is again above national average.</li> <li>▪ The proportion of learners on workplace learning programmes who achieve within their expected timescales has been consistently high. The rate improved from above national average in 2011/12 remaining above this figure in 2012/13. Providers' data show that the proportion of learners on workplace learning programmes who have achieved within their expected timescales so far in 2013/14 is well above the national average.</li> <li>▪ No major achievement gaps are noted but apprenticeship overall success rates and the proportion of apprentices who achieve within expected timescales are slightly higher at</li> </ul> |                      |

intermediate level than at advanced level. Men slightly outperform women and learners from minority ethnic backgrounds perform slightly better than white British learners but in each case the gap is less than that reported nationally.

- Approximately two-thirds of learners progress to positive destinations. Although declining, the number of learners for whom destinations are not known is too high. Progression into employment is good for learners following warehousing and distribution programmes.
- Most apprentices develop in confidence and self-esteem and many exhibit appropriate skills in the workplace which help them perform tasks more effectively. However, understanding of underlying theories and concepts is often lacking. The quality of written work and portfolios is good in many areas but still requires improvement in business management. Learners following care programmes have gained confidence to work independently when planning personalised care support for individual service users. Their improved skills, increased confidence and improved communication and employability skills have a beneficial impact on the standards of care they give to service users.

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

Requires improvement

- Although success rates have risen since the previous inspection, teaching, learning and assessment require improvement, reflecting the further progress required. Most learners now make good progress and gain useful knowledge, skills and understanding. They also gain increased job satisfaction and confidence from their training. A few, mainly adult business management and administration learners, do not benefit from sufficiently wide ranging experience within their work place to gain the broad occupational competence required of an apprentice.
- The quality of training sessions has improved and is now generally good. Most sessions take place in comfortable, appropriate environments. Better sessions are well planned with a variety of activities effectively used to stimulate learning. Learning clearly takes place in these sessions. For example, in a child care session a learner demonstrated the ability to link theory to types of play suitable for the ages of the children with whom she was interacting. In the best sessions, peer strategies are sometimes used to ensure active and effective learning. For example, in a session on communication skills in which business administration learners were asked to review the effectiveness of each other's communication within the lesson. In weaker sessions, learning is often not sufficiently planned, English and mathematics not sufficiently developed and information technology not creatively used to support high quality learning. Insufficient opportunities are created for independent learning to extend learners' development beyond their immediate needs.
- Most staff are well qualified and experienced in their vocational areas. They are less confident in more generic skills such as how best to develop learners' ability in mathematics and English. Spelling, punctuation and grammatical errors are too often left uncorrected, especially for adult learners. Recent training provided for assessors across the partnership aims to increase their confidence to support learners' development of English and mathematics more effectively but it is too early for this to have made significant impact.
- Learners enjoy productive relationships with their assessors who work hard in the face of varying shift patterns and pressures of work to conduct realistic assessments and to benefit both learners and their workplaces. For example, one assessor in health and social care helpfully welcomes other staff to her sessions held in the residential home enabling the whole organisation to benefit. Assessors are very flexible in meeting employers' needs to accommodate immediate work pressures. However, learners' wider need for development of broad occupational competence beyond their immediate work role is, in a few cases, compromised.
- Portfolios of evidence meet awarding body standards and contain an adequate range of evidence including professional discussions, assessor reports and witness testimony. Most contain evidence of learning which has been appropriately developed and which in one or two instances extends well beyond the required level. However, other portfolios contain little

developmental feedback and insufficient evidence of learning new skills or knowledge, for example, some of those in business subjects. Some written assessment records lack sufficient detail to support the achievement of the assessment criteria. Assessors meet learners regularly to review and support their progress and agree further targets for achievement. Most learners have a sufficiently clear understanding of their targets and of what they have been asked to complete before the next review. However, written records of the review and targets agreed are rudimentary. In better reviews, workplace supervisors are present for relevant parts and contribute meaningfully to the discussion on progress. In a child development workplace the employer gave time and prepared materials to support their learner in understanding relevant theory, ensuring they had the right type of practice to develop their skills. However, in a small number of workplaces, the workplace supervisor's involvement is limited to a brief conversation before the assessor leaves at the end of their visit.

