

Acacia Training and Development Ltd

Independent learning provider

Inspection dates		23–27 June 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Achievement is good. A high proportion of learners following apprenticeships or working for other qualifications complete them successfully.
- Apprentices develop good occupational and professional skills which significantly improve their effectiveness at work. Employability learners rapidly gain good skills to help them find and keep a job.
- Classroom teaching and individual coaching are consistently good. They meet learners' needs very well.
- Assessment in the workplace is good. The feedback which follows assessment is highly effective in helping learners to make improvements.
- Links between learners, assessors and employers are close and productive. They ensure learners receive good training and support when at work.
- The courses Acacia Training and Development Ltd (ATD) offer are very well suited to the needs of its learners and employers.
- The management of staff and business performance is good. Leaders and managers act successfully to maintain consistently good standards.

This is not yet an outstanding provider because:

- Although teaching, learning and assessment are good, not enough are outstanding.
- Leaders and managers do not set sufficiently ambitious expectations or stretching enough targets for ATD to achieve excellent performance.
- The emphasis on improving learners' English and mathematics is not strong enough and not enough learners reach their full potential in these subjects.

Full report

What does the provider need to do to improve further?

- Set and meet ambitious, stretching targets for excellence in learners' achievement and the quality of teaching, learning and assessment which all staff understand and work towards.
- Implement recently-revised arrangements for observing teaching, learning and assessment fully and effectively. Ensure improvement plans which follow observations are sufficiently rigorous and ambitious to take teaching from good to outstanding.
- Apply the use of electronic systems for assessment and monitoring consistently across workplace learning provision so that all learners are able to track their own progress and develop their computer skills well. Develop the virtual learning environment extensively so that it contributes effectively to the pace and breadth of learning at ATD.
- Provide good training and guidance to tutors and assessors to ensure they have the skills, confidence and commitment to enable learners to reach their potential in English and mathematics.

Inspection judgements

Outcomes for learners	Good
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- Most learners achieve well. Apprenticeship achievement is good. In 2012/13, more than three quarters of learners successfully completed their apprenticeship framework, well above the position nationally. Current data show a strongly improving trend, particularly in the few areas where performance had dipped between 2011/12 and 2012/13. Completion of apprenticeships within the expected timescales is generally at, or above, national rates.
- The proportion of learners following employability programmes who achieve awards is very high. Current data suggest that the results for those following health and social care classroom-based learning, and undertaking distance learning in administration have improved and are in line with, or above, those nationally.
- Learners make good progress from their starting points. In adult social care and early years programmes, many have been out of formal education for some years, and may have few, if any, previous qualifications. Employability learners quickly gain knowledge and understanding in short periods, despite the significant barriers to learning that many face when they start at ATD.
- Learners acquire good professional and workplace skills. Early years practitioners develop their capacity to reflect on, and evaluate, their own practice well. Accountancy learners gain good technical skills in areas such as payroll management. Standards of work are generally high, although variations exist in some subjects between centres. Across ATD, learners are positive about the skills and confidence they are developing, and on most programmes make good progress.
- Progression to higher levels of study is often good. Around half of learners following early years and playwork apprenticeships at intermediate level, and more than half in accountancy, continue to an advanced apprenticeship. Success in apprenticeships ensures many learners sustain jobs they already have, or gain promotion at their workplace.
- Modest, but increasing, numbers of those joining employability programmes move on to more substantial programmes with ATD, such as introductory courses in social care. A small, but growing, proportion gains jobs.
- Achievement of qualifications in English and mathematics functional skills is satisfactory, but only a small proportion of learners following apprenticeships achieve above the minimum level needed for their framework. Success rates for the relatively low number of learners who take a functional skill qualification on its own are in line with, or above, national rates.

