

# Bath College

General further education college

## Inspection dates

16–19 January 2018

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	Good	Apprenticeships	Good
Outcomes for learners	Good	Provision for learners with high needs	Good
Overall effectiveness at previous inspection			Not previously inspected

## Summary of key findings

### This is a good provider

- Governors, leaders and managers have successfully created the new Bath College. Their clear focus on improvement has led to good outcomes for learners.
- Learners receive good teaching and learning and managers provide a diverse range of courses and apprenticeships for learners and employers.
- College staff have very strong relationships with partners, stakeholders and local employers. These relationships contribute very effectively to the development of courses and resources to meet local and regional priorities.
- A high proportion of learners achieve their qualifications, including good grades in English and mathematics GCSE.
- Learners gain very good interpersonal and practical skills, and develop appropriate behaviours and attitudes that equip them well for employment.
- A high proportion of learners obtain employment in the area they have studied, or move on to higher levels of education and training, including apprenticeships and university.
- The high-quality, industry-standard facilities on both sites contribute well to learners' good progress and outcomes.
- Learners' behaviour is excellent and respectful. They work well with college staff to create a culture that is warm and welcoming.
- Disadvantaged and vulnerable learners, and those with additional needs, receive excellent support and practical assistance to help them overcome the difficulties they face.
- The teaching of theory lessons is not at the high standard and quality of practical teaching.
- Staff do not make enough use of the information available about learners to accelerate their progress or help them attain higher grades.

## Full report

### Information about the provider

Bath College is a medium-sized general further education college, formed in April 2015 by the merger of City of Bath College and Norton Radstock College. The college has sites in Bath city centre and at Somer Valley in North East Somerset. Approximately 2,000 learners aged 16 to 19 follow study programmes. Similar numbers of adults follow full- or part-time courses, around half with subcontractors. The college has 502 apprentices.

Learners attend the college from across Bath and North East Somerset, which has a population of 187,800. Bath is mainly prosperous but areas of economic deprivation exist in the city and in North East Somerset. Unemployment is lower than the national level, although slightly above the wider South West region. The proportion of the population with level 2 qualifications and above is higher than that nationally, as is the proportion of pupils who achieve GCSE grade A\* to C or 4 to 9 in English and mathematics at key stage 4.

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

- Improve the teaching of theory lessons to motivate and enthuse learners to make more rapid progress by:
  - providing a wide range of relevant activities, and introducing new concepts and information at a suitable pace to deepen learners' understanding, knowledge and skills
  - developing learners' English and mathematical skills in vocational settings
  - frequently checking learners' understanding of what they are learning.
- Ensure that staff across the college make thorough use of the information they have about their learners to plan and set work that challenges them to make rapid progress, and achieve the highest grades of which they are capable.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Governors and leaders have established the new Bath College successfully. They have taken prudent and tough decisions on finance to secure the future of the college and managed a reorganisation sensitively. Staff are confident about the future of the college and in the new senior leadership team.
- This optimism of managers and staff about the college is reflected by partners such as the Local Enterprise Partnership and the West of England Combined Authority. A new construction centre and refurbishments on both college sites demonstrate how leaders and managers are making improvements to benefit learners. Resources are of high quality on both sites and learners develop good industry-standard skills in modern workshops and facilities. Leaders and managers have developed a varied curriculum which aligns well with local and regional demand.
- Leaders and managers are highly committed to the continued improvement of teaching, learning and assessment across both main sites. They have introduced learning practitioners as coaches to help teachers and assessors improve their teaching and assessing of learners, which has already had a positive impact. The decision by leaders to make departments responsible for apprentices, together with improved monitoring of apprentices' progress and revised management oversight, has led to the improved achievement of qualifications by apprentices. Improved examination results in English and mathematics demonstrate the positive impact of leaders' improved strategic focus on these important subjects.
- Leaders and managers raise learners' aspirations well by recognising their achievements, for example through the annual apprenticeship awards, or participation in regional and national events.
- Partners and local employers have much confidence in the college. They contribute effectively to developing the curriculum to reflect local and regional priorities such as construction, and the creative and digital industries. Learners benefit from these good partnerships by securing good work experience and placements. As a result, they gain a better understanding of their future careers. For example, learners in catering experience the high expectations of their vocation when working alongside nationally renowned chefs.
- Through effective self-assessment, leaders and managers identify the college's areas of strength and what they need to improve. Governors' and senior leaders' monitoring of their quality improvement plan is frequent and timely. As a result, the actions they have planned take place. For example, they have increased support for learners who experience mental and emotional difficulties.
- Teachers improve their teaching as a result of helpful follow-up after managers' observations of their lessons, and undertake appropriate professional development. Managers act promptly to carry out the actions identified in each department's evaluation of the strengths and the areas for improvement in its teaching. However, managers do not routinely use the views of learners to help evaluate and improve teaching and learning.

