

University College Birmingham

Higher education institution

Inspection dates

3–6 October 2017

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Outstanding	Apprenticeships	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Outstanding

Summary of key findings

This is a good provider

- Leaders and managers have established excellent partnerships with key employers and stakeholders. They have positioned the university as the strategic partner of choice for a wide range of employers and educational partners. As a result, students benefit from high-calibre and meaningful work placements and good engagement with the world of work.
- Leaders and managers have developed particularly effective partnerships with community organisations in areas of significant deprivation. They are successful in recruiting learners who have been out of learning for a considerable time.
- Staff use their industry expertise to set demanding professional standards. As a result, learners develop a professional ethos and good or outstanding professional skills.
- Apprenticeship managers have established particularly productive working relationships with employers. This ensures that apprentices benefit from the latest industry practices in their theory lessons.
- Learners receive high-quality careers guidance. This ensures that most learners have a very clear idea of how to fulfil their ambitions and are well prepared for their next steps.
- Learners' personal development, behaviour and welfare are outstanding as a result of the exceptional development of their attitudes and skills ready for work.
- The values of diversity, mutual respect and tolerance are well embedded into the university culture and demonstrated throughout by staff and students.
- Leaders and managers have not yet secured high enough outcomes in functional skills English and mathematics or sufficient high grades in GCSE mathematics.
- The quality of teaching, learning and assessment in all sessions is not yet consistently high. A significant minority of teachers do not check and consolidate learning sufficiently so that all learners make the progress they are capable of.

Full report

Information about the provider

- University College Birmingham (UCB) is a specialist university in Birmingham city centre offering vocational education, training, and apprenticeships. Training focuses primarily on these sectors: hospitality and catering; tourism; business; sport and leisure; hairdressing and beauty therapy and media make-up; early years; and care. Students are able to progress from the further education provision into higher education courses at the university.
- Around a quarter of all university learners are enrolled onto further education programmes and apprenticeships. Nearly half of learners are from minority ethnic backgrounds. The university's adult provision is targeted at learners who have not previously accessed education. The proportion of pupils gaining five or more GCSEs at grades A* to C, including in English and mathematics, in Birmingham is lower than the national average.

What does the provider need to do to improve further?

- Leaders and managers should ensure that the improved focus on developing students' English and mathematics skills results in more students achieving well in their GCSE mathematics examinations.
- Improve the quality of teaching, learning and assessment, including in mathematics, by:
 - using the detailed assessment information on students' starting points and skills to target improvement on their areas of weakness in planning learning
 - creating more opportunities for students to receive sharply focused help to increase their pace of progress
 - making more effective use of the good practice available in a few areas to increase all tutors' skills in delivering more individualised learning for students
 - ensuring that all teachers reinforce and consolidate learning by checking students' understanding in lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, governors and managers are ambitious for the university. They demonstrate a strong commitment to providing high-quality further education programmes to meet the needs of the communities they serve. Managers communicate this mission clearly, and staff understand it well. Shared values underpin the ethos of the university. Staff and students demonstrate them throughout the organisation, establishing a culture that is aspirational and ambitious.
- Leaders and managers have maintained extensive and well-established collaborations with employers and other partners. This means that the range and content of the provision continue to be highly relevant and aligned to local and regional priorities. Employers actively support students through advising on the design and delivery of programmes and by providing specialist input to many programmes.
- Managers have an unwavering focus on work-related skills. As a result, students benefit from access to high-calibre work placements and engagement with employers. Leaders, managers and staff set students high expectations of professional conduct and standards. This makes them highly desirable to employers. One former student of the university, now a Michelin-starred chef, has a workforce entirely made up of students, former students and apprentices from the university.
- Leaders and managers work collaboratively with a range of education partners, including the local authority, to provide courses when gaps in provision are identified. For example, working in partnership with a local special school they have created an independent specialist college to develop vocational provision for learners aged 19 to 25 with high needs.
- Leaders invest significantly in the workforce to maintain good standards of teaching, learning and assessment throughout the organisation. Staff benefit from high-quality professional development, which improves their professional practice. They benefit from opportunities to undertake training and higher-level qualifications to develop management and leadership capacity. This has led to internal progression and promotion opportunities for staff now holding management and senior management positions.
- Through the sharing of good practice curriculum teams have been able to recognise what effective practice looks like and how this positively affects students' experience and outcomes. Managers are supported well and appreciate the high expectations that the senior leaders have of them; they feel that these are fair and consistently applied.
- Robust performance management tackles weaknesses in performance effectively. Leaders and managers use the professional development reviews, lesson observation process, learning walks, student views and internal quality audits to support teachers and share and promote good practice across schools. Leaders and managers have an accurate view of the quality of teaching and learning. They make good use of the new mentoring scheme and teaching essentials programme for new teachers, and for those identified as requiring support, to embed and reinforce the expectation of high standards. In targeted curriculum areas, this has led to increased student satisfaction and improved retention.
- The self-assessment process is effective and accurately identifies areas for improvement.