- There are few gaps in achievement between different groups. ATD has successfully reduced the extent to which older learners achieve less well than their younger counterparts. In the current year, provider data suggest that the previously weaker performance by males following apprenticeships compared to females has reversed.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, reflected in the good outcomes which learners achieve. Most learners make good progress in learning sessions and in on-the-job learning in the workplace. Effective arrangements to monitor practice have helped maintain consistently good standards in teaching, learning and assessment over time.
- Assessors have high levels of occupational expertise which they use very effectively to ensure that learning and assessment activities are relevant to learners' vocational needs. They skilfully use their professional knowledge to ensure learners understand the links between theory and workplace practice. The individual coaching they provide at training centres and in the workplace is very good.
- Classroom teaching is good. In employability classes, creatively-planned practical activities enthuse adults and ensure they swiftly overcome their initial reluctance to participate. Learners following apprenticeships who attend evening workshops share their experience of the workplace productively, and receive good encouragement and practical help from assessors to complete their assignments.
- Assessment at the start of learners' programmes is thorough. It clearly identifies their needs and provides a sound basis for planning their individual learning.
- Assessment in the workplace is good. Assessors' visits are regular and effective. Assessors plan assessment well to suit learners' work roles and the needs of their workplaces. Feedback following assessments is timely and indicates very clearly what learners need to do to improve.
- Assessors and employers work very effectively together. Most employers go out of their way to help learners make progress. Meetings between learners and assessors to review progress on the apprenticeship are very productive. They ensure learners keep strongly focused on completing their programme. Employers routinely contribute their views and are well informed about their employee's learning.
- Assessors ensure employers understand how to help their learners. For example, at each visit to a salon, a hairdressing assessor set out clearly what technical skills she expected the employer to help the learner practise before the next assessment. Where former apprentices are employed in the same workplace as current learners, they often act effectively as mentors.
- Learners receive good information, advice and guidance. When learners start apprenticeships with ATD, appropriately-trained staff ensure they follow a programme which matches their needs and the demands of their workplace. Timely advice and guidance, when they approach completion of their apprenticeship, help them make well-informed decisions about their next steps. Tutors of employability courses offer learners good guidance about potentially suitable further training or jobs.
- Learners receive good personal support which enables them to overcome barriers they face to working and learning successfully. For example, some assessors make early morning phone calls to learners when they start a new job to help them establish the routine of arriving at work regularly and on time.
- The use of information and communication technology (ICT) to manage learning and develop learners' skills is not sufficiently developed. Electronic portfolios are highly effective for the learners who use them. They help learners track their own progress and acquire ICT skills they can apply at work. However, take up is too variable across programmes. On distance learning courses not enough learners use computer-based materials, despite the potential benefits in increasing their skills in using and understanding ICT. The virtual learning environment is at a very early stage of development and its usefulness is very limited.

- Teaching and learning in English and mathematics are not good enough. Skilled individual and group tuition from specialist tutors ensures learners meet the requirements of their apprenticeships. However, this teaching rarely stretches the most able. Many assessors do not systematically correct learners' spelling, grammar and punctuation errors when marking assignments. The inclusion of activities to develop mathematics skills in vocational sessions is rare.
- The promotion of equality and diversity to learners following apprenticeships is effective. It ensures they have a good understanding of how they should treat those they work with and look after, and how they should themselves expect to be treated. Tutors of employability classes foster mutually-respectful relationships between learners, but do not sufficiently explore the role of culture or other differences in getting jobs.

