

Training for Today

Independent learning provider

Inspection dates		12–16 May 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:

- Success rates are high and most learners are completing their qualifications within the expected timeframe. Current learners are making good progress to complete as planned.
- Many learners progress to higher-level training or additional qualification programmes.
- Teaching, learning and assessment are much improved and are now good.
- Governance and management at all levels are effective and focus on improving teaching and learning.

This is not yet an outstanding provider because:

- High success rates need to improve by reducing the number of learners who leave their programme without completing the full qualification.
- Not enough teaching and learning sessions are outstanding. The majority of sessions are good but a few require improvement.
- Apprentices' completion of functional skills and employer rights and responsibilities is too late in the programme to support the development of their English and mathematics skills and understanding of equality and diversity issues.

Full report

What does the provider need to do to improve further?

- Focus on aspects that prevent a good session being outstanding; provide detailed feedback and action points to tutors and include common issues in the organisation's training plan in order to increase the amount of teaching, learning and assessment that is outstanding.
- Improve target setting for each of the framework elements, so that the completion of functional skills and employment rights and responsibilities is early in the programme. Ensure learners develop their English, information and communication technology (ICT) skills and mathematics, to enable them to produce higher quality evidence for the vocational elements of their framework.
- Ensure the learner progress-tracking tool is up-to-date and use it to its full potential to identify learners in danger of leaving their programme or failing to complete in the expected time, and make timely interventions to keep them on track to succeed.

Inspection judgements

Outcomes for learners	Good
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- Success rates are high and have improved since the last inspection. Most apprentices who complete their qualification framework do so within the expected timeframe and current learners are making good progress. The improvement is particularly marked for advanced apprentices. Previously they had not succeeded as well as intermediate apprentices. Success rates improved alongside an increase in the overall number of learners and in some previously small areas of the provision, notably management and team leading.
- Progression rates are good. Apprentices progress well from intermediate to advanced-level qualifications or to other additional qualifications, for example, apprentices who complete hairdressing qualifications moving onto barbering, administration apprentices adding management, or apprentices from any of the subject areas completing a customer service qualification. The percentage of learners on 16-to-19 study programmes who progress to apprenticeships, other education or training, or employment is very high. Many of them gain valued vocational qualifications at levels higher than their previous attainment. For some learners in health and social care there are limited opportunities for progression from intermediate to advanced level because of the constraints of their workplace. However, many undertake additional responsibility at work or seek other employment opportunities.
- Learners acquire high-level vocational skills rapidly. For example, in hairdressing they are cutting hair to a high standard early in their programme. Learners on all programmes develop their personal and employability skills well. They gain in confidence and self-esteem. For example, administration learners have the confidence to deal with complex work scenarios but also recognise when it is more appropriate to pass an issue to their managers.
- Learners on the 16-to-19 study programme, who have work-experience placements benefit from the confidence gained through realistic work environments, which helps them to decide on future career aspirations. Others improve their chances of gaining a job by completing employability qualifications.
- Over the last three years, the gender achievement gap in learner responsive provision has closed and males now achieve as well as female learners. In the same period, the gap in achievement between White British learners and those from Black and minority ethnic groups has largely closed. For apprentices, achievement gaps are not significant.
- Many apprentices do not complete their functional skills qualifications until relatively late in their programmes. Not enough learners on the study programme, who have been identified through

initial assessment and diagnostic testing, receive sufficient support to make progress towards achieving GCSE grade A* to C English and/or mathematics qualifications.

