

Asset Training & Consultancy Ltd

Inspection report

Unique reference number: 50544

Name of lead inspector: Ian McMillan HMI

Last day of inspection: 20 November 2009

Type of provider: Independent learning provider
Asset Training & Consultancy Ltd
St Hughes House
Stanley Precinct
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Information about the provider

1. Asset Training and Consultancy Limited (ATC) is an independent learning provider based in Bootle, Merseyside. Founded in 1996, ATC became a limited company in 2004. ATC has one site and works with 11 sub-contractors across the area to provide apprenticeship and Train to Gain programmes in health and social care, engineering, construction, information communication technology (ICT), retail and commercial enterprises, education and training, business administration and skills for life and work. Construction, retail (hairdressing) and business administration were the three areas inspected. ATC delivers all the business administration training; most of all other training and assessment is sub-contracted to one or more sub-contractors. ATC has a significant role in managing and monitoring sub-contractor performance.
2. The senior management team consists of two directors and the operations manager who have responsibility for all aspects of the company's day-to-day management. ATC contracts with the North West Learning and Skills Council (LSC). Government funded training accounts for approximately 90% of ATC's business.
3. ATC employs 13 full-time staff. Most of the staff have been with ATC for a minimum of four years. Approximately 57% of learners are female and 3% of learners are from minority ethnic groups.
4. In November 2009, the unemployment rate was 9.8% in Liverpool, compared with a north west average of 6.9% and a national average of 6.2%. The 2001 census showed that the proportion of people from minority ethnic groups is 5.7% in Liverpool, compared with the national average of 9.1%. The proportion of school leavers gaining five or more GCSEs at grade C or above, including maths and English, in Liverpool in 2008 was 41.2%, compared with 47.6% in England.
5. ATC provides training on behalf of the following providers:
 - Greater Merseyside Learning Providers Federation (APLP Programme)
 - MANTRA (Response to redundancy)
 - Knowsley Community College (Hairdressing)
6. The following organisation provides training on behalf of the ATC:
 - Horseshoe Training
 - Aigburth Training Opportunities
 - Riverside LEC
 - Style Training
 - Training Days
 - The Training Station

- BGH NVQ Training and Consultancy Ltd
- Sefton Council
- Knowsley Community College
- Liverpool Community College
- Environmental Leadership

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Further education (16 to18)	40 part-time learners
Employer provision: Train to Gain Apprenticeships	289 learners 247 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	1
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3

Subject areas	Grade
Construction, planning and the built environment	2
Service enterprises (hairdressing)	2
Business, administration and law	1

Overall effectiveness

7. The overall effectiveness of ATC's provision is good. Directors and senior managers have provided effective leadership that has successfully raised expectations and promoted ambition for learners. ATC has implemented significant improvements since the previous inspection. Success rates across all programmes are outstanding. The quality of teaching and training is good. Staff work very productively with employers and sub-contactors to provide good training at work that meets the needs of learners and employers. Arrangements to assess learners at work are flexible, efficient and very effectively managed. Arrangements to safeguard learners are satisfactory. Learners say they feel safe and protected from abuse. ATC is aware of the need to promote equality and diversity more effectively through staff training and learner reviews. Managers are highly successful in measuring the achievements of all the different groups of learners. ATC is highly effective in its arrangements to monitor learner progress and the performance of its sub-contactors.