Health and social care

Apprenticeships

19+ Learning programmes

Good

- Teaching, learning and assessment are good, as reflected in the good outcomes of current learners. Learners make good progress in lessons and in individual reviews with their assessors. They gain valuable qualifications which enhance their chances of promotion or salary increases. They improve their performance at work through good knowledge and skills they develop in areas such as caring for people with dementia.
- Assessors have high expectations for learners. They plan a good variety of interesting lessons and use engaging assessment methods which motivate learners effectively. They cater well for learners' individual needs, interests and the way they like to learn. As a result, learners make good progress. Learners enjoy and learn from stimulating discussions with their peers that their assessors initiate.
- Assessors have very good vocational knowledge and experience. They use this effectively to ensure learners understand the relevance of theory in practical care settings. For example, learners compare thoughtfully, and in detail, how social and medical models of disability can influence the way care plans are prepared. Such practices inspire learners and help them develop greater awareness of the principles and values essential to effective care work.
- The assessment of learners' skills and knowledge when learners start their programmes is thorough. Assessors use the results effectively to ensure they understand and meet learners' needs well. ICT is used well to support learners following distance-learning courses. However, a few workplace assessors rely too heavily on paper-based materials rather than using ICT resources. This does not sufficiently help learners to become skilled in using computers for learning and work.
- Assessors and employers work well together. As a result of their close monitoring of learners' progress they know in detail how well learners are doing. They know well where learners have particular problems at work and identify where extra support is needed to get them back on track.
- Learners receive prompt and positive feedback on their written work. This shows effectively what they have done well and highlights what is missing or needs improvement. Learners make good use of this subsequently to improve their written work.
- Learners benefit from frequent and effective meetings with assessors to review their performance in the workplace. The constructive outcomes contribute effectively to learners improving aspects of their vocational skills, such as moving, handling or communicating with people receiving care. At these reviews, assessors set learners clear targets for the work they need to complete for each assessment. However, these targets are not always sufficiently challenging to ensure more able learners make the progress of which they are capable.

- Specialist tutors prepare learners for English and mathematics functional skills examinations effectively. They motivate the many learners who have not been in formal education for some time and help them develop confidence in their skills. However, vocational assessors do not routinely correct spelling, punctuation and grammar errors in learners' written work or develop learners' English and mathematics skills.
- ATD provides good information, advice and guidance for learners before they start their programmes. Close liaison with employers ensures that all learners follow an apprenticeship that meets their needs and is appropriate to their intended career path. Learners also receive appropriate support and advice on their next steps in education and training. Assessors support learners very effectively to overcome personal difficulties and develop in self-confidence.
- The development of learners' understanding of equality and diversity is very effective. Assessors use reviews and discussions well to ensure learners consider, for example, individuals' religious and cultural differences when planning end-of-life care. At work, apprentices develop a high degree of respect for the rights of people receiving care to make decisions and choices in matters such as the clothes they wear and the food they eat.

Early years and playwork

Good

Apprenticeships

- Good teaching, learning and assessment lead to learners achieving well. The large majority complete their apprenticeships successfully, at the same time gaining valuable employability skills. Those following advanced apprenticeships achieve particularly well. All learners develop a secure understanding of early years practice, including the Early Years Foundation Stage and how to apply it to their work with children. Many go on to higher level courses or receive promotion within their workplace.
- Teaching and assessment match the individual needs of learners and their employers well. Assessors apply their considerable professional expertise in the childcare sector effectively to plan interesting and relevant activities. In doing this they make good use of the results from assessments of learners' skills made when they start the programme.
- Assessors use an effective range of strategies to help learners to complete their assignments on time. These include popular evening workshops which bring learners together. They show learners a good range of methods to submit evidence, including oral recordings, which learners successfully adopt.
- The feedback learners receive from assessors is very constructive and helps them make good progress. When it follows workplace assessments it is immediate, supportive and highly valued. Feedback on written assignments is timely and clearly tells learners what they need to improve to meet assessment criteria.
- Reviews of learners' progress are regular and productive. Assessors use these meetings with learners well to motivate them and to reinforce effectively links between theory and, for example, what learners find when observing children at their workplace. They jointly agree action plans with clear targets that ensure learners know what they have to do next and by when. This contributes suitably to learners' progress.
- Employers work highly effectively with assessors and learners. They make a significant contribution to the assessment and review process. They provide strong encouragement and practical support to learners to complete their written assignments. Learners also often receive effective help in the nurseries where they work from colleagues who have previously completed apprenticeships. They learn much from the good practice that these colleagues routinely demonstrate.
- A computer-based electronic portfolio system very successfully enables communication between learners, their employers and assessors. It helps learners use ICT routinely and confidently, as is expected within the early years sector. It effectively supports learners to become more

independent in their learning. However, not all learners receive these benefits, as some assessors continue to use paper-based portfolios.

