

Seetec Business Technology Centre Limited

Independent learning provider

Inspection dates		3–7 February 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-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:

- Learners on employability programmes make very good progress, develop successfully their personal and employability skills and learn a good range of relevant work-related skills.
- Workplace learning is good and the majority of learners gain relevant vocationally related qualifications.
- Teaching and learning are good in classroom settings with a few outstanding observed sessions. Coaching by tutors and assessors is good on the majority of apprenticeship programmes.
- Experienced and well-qualified staff plan and manage learning programmes through innovative solutions that meet the needs of vulnerable and 'hard to reach' learners very well.
- Leadership and management are good and senior managers have a clear focus on performance management and a good capacity to maintain and build on current improvements.
- Work with a wide range of employers, partners and sub-contractors is particularly impressive and highly effective in supporting vulnerable learners and developing their skills to move them closer to gaining employment.

This is not yet an outstanding provider because:

- In 2012/13, success rates for administration and retail apprenticeships were low, but increasing, with the provider's data showing reasonable improvement in the first six months of 2013/14.
- Inconsistent use is made of initial assessment to identify and meet the needs of all learners including teaching and support for the development of learners' English skills.
- The qualitative analysis and evaluation of all the sub-contracted provision to support self-assessment requires further development.

Full report

What does the provider need to do to improve further?

- Improve initial assessment of all learners to enable teaching and learning staff to take full account of their needs to plan sessions and improve the learners' performance.
- Improve teaching, learning and assessment practice by further developing the session observation process to ensure that teaching and its impact on how well learners learn, is better evaluated and used to improve teachers' professional practice.
- Make better use of stakeholder feedback to support the self-assessment process and drive quality improvement.

Inspection judgements

Outcomes for learners	Good
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- The large majority of learners make good progress towards their learning goals. Achievements of learners on employability programmes are particularly good and above the national averages. Learners on workplace learning programmes achieve well. Overall success rates are good and improving and most learners achieve within the planned timescales.
- Achievement of job outcomes and improvement in learners' progress towards employment for those on unemployment support programmes are good with approximately 40% currently in sustainable employment. Learners in all areas are able to progress to higher-level qualifications and a small number of learners have progressed successfully from intermediate level qualifications in ICT, business administration and retail to achieve qualifications at advanced level.
- Overall success rates for apprenticeships are good and improving in information and communication technology (ICT), but require improvement in administration and retail programmes. The progress towards achievement of the small number of apprentices following retail frameworks has been slow and is below national averages for 2012/13. This was due mainly to the lack of success of apprentices on warehousing and distribution apprenticeships. Seetec is no longer recruiting learners to this programme. The provider has recognised the insufficient achievement of apprenticeship frameworks and has quickly and successfully implemented interventions and success rates are improving.
- There are no significant differences in achievement of success rates for different groups of learners. However, the provider has identified that female learners achieve faster than male learners on apprenticeship programmes and has set targets to try and deal with the imbalance. Participation and achievement are monitored well through the comprehensive and thorough management information system. Information is gathered at regional and centre level and analysed by centre managers and appropriate actions are included in quality improvement plans.
- Learners develop personal, social and employability skills well. Learners on employability programmes enjoy the teaching and learning sessions and are motivated and supported well by Seetec staff. Good teaching and learning provides meaningful and relevant opportunities for learners to develop communication skills and practise interview techniques for real job opportunities. Learners value highly the programmes and the opportunities for employment provided by local employers.
- Learners on foundation English programmes achieve well. Overall outcomes are good. Learners' achievement of specific English qualifications is significantly above rates for similar providers and slightly above the national average with most of the remaining learners still on learning

programmes. They are making good progress with developing their self-confidence and demonstrate improved communication skills, especially their development of spoken English within the workplace.