- Managers carefully monitor the work of their subcontractors and actively help them improve the quality of teaching and their learners' experience. For example, partners and subcontractors use the training and information on the 'Prevent' duty provided by the college effectively.
- Managers and teachers have not taken advantage quickly enough of the new improved system which leaders implemented to monitor learners' progress and achievements. As a result, they have not improved the pace of learners' progress or ensured that they achieve the highest grades they can.
- Managers have successfully ensured that groups of learners perform at the same high level, with the exception of a small group of apprentices with learning difficulties and/or disabilities who do less well.
- The provision of impartial careers advice and guidance for learners is well established and effective. Learners receive helpful information through the tutorial programme, careers and themed days, and the college's good links with external agencies.
- Leaders and managers foster a culture which celebrates differences and ensures that learners learn about life in modern Britain. As a result, the college is a welcoming place for all.

### **The governance of the provider**

- Governors understand well their responsibilities for improving the quality of teaching and learning and working conditions for both learners and staff. They challenge senior leaders appropriately. Governors have a good, accurate knowledge of the college through their regular visits to classrooms and workshops and speaking to learners and staff. They receive comprehensive reports from managers which provide them with a good understanding of learners' progress and achievement.
- Governors use their expertise and skills well in their roles, for example in safeguarding and finances. They play a very active and helpful part in the self-assessment process. They scrutinise managers' reports and ask challenging and constructive questions of managers and teachers. Their oversight, and the quick responses of managers, ensure that suitable improvements are made promptly.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The culture in which learners and apprentices feel safe and protected is well established across the college. The vast majority of learners are aware of how to keep themselves and their peers safe from risks online, such as being drawn into dangerous or illegal activities by extremist groups.
- Staff receive regular training in the 'Prevent' duty and important areas such as the risks of exploitation of vulnerable children and adults. Staff and learners pay good attention to health and safety procedures.
- Procedures for recruiting staff are effective.

## Quality of teaching, learning and assessment

Good

- Learners make good progress in developing new skills, knowledge and understanding as a result of good teaching and assessment, particularly in practical sessions. Teachers and assessors know their learners well, have high expectations of them and motivate them effectively to achieve their aspirations. Most learners, their parents and carers and apprentices' employers know what progress they have made towards their qualifications or objectives and what they need to do next. This is because staff in most areas monitor and share this information well. Staff in a few areas use such information less well.
- The vast majority of learners' work is at an appropriate level for their course. In practical sessions, learners' work meets or exceeds the expectations of industry and commerce. Teachers and assessors check work regularly and provide informative written feedback on how learners can improve. Teachers' useful verbal feedback is not always noted by learners so that they can reflect on improvements at a later stage.
- Staff are well-qualified and experienced in their industries and sectors. They continue to develop their teaching and industry skills productively through effective professional development activities, including 'selfie-days' on which they can update themselves on topics of interest. For example, teachers made good use of training they received on supporting learners with mental health to help their learners make progress.
- Teachers already demonstrate how they benefit from the effective individual coaching provided by recently appointed learning practitioners. It has led to improvements in, for example, how they plan lessons.
- Teachers and assessors set appropriate work for most learners. Consequently, learners develop good levels of subject knowledge and practical skills. For example, teachers show apprentices how to wire up a complex component of an electrical motor and the apprentices then confidently complete this themselves. Teachers and managers of learners with high needs place a strong and effective emphasis on creativity. For example, learners explore different ways to be creative through activities such as making three-dimensional models.
- Teachers do not routinely provide the most able learners with work that is difficult enough to challenge them to meet their full potential. Too often all learners complete the same work. As a result, the most able do not explore more difficult concepts or apply their learning to different situations. In a minority of theory lessons, teachers do not use activities which interest or motivate learners sufficiently. As a result, learners in these lessons do not make the progress they should. Teachers do not check the understanding of quieter learners regularly enough before they move on to the next topic.
- English and mathematics teachers prepare study programme learners well for examinations and ensure that they develop the knowledge needed to achieve their qualifications, especially in English and mathematics GCSEs and English functional skills. Teaching is not good enough for apprentices or adult learners on functional skills courses and these learners do not make rapid enough progress, or pass their qualifications at the first attempt. Teachers in vocational areas do not routinely develop learners' English and mathematics skills so that they fully understand the importance of these skills and how to apply them. Managers have arranged additional training for staff but it is too early to assess the impact of this.