- ATD provides good support for learners. Staff with specialist training provide good information, advice and guidance at the start of learners' apprenticeships, and subsequently when discussing learners' next steps. Together with assessors, they provide learners with effective help for personal problems.
- Assessors do not always sufficiently support learners to develop their English and mathematics skills. Learners who need a functional skills qualification to complete their apprenticeship receive suitable support from specialist tutors. However, assessors do not put enough emphasis on ensuring all learners use English accurately when writing. They do not routinely highlight mistakes in spelling and grammar when marking learners' assignments. They rarely plan assessments of workplace activity which require learners to apply mathematical skills.
- The promotion of equality and diversity is good. During review meetings, assessors regularly check learners' knowledge and understanding of equality and diversity, and how they apply it to their work with children. The good links made between learners' personal experiences and those learners have at work significantly increase their capacity to reflect on, and evaluate, their professional practice.

Employability training

Good

Employability

- Teaching, learning and assessment are good, reflected in the strong gains learners make in their skills and knowledge. The proportion of learners who achieve an externally accredited award is very high. Learners significantly improve their knowledge and understanding of what they need to do to progress in learning or into employment. Many become more confident that they have something to offer the community and the potential to improve the quality of their lives.
- Tutors have good knowledge and expertise, which they use well to plan stimulating and beneficial courses. They effectively motivate and engage learners who are often initially reluctant to participate in classroom activity. They are highly skilled at rapidly establishing rapport with learners, many of whom face significant barriers to learning successfully or gaining employment. They routinely and carefully evaluate the type of teaching and activities that do and do not work and use this reflection well to improve subsequent learning sessions and courses.
- Practical and enjoyable activities develop learners' personal and thinking skills very effectively. In one session a small group of learners worked enthusiastically to design and build a chair, using only balloons and adhesive tape. They worked together effectively, meeting an agreed deadline for completion. They confidently presented and discussed their product with the rest of the class, who gained good practice in evaluating the performance of others and providing feedback constructively. The session contributed well to learners' understanding of the importance of listening and working as part of a team.
- Tutors monitor learners' progress very well. Each day they evaluate and record the extent of individual learners' application to tasks, personal development and progress towards their award. They work closely with individuals to help them identify for themselves their capabilities and learning needs. This enables learners to understand clearly how much they have developed and what they need to do next.
- Tutors and learners productively discuss a wide range of factors which contribute to securing and sustaining employment. However, when teaching is less effective, tutors do not provide sufficient evidence to illustrate what they claim is important. For example, they discuss with learners how they should behave at interviews, but do not use factual information or compelling examples to reinforce their points effectively. As a result, they fail to convince a small minority of learners of the importance of behaving appropriately.

- Learners receive good advice, guidance and support once they have started their programmes. Tutors rapidly build a good understanding of each learner's skills and needs, despite having very little information about them when they start their course. They use this effectively to help learners decide on their next steps, particularly when the learner needs to improve their English or mathematics, or is considering further training.
- Learning takes place in a friendly and supportive environment which enables learners to participate without fear of intimidation or embarrassment. Tutors foster good behaviours, attitudes and relationships. They work well with those learners who are initially reluctant to take part in the classes.
- Tutors often touch on topics such as the diverse nature of some communities or factors which highlight differences between people such as regional accents. However they do not explore these areas in sufficient depth or use them to increase learners' understanding of equality and diversity effectively.