The quality of teaching, learning and assessment

Good

- The quality of most teaching, learning and assessment is good, particularly on the very large employability training provision where the majority of lessons are good or better. Achievement of personal and employability skills is extremely good. Learners enjoy their time at Seetec and demonstrate clearly their improvements in confidence and motivation. Learners attend and behave well in learning sessions.
- Tutors plan sessions well and use an effective variety of teaching and learning methods and activities that engage learners. Learners on employability programmes participate well in role-play activities, for example taking the role of an employer and analysing curriculum vitae to select suitable candidates for a job. Tutors use probing questions well to challenge learners to develop their ideas. In a few sessions, learners are unclear of the tasks they need to complete to consolidate their learning. Employability learners' develop their communication skills well and participate effectively in group discussions and debates.
- Skilled and experienced assessors provide apprentices with good support. Assessors work closely with employers to provide good individual coaching to develop skills. Learners also develop their vocational and employability skills well through well-planned training in the workplace.
- Assessors provide good verbal and written feedback on assessments and their feedback on portfolio work is detailed and supportive. This feedback, including the correction of errors, helps learners understand what they need to do to improve and how to improve their spelling, punctuation and grammar. The e-portfolio system is used very effectively on ICT apprenticeship programmes, but requires improvement in retail.
- Off-the-job training in ICT and retail is good, but requires improvement in business administration. In this programme, learning is often insufficiently planned to provide learners with sufficient time to develop fully their background knowledge.
- In learning sessions, employability learners receive frequent and supportive feedback on their progress. Learners are motivated to attend, participate well and are positive about their future. Many learners attend centres that are well resourced. These centres provide learners with an inviting environment in which to learn.
- The majority of learners develop their English and mathematics well in teaching sessions and assessment discussions. The use of classroom assistants is effective in supporting learners to develop written English skills. Learners with dyslexia are provided with appropriate levels of support from specialist staff. However, individual learning plans do not always include reference to the outcomes of initial assessment or plan to meet individual learning needs for English. The use of information learning technology (ILT) is inconsistent with good examples of free writing on a Smart board. Seetec have developed on-line resources for staff and learners, including a good selection of English material, which are used effectively to support learning.
- Learning and Development Consultants (LDC) employed by Seetec work well with employers and provide good and effective support for learners with written and spoken English support needs. One employer identified learners who were capable of being promoted but were held back due to their lack of English. Because of this additional planned support, they have recently been promoted to positions with increased levels of responsibility.
- Very good information, advice and guidance arrangements help employability learners to consider their future options. Excellent links with local employers in the various regions enable Seetec to support learners' transition into employment or their progress towards employment.

Job entry rates are good and improving across the regions. Seetec support learners well in their first weeks of employment.

- Learners have a good understanding of equality and diversity, which they gain through induction and on the various programmes. Equality and diversity are reinforced well in teaching and learning sessions by making use of naturally occurring opportunities. In a lesson on employment rights, a tutor sensitively managed and challenged stereotypical thinking during a debate about equality and workplace discrimination. Records of apprentices' progress reviews do not always show learners' increased understanding of equality and diversity.
- Seetec provides employability learners with a safe learning environment. Learners are mutually supportive and develop confidence in a non-threatening environment. Apprentices clearly understand their rights and responsibilities in the workplace and who to talk to if they have concerns. Assessors adequately reinforce health and safety.