The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good; most learners develop good work skills and achieve their qualifications. Learners enjoy their learning. Apprentices receive good training and quickly gain in confidence. Learners on the study programme improve their self-esteem significantly.
- Learners benefit from good personal and academic support from training advisors. Apprentices benefit from good workplace training and high levels of employer support. Learners are highly motivated and readily engage in their learning and training due to the challenging expectations of staff. Learners are encouraged to progress to higher levels, gain promotion or take on extra responsibilities in their workplaces.
- Training advisors are appropriately qualified with good occupational experience. They use their good vocational expertise productively to motivate learners, which contributes very effectively to the good standards of work. Training advisors use their good subject knowledge and awareness of the qualification standards to make accurate assessments of learner performance.
- The majority of training advisors plan learning programmes very effectively. Consequently, most learners make good progress. Training advisors plan group and individual coaching sessions very well, using varied activities to sustain learners' interest and concentration. They use good questioning skills effectively, stimulating learning and engaging learners in lively discussions. In a few instances, training advisors do not challenge the more able learners sufficiently.
- Assessment practices are good with some outstanding features. Learners benefit from a wide range of assessment methods to capture their learning and skills development. The training advisors' visits are flexible, often during unsociable hours to assess learners' competence at the earliest opportunity. Training advisors and the majority of learners make good use of the computer-based portfolios to ensure that units are completed and assessed promptly.
- Resources are good, giving learners a high-quality learning experience. Interactive learning technology effectively supports learning. However, in a few instances training advisors do not use it as creatively or imaginatively as they could and not all learners routinely have access.
- Initial assessment is very effective and correctly identifies learners' training needs. Learners are fully aware of their English and mathematics test results and the areas requiring improvement. Although many training advisors skilfully use initial assessment to plan and individualise learning, not all make sufficient use of the results of the diagnostic tests to help learners to improve. Systems to monitor learners' performance and progress are good.
- The majority of learners' individual learning plans are compiled well and effectively record qualification aims. However, learning plans do not always record personal learning goals or apprentices' good workplace training and development in sufficient detail. Learners have clear actions so that they know what to do to progress. They benefit from regular reviews and have a good understanding of their progress. The quality and impact of target setting and action planning are not always good enough.
- Training advisors provide good oral feedback, giving clear guidance on how learners can improve, which helps them to reflect on their learning. Written feedback is less effective and although the standard of learners' written work is often good, not all training advisors routinely correct grammatical or spelling errors, or provide enough written information on what learners need to do to improve their work.
- The teaching and learning of English, mathematics and ICT effectively support learners to develop the skills they require for work. Most learners gain confidence in applying functional skills, such as recording petty cash or using the apostrophe appropriately. Learners who require additional support to achieve their functional skills receive good focused help from qualified specialist training advisors. However, functional skills development is not yet always good for all

learners. Too many do not start on their functional skills early enough and training advisors do not consistently improve learners' skills by effective vocational contextualisation.

- Learners receive good information, advice and guidance about their learning programmes and work-related issues. Training advisors are knowledgeable about the options open to learners and engage in regular discussion with them about how they can progress in their work roles and further training opportunities. Consequently, learners have a clear picture of what they want to do next. Induction is good and introduces learners to their programme very effectively.
- Learners treat each other and staff with respect. Apprentices have a very good understanding of their rights and responsibilities at work. The promotion of equality and diversity in lessons is mostly good, although not all training advisors make good use of discussions to broaden learners' understanding or explain sufficiently how the wider issues apply in their workplaces.