Main findings

- Outcomes for learners are outstanding. The proportion of learners achieving their qualifications is outstanding; few learners leave their programmes early without achieving. Nearly all learners achieve within the agreed timescale.
- Progression for apprentices from intermediate to advanced level programmes is particularly good in hairdressing. Learners previously not in education, employment or training (NEET) on ATC's accelerated programme-led apprenticeship programme progress well onto apprenticeship or other further education programmes.
- Learners develop good employability skills and, in 2008/09, over 80% of apprentices achieved vocational qualifications relevant to their job role. For Train to Gain learners, during the same period, 98% achieved a relevant vocational qualification and 90% achieved this in a timely manner.
- Learners feel safe and health and safety in the workplace is a high priority for staff and employers.
- Teaching and training are good. Most learning is on a one-to-one basis. ATC ensures that sessions are productive with teachers using their commercial expertise well to link theory and practical work. In business administration, good use is made of an electronic assessment and portfolio system to support learning. In plastering, young apprentices show high skill levels.
- In a few sessions insufficient variety in teaching fails to engage all learners; directed questions are not used well to check understanding. Target setting in reviews is not always sufficiently specific, measurable or time bound.
- ATC takes great care to design its courses to match carefully the needs of learners and employers. Both parties are increasingly involved in developing programmes.
- Partnership working is outstanding. Close collaboration with other training providers, employers, schools, the local authority and community groups is successful in enabling a broad range of highly successful programmes across the Liverpool area. Feedback from employers and learners is particularly positive.
- ATC's contribution to projects aimed at re-engaging unemployed adults and learners who are NEET is very successful.
- Support, care and guidance are highly effective across all programmes. A teenage peer mentor who communicates very effectively with learners provides very good peer support. This worker has quickly gained their confidence and is providing an excellent positive role model for learners of a similar age.
- The directors and senior staff provide good leadership in all aspects of ATC's work. They work well with a significant range of local and regional priority groups to improve training opportunities for learners. ATC is very good at supporting and monitoring to ensure high levels of performance from all its sub-contactors. Managers in business administration are particularly effective.

- Equality, diversity, and arrangements to promote safeguarding are satisfactory. ATC has been successful in widening participation and contributing to social inclusion in the area. However, there is insufficient training to develop staff understanding of how they can better promote equality, diversity and safeguarding.
- The self-assessment process is satisfactory but insufficiently evaluative. The quality improvement plan lacks detail and clear impact measures.

What does Asset Training and Consultancy Ltd need to do to improve further?

- Continue to establish fully the newly formed safeguarding arrangements to provide a coherent strategy across all sub-contactors.
- Develop arrangements to better promote equality of opportunity; for example, through more staff training and by raising awareness during Learner reviews.
- Include more detail and clearer impact measures in the quality improvement plan.
- Ensure that learner reviews set targets and actions that clearly identify learning goals.
- Continue to improve the quality of teaching and training by, for example, ensuring tutors develop their range of questioning techniques to develop learner understanding and ensure learner contributions in lessons are fully accounted.
- Fully embed arrangements to observe teaching and learning across the partnership with an increased focus on evaluating learning.

Summary of the views of users as confirmed by inspectors

What learners like:

- being able to train at work without disrupting work commitments
- using the electronic assessment and portfolio system to store evidence and progress records
- the training received from staff in the workplace and off the job
- individual coaching sessions that improve understanding
- accessible and approachable staff who are readily available to provide information on course-related, personal and financial issues
- individual support to help them stay on the programme and achieve
- having existing skills formally recognised with a qualification.

What learners would like to see improved:

- more training at work for a minority of hairdressing learners.

Summary of the views of employers as confirmed by inspectors

What employers like:

- having the opportunity to work with ACT to structure programmes and assessments to meet business needs
- the support provided to encourage learners to progress to higher skill levels
- seeing in action the flexibility of staff to organise assessment and training to minimise disruption to work priorities.

What employers would like to see improved:

- no recommendations.

Main inspection report

Capacity to make and sustain improvement Grade 2

8. ATC's capacity to make and sustain improvements is good. ATC has made significant improvements since the previous inspection. In particular, ATC has expanded its provision to include Train to Gain and apprenticeship programmes in many areas and has developed partnerships that strongly support social inclusion and widen participation. ATC has clear plans that provide an effective framework for improvement. Managers monitor these plans closely.
9. Managers use self-assessment in a satisfactory manner to improve the quality of provision. They make good use of the learner and employer feedback to evaluate and improve provision. Overall and timely success rates have improved significantly for all learners since the previous inspection. Support is tailored to meet individual needs and is highly effective. ATC is aware of the company's development needs and managers are relentless in their efforts to improve the provision.