- Well-organised and structured support is in place for learners on study programmes who have additional learning needs. Staff use varied and appropriate strategies to support individual learners very effectively. Consequently, they make similar progress to their peers. Learners with education, health and care plans (EHCPs) are supported well. Appropriate support is in place when they start their courses. However, learning support for adults and apprentices is not good enough.

## **Personal development, behaviour and welfare**

**Good**

- Learners are very respectful to each other and to staff and visitors, and are well behaved. They help college staff to create a welcoming and positive learning environment.
- Learners develop a strong range of skills, attributes and ways of behaving which prepare them well for employment. They benefit from work experience and other activities which enrich their understanding of employment and wider issues in society. For example, music learners produce their own material and work with professional producers and technicians on placements in recording studios to record and master their music. Level 1 learners on a childcare course helped to set up a crèche to support refugees from Syria.
- A large proportion of learners complete voluntary work in the local community which helps them evolve into thoughtful, caring and active citizens. For example, learners on health and social care courses participated in a local supermarket scheme to support shoppers with specific difficulties and/or disabilities who find shopping difficult. Consequently, the very large majority of learners develop good personal, social and independent skills.
- Learners receive effective and impartial careers information, advice and guidance from specialist advisers. This guides them very well in making the right initial choice of course or apprenticeship and subsequent next steps towards fulfilling their aspirations. College staff advise applicants of alternatives if they believe these would suit them better, including referring them to other providers. Learners applying for higher education (HE) receive particularly good preparation for the application process and interviews. A minority of learners with high needs funding are supported less well in deciding their next steps.
- Learners who may be vulnerable, or are from disadvantaged backgrounds, benefit strongly from a comprehensive range of services before, during and often after their courses. Consequently, a large proportion complete their studies. The extensive support for learners' well-being and mental health helps them stay healthy and develops their mental resilience. A recent college-wide campaign about the mental health of young men has resulted in higher numbers of them making use of counselling and other support services.
- The large majority of learners attend their main subject lessons regularly. They arrive on time and ready to learn. Learners take pride in their work and are highly enthusiastic about their learning and their progress. However, despite improvements, attendance at English and mathematics lessons is not high enough.
- Learners and apprentices feel safe at college and at work. They know how to report any concerns about their own or their peers' personal safety. They understand the risks of using social media including from online grooming. Most are aware of the dangers of

extremism and radicalisation.

## Outcomes for learners

**Good**

- A large proportion of learners achieve their qualifications. The proportion of learners on study programmes and apprentices who succeed have increased since the merger. A high and increasing percentage complete their courses.
- Study programme learners achieve well across a range of subjects. Learners studying engineering, hospitality and catering, and hairdressing and beauty, did particularly well in 2016/17. A large proportion of learners on extended level 3 diplomas achieved their predicted grades. The results of many learners exceeded predictions, for example in animal management, business, music, travel and tourism and public services. Learners on BTEC diplomas in health or sports studies did less well.
- The proportion of learners who achieved GCSE English and mathematics A\* to C or 4 to 9 improved in 2016/17 and was high for mathematics. In functional skills, the proportion of learners aged 16 to 18 who achieved qualifications in English at levels 1 and 2 was high. Achievement at level 1 in mathematics was high, although it was too low at level 2. The percentage of adults who achieved their functional skill qualifications in English improved in 2016/17, especially at level 2, but declined for mathematics and was too low.
- The proportion of apprentices who completed their apprenticeship was high in 2016/17, reversing a previous three-year decline. Provisional data suggests this improvement continues. The proportion of apprentices in 2016/17 who achieved their apprenticeships in the time they were allowed increased from a low base and is now in line with apprenticeships gained elsewhere.
- The achievement of adult learners following courses with subcontractors that lead to qualifications has been high over the last four years. Rates of achievement in health and social care, where the number of learners is very large, are particularly high. Learners in hair and beauty, hospitality, information technology and construction also did well, although learners in a few other subjects such as travel and tourism, business management and accounting did less well. Adults on employability courses, and family or community learning programmes, gain confidence and skills which help them greatly in their work and personal lives.
- No significant difference exists between the achievement of male and female learners or between those of different ages or ethnic origins. Apprentices with learning difficulties and/or disabilities did slightly less well than those without. Adult apprentices did better than their younger peers.
- The vast majority of successful learners continue on to positive destinations. Almost all apprentices remain in full-time employment and most stay with their apprenticeship employer. A high proportion of adult learners on access to HE courses go on to study at universities across Britain.
- The proportion of learners with high needs who move on to further education, or into work as a result of their work placements, has increased and is high. The vast majority of these learners gain the confidence and skills they need to live independently.
- A high proportion of learners completing study programmes go on to higher levels of