Health and social care Apprenticeships

Good

- Teaching, learning and assessment are good, as reflected in the significantly improved overall and timely success rates. Current learners enjoy their learning, make good progress and are on track to complete by the planned end date.
- Learners develop a wide range of skills essential for continued employment and are motivated to progress to the next level of study, promotion to a senior care position or gain employment in another setting to broaden their experience. For example, they may move from home care to a hospital setting. Employers comment on learners' improved professional practice, confidence to work as a team, and ability to communicate more effectively and challenge concerns about care practices.
- Learners' value and benefit from well-planned individual sessions, which provide a range of activities to develop and consolidate learning. For example, a review of health and safety in a care setting demonstrated a good understanding of a range of relevant legislation. A series of short exercises helped identify and explain responsibilities to meet a number of regulations successfully, confirming and consolidating her understanding well.
- Staff encourage learners to reflect on learning to review and improve professional practice successfully. For example, a discussion on person-centred care covered the balance between meeting client wishes and duty of care, with skill and integrity.
- Good initial advice and guidance ensures learners follow the most appropriate programme. Induction is thorough and provides clear guidance on the elements and timescales required. Training advisors work closely with employers to monitor learners' progress. Learners and employers value the good responsive support and flexible approach of training advisors. Sessions to meet the needs of the learner and the care setting include late evening and early morning visits.
- Regular individual sessions conducted monthly, or more often if required, maintain learners' focus and engagement well. For example, a learner wishing to complete early before taking maternity leave, now has fortnightly sessions. Quarterly reviews include close monitoring of progress and targets negotiated for future development. However, targets are set to meet awarding body requirements and do not consider wider personal and career development needs.
- Assessment practice is good. Training advisors and learners follow detailed assessment plans for completion within the planned timescale. The standard of most learners' work is good, demonstrating knowledge, understanding and the implications for professional practice. Oral feedback is detailed and supportive with clear guidance for improvement. However, written feedback to aid later reflection is limited. Internal verification and standardisation of assessed work is regular and thorough, maintaining consistency across the team.

- The majority of learners present evidence in a variety of ways using computer-based portfolios. Learners may submit written work to scan into the computer-based portfolio. Digital recordings of guided discussions to confirm understanding, particularly following observation of practice, are detailed and helpful. Learners develop good research skills and gain a better understanding of topics through a wide range of resources and links to websites and online video clips. However, there is insufficient challenge for the more able learners to gain a still broader and deeper understanding.
- The development of English during individual sessions is good. However, mathematics is not yet integrated fully. Early identification of a learner's current level of English and mathematics and clear explanations on their relevance to working in the care sector, help motivate often-reluctant mature learners. Specialist support through individual sessions in the work setting is contributing to the improving timely success. Planned professional development for training advisors aims to develop further the delivery of functional skills within sessions.
- Learners have a good understanding of equality and diversity issues and a clear understanding of person-centred care. They adopt safe working practices and understand how to keep themselves and those for whom they care safe.

Hairdressing Apprenticeships

Good

- The quality of teaching, learning and assessment is good and success rates are high. Most learners make good progress in developing their practical skills. Progression from intermediate-level to other qualifications is very good. A high number of learners gain sustainable employment and quickly become productive members of staff and an asset to their employers.
- Teaching of practical skills is good. Apprentices enjoy their studies and engage fully in their learning. The standard of learners' practical work is very good. After a short time on programme, learners demonstrate good-quality cutting services on clients. Learners show very good workplace skills, including good employability and communication skills. They are very confident when dealing with customers.
- Theory sessions are good. Some have outstanding features. Most sessions are planned well and use a wide range of activities to promote learner engagement. Tutors use skilful questioning to assess individual learning. The use of resources including ICT in teaching and learning is imaginative, inspirational and enlivens lessons. Too few learners are using the recently introduced computer-based portfolios.
- Provider staff have appropriate teaching and assessment qualifications. Tutors have good vocational knowledge, are experienced and enthusiastic, committed and supportive. As a result, they effectively engage, motivate and inspire learners. Tutors have clear and effective career development plans that extend beyond their vocational area. Tutors and employers provide a high level of support and coaching to learners.
- Learners benefit from working in high-quality commercial salons. The facilities at Tft's training salon are a particularly high standard and learners enjoy attending. The salon is popular locally, providing a large range of clients for training and assessment. This prepares learners effectively for real work and develops high levels of customer care skills.
- Advice and guidance for learners are good, ensuring that learners are on the correct programme. Learners' induction is comprehensive and a newly introduced learner handbook prepares them effectively for the programme. Target setting for the vocational qualification is good. However, other aspects of the framework do not always receive sufficient consideration. For example, target dates for the completion of functional skills and employment rights and responsibilities are the same as the programme end dates; consequently, these are not completed in a timely manner.