Clear and focused action plans direct activity appropriately to areas of most concern and are aligned to the priorities of the university.

- Managers have good access to information and data and mostly use it well. Senior leaders hold managers to account for meeting their own performance measures and targets. However, leaders and managers were late to identify issues around achievements for English and mathematics. They implemented interventions too slowly and as a result, outcomes in these subjects continue to require improvement.
- Staff promote the value of diversity well. Students demonstrate mutual respect and tolerance towards each other. Staff and students demonstrate the university values and behaviours well. They have a good understanding of British values, and how these relate to their personal and professional context.
- Leaders and managers have taken decisive action to implement significant changes to the management of apprenticeships, to reverse the declining overall performance. They have introduced new structures, systems and processes to add more rigour, scrutiny and challenge. However, it is too early to gauge the full impact of these on the overall quality of provision. Early indications are positive, and current apprentices are making better progress than previously.

The governance of the provider

- Governors know the university well and understand its strengths and weaknesses. They are motivated and engaged. They demonstrate a commitment to ensuring a successful university and a willingness to drive this agenda forward. They contribute to setting the strategic direction of the university and its vision and values. They fully support the leadership team in pursuing ambitious plans for the future.
- Governors provide good levels of support for the senior leaders and focus on the key priorities. They hold senior leaders to account through regular and robust scrutiny of the university's performance against key performance indicators and targets. Members of the board have a range of relevant experience and skills, which they use to good effect. They maintain oversight and provide challenge through committees that provide them with a deeper knowledge of key areas of the business.
- The board recognises the key areas of weakness: that outcomes for students, albeit above those of other similar providers, have declined over the past three years. As a result, they are supporting the senior leadership team to ensure that they have sufficient resource to address the reasons for the decline and are challenging them to secure the quality and improvement of the core business.

Safeguarding

- The arrangements for safeguarding are effective.
- Students and apprentices feel safe. They have a good understanding of potential risks and of how to protect themselves and others. They receive an appropriate induction to the university, which includes safeguarding. They take part in a wide range of enrichment and tutorial activities that focus on key safeguarding themes appropriate to their age, level and core curriculum.
- Leaders and managers take all aspects of safeguarding seriously and give it the highest

priority. They have implemented the requirements of the 'Prevent' duty very well. Students demonstrate a good understanding of how to keep themselves safe online. Fundamental British values are fully part of the values of the university, and students and staff demonstrate them throughout the university. Managers have well-established partnerships with a wide range of external organisations and agencies. They signpost students to their services when appropriate.

- Staff recruitment procedures are effective, with a comprehensive scrutiny of the suitability of candidates. All staff receive safeguarding training that is appropriate to their role. Attention to health and safety is strong both within the university, for off-site activities and in the workplace. The university provides bespoke safeguarding support and training to employers and placement hosts, to support students well in the workplace.