education, or to employment. A large proportion of learners who enter work gain employment which is related to the subjects they studied.

## Types of provision

### 16 to 19 study programmes

**Good**

- Approximately half of learners are on level 3 programmes and a quarter on programmes at level 2. The remainder follow level 1 or foundation courses.
- Managers plan and manage study programmes well. They carefully consider individual learners' prior skills, knowledge, experience and career aspirations. This ensures that they place learners on an appropriate course, or transfer them to a suitable alternative course where needed.
- Most learners make good progress. The vast majority of learners are aware of the grades they are aiming for, their current progress and what they need to do to complete their course. They produce good standards of written work, especially at level 3. Most benefit from regular meetings with subject teachers to discuss their progress. Too many learners are not clear about the progress they are making in their functional skills lessons, especially in mathematics. As a result, these learners make slower progress.
- Learners develop very good practical skills in well-resourced, industry-standard working environments. The vast majority of learners can explain clearly what they are doing well and what they need to improve. Their teachers provide useful, supportive verbal feedback on how well they are improving their practical skills. They skilfully help learners consolidate their understanding, for example, by asking probing questions which deepen their learning. On level 3 courses, learners clearly explain the theoretical principles which underlie advanced practical techniques. For example, a learner on a beauty therapy course explained how galvanic treatments effectively removed cellulite tissue from the leg of a client.
- Most learners make good progress on their English and mathematics courses. They recognise the value of improving their skills to increase their employment opportunities. In GCSE English lessons, teachers use topical and relevant subjects well to engage learners. For example, a video on recycling of waste products including plastic was used to help learners with the planning of persuasive writing. However, not enough teachers develop learners' skills so that they can apply them well in a vocational setting. Too many use activities which are too easy for learners.
- In a large minority of theory lessons teachers do not ensure that all learners make more rapid progress. These lessons are too slow, insufficiently demanding or lack new learning to stimulate learners' interest.
- Teachers place an exceptional focus on preparing learners for work. A large majority of learners complete additional qualifications as part of their study programme to help them find work. For example, advanced-level health and social care learners complete an additional qualification in care planning, and advanced engineering learners complete a level 4 maths qualification in preparation for progression to university.
- Teachers plan a good range of interesting, industry-related additional activities. As a result, learners develop high standards of professional behaviour and strong personal,



social and employability skills. For example, performing arts learners benefit from a strong partnership with 'The Egg', which is part of the local theatre. Hair and beauty learners learn an advanced and diverse range of techniques from visiting guest practitioners which broaden their skills. Although learners are aware of the need to undertake work experience, managers have not ensured that enough learners have plans in place for it. Systems to record and measure the impact of work experience are poorly developed.