- The quality of written feedback on learners' work varies and requires improvement. Feedback on written work lacks the detail to allow learners to reflect and improve. Tutors do not systematically mark learners' work for the accuracy in spelling, grammar and punctuation.
- Tutors make frequent and effective visits to the apprentices' workplaces. Reviews of apprentices' progress against the national vocational qualification (NVQ) requirements are good. Target setting for the NVQ is effective and clear; however, tutors miss opportunities to discuss the broader aspects of the framework. Target setting focuses on the achievement of the units of the main qualification and does not identify occupational or functional skill development.
- Assessment practice in the workplace and training centre are particularly robust. The provider makes effective use of work-based assessors, which allows learners frequent assessment opportunities. The internal verification strategy is comprehensive and ensures the verification of a broad range of assessment. Verbal feedback to learners is positive and includes areas to improve, although written feedback is not always as comprehensive.
- Functional skill delivery is inconsistent. Not all learners have access to functional skills in a timely manner. Planning of functional skills does not always take into account learners' initial assessment and diagnostics. Communication between the functional skills tutors and vocational skills tutors is not good enough to ensure learners receive appropriate functional skills support.
- Equality and diversity are promoted appropriately at induction and throughout the apprentice programme. Tutors embed equality and diversity issues in learning sessions using natural occurring evidence to discuss aspects related to the vocational area. However, equality and diversity questions asked at reviews are not always relevant.

Employability Study Programme 16-19 study programmes

Good

- The quality of teaching, learning and assessment is good and learners achieve good outcomes. In most lessons, planning is good and learning activities are varied. Learners are quickly immersed in learning through a range of carefully selected practical activities, which successfully develop their knowledge, skills and understanding. They enjoy their learning and many learners make good progress in lessons. However, information and learning technology is insufficiently used to add impact to visual presentations and to enrich learning.
- Learners can choose their main qualification from an appropriate range of options. For example, they may select women's hairdressing or nail technology enhancement, accounting or the music practitioners' certificate. Learners who are less committed to an occupational area have a good opportunity to increase their personal effectiveness and become more employable by completing the certificate in employability and personal development.
- Learners' complete initial and diagnostic assessments in English and mathematics and the results clearly identify their current levels of performance and further training needs. Although English and mathematics are integrated, to varying degrees, into occupational and employability training, most learners are not receiving sufficient tuition to progress towards GCSEs A* to C or functional skills qualifications in these subjects. This aspect requires immediate improvement.
- Periodic reviews of learners' progress assess the extent to which they achieve previously set targets. However, some targets are insufficiently specific and lacking in challenge. The quality and detail of the written comments on review forms are too variable and reviews conducted in work placements do not focus on all aspects of the learners' programmes.
- The computerised progression tracker supports more regular and systematic learner monitoring to identify problems such as irregular attendance and handing in work late so that prompt action rectifies the issues. Tracking of learners' progress is now good.
- Learners benefit from good oral feedback during class activities. It successfully motivates them and encourages them to remain focused on their work. However, written feedback is too

variable. It ranges from summaries about what learners have done correctly and what they need to do to improve, to very few or no tutor comments. Tutors are not systematically identifying spelling, punctuation and grammatical errors and many learners make repeated errors.

- Many learners receive good information, advice and guidance when they join the study programme to help them select the most appropriate vocational or employability qualification. To challenge and inspire learners, tutors ensure they enrol on a level that is higher than their previous attainment. Learners usually receive good information, advice and guidance throughout the programme according to their individual needs. Pastoral support provided by tutors is good.
- Work experience provides learners with very good opportunities to develop further their personal effectiveness and extend their vocational knowledge, skills and understanding. For example, retail work develops their confidence and self-assurance, ability to liaise with customers skilfully and manage their time efficiently. However, too few learners on the study programme have work experience to enable them to apply their classroom-based learning, and to develop their personal and vocational skills further.
- Tutors treat learners with courtesy, dignity and respect. Individual differences are valued and in a minority of sessions, equality and diversity issues arise spontaneously and are managed confidently by tutors. However, learners' knowledge of equality and diversity is variable.