Information and communication technology

Apprenticeships

Good

- Teaching, learning and assessment are good and this is reflected in the improved outcomes for most learners. There are approximately 25 apprentices and the provider has changed awarding bodies within the last year to ensure that options are more relevant to employers and individual learners' needs. Overall success rates for intermediate apprentices in 2013/14 have improved and are now above national averages. The minority of apprentices are on advanced apprenticeship programmes and their success rates are around the national average. Learners are making very good progress with both their technical knowledge and the development of their employability skills.
- The well-planned teaching and learning sessions ensure that learners are provided with up-to-date knowledge of current developments in information technology, including for example web design and development. Tutors are very experienced and well-qualified. Some tutors are practitioners and work in the field of information technology, bringing their creative expertise to share with learners. Tutors provide engaging and motivating learning sessions and make good use of the ILT available to deliver learning in an innovative style, for example, the use of an animated PowerPoint presentation involving popular cartoon characters when introducing a complex networking task. The high standard of training and coaching learners receive, is much appreciated by employers who also provide good quality training for apprentices in the workplace.
- Staff have high expectations of their learners and encourage them to do well. In the workplace, apprentices are involved in a range of live projects, these have included building their employer company website and 'Going for Gold'. This was a year-long project that involved videoing the best employers at company sites around the country each month. Each of the videos was uploaded to the company website. A final awards ceremony was then held for the 12 winners, which was videoed and uploaded. Learners commented about feeling valued that they had done something real for their company.
- Tutors and learners make extensive use of a new centralised electronic tracking system. Learners upload work for assessment and monitor their individual progress on each element of their apprenticeship programme. Learners receive constructive verbal and written feedback on submitted work that enables them to improve their standard of work. Tutors and learners access and use effectively a wide range of centrally stored, on-line learning materials to support delivery and learning.
- Work is assessed well by assessors during their regular monthly visits to apprentices within their workplace. A minority of employers are not always directly involved in the monthly reviews of

learners' progress. However, they do receive verbal updates from the assessor. Employers do not currently have their own access to the centralised tracking system and can only view learner progress if shown by their apprentice.

- Tutors integrate the development of mathematics skills into their vocational sessions particularly well. For example, learners in a networking session were asked to convert numeric values from base10 to binary and hexadecimal. Learners were also asked to convert from binary to base10. Employers also assist in the development of both English and mathematics skills. In one instance, an employer checked layout, content spelling and grammar before the information prepared by learners was sent out to clients. The employer then provided clear and supportive feedback on what the learners needed to do to improve.
- Learners receive useful and timely advice and guidance at informative open days prior to enrolment on their apprenticeship at Seetec. Staff support learners well and have regular discussions to ensure learners know how they can progress after successful completion of their programme. A few learners have successfully taken higher-level qualifications.
- Equality and Diversity awareness is provided at induction. Learners' understanding is monitored and reinforced by assessors during their regular monthly visits to the apprentices' workplaces. Learners are able to discuss equality and diversity openly and feel able to talk about their experiences in the workplace with Seetec staff and their employer.
- Seetec takes safeguarding learners very seriously and places a high priority on e-safety. It has published a comprehensive policy and associated procedures together with a training guide and resources for staff. Seetec provides an extensive range of support materials including, for example, the use of social networking sites and the inherent dangers involved. Staff ensure that access to learner data about participation and progress tracking is very well controlled through strict formal processes which are accredited by an external agency.

Retail and commercial enterprise

Apprenticeships

Requires improvement

- Teaching, learning and assessment require improvement. Success rates for retail apprentices are below the national average for 2012/2013. Success rates for the warehousing and distribution apprenticeship for the same period are inadequate and the provider has ceased recruiting to this programme. Seetec has implemented strategies to improve success rates as a priority, including, for example, more frequent visits to the workplace by highly experienced retail assessors and more focused individual learner support. Learners are now making much better progress towards framework completion. Current provider data shows a significant improvement to above the national average for learners age 16-18, which comprises the majority of retail apprentices.
- Learners benefit from assessors who have a great deal of experience from working in the retail sector. One assessor skilfully used his knowledge to question and extend the learner's knowledge about product recalls. However, some learners have had a number of different assessors throughout their apprenticeship programme, which has delayed their progress and has not sufficiently built on their prior knowledge.
- Learners are well engaged and motivated by their assessors, who provide good encouragement during workplace visits. Assessors and employers set high standards and expect strong commitment from each apprentice. Learners benefit from the good partnerships between Seetec, employers, and the National Skills Academy (NSA) for Retail, working together to set high expectations and relevant programmes for retail apprentices.
- For many learners, their workplace training has been aligned carefully with the apprenticeship framework, helping learners to gain retail knowledge and skills quickly. Employers are closely

involved throughout the apprenticeship programmes. In one large retail supermarket chain, area managers interview apprentices as part of their recruitment onto programmes, store managers routinely participate in the planning of training and the majority are actively involved in performance reviews.