Quality of teaching, learning and assessment

Good

- Tutors set high expectations, and challenge learners from the start to develop their knowledge and understanding and to achieve high professional standards. In a significant minority of areas, students make outstanding progress in developing practical skills. For example, in cookery, new students quickly learn to prepare complex, international dishes within the strict time constraints of a commercial restaurant.
- Tutors have high levels of subject knowledge, professional expertise and experience, which they use skilfully to help learners make sustained progress in their vocational areas. They create a supportive and collaborative learning environment where students, learners and apprentices are eager to learn and feel confident to share ideas openly and support each other well.
- Learners thrive on the exceptional range of work-placement and enrichment activities created for them. These include placements with leading employers, international visits and school and community projects. Tutors prepare learners thoroughly for these activities, and set clear targets for them to achieve. They encourage learners to try out new areas beyond their immediate experience, so that they gain a much deeper understanding of the employment and educational opportunities open to them.
- Staff provide comprehensive information and impartial advice to learners and their parents at the start of their programmes. This means that the vast majority of learners are on the right course and stay on course. On study programmes, parents are kept closely informed about each young person's progress. For example, staff send out regular updates, including 'Well done' cards, where the student has worked particularly hard.
- The great majority of tutors make good use of the information available on learners' previous attainment to plan imaginative and stimulating learning, which prepares learners carefully for their next steps. Learners find lessons relevant, enjoyable and challenging. Vocational tutors build learners' skills for employment progressively to a high standard, and promote their understanding of English and mathematics effectively within their vocational areas. They ensure that learners are keenly aware of health and safety in the workplace. For example, in bakery, learners learn how to use high-temperature, industrial ovens safely. Tutors assess learners' progress rigorously and provide frequent, detailed feedback to help them improve.
- In a minority of lessons, tutors do not use the information available on learners' widely

differing backgrounds and previous learning to plan well-focused and effective lessons. In these lessons, they do not check or consolidate individual learning sufficiently, or respond flexibly enough to learners' emerging needs. They do not judge the pace of lessons sufficiently well so that a minority of learners lose interest, or become confused. As a result, not all learners make the progress expected.

- Learners receive good academic and personal support, including advice on how to maintain their physical and emotional health. Where necessary, all learners have direct access to more specialist guidance. Tutors ensure that learners gain a good understanding of safeguarding. As a result, learners feel safe and know how to keep themselves safe. They understand the dangers of the internet and social media, as well as extremism and radicalisation. They know how to report any concerns which may arise.
- Tutors promote equality and diversity very effectively with learners. They deal sensitively with the concerns of learners from different cultures and beliefs. Learners increase their awareness of cultural diversity, gain a deeper understanding of fundamental British values, and show respect and tolerance for others in society.

Personal development, behaviour and welfare

Outstanding

- All learners take pride in their work, are highly motivated, are strongly committed to learning and have a determination to succeed. They display personal confidence in their ability to progress and achieve. They respond well to challenge and their excellent attitudes and strong work ethos prepare them exceptionally well for the world of work.
- Students benefit from outstanding work experience that is carefully structured and highly relevant to their future career aspirations. Placements are of the highest quality and include catering students working in well-known prestigious hotels and Michelin-starred restaurants.
- Across the university, and particularly in the stronger curriculum areas, students develop excellent practical skills, and work to very high and demanding professional standards. Adult learners improve their confidence and self-esteem, and develop strong personal, social and work-related skills, including how to communicate and working in teams.
- Assessors place a clear focus on apprentices' developing work-related behaviours, attitudes, and skills. This has enabled a significant minority to gain promotion and further their careers. Very many learners complete additional, nationally certified qualifications. This complements their vocational qualification and enhances their job prospects.
- Learners receive excellent impartial advice on careers. As a result, most learners are very well prepared for their next steps. Students on study programmes are exceptionally articulate about their educational goals and potential career. Apprentices are clear about the opportunities to progress to higher-level courses. They are aware of course expectations, enrichment opportunities and pathways to further training and employment.
- Most students are punctual and attend their classes well. However, attendance does not yet meet the very high standards set by managers. The majority of adult learners attend regularly and take responsibility for covering missed work, if absence is unavoidable.
- Learners know how to keep themselves safe and healthy. They are very well educated about risks to their personal safety. They have a very good understanding of online safety and of the need to be vigilant for signs of radicalisation. They also have a good

awareness of fundamental British values and diversity.

- Staff support all learners very well in developing a sound understanding of the importance of maintaining good physical and mental health. The very open culture of the university means that students feel confident to seek early specialist advice if they should have any personal concerns. Apprentices are keenly aware of how to keep themselves safe in their working environment.