## Adult learning programmes

**Good**

- Adult learners participate in community and family learning, employability courses to help them find work, and full-time courses where they often study alongside their younger peers. Community and family learning venues are situated across Bath, including in less privileged areas around the city, and at Bath City Farm.
- Managers have high expectations of learners and have comprehensive, effective quality assurance measures in place, including for subcontracted provision. High proportions of adult learners achieve their qualifications or learning goals.
- Managers and teachers provide a well-planned, varied curriculum with clear goals for learners of employment, further learning or university. Managers carefully select subcontractor partners who are very responsive to the local area's needs. Consequently, the college seeks and attracts large numbers of learners from disadvantaged areas, or who have lost confidence in education or employment options. Learners gain skills directly linked to employment. These include driving large vans, and specialist certificates in health and social care.
- Most learners benefit from impartial advice on careers and their next steps. This is either through the college and subcontractors, or through the college's close links with Jobcentre Plus. Managers have recently started to monitor the destinations of learners who complete community and family learning or employability courses. However, the destinations of a large majority of learners are currently unknown.
- Knowledgeable and experienced teachers provide safe learning environments. Their teaching includes a good range of activities, group discussions and effective checks of learners' understanding. Learners with low confidence or few previous qualifications quickly feel at ease and establish excellent relationships with their teachers. As a result, they swiftly develop new skills in learning, and personal and social skills. For example, older adults on family learning courses learn to use internet video technology to contact grandchildren. Most learners confidently discuss their learning goals and progress with their teachers.
- Learners develop good practical skills as a result of effective sessions which teachers have planned well. For example, horticulture learners at Bath City Farm are able to measure soil temperatures accurately and link this to plant growth, learners on access to HE chemistry perform complex titrations to calculate the cost effectiveness of different household bleach brands.
- Teachers build well on the previous knowledge of learners on basic mathematics courses to explore new topics such as different types of graph, and calculating angles to draw pie charts. However, not enough adults succeed in their functional skills mathematics qualifications. Learners develop their English skills effectively through activities which

teachers design well to improve their spelling and grammar, and more learners pass functional skills in English.

- Adult learners who attend full-time courses alongside younger learners benefit well from the enthusiasm and motivation which characterise most of their lessons. As a result, they make good progress. Learners on access to HE courses quickly gain in confidence. They are highly appreciative of the support their teachers provide and develop good professional and academic skills.

## Apprenticeships

**Good**

- Managers provide apprenticeships across a wide range of subjects, including veterinary nursing, refrigeration, stonemasonry and glass processing to respond to local requirements. Sixty-four apprentices are on the new standards apprenticeships, primarily in engineering and electrical installation. Just under half of the apprentices are at intermediate level, four apprentices follow higher apprenticeships and the remainder advanced level. Two thirds of apprentices are adults.
- Staff provide apprentices with good on- and off-the-job training. They manage this well. As a result, apprentices develop good vocational skills, contribute well to their employers' businesses and most fulfil their career aspirations. They develop appropriate behaviour and attitudes at work. Apprentices are proud of their accomplishments, both in college and at work. A high and increasing number of them achieve their apprenticeships.
- Vocationally competent tutors and assessors provide effective support to apprentices, both in college and within the workplace. Consequently, apprentices produce good standards of work, and make good progress in developing relevant technical and professional skills. For example, carpentry apprentices learned about pricing and quoting for jobs for clients from a teacher using recent, real examples from his own experience. Advanced hospitality apprentices planned and prepared a meal for 60 customers under the tutelage of chefs from local restaurants. A small minority of theory lessons lack sufficient pace or structure. This is because teachers have not planned them well to make them interesting or to develop apprentices' understanding beyond the minimum requirements of their qualifications.
- Apprentices plan and complete assignments carefully and show good knowledge and skills of topics they have studied. However, assessors' feedback on these assignments varies in its usefulness to apprentices, and some is poor. For example, apprentices on childcare apprenticeships receive detailed and constructive feedback, which enables them to make strong progress. In hospitality and catering apprenticeships, staff do not provide enough feedback for apprentices to help them improve the quality of their work.
- College staff have strong and effective relationships with employers. They jointly plan the training and agree realistic targets for apprentices to achieve. They liaise closely throughout the apprenticeships to ensure that apprentices achieve their qualifications. Staff work collaboratively with employers to monitor carefully apprentices' progress. They help apprentices who fall behind to catch up. As a result of this additional guidance and cooperation, more apprentices are achieving their apprenticeships in the time they are allowed.
- Managers monitor apprentices on standards apprenticeships effectively to ensure that

they, together with their assessors and employers, are well prepared for the assessment gateway and end-point assessment. Project boards for each area meet regularly. They ensure that the criteria for English, mathematics and off-the-job training are fully met for these new types of apprenticeships. Staff ensure that employers understand their new responsibilities for supporting learners on standards.

- Managers enable apprentices to take additional qualifications and participate in activities which improve their knowledge, skills and employment options. For example, advanced engineering, business and accountancy apprentices who are capable undertake level 4 qualifications, or specific diplomas in areas such as pneumatics. Bath College apprentices won the UK Masonry Skills Challenge in 2017, and for the last two years a refrigeration apprentice has made the national SkillBuild finals.