- Many learners do not benefit fully from the use of technology at Seetec because of lack of internet access in many retail stores. They are unable to access online training resources and diagnostic tests. Independent learning is encouraged, but limited, as most learners are unable to access their e-portfolio. Much work for retail apprentices is still paper based.
- All learners complete an initial assessment at the start of their programme, which assesses their previous knowledge and experience within the retail sector. However, this information is not always used sufficiently well to plan learning or set appropriate and challenging individualised target dates.
- Assessment is thorough, using an appropriate range of assessment methods that meet awarding body requirements. Assessors give apprentices appropriate oral and written feedback. Learners generally know what they need to do to improve and appreciate the honest and open feedback given by their assessor.
- Assessors encourage learners to use and develop functional skills well in their job roles. One learner in a small independent retailer was encouraged to complete percentage calculations during a discussion about sale prices and discount levels. Many retail apprentices already have English and mathematics qualifications at the level required but a few learners who had achieved a good grade in English GCSE were still offered support by the assessor to improve punctuation in written work. Learners' work is generally corrected for spelling and grammatical errors.
- All learners' receive a comprehensive and informative induction into their apprenticeship. However, for some learners the length of time between signing up and initial assessment has been too long and in some cases up to ten weeks. Seetec has identified this as an area for improvement and appropriate action has been taken and waiting times have reduced. Learners have a good understanding of all aspects of their programme and fully understand their rights and responsibilities as a learner.
- Retail learners are on appropriate programmes and many see their apprenticeship as the start of a career in the retail sector. On completion of their apprenticeship, learners working for a large supermarket chain are encouraged to immediately move into a supervisory role and go on to complete a higher level qualification.
- The promotion of equality and diversity is adequate. Retail learners have a sufficient understanding, and assessors are confident to discuss and challenge learners' perceptions about equality and diversity as and when they arise during workplace visits. For example, one learner was encouraged to discuss stereotyping after commenting on different types of customers, and another assessor coached a learner on how to communicate with customers that were unable to understand or speak English. Safeguarding arrangements are appropriate and learners know who to contact in the workplace and at Seetec if they need any support.

Employability training**Employability
19+ Learning programmes**

Good

- Teaching, learning and assessment are good reflected in very good outcomes for learners. Success rates are high across the range of programmes, including workplace learning and some are significantly improving. Job outcomes for many learners are good and improving.
- The large majority of programmes are of short duration with some learners attending for two to four weeks. Learners develop good employability skills such as interview and communication skills, they learn to be punctual and have commitment to completing their programme, enabling them to be better prepared for employment or further training. Learners develop their social skills, networking and conversational skills well and communication with their peers improves, resulting in effective teamwork throughout their learning.
- Learners are enthusiastic and enjoy their learning. The majority of teaching, learning sessions are good and a few are outstanding. Learners are interested and are keen to engage and tutors prepare them particularly well for prospective job interviews. For example, learners enjoy taking the role of an employer and analyse curriculum vitae to select suitable candidates for a variety of roles in the hospitality industry. Learners debate well, discussing the importance and relevance of skills and attributes an employer may find attractive when selecting candidates. Learners benefit from tutors and assessors' good knowledge of local sector and industry employment information.
- Tutors provide good coaching in learning sessions. Classroom assistants work closely with tutors and provide very effective support for learners. Learners become more self-aware as staff encourage them to reflect on their individual strengths and relevant employment opportunities. In the better sessions, tutors are adept at using probing questions and encouraging deeper levels of thinking about different topics and issues as they arise, such as income thresholds for taxation. Learners also successfully assess the interview performance of their peers, which highlights good practice. Assessment practice in sessions is good and learners' recall of knowledge is effectively checked.
- Tutors develop learners' programmes to meet their individual needs effectively. For example, learners participate in a well-planned mix of individual, group sessions and sector specific job clubs, which provide them with skills to improve their employability and help them find employment.
- Tutors monitor progress of learners' performance well during class activities. Learners receive frequent good quality verbal feedback about their skills and this motivates them to attend regularly, participate and complete their programme successfully. Written feedback is good and constructive but is variable across regions and programmes, particularly for learners on the short programmes. Occasionally the more able learners are insufficiently challenged.
- Tutors and assessors quickly form positive relationships with their learners and they provide personalised, good quality advice and guidance about their next steps into employment or further training. Seetec staff provide extensive and effective support for an extremely large number of learners for several months after attending employability training programmes, to help them gain employment.
- Learning sessions are taught in well-located centres with good access for learners. Locations and session times are tailored to meet specific learners' circumstances. For example in rural areas, tutors organise more localised delivery and in another example, times of sessions are changed to meet the needs of one-parent family learner groups. Learners attending specific job seeking sessions have good use of computers and receive support to identify specialist web sites