Outcomes for learners

Good

- Over the last three years, the proportion of learners in each provision type who complete their programme successfully has declined steadily from high rates. Nevertheless, learners on study programmes and apprentices have higher achievement rates than that seen in similar providers. The proportion of adult learners who successfully complete their course is slightly below that of similar providers.
- A high proportion of full-time students progress from level 2 to level 3 courses. On level 3 programmes, most learners, both adults and those aged 16 to 18, successfully complete their programme. All groups of learners achieve similarly. Managers ensure that there are no significant variations in the performance of different groups.
- Study programme students taking courses in health and public services or bakery achieve exceptionally well and produce work of a very high standard. Apprentices on health and social care, hospitality and catering, and hairdressing and beauty therapy programmes also achieve well. The vast majority of learners and apprentices make at least the progress expected of them. A significant minority of those make better than expected progress.
- Achievements in mathematics and English courses require further improvement. English results are much better than those in mathematics, for both functional skills and GCSE, and are above national rates. The proportion of students on study programmes gaining a grade A* to C or equivalent in GCSE mathematics or equivalent is very low. Managers have identified this as an area for improvement over the last three years. However, their interventions have not yet had a discernible impact on English and mathematics results.
- Students on the study programme undertaking travel and tourism courses, and apprentices aged 24 and over, do not achieve well.
- The vast majority of students on study programmes move onto higher-level courses or employment. A high proportion of level 3 study programme students progress into higher education courses. A significant minority progress within the university. Just over half of adult learners are recorded as progressing into employment or further education.

Types of provision

16 to 19 study programmes

Good

- The university offers 16 to 19 study programmes in a range of vocational areas. The largest area is retail and commercial enterprise, which builds on the university's historical mission and expertise in catering and hospitality. Approximately two thirds of students study at level 3 and around a third study at level 2. A very few students study at level 1.

- Teachers have high expectations of students and use these well to set high standards for them. As a result, students develop very good practical skills that prepare them well for employment in their future career. In a hairdressing lesson, students used different colour techniques to enhance a disconnected bob cut effectively, and blow-dried hair to a professional standard.
- All students engage in carefully chosen work experience that is relevant to their career aspirations. Students on professional catering and food and beverage courses work in well-known hotel and restaurant chains to gain practical experience in working in busy kitchens and restaurants.
- All students benefit from a wide range of additional activities that improve their chances of gaining employment in their chosen area of work. Students on courses in leisure and tourism learn either Spanish or Italian and have the opportunity to gain a University College Birmingham qualification. Students on courses in health and social care and in sports and fitness learn how to give first aid in the workplace.
- Information, advice and guidance are very helpful. As a result, students are on study programmes that match their interests and future career aspirations. A high proportion of students remain on their chosen course.
- The large majority of students make at least the progress expected, given their starting points. The majority of students on level 2 and level 3 programmes progress to higher-level programmes or employment. A high proportion of the students progressing from level 3 programmes go to university.
- Most students on 16 to 19 study programmes attend lessons regularly. They arrive for lessons on time and are well prepared for learning. In practical lessons, all students wear the appropriate uniform and/or personal and protective equipment for their vocational area.
- Students show very good awareness of how to keep themselves safe, including when using the internet and social media. Students are able to discuss confidently the 'Prevent' duty and the importance of being vigilant for signs of radicalisation and extremism. They know how to report any safeguarding concerns that may arise.
- The promotion of equality and diversity and fundamental British values is good. In a health and social care lesson, students discussed people's cultural and religious preferences and the importance of responding to them in care settings. In discussion, students speak respectfully about people's individual differences and the importance of showing respect and tolerance for different views.
- Most teachers integrate English and mathematics skills effectively in vocational lessons. This enables students to develop the English and mathematics skills that they need to achieve their vocational qualification. In a beauty therapy lesson, students learned key terminology relating to massage movements, such as 'effleurage' and 'petrissage', and how to spell them accurately. In a health and social care lesson, students participated enthusiastically in an activity about fundamental British values in which they bought and sold different human rights, such as the right to vote and the right to freedom of speech, while keeping within an allocated budget.
- All students without GCSE grades A* to C or equivalent work towards relevant English and mathematics qualifications. However, the proportion of students who achieve at least a GCSE legacy grade C or equivalent is too low in English and much too low in

mathematics.