Outcomes for learners Grade 1

10. Train to Gain overall and timely success rates are 98% and 90% respectively. Qualification success rates for apprentices and advanced apprentices are high and improving. In 2008/09, 81% of apprentices successfully completed their frameworks and 72% completed in a timely manner. Current learners are making excellent progress. There is no noticeable variation in the success rates of different groups of learners.
11. Learners achieve a good standard of work. In hairdressing, construction and business programmes learners apply and demonstrate a good range of vocational skills. Many Train to Gain learners show significant improvement in self-confidence and progress onto other programmes, often at higher levels or with increased responsibility in their job roles.
12. All learners have a good understanding of safe working practices and adopt them in learning and at work. They feel safe and know their rights and responsibilities at work. Most learners increase their confidence and communication skills, including how to make more informed career and progression choices. Learners are well motivated, enthusiastic and enjoy their learning. Learners attend well and have good records of timekeeping.

The quality of provision Grade 2

13. Teaching and training are good. Most teachers have good industry experience and use this very effectively to reinforce learners' understanding. Induction gives learners a good understanding of the course requirements. Coaching sessions with individual learners are highly effective in promoting learning. Learning sessions are well planned; however, learning aims are not always

clearly stated. Information learning technology (ILT) is used increasingly well to support learning. The quality of on-the-job training is good and training is tailored to meet the needs of individual learners and employers. In a few sessions insufficient variety in teaching fails to engage all learners; directed questions are not used well to check understanding.

14. Assessment is very good. It is flexible, highly responsive and carried out frequently. Assessments are completed quickly and effectively. Assessors provide good feedback which recognises good work and identifies what learners need to do to improve. Extremely effective electronic assessment and portfolios enable many learners to submit their work remotely on a web-based system. Tracking of learners and monitoring of learners' progress is highly effective, particularly in programmes that use electronic portfolios. Learner progress reviews link effectively to assessment planning. Target setting in reviews is not always sufficiently specific, measurable or time-bound. Learners' understanding of equality and diversity is not well developed during reviews.
15. The response to government and LSC priorities is good. New provision has been effectively developed and implemented to meet local area needs. Targeted and highly successful NEET provision has effectively engaged an increasing number of learners who are now on apprenticeships. In expanding ATC's employer-responsive provision, good account has been taken of local labour market information. Good use has been made of the established expertise of sub-contractors in increasing the numbers of apprentice and Train to Gain learners in a range of subject areas not previously offered. This has significantly improved the training opportunities available for learners and local employers. Most learners and their employers are able to choose from a wide range of additional qualifications. A good range of progression opportunities are increasingly well used by all learners.
16. Excellent partnership working is highly effective in meeting the needs of learners and employers. Very good links with other providers have successfully helped to expand and improve the provision. Extremely effective partnership working with employers provides very good training, work placement and employment opportunities for learners. ATC plays a key role in the promotion of apprenticeships on behalf of Merseyside providers through good links with local schools. ATC makes a very good contribution to a work-based learning peer reference group and shares and receives good practice which has helped to improve the provision in all group members. Very good partnership working with the local council has widened participation effectively through training for young people from disadvantaged areas. Working with the local council, an effective contribution has been made to regeneration which has raised the profile of training and achievement. Particularly effective partnership working with Aimhigher and other providers has helped develop a very successful project which raises the aspirations, attainment and progression of learners from non-traditional groups; over 180 learners have progressed to higher education over the last two years.

17. Tutors and assessors provide personalised support which is highly effective in meeting the needs of learners. Learners receive very good information, advice and guidance which ensure they are recruited on to the right course. During the programme, learners receive regular guidance and support which prepares them exceptionally well for their next step. All staff have a strong respect for learners and a very strong commitment to enable them to succeed. The support and good encouragement enables learners to quickly gain in confidence and overcome personal barriers which may have prevented them from achieving in the past. Learners with learning difficulties and/or disabilities and health problems make very good progress and achieve as well as all learners. Excellent support helps learners through personal problems. Very effective arrangements are in place for counselling and referrals to specialist support agencies. A teenage mentor provides very good peer support. Very good financial support is provided to a number of learners in hardship; where necessary the cost of travel, clothes and equipment is met which enables these learners to participate. Parents and carers of learners greatly value the support which is provided.