to find current vacancies. Links with external agencies such as the National Careers Service (NCS) and Job Centres are particularly effective.

- Initial assessment is adequate. An in-depth interview with learners is effective in ensuring their suitability, commitment and vocational aptitude to the learning programme. However, on the short programmes, learners' functional English and mathematics skills development are less well supported. Initial assessments do not always identify the support needs for learners with weaker skills to improve their English and mathematics and not all tutors focus sufficiently on planning and supporting learners to improve these skills.
- Learners are recruited and referred to courses that suit their particular needs and circumstances. Their career progression is enhanced through the provider's effective networking and good quality partnerships with employers. Seetec provides well-developed tailored programmes to meet local employment needs. For example, the provider working very closely with a local employer opening a new hotel, to identify and prepare suitable learners for interviews for forthcoming vacancies. Some learners benefit from work trials with employers, which provide both parties with the opportunity to try out the arrangement before committing to permanent employment. Learners value this opportunity to build their confidence.
- Tutors build inclusive environments promoting mutual respect and trust within their very culturally diverse learner groups. Learners demonstrate a high level of respect for their peers and tutors and feel confident in a supportive non-threatening environment. Equality and diversity is often discussed and promoted well when occasions present themselves. However, sessions do not always include planned opportunities for learners to develop their knowledge and understanding. Health and safety is adequately reinforced.
- Seetec's arrangements to safeguard learners are good. The lead safeguarding officer is supported well by nominated staff who are situated in the company's centres. An appropriate policy sets out responsibilities clearly. Specialist trainers provide training and the lead officer attends regular refresher training and shares good practice with staff. The arrangements for safeguarding learners on sub-contractor's premises are adequate.

Administration

Apprenticeships

Requires improvement

- Teaching, learning and assessment on apprenticeships require improvement. This is reflected in learners' outcomes. Over the last three years, success rates have remained consistently around national average. The number of learners achieving within planned timescales has declined but remains around the national average. Many of the issues are attributed to staff redundancies and changes in assessors, predominantly in the North West. The provider has implemented a clear strategy to improve the quality and quantity of assessment. There are signs that the strategy is successful and current apprentices are making good progress towards completing frameworks.
- Learners develop good employment skills, including developing the broader skills of confidence, communication and teamwork. Learners also develop a strong work ethic, which supports progression into higher-level qualifications, training or job promotion.
- Assessments are well planned and flexible. Assessors provide clear verbal and written feedback, which helps learners progress towards completion of their framework. However, assessment focuses primarily on framework completion with learners assessed to meet criteria requirements.
- Learners are assessed using a good range of assessment methods including digital recording, workbooks, observation, discussion, product evidence, question and answer and witness testimony. Assessors are equipped with laptops and digital recorders to enable them to support

the assessment process. However, the use of electronic portfolios is inconsistent and this has affected learners' progress in a minority of cases.