- In a minority of lessons, teachers attempt to cover too much information too quickly or do not check that all students have understood or completed their work before moving on to the next activity. This means that the pace of learning is too fast and not all students develop their understanding well enough to enable them to complete subsequent activities successfully. Consequently, students in these lessons who are not able to learn or work as quickly as others become confused, fall behind their peers and do not make the progress that they are capable of.

Adult learning programmes

Good

- Currently 389 adults follow level 2 and level 3 programmes in subjects such as bakery or creative hair and make-up training on university sites. Nearly half follow the part-time qualification of 'Supporting teaching and learning in schools' (STLiS) in eight community venues.
- Managers have developed particularly strong partnerships with schools and community organisations in areas of significantly high deprivation. They successfully reach adults who have been out of learning for a considerable time. Managers' effective outreach and publicity strategies have resulted in large numbers of learners from targeted community areas enrolling on these courses year on year.
- Leaders have designed a curriculum which meets adult learners' interests and employment needs very effectively. For example, managers designed a foundation education degree delivered in the community in response to demands from learners completing the level 3 STLiS. These learners are now able to progress to higher education despite family and travel constraints.
- Learners gain vital skills for employment including English and mathematics. They improve their ability to support their children in school and gain qualifications, often for the first time.
- Teachers are well qualified and vocationally experienced. They have high expectations of learners to attend regularly and develop their practical skills and to complete their course. They relate learning activities well to industry practice and standards and prepare learners well for future employment. As a result, learners are motivated and enthusiastic and develop very positive attitudes to learning.
- The majority of learners attend regularly. They benefit from resources on the university intranet and online one-to-one tutorials for updates, if absence is unavoidable. Staff monitor attendance carefully. They are quick to provide support, such as from the mental health team or welfare support, if underlying issues cause barriers to learning.
- Learners are encouraged to study independently. They begin to take greater responsibility for their own learning and progress, preparing them well for further study or employment. The majority of learners demonstrate their increased confidence by organising their own work experience placements in the community. This further enhances their skills and makes their course learning more meaningful.
- Teachers promote fundamental British values well through imaginative lesson activities. For example, in an English class learners considered appropriate, respectful responses to letters of complaint. Learners value the safe, encouraging learning environments in their

work placement and lessons. Learners report that the positive atmosphere helps them relax and learn more effectively. They learn how to address issues about safeguarding, extremism and radicalisation well.

- Teaching, learning and assessment are good. Lessons are well structured and carefully planned so learners know what skills and knowledge they need to learn. The majority of teachers use effective questioning techniques to check learning. They encourage learners to extend their thinking and improve their problem-solving skills. Learners learn how to evaluate their own progress and learning well.
- The majority of learners make good progress and produce good standards of work. In confectionary classes, teachers challenge learners to bake and decorate cakes well enough for sale. In schools, teaching assistants manage children's behaviour well.
- Learners gain confidence and improve their personal, social and communication skills well. They learn how to work very effectively as part of a team and manage tight deadlines through varied activities in vocational workshops and community classes.
- In a minority of lessons tutors do not use the wide range of information about the learners' existing skills, experience and personal circumstances well enough to make sure that all make their best progress possible. In these cases, tutors use fixed lessons and learning tasks and are slow to recognise when learners are capable of more-challenging work. They do not adapt activities when some learners lose concentration, and the pace of learning slows.
- Teachers monitor learners' progress well. However, in a minority of cases, teachers on vocational courses do not involve the learners well enough in setting their own targets, so that learners understand how to improve. Targets too often focus on unit completion and do not always identify their underpinning skills gaps, such as identifying key points in an extended piece of text, note-taking or writing skills. This hinders learners' progress in completing coursework.
- In the majority of vocational lessons, learners improve their English and mathematics effectively. Teachers use well-planned activities, which promote the use of accurate formal English, note-taking and, to a lesser extent, the use of numbers. In community classes, functional English classes are well resourced and most learners make good progress in improving their spoken and written skills.
- Staff provide comprehensive information, advice and guidance before learners enrol on their courses, including taster days and open days, so learners can make informed choices. Learners understand course expectations, enrichment opportunities and pathways to further training and employment. Individual reviews with their tutor early in their programmes allow adults to reflect if they are on the right course or identify support needs.