Administration and Customer service Apprenticeships

Good

- The quality of teaching, learning and assessment is good; reflected in apprentices' good outcomes. Apprentices receive good individual support in their workplace, strongly focused on progress towards achievement of their framework.
- Apprentices develop good workplace skills and improve their personal confidence. Tutors use their good vocational skills and experience to provide effective support for apprentices. Tutors have a good understanding of the apprentices' high-quality employers and use this well to plan coaching and assessment activities.
- Very effective use of the computer-based portfolio supports apprentices on their programme. Apprentices are well motivated, with challenging goals being set through strong involvement and support from employers. This support helps apprentices develop good employability skills including increased levels of self-confidence.
- Workplace skills improve in a wide range of tasks, including: administrative, customer service and management tasks, better supervision; supporting ICT infrastructure systems; using a range of computer applications such as complex spreadsheets; supporting human resource management; and contributing to credit control. Coaching sessions meet learners' needs; they research and prepare material to support their learning.
- Assessments are very well planned and sufficiently flexible, with apprentices preparing thoroughly. They demonstrate good examples of independent learning and producing well-constructed information sheets. Training advisors use probing and challenging questions to ensure depth of learning. These discussions extend the knowledge and understanding of apprentices' personal learning and thinking skills.
- Tft's high-quality learning resources, including paper-based material, interactive learning activities and video clips, support learning well. Links to websites are included in resources as well as being signposted in the assessment planning.
- Employers provide appropriate support for their apprentices to develop good vocational skills. Some have dedicated mentors within their companies to support apprentices. A significant proportion of apprentices take on additional responsibilities or gain promotion.

- Initial assessments provide a basis for the planning of learning. Diagnostic tools identify what the learner needs to do to improve their use of English, mathematics and ICT. These goals help motivate apprentices to progress towards achievement more quickly.
- Assessments are planned well and practice is good. Apprentices have a clear understanding of what the next steps in their vocational learning are through precise targets. However, there is some inconsistent practice in target setting across the broader provision. Training advisors provide encouraging feedback, noting the quality of the work on review forms and in their computer-based portfolio. Tutors closely monitor learners' performance and progress using the computer-based portfolio and the tracker system.
- English, mathematics and ICT support effectively develops apprentices' use of these skills in complex and highly challenging job roles. Those apprentices who need further support to raise the level of their English, mathematics and ICT receive bespoke support from their training advisor and/or specialist functional skills advisors.
- A comprehensive induction ensures that learners' understand quickly the demands of the apprenticeship programme. Apprentices receive highly detailed information and guidance to support entry to appropriate programmes. Learners discuss opportunities for progression to support them in making informed choices about further study and career development.
- Apprentices have a well-developed understanding of equality and diversity principles and their relevance to the workplace and beyond. They understand how to work with a diverse range of clients in a friendly but professional manner. However, in some cases, these are on a superficial level and do not fully extend the wider skills and knowledge of apprentices in order to support their preparation for higher-level positions in the future.

The effectiveness of leadership and management

Good

- Leadership and management are good. Over the last 18 months, the parent company, Babington, has successfully pursued its strategic vision of integrating Tft, which it had acquired shortly before the last inspection, into the wider Babington Group, while raising the standards of teaching and learning in order to improve outcomes for learners. This has been achieved through good management of change, good communications and a strong emphasis on staff development at all levels.
- Governance is strong. The small board of directors takes a very close interest in the performance of the group and Tft within it. Directors monitor learner progression and success and the quality of teaching and learning and have set challenging key performance indicators to improve them. The parent venture capitalist organisation uses data from performance reports to demonstrate the social impact that the programmes have on target groups in order to attract further investment.
- The Chief Executive Officer (CEO) and other staff are very active in local provider networks, which jointly attempt to align the available provision with local priorities in order to meet the needs of the community, employers and learners.
- Management of staff performance is good. The group has invested in management development programmes for managers at all levels and in the development of information technology tools, which equip managers to set and monitor clear performance targets for their staff and drive improvement in the quality of teaching and learning and the progress and success of learners. The group fosters staff pride in belonging and working the 'Babington way'. Good performance is celebrated through incentive schemes and the Chairman of the Board writes personally to training advisors who deliver outstanding sessions.
- Communication within the organisation is very good. It includes monthly individual meetings between staff and the CEO, communications forums with members of staff from each of the divisions, corporate news briefings and less formal internal newsletters, quarterly executive and senior management meetings, and monthly corporate operations meetings.