- The quality of feedback to learners on the apprenticeship programme requires improvement. Written feedback is often minimal lacking the detail to provide sufficient support to guide learners to improve their work. The checking of learners' written work is not always sufficiently thorough and too many assessors do not correct spelling and grammatical errors. Most verbal feedback clearly identifies areas for improvement and motivates learners.
- In a few regions, there is a lack of coaching which results in learners not getting planned underpinning knowledge. Target setting is generally satisfactory. Short term targeted actions are set and reviewed at each visit and provide a clear picture of progress and what learners have to do to achieve the qualification framework. However, assessors have not visited a few learners for long periods.
- Recruitment, induction advice and guidance are adequate to meet the needs of learners. The provider offers informative open days where learners can explore and discuss apprenticeship opportunities.
- Learners enjoy their studies and appreciate the additional care and support they receive from assessors. Productive relationship between assessors, colleagues and employers ensure that everyone is routinely involved in learners' reviews and feedback sessions to ensure that everyone is up-to-date with learners' progress.
- Planning by assessors for the development of learners' English and mathematics skills requires improvement. Staff rely too much on learners using past examination papers to help them meet online test requirements. Learners are able to use technical language accurately and confidently during assessment discussions, especially in business administration. They are very confident about their use of English and mathematics in the workplace, for example, learners expertly complete and use spreadsheets, handle cash, write and present reports.
- Learners' understanding of equality and diversity and safeguarding are adequate. Assessors reinforce equality and diversity well in coaching sessions but assessors do not always take advantage of assessment opportunities to extend or reinforce learners' understanding of equality and diversity in the vocational and work environment context. Safeguarding arrangements are adequate.

The effectiveness of leadership and management

Good

- Leadership and management are good. Senior leaders have a very clear vision of the company's development through sustainable growth based on what it does well. They have high expectations of their staff, who are highly committed to supporting learners' success and achieving the company's business objectives. Staff have a good understanding of their job role and its contribution to business performance.
- Face-to-face group and individual meetings as well as technological solutions, including webinars, provide staff across Seetec's many centres and subcontractors with an effective communications framework. Meetings to manage the company's business are purposeful and focus well on solutions that are monitored well at follow-up sessions.
- Since their last inspection, Seetec has improved its arrangements for evaluating teaching, learning and assessment. Lesson observations have a good focus on learners' progress. In 2012/13, the proportion of good or better teaching and learning in observed lessons was too low. This has improved in 2013/14. Managers make effective use of thorough procedures to support underperforming tutors. Senior managers regularly moderate completed lesson observations, paying particular attention to ensure that actions to improve tutors' professional practice are effective and timely.

- Tutors have access to a wide range of development opportunities, including on-line learning and quality improvement meetings to share good practice. Seetec undertakes key staff development activities to improve their contextualisation and relevance to Seetec's learning programmes.
- The transfer from key skills provision to the introduction of functional skills has been managed well by Seetec through the development and implementation of a comprehensive and relevant quality improvement plan. Seetec provides comprehensive and successful staff development to support staff. However, there are no specific plans to enable staff to improve their own English skills where this is an identified need.
- Seetec uses data to manage performance against its targets particularly well and management information systems provide real-time data that contribute to a solutions-based approach to improving outcomes. Managers respond well to their delegated responsibilities and accountabilities, which are well-managed through thorough and regular performance monitoring. Through strong and supportive management, staff are empowered to correct areas of underperformance. For example, regular analysis of apprenticeship performance has resulted in prompt action to address learners' slow progress in retail and business administration apprenticeships.
- Centre self-assessment reports provide a useful basis for Seetec's overall self-assessment report. These reports provide an adequate assessment of performance and provide a suitable basis on which to develop company and centre quality improvement plans. Seetec's arrangements to manage the performance of subcontractors and the quality of their work through service level agreements are good. These arrangements are further enhanced through a recently introduced and improved quality framework.
- Seetec's planning and managing of learning programmes to meet the needs of their learners and employers is particularly impressive. It has developed very effective collaborative arrangements with a number of employers to identify suitable employment and to develop learners' relevant job-seeking skills. For example, Seetec acts as prime supplier of new employees for a national hotel chain, supporting learners with their applications for work through specialised job preparation and screening activities. With other employers, Seetec has agreements to put forward suitable learners and support them in applying for regularly occurring job vacancies.
- In local areas, Seetec has invested significantly in staff who act as job brokers to help employability learners find suitable employment. The company's employment team work closely with partners to identify labour market trends to improve learners' employment prospects. Seetec makes good use of experienced sub-contractors to ensure learners can access provision or meet the specific needs of employers, otherwise not available to them at Seetec.
- Seetec encourages its staff to develop innovative solutions to ensure learning programmes help meet learners needs. For example, the recently introduced provision for learners not in education, employment or training (NEET) is located in local/postcode hotspots. This is improving Seetec's ability to identify learners and engage them in learning. Seetec uses mobile learning technology and meetings in community centres and other local venues well to engage these learners.
- Meeting the needs of vulnerable and disadvantaged learners is a core value and staff are particularly responsive to improving learners' life chances. Seetec makes good use of policies and procedures and an equalities action plan to promote equality and diversity. Tutors promote and reinforce equality and diversity adequately.
- The quality monitoring team regularly review the provision to ensure it effectively meets the needs of all learners. Seetec takes prompt action to deal with concerns. For example, in Manchester, it has set up a single location where intervention specialists are on hand to provide individual support for learners who have additional learning needs.
- The company meets its statutory requirements with regard to safeguarding. Managers make appropriate checks of employers and subcontractors. Seetec's analysis of participation rates and the achievements of different groups of learners is good. Seetec's arrangements to safeguard all learners are good. The lead safeguarding officer has good links with a local safeguarding