- Overall, learners receive adequate information, advice and guidance on their proposed programme. Induction information familiarises learners with the apprenticeship process. In warehousing, retail and social care programmes, learners benefit from good ongoing quality information and guidance which improves their professional knowledge. In business related programmes, information for learners is sometimes too narrow and does not extend sufficiently beyond that needed to help them with their immediate qualification and job role.
- The quality of promotion of equality and diversity is inconsistent. Warehousing and retail learners demonstrate good knowledge and understanding. In education and training, relevant issues including bullying and how to deal with it are effectively included in training sessions for school teaching assistants. However, business management learners do not have sufficient knowledge or understanding of how equality and diversity issues affect their management roles. Many progress reviews provide only a cursory exploration of equality and diversity issues.

## Health and social care

Requires improvement

### Apprenticeships

- The quality of teaching, learning and assessment requires improvement. Although overall success rates, and the number of learners who complete by their planned end date, have improved since the inspection in November 2012, further improvements are needed.
- Teaching has improved since the last inspection. In the better sessions, assessors systematically challenge and extend learners' knowledge of good practice in the care sector. They make good use of active learner-led discussions and focus on sector standards, and statutory and legal requirements. Very good use is made of case studies and scenarios, for example, to reinforce individual rights, promote safe practice when handling medicines or moving and handling in a variety of sector settings. As a result, learners have a much better understanding of how to develop their occupational skills when working with service users in domiciliary and residential care-home settings.
- In the weaker sessions, assessors still rely too heavily on workbooks and a more limited range of teaching, learning and assessment activities. They do not always make sufficient use of information and learning technology and learners are insufficiently stretched and challenged. Assessment is too variable and the range of evidence in some learners' portfolios is very limited. Where assessment is good, a wider range of portfolio evidence can be found with more detailed feedback on progress that the learner has made. Where assessment is less effective, learners' work is restricted with less workplace and learner-owned evidence used to contribute to their portfolio.
- Initial assessment has not improved sufficiently to ensure that the planning for individual learning is carefully matched to each individual learner's needs. The setting of short- and long-term targets has improved but is still variable. Some are specific, measurable, challenging and realistic while others lack detail and precision. Where they are imprecise and lacking in detail they are ineffective in driving learners' progress.

- The quality of oral feedback provided to learners varies between subcontractors. Although the majority is comprehensive, there is still too much that lacks depth and detail. Most written feedback is still too general and it does not provide sufficient guidance to learners about where gaps in knowledge might occur or what action they need to take to improve the quality of their work.
- The review of learners' progress has improved since the last inspection. Assessors visit learners frequently in their workplace to tutor and assess them and to review their progress. However assessment practice and the quality of reviews are still variable between assessors. Progress reviews do not always measure learners' progress against their targets and too many learners are unclear about the timescale they have for completing their qualification.
- Functional skills support is extremely variable. Too many learners are still not developing their English, mathematical and information communication technology (ICT) skills to the levels of which they are capable. Opportunities for spontaneously developing functional skills are often missed. In a minority of cases, assessors' expectations of learners' capabilities are too low. Spelling, punctuation and grammatical errors are still not routinely corrected in learners' written work and repeated errors occur.
- Good information, advice and guidance are provided by well-qualified and experienced assessors to motivate learners, improve their breadth of care, professional knowledge and understanding. As a result, learners develop much higher-level analytical and research skills, studying theoretical principles such as Maslow's hierarchy of needs and how to consider each characteristic when caring for individuals. Learners are satisfactorily inducted into their programme and they are clear about their rights and responsibilities. They are knowledgeable about progression routes in training and employment opportunities in health and social care.
- While the promotion of equality and diversity has improved, further improvements are required. Many learners now have a better understanding of service users' rights to good care, choice of service and how to plan to provide the best level of support for individuals. However, learners' overall knowledge and understanding are not sufficiently extended when they are coached or when their progress is reviewed. Learners' knowledge of statutory safeguarding requirements and the importance of safe working practices, is good.