Administration

Apprenticeships 19+ Learning programmes

Good

- Good teaching, learning and assessment ensure a very high proportion of learners following apprenticeships make good progress and successfully complete their frameworks. The achievement of learners who follow distance learning courses has improved significantly and the proportion who achieve their qualifications is now high. Across ATD, learners' work meets the high professional standards that are expected within business workplaces.
- Tutors and assessors have high expectations of their learners and through their strong and effective encouragement learners develop the skills they need to learn independently. Assessors use their good training skills and workplace expertise to coach learners very effectively. Their skilfully-judged combination of praise and constructive criticism motivates learners well to do their best.
- Assessors have highly-productive working relationships with employers. This ensures assessors know the needs of individuals, their work roles and workplaces very well. They use this information effectively when planning assessments and training. For example, an assessor carefully aligned the training and assessment schedule of a learner who was introducing new processes at his workplace with the employer's training and implementation plan for the project.
- Feedback to learners following workplace assessment is timely and detailed. It ensures they are clear about what they have achieved and what they have to do to improve. Learners make good use of the continuing guidance and help they receive from their assessors at monthly reviews, and the frequent and productive informal communications they have with them between review meetings. Assessors help learners to find useful ways of improving their work independently. For example, one assessor advised a learner to record briefly and evaluate the tasks he completed each day.
- The use of electronic portfolio and tracking systems is highly effective. It ensures learners are closely involved in the planning of their assessments and learning, as well as helping them to monitor their progress. Using the system provides them with valuable practice in skills they need in their jobs, since it closely matches industry standards for electronic organisation, presentation and storage of work.
- Learners who need to gain functional skills qualifications in English, mathematics and ICT to complete their apprenticeship receive good support from specialist tutors. Workplace practices contribute effectively to improving learners' skills. In one workplace, a colleague acting as a mentor helpfully reads and highlights errors in letters the learner has prepared, so that the learner can put them right before sending them out. However, assessors do not consistently

correct grammar, punctuation and spelling errors in learners' work to help learners improve their written English.

- Learners receive very good advice and guidance throughout their apprenticeships. Assessments when they join ATD effectively identify their achievement and any particular gaps in their skills. Assessors use this information well when drawing up individual learning plans.
- A comprehensive induction by assessors ensures that learners following apprenticeships quickly understand the demands of their programme. Assessors provide detailed and regular guidance to individuals throughout their programme and in a well-planned, scheduled advice session towards the end.
- The promotion of equality and diversity is good. Assessors act as effective role models, treating learners with the high levels of respect they expect them to display in the workplace. Learners develop their understanding of diversity effectively through their work. For example, dealing with housing enquiries from international customers has improved a learner's skills in responding sensitively to clients with different languages and cultures.

The effectiveness of leadership and management

Good

- Leadership and management are good. A strong and successful commitment to meeting learners' needs has resulted in ATD providing consistently good education and training over a number of years. Objectives and actions in ATD's business plans are sharply focused and effective in sustaining quality and sound finances. The board of directors monitors performance closely and provides effective challenge to managers on key aspects such as learners' achievement.
- Clear management roles and responsibilities help ensure ATD operates effectively over a wide geographical area. Recent role changes have improved links between ATD centres and employers in the areas they cover. Communication between managers and staff is good.
- Managers make good use of timely, accurate, readily-available data to monitor performance within centres and subject sectors. They act swiftly and effectively to remedy any shortfalls. For example, when data showed a reduction in success rates for intermediate health and social care apprenticeships, they identified and implemented major changes to the training and assessment of learners employed in their parent company's residential care settings. Current data suggest these changes have reversed the decline.
- Performance management of staff is good. Individual reviews of performance are regular and productive. Monitoring of assessors' performance has improved further through recent changes to line management responsibilities.
- Observation of teaching, learning and assessment is regular. It has contributed well to maintaining consistently good standards. Recent, carefully-considered changes to the observation process provide an increased focus on evaluating learning. It is too soon to assess their impact.
- ATD has clear and effective targets to sustain good success rates for learners overall. However, targets are not sufficiently challenging to drive achievement above this level. They do not differentiate enough between the subject areas ATD offers. ATD has a key performance target to maintain an inspection grade of good, rather than a more ambitious target.
- Scrutiny of the performance of subcontractors is close and effective. Procedures to select and vet subcontractors are rigorous. Thorough monitoring at regular visits by ATD ensures subcontractors meet the exacting requirements of service level agreements.
- Staff qualifications and expertise are good. Assessors are experts in their vocational areas. The majority have teaching or training qualifications which match the needs of work-based learning well. Staff responsible for coordinating English and mathematics functional skills provision have appropriate specialist qualifications to support the team of tutors who teach these subjects.