Apprenticeships

Good

- The university offers apprenticeships in hospitality and catering, health and social care, hairdressing and beauty therapy, and business administration. Currently 358 apprentices follow intermediate, advanced and higher apprenticeships. The provision meets the principles and requirements of an apprenticeship programme well.
- Teachers, assessors and employers have high expectations of their apprentices' skills,

knowledge and professional behaviours. They instil in them the importance of taking pride in their work. This prepares them well for the workplace and enables them to gain extra responsibilities at work rapidly.

- Apprentices enjoy their learning and display high levels of motivation and commitment. Some travel significant distances on a daily basis to access the university and their employer. Apprentices are self-confident and know what is required to be a successful learner.
- Apprentices benefit from very good on-the-job training. This extends their skills well and enables them to become valued members of their employer's workforce. Hospitality apprentices undertake particularly effective practical skills training, which equips them to produce food to a very high standard.
- Employers, teachers and assessors work closely together, making good use of apprentices' prior knowledge and skills to plan challenging programmes that meet their needs and aspirations well. Employers ensure that apprentices receive the time and training they need to develop high-quality employment and business skills.
- Managers have excellent partnerships with hospitality employers. This enables world-renowned and celebrity chefs to offer master classes for apprentices and to judge apprenticeship competitions. Apprentices visit high-quality restaurants. These significantly raise apprentices' aspiration and confidence to work at a professional level.
- Assessors carefully plan their frequent workplace visits where they deliver high-quality training, carry out assessment and complete apprentices' progress reviews on time. This helps apprentices to progress well, with a number achieving their qualifications early. As a result, apprentices reflect deeply on their personal and work-related skills. With their assessors, they set challenging targets for producing assessment evidence to help them maintain good progress.
- Employers are actively involved in the planning of apprentices' workplace learning. Assessors keep them well informed about their apprentices' progress. Assessors also work closely with employers to take swift and effective action to address any issues such as absence or slow progress.
- Teachers and assessors encourage apprentices to develop high-quality portfolios with a wide variety of evidence to demonstrate their competence. Apprentices benefit from very clear feedback that accurately confirms when their work meets the required standard. Teachers also give useful guidance that helps them extend and apply their knowledge and skills. A small number of hospitality apprentices receive a video clip from their assessor with very useful audio and visual feedback. This forms a very useful reference source when completing the same task later.
- Teachers provide tasks that are more challenging for apprentices who complete their qualification early. For instance, they ask apprentices to attend the university to gain skills that are not readily available in their workplace. As a result, these apprentices further extend their skills and knowledge.
- Apprentices develop their mathematics and English spelling and grammar skills well during their programme. Assessors provide good support. The majority of apprentices need significant mathematics skills at work. Assessors and employers encourage apprentices to carry out complex calculations to develop their skills further. One example is a hospitality apprentice recording daily takings from their workplace, then calculating

the profit, taking into account staff costs, fixed and variable overheads and consumable costs.

- Managers have strengthened information, advice and guidance to ensure that apprentices are on the correct course. In previous years, a significant number of apprentices left early and failed to complete their qualification. Inaccurate matching of the motivation, commitment and ability of 10 learners with a major employer led to them all leaving the programme at an early stage of their training. Current apprentices are very clear on progression routes, both with their employer and with other higher education providers.
- Teachers and assessors instil an excellent understanding of health and safety and safeguarding into their apprentices. A number of health and social care apprentices work in domestic settings and they are fully aware of the need to ensure their personal safety and to maintain patient confidentiality; others work with adults with complex personal and learning disabilities and carry significant responsibility for their care and well-being, both in the day centres and in the wider community.

Provider details

Unique reference number	133785
Type of provider	Higher education institution
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,008
Principal/CEO	Professor Ray Linforth
Telephone number	0121 604 1000
Website	www.ucb.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	24	3	401	140	668	249	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	41	49	32	68	1	166		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for whom the provider receives high-needs funding	5							
At the time of inspection, the provider contracts with the following main subcontractors:	Education and Skills Funding Agency							

Information about this inspection

The inspection team was assisted by the deputy vice-chancellor (academic), as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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