## Warehousing and distribution

Good

### Apprenticeships

- Teaching, learning and assessment on warehousing and retail programmes are good. Consequently, the large majority of learners achieve their qualifications on time with success rates above the national average.
- Progression into employment overall is good. Nearly half of all retail adult learners progress into employment, while the vast majority of warehousing learners progress into employment. A large local employer has developed an employment academy route for all new trainees, where the vast majority of learners were long-term unemployed.
- Learners thoroughly enjoy their learning. Working with highly skilled teachers and assessors, learners gain good industry skills as well developing further their personal skills. As a result, their confidence improves, as do their employment prospects in the retail and distribution industry.
- Teachers plan lessons well and make good use of a wide range of stimulating learning activities to engage learners and maximise their progress and enjoyment. For example, in an intermediate-level lesson, learners developed new skills and understanding of safe manual handling and lifting techniques through the use of an interactive card game in which learners arranged themselves into the correct sequence, bringing fun, variety and high levels of interaction between learners.



- Teachers ensure learners work well individually and collaboratively in groups or pairs; they are respectful, share ideas and help each other improve their knowledge and skills. Many learners achieve additional qualifications that improve their employment prospects and understanding of workplace role, such as employment rights and responsibilities or basic fork lift operations
- Teachers use their high vocational expertise well in linking classroom and employer-based training, resulting in learners developing a wide range of work-related skills. Learners routinely perform their work duties to high standards. An apprentice was observed competently operating a hazardous warehouse extendible belt conveyor to unload a container implementing the skills that his assessor reinforced with him during their one-to-one review.
- Learners receive good support in lessons and in the workplace. Their learning and social needs are accurately assessed and, where necessary, extra support is provided to ensure all learners successfully achieve their qualifications by their planned end date. Assessment practices are managed well and fully meet the needs of learners and awarding bodies. Apprentices benefit from their assessors' flexible and responsive working practices, enabling assessment to take place at short notice, meeting the needs of learners and employers.
- Teaching and learning satisfactorily improve learners' English and mathematics skills. Achievement of functional skills qualifications is high. However, many learners completing warehouse technical certificate qualifications complete functional skills at a level lower than their initial assessment scores.
- Learners' portfolios are comprehensively evidenced and arranged. Learners receive encouraging verbal feedback during lessons and reviews. However, there is insufficient written feedback to inform learners about how they can improve their work further. In many cases, work is not marked promptly and teachers do not pay sufficient attention to correcting spelling and grammar.
- Learners demonstrate a good working knowledge and understanding of equality and diversity during their lessons and at work. They relate this well to the wider needs of colleagues and customers and how to respect and understand the needs of those from diverse groups. The promotion of equality and diversity is discussed in some reviews, but these vary in quality, ranging from detailed descriptions to repetitive closed statements which merely confirm that equality and diversity have been discussed by reviewers.

## Business management

Requires improvement

### Apprenticeships

- The quality of teaching, learning and assessment requires improvement. While overall success rates, and the number of learners who complete by their planned end date, have improved significantly since the inspection in November 2012, sustained improvements are needed.
- Although individual tutoring varies in quality it has improved since the inspection as a result of the provider's strengthened quality improvement arrangements. In the better sessions, tutors clearly explain what to do and they skilfully question learners to check their understanding. In the weaker sessions, however, explanations are rushed, learning and teaching resources are limited and learners do not have enough supervised practice, for example, to improve their ICT skills.
- Most subcontractors use an adequate variety of assessment methods for judging learners' competence, including observations and witness testimonies. However, the extent of learners' knowledge varies considerably. Subcontractors still place too little importance on the need for learners to carry out guided research and undertake more extensive independent reading to extend their knowledge, for example, of managing conflict, making effective decisions, and complying with legal, regulatory and ethical requirements.
- Assessors are very supportive. They visit learners frequently in their workplaces to coach and assess them and to review their progress, in addition to maintaining contact by telephone and

email. Apprentices and employers value assessors' flexibility in rearranging visits, when necessary, to accommodate work pressures.