- The group has combined the strengths of its constituent parts by adopting the better practices from each. Both managers and training advisors work across the group both geographically and with learners, who nominally belong to either Tft or the Babington Business College, further enhancing the staff's sense of belonging to a larger organisation with common values and objectives. Areas for improvement identified at Tft's last inspection are completed and, where appropriate, improved practices implemented across the whole group.
- The arrangements for observation of teaching, learning and assessment are good. They now have a clear focus on learning. The arrangements extend across all key processes: recruitment; induction; teaching and learning; assessment and reviews. They contribute to organisational improvement, performance management processes and quality improvement plans. Grading criteria help observers to form judgements but they can sometimes lead towards a formulaic approach to grading.
- Post-observation action plans are mostly clear, although they are not always sufficiently detailed. The moderation process is effective in identifying and rectifying any anomalies and standardising judgments. It includes joint observations including some with observers from a peer review group. The process ensures that the text and grading of the reports match closely. The quality team carry out ungraded walk-throughs routinely to highlight areas for development and strengths.
- Staff development is good. Managers support continuous professional development, which supports both the business and staff's own personal development and aspirations. Particular staff-development activities have been carried out around the delivery of training, such as session planning, the embedding of English and mathematics, and equality and diversity. Any tutor whose session requires improvement is observed within six months, and if inadequate, observation is within six weeks. Observation action plans inform performance management and quality improvement systems.
- The provider has a clear strategy for English and mathematics. A steering group promotes a whole organisational approach. Specialist training advisors in these areas are qualified or working towards a level 5 qualification. All training advisors are qualified or working towards a minimum level 2 functional-skills qualification.
- Self-assessment is very well established. Managers systematically review self-assessment reports and associated quality improvement plans every quarter. The report is self-critical and largely accurate. Inspectors agreed with most of the self-assessment judgements.
- Tft meets and exceeds its statutory requirements for the safeguarding of learners. The provider has a 'Safe and Sound' specialist team promoting all aspects of safeguarding, health and safety and equality and diversity. This has resulted in much better planning and integration of these aspects within sessions.

Record of Main Findings (RMF)

Training for Today

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning	
	Overall effectiveness	2	N/A	N/A	2	N/A	N/A	2	N/A	N/A
	Outcomes for learners	2	N/A	N/A	2	N/A	N/A	2	N/A	N/A
	The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	N/A	2	N/A	N/A
	The effectiveness of leadership and management	2	N/A	N/A	2	N/A	N/A	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Hairdressing	2
Employability training	2
Administration	2
Customer service	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	1,480							
CEO	Carole Carson							
Date of previous inspection	November 2012							
Website address	www.trainingfortoday.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+
	51	139	57	6	N/A	2	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	99	343	24	237	N/A	18		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ N/A 							

Contextual information

TfT is part of the Babington Group. It shares a board of directors, executive team and senior management team with the Derby based Babington Business College. Training advisors and other staff work across the whole group. TfT's head office and main training centre is in a converted mill building in Bolton. It has smaller centres elsewhere in the North West, Leeds and Nottingham. In 2011, people from Black and minority ethnic groups comprised 18% of the local population in Bolton, within which the Indian community is the largest ethnic group. The number of young people achieving five or more A* to C grade GCSEs, including English and mathematics, was 60.2% in 2012 (national average 59.4%). The proportion of people with NVQ level 3 and above is 47.8%, which is 4% below the regional level and 8% below the national level.

Information about this inspection

Lead inspector

Cliff Rose HMI

One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Babington Group's head of quality and compliance 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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