### Provision for learners with high needs

**Good**

- The college has 145 learners with EHCPs, most of whom receive funding for extra support. Seventy-one learners follow specialist courses within the foundation curriculum and the remainder attend full-time courses. The number of learners has increased over recent years and managers plan further increases to meet local demand.
- Management of this provision is strong and funding for these learners is used well. The college has recently changed the curriculum so that learners have individually designed programmes within four possible pathways: independent living; good health; employment and careers; friends, relationships and community. These meet learners' interests effectively and match the objectives set in their EHCPs very well.
- Experienced and enthusiastic teachers provide well-paced and fun lessons that meet the varied needs of learners well. Teachers have high expectations of their learners, set work for individual learners designed closely to meet their specific needs, and check carefully that learners understand the terms they are using. Consequently, learners make good progress, particularly in developing their English skills. However, staff do not record learners' progress consistently well. Consequently, it is not always easy to see the progress that learners make, in particular those learners with EHCPs.
- Teachers improve the literacy of learners well by ensuring that they practise spelling and widen their vocabulary within subject areas. Teachers use a wide range of activities such as word searches, scrabble and questionnaires so that learners find learning enjoyable. Learners learn effectively how to look up spellings, and how to calculate percentages.
- Learners develop good life skills to use in living independently and produce good standards of practical work. They enjoy cooking lessons where they learn the importance of cleanliness. They learn how to cook meals such as chicken korma, making curry paste using fresh ingredients. They learn how to prepare vegetables for cooking and how to wash up and clean workstations. They practise travelling and learn to travel confidently on their own.
- Managers have good partnerships that provide very good work placements which develop learners' skills well and help them grow in confidence. Learners enjoy different types of work placements including those at the Guildhall, the Bath recycling centre, the Assembly Rooms, and the council's leisure department. Many learners secure permanent employment as a result of their placements. Learners also participate in voluntary work

and visits that enrich their lives, for example to local art museums and sports clubs. However, the range of external opportunities, in particular sports activities, for learners to develop their independence skills further is narrow. As a result, a few learners are not progressing as rapidly as they could.

- Staff do not always provide learners with good-quality advice on their next steps and career plans, or record this effectively. Plans they produce are not readily available on the college systems for all to see. As a result, not all learners for whom it is appropriate have realistic action plans for their next steps.
- Teachers and managers provide a safe and organised learning environment that helps learners to reduce their anxiety, become calm, and increase their concentration so that they make good progress. Staff provide good, individually planned support for each learner, both in and out of the classroom. Specialist help, such as speech and language therapy or with mental health, is coordinated well. It is effective in helping learners to stay at college and make good progress. Staff use assistive technology such as reader pens and specialist computers well so that learners develop confidence in their own abilities.
- Staff have a strong focus on safeguarding and health and safety. They raise these topics with learners frequently. Learners report they feel safe, know about keeping safe online and whom to contact if they have any concerns. Learners also know how to lead healthy lives. Learning sessions frequently cover topics such as good dental care, personal hygiene and the expectations of employers. Learners enjoy being coached by level 3 sports learners on the use of gym facilities and exercising safely. Learners who are on work placements learn about the importance of health and safety signage, what it means and the dangers of not paying attention to signs.

## Provider details

Unique reference number	130558
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,683
Principal	Ms Laurel Penrose
Telephone number	01225 312 191
Website	<a href="http://www.bathcollege.ac.uk">www.bathcollege.ac.uk</a>

## 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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	302	680	557	778	1063	393	2	186
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	104	111	90	193	1	3		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	1							
Number of learners for which the provider receives high-needs funding	131							
At the time of inspection, the provider contracts with the following main subcontractors:	Premier Training International Ltd Learning Curve Group Ltd N-Gaged Training and Recruitment Ltd							

## Information about this inspection

The inspection team was assisted by the deputy principal as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. 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

Helen Flint, lead inspector	Her Majesty's Inspector
Peter Green	Her Majesty's Inspector
Lynda Pickering	Ofsted Inspector
Penny Mathers	Ofsted Inspector
Sara Hunter	Ofsted Inspector
Christine Lacey	Ofsted Inspector
Mark Brownbill	Ofsted Inspector
Teresa Williams	Ofsted Inspector
Lyn Bourne	Ofsted Inspector

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