- Skills scans are satisfactorily used to identify suitable optional modules that coordinate with learners' job roles. Technical certificates are also chosen with care to ensure that they support learners' current job roles. Target setting in action plans is inconsistent, with too many targets lacking detail and challenge.
- While many learners are diagnostically assessed in English and mathematics, a minority of assessments are delayed and functional skills are still not fully integrated throughout all learners' programmes. Where learners have already gained qualifications in English and mathematics that satisfy apprenticeship requirements, insufficient importance is placed on the need for them to continue improving their standards.
- Although the quality of portfolios is variable, they usually satisfy awarding authority requirements. Many portfolios are uninspiring and they contain too few examples of learners' work to illustrate the quality of what they have produced. Information and learning technology is still not sufficiently utilised in the assessment process.
- Learners receive encouraging oral feedback following professional discussions, although the quality of a few professional discussions does not fully justify the praise that is given. Learners receive insufficient written feedback about the quality of their answers and how they can be improved. Spelling, punctuation and grammatical errors are not routinely corrected. The provider's internal quality-assurance arrangements, while considerably improved, are still not rigorous enough to identify and rectify these weaknesses in assessment.
- Information, advice and guidance which learners receive at the start of their programmes are adequate. The induction booklet satisfactorily familiarises learners with the apprenticeship process and, for example, with the actions they can take should they have a grievance. However, some employers have insufficient information about the apprenticeship programme and how they can support their employees in attaining the award.
- Learners' knowledge and understanding of equality and diversity are underdeveloped. While most are aware of the fundamental principles, many do not have in-depth knowledge of theories and practices that support efficient team leadership and skilful business management. When learners' progress is reviewed, they are not questioned sufficiently about equality and diversity, health and safety, and safeguarding. The provider has invested considerable resources in retraining subcontractors' staff but it is too soon to judge the impact of this.

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

### **Requires improvement**

- The overall effectiveness of leadership and management requires improvement. Since the last inspection, careful attention has been given to restructuring the board of directors which now has a more clearly defined role and purpose. Operational management has been significantly strengthened by the introduction of a new team of experienced staff with responsibility for quality improvement and performance management. Consequently, there is a much sharper and increasingly effective focus on developing strategies to ensure outcomes for learners continue to improve.
- Senior managers responded quickly and effectively as they followed the recommendations from the last inspection. They made good use of external consultants and developed a detailed development plan to support the company's improvement. The effective implementation of this plan has involved many successful initiatives, which cover the full breadth of teaching, learning and assessment. Consequently, the quality of provision has improved since the previous inspection. However, further improvement is required in several areas.
- Thorough and effective arrangements have been introduced to ensure the quality of teaching, learning and assessment improves. Since the last inspection the quality improvement officer has conducted fifty observations of teaching, learning and assessment to identify the staff most in need of improvement. A very effective moderation process ensures observation grades are

accurate, particularly those conducted by subcontractors. Good support is provided through targeted training and coaching which ensures staff performance continues to improve.

- Yorkshire Training Partnership Limited (YTP) has made sufficient progress to ensure good teaching, learning and assessment are shared across all subcontractors. A highly effective and well-motivated learning champion has been appointed for health and social care and their work has contributed significantly to the improvement in quality. YTP make sure that subcontractors meet regularly to discuss performance and quality. Training needs are clearly identified and good training is provided to meet these needs. For example, in recent months staff have attended training to improve their understanding of equality and diversity and integrating functional skills.
- The director of operations ensures that the management of subcontractors continues to improve and is now good. The number of subcontractors has been significantly reduced following a thorough evaluation of their effectiveness. YTP sets challenging targets for their subcontractors and monitors performance closely. All learners have their progress reviewed each month and information from these reviews is fully audited. Careful analysis of information gathered from audit shows clear improvement in the quality of learners' experience and their outcomes. However, too many reviews are not yet good.
- Managers use data increasingly effectively to help them make decisions about improving quality. Good progress has been made with the development of a management information system designed to meet the exact needs of the company. This enables managers to quickly identify learners at risk of falling behind and subcontractors who do not meet the performance demands of their contract.
- Self-assessment processes have improved since the last inspection and are now good. Managers have a much clearer understanding of the quality of their provision and know what they need to do to improve it further. Employers' and learners' views are collected frequently and are used well to assess the effectiveness of the provision. The self-assessment report contains an appropriate level of self-criticism and the majority of the grades are accurate.
- YTP meets its statutory requirements for safeguarding learners and promotes health and safety well. Staff ensure learners receive good levels of individual support to help them make the most of their learning experiences. Learners on courses for the long-term unemployed receive very good support which helps them to overcome barriers and increase their confidence in preparation for getting a job. All subcontractors are thoroughly assessed to ensure they match YTP's standards and requirements.
- The promotion of equality and diversity has improved since the last inspection but is not yet good. The impact of a provider's work in relation to equality and diversity is assessed thoroughly and appropriate actions are taken in response. Learners and staff are protected from harassment, bullying and discrimination. An appropriate policy is in place and much effort has been put into improving staff and learners' knowledge and awareness. However, this is not yet good because too few staff promote equality and diversity effectively when they meet with learners.