children board (LSCB). The officer is supported well by nominated staff who are situated across the company's centres. An appropriate policy sets out responsibilities clearly. Training is provided by specialist trainers and the lead officer attends regular refresher training and updating of good practice through the LSCB. Seetec carries out thorough pre-employment checks on all new staff and it provides a safe environment for its learners. Seetec regularly reviews its safeguarding arrangements, which it reports to the executive board. It has good links with schools, organisations and agencies to identify NEET learners at risk. Seetec's guidance to learners on safeguarding and e-safety are good.


Record of Main Findings (RMF)

Seetec Business Technology Centre Limited

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for Users	2
Retailing and Wholesaling	3
Employability Training	2
Administration	3

Type of provider	Independent learning provider								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	Full-time: 273								
	Part-time: 3,291								
Principal/CEO	Jeremy Nutter–Chief Executive Officer								
Date of previous inspection	December 2011								
Website address	www.seetec.co.uk								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	N/A	273	N/A	0	N/A	0	N/A	N/A	
Part-time	N/A	387	N/A	715	N/A	12	N/A	N/A	
Number of traineeships	16-19			19+			Total		
	N/A			N/A			N/A		
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	66	123	15	64	N/A		N/A		
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	117								
Number of employability learners	3,291								
Funding received from	Skills Funding Agency (SFA)/European Social Fund (ESF)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none">■ Ixion■ Sarina Russo■ LeSoCo■ Resource Plus (Bexley Council■ The Citizens Trust■ 5E■ Newham College■ Aspirations■ Groundworks								

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- Nova Training
 - PPDG
 - Shropshire County Council
 - Work Pays.

Contextual information

Seetec was founded in 1984 and offers training and employment services in 57 locations across England. The company has an annual turnover of approximately £70 million and about 11% is linked to co-financed Skills Finding Agency (SFA) and European Social Fund (ESF) contracts. The apprenticeship programme has been in existence for many years and approximately 270 learners are on programmes. Seetec's employability provision accounts for the highest proportion of learners. At the time of inspection, 273 learners were participating in Programmes for the Unemployed (PFU) and 2600 learners were following workplace learning programmes (WPL) across London: Skills Support for Redundancy (SSR); Skills Support for the Unemployed (SSU). A further 1700 learners were participating in SSU programmes in the West Midlands. Seetec has recently introduced provision for those Not in Education, Employment or Training (NEET) in West Midlands, the Black Country and Manchester.

Information about this inspection

Lead inspector

Bob Cowdrey HMI

Two of Her Majesty's Inspectors (HMI) and eight 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 relevant 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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