- ATD has an inclusive, critical approach to self-assessment. It makes effective use of the views of learners, staff and stakeholders. Dedicated groups of managers and staff make thorough and insightful assessments of quality within each subject area. They agree detailed effective actions to achieve improvement. They carefully and regularly monitor their implementation.
- ATD's most recent self-assessment report is largely accurate, suitably rigorous and consistently judgemental. Progress towards completing the actions in the accompanying improvement plan is good. However ATD does not present the report in a format that is readily accessible to directors or stakeholders.
- ATD responds well to feedback from learners and employers. Concerns expressed by unemployed graduates over a lack of challenge in employability courses led to a thorough redesign of the programme. Employers' requests for more information on their apprentices' progress were met effectively through giving the employers access to the relevant electronic portfolios.
- Planning and development of the curriculum are good. ATD's extensive provision of social care apprenticeships meets regional needs and those of its parent company very effectively. Productive partnerships exist with employers, subcontractors and external agencies such as Jobcentre Plus. These have led, for example, to the expanding and successful range of employability courses.
- ATD promotes equality and diversity well. Analysis of the performance of different groups of learners is well established. Action to close gaps is effective. Regular reviews of practice result in improvements to the effectiveness of staff's discussions of diversity with learners. ATD increasingly recruits those not traditionally involved in learning through its growing provision for unemployed adults.
- The provider meets its statutory requirements for safeguarding learners. Staff training is appropriate and the response to incidents is suitable. Links with local safeguarding boards are good. ATD's monitoring of safeguarding at its subcontractors is generally thorough. Rigorous checking of employers' health and safety arrangements and risk assessments ensure learners' working environments are safe.

Record of Main Findings (RMF)

Acacia Training and Development Ltd

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	-	-	-	-	2	2	2	-
Outcomes for learners	2	-	-	-	-	3	2	2	-
The quality of teaching, learning and assessment	2	-	-	-	-	2	2	2	-
The effectiveness of leadership and management	2	-	-	-	-	2	2	2	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Employability training	2
Administration	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	4409							
Principal/CEO	Alyson Martin							
Date of previous inspection	August 2011							
Website address	www.acacia.ac.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+
	-	-	-	225	-	122	-	14
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	84	284	39	233	1	13		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	NA							
Part-time	NA							
Number of community learners	NA							
Number of employability learners	90							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Devon & Cornwall Autistic Community Trust (Spectrum) ■ Channicool Training ■ AL Distance Learning Ltd ■ Taylors of Grampound ■ Flying Start Nurseries (SW) Ltd ■ Gary Henri 							

Contextual information

Acacia Training and Development Ltd (ATD) is a fully-owned subsidiary of the Somerset Care Group, which is a not for profit organisation based in Taunton, Somerset. ATD has centres in Plymouth, Newton Abbot and Taunton. Most learning programmes are work based, although some classroom provision takes place at the centres. Around a third of its workplace provision caters for employees of its parent company. ATD has recently extended its provision beyond south-west England to some parts of the south east.

Information about this inspection

Lead inspector

Alastair Pearson HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by ATD's Quality Assurance Project Manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection 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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