## Record of Main Findings (RMF)

### Yorkshire Training Partnership Limited

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|---|-------|
| <b>Health and social care</b>   | 3     |
| <b>Warehousing and distribution</b>                                       | 2     |
| <b>Business management</b>  | 3     |

## Provider details

|   |   |     |                 |     |                |     |                          |     |
|---|---|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| <b>Type of provider</b>   | Independent learning provider   |     |                 |     |                |     |                          |     |
| <b>Age range of learners</b>  | 16+   |     |                 |     |                |     |                          |     |
| <b>Approximate number of all learners over the previous full contract year</b>                  | Full-time: 0  |     |                 |     |                |     |                          |     |
|   | Part-time: 897  |     |                 |     |                |     |                          |     |
| <b>Principal/CEO</b>  | Mrs Lisa Scott  |     |                 |     |                |     |                          |     |
| <b>Date of previous inspection</b>  | November 2012   |     |                 |     |                |     |                          |     |
| <b>Website address</b>  | <a href="http://www.ytp.org.uk">http://www.ytp.org.uk</a>   |     |                 |     |                |     |                          |     |
| <b>Provider information at the time of the inspection</b>                                       |   |     |                 |     |                |     |                          |     |
| <b>Main course or learning programme level</b>  | <b>Level 1 or below</b>   |     | <b>Level 2</b>  |     | <b>Level 3</b> |     | <b>Level 4 and above</b> |     |
| <b>Total number of learners (excluding apprenticeships)</b>                                     | 16-18   | 19+ | 16-18           | 19+ | 16-18          | 19+ | 16-18                    | 19+ |
| <b>Full-time</b>  | N/A   | N/A | N/A             | N/A | N/A            | N/A | N/A                      | N/A |
| <b>Part-time</b>  | N/A   | 16  | N/A             | 29  | N/A            | 38  | N/A                      | N/A |
| <b>Number of traineeships</b>   | 16-19   |     | 19+             |     | Total          |     |                          |     |
|   | N/A   |     | N/A             |     | N/A            |     |                          |     |
| <b>Number of apprentices by Apprenticeship level and age</b>                                    | <b>Intermediate</b>   |     | <b>Advanced</b> |     | <b>Higher</b>  |     |                          |     |
|   | 16-18   | 19+ | 16-18           | 19+ | 16-18          | 19+ |                          |     |
|   | 6   | 184 | 7               | 257 | N/A            | N/A |                          |     |
| <b>Number of learners aged 14-16</b>  |   |     |                 |     |                |     |                          |     |
| <b>Full-time</b>  | N/A   |     |                 |     |                |     |                          |     |
| <b>Part-time</b>  | N/A   |     |                 |     |                |     |                          |     |
| <b>Number of community learners</b>   | N/A   |     |                 |     |                |     |                          |     |
| <b>Number of employability learners</b>   | N/A   |     |                 |     |                |     |                          |     |
| <b>Funding received from</b>  | Skills Funding Agency (SFA)   |     |                 |     |                |     |                          |     |
| <b>At the time of inspection the provider contracts with the following main subcontractors:</b> | <ul style="list-style-type: none"> <li>■ AA Hamilton</li> <li>■ Burlington Care</li> <li>■ Chan Training</li> <li>■ CTS Training</li> <li>■ DC Training and Development Services Limited</li> <li>■ Excel Training</li> <li>■ First Avenue Training</li> <li>■ GLAD Training</li> <li>■ Staff for Success</li> <li>■ XTOL Development Services</li> </ul> |     |                 |     |                |     |                          |     |

## Contextual information

YTP was established in 2000 to support and lead a consortium of work-based learning providers offering work-based programmes mainly across the Yorkshire and Humber region. The company's members of board of directors are elected from the membership of the four local area training associations: Doncaster, Sheffield, Barnsley and Rotherham. A further two independent seats are allocated to the wider YTP membership. All teaching, learning and assessment are carried out by subcontractors. At the last inspection of YTP in November 2012 all aspects were graded inadequate, as was the provision in health and social care and in business management. Provision in engineering was graded as requires improvement.

## Information about this inspection

**Lead inspector**

Bob Busby HMI

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