Leadership and management

Grade 2

18. Strategic management at ATC is good. ATC's objectives are clear and based on developing a business that meets learner, employer and local community needs. The managing directors and senior team have a clear vision of where the company excels and where it needs to be developed. ATC shares this vision well with its staff and sub-contactors. Monitoring arrangements dedicated to raising expectation and driving forward ambitious achievement targets have been highly effective.
19. ATC has satisfactory arrangements for ensuring the safety and safeguarding of learners. Learners feel safe and are protected well. All tutors have been Criminal Records Bureau (CRB) checked and appropriate records are maintained. ATC's strong approach to individualised learning ensures that they quickly identify indicators of vulnerability or when learners are in need of additional pastoral, vocational, welfare or financial support. Health and safety are prioritised and managed well. Learners receive safety information, which includes information on safeguarding in general. The recently produced policy and procedures for safeguarding have been disseminated to staff and sub-contactors. All staff have received at least basic awareness training in safeguarding. ATC has a designated member of staff responsible for safeguarding and nominated staff in each of its sub-contactors.
20. Arrangements for equality of opportunity are satisfactory. ATC is particularly effective in engaging new learners from the local community. Training programmes aimed at young learners not in education or training provide an effective transition into ATC's apprenticeships or further education at other institutions. Programmes for adults successfully engage non-employed learners, such as classroom volunteers and the long-term unemployed, helping them to progress to full-time employment or further training. ATC and some of its sub-contactors have been involved in activities aimed at promoting their provision to

specific subgroups in their local area, including events aimed at gay and minority ethnic groups.

21. There is no significant variation in outcomes between different groups of learners. To address a gender imbalance in the business administration provision, ATC developed a set of equality and diversity impact measures. The resulting strategy helped improve male recruitment. Similar strategies have yet to take place in other subject areas. ATC recently moved to new premises, which resolved previously identified accessibility issues. Most sub-contractor premises are accessible for learners with restricted mobility.
22. Staff and learners' working understanding of equality and diversity is limited; they have not received sufficient training. Learner progress reviews are not sufficiently effective in evaluating or further developing their experience and understanding of equality and diversity. For some of ATC's sub-contractors, equality and diversity policies are very new and have yet to impact on the development of provision and understanding.
23. The collection of learner and employer feedback through questionnaires is routine. Surveys are thoroughly analysed and confirm a high level of satisfaction with the training. Prompt action to learner feedback has improved resources in information technology and off-the-job training.
24. The self-assessment process is satisfactory but insufficiently evaluative. The self-assessment report is clear and generally accurate. It includes a representative view from both learners and employers. However, the quality improvement plan is too narrow in its scope. For example, it does not have clear actions to improve aspects that are satisfactory or maintain its outstanding and good features. ATC has provided good support for its sub-contractors in developing their own self-assessment arrangements and there are highly effective arrangements across the sub-contractor partnership to identify and resolve any underperformance. All the significant issues identified at the previous inspection have been resolved. ATC's two most effective strategies to improve retention and success rates are its outstanding support for learners to achieve and its relentless scrutiny of the performance of all programmes. The system for observing teaching and learning is new and incomplete. It requires fully embedding across the partnership with an increased focus on evaluating learning.
25. ATC has good resources for teaching, training and assessment. It has invested strongly in the development of its sub-contracting partners. These sub-contractors now provide outstanding outcomes for learners. Good continuing professional development, including returning to industry, ensures that tutors and assessors are up-to-date with changing technology. Resource management is good and the recent e-learning strategy has had a significant impact on the management and assessment of individual learners' programmes. The provision represents outstanding value for money.

Subject areas

Construction, planning and the built environment

Grade 2

Context

26. Currently, 94 learners are working towards qualifications in construction. Seventeen, who were formerly NEET, are now apprenticeship learners. The remaining learners are working towards qualifications at level 2 or level 3 on an employer responsive Train to Gain programme. Specialist courses are available in plastering, fenestration and roofing occupations. All training and assessment is sub-contracted to BGH training and consultancy (BGH).

Key findings

- Success rates are outstanding and improving. Train to Gain success rates improved from 86% in 2007/08 to 97% in 2008/09. Nearly all learners on Train to Gain programmes complete their programmes within the agreed timescale. Construction apprenticeship programmes only started in 2008; retention is high and progress good.
- Learners develop their skills well. Train to Gain learners build effectively on their existing competencies and develop good additional skills. Two learners on the Train to Gain programme have progressed to become NVQ assessors. Apprentices develop good practical skills early in their programme, in particular the development of very good plastering skills.
- Teaching and learning are satisfactory. Training is well planned to match individual needs and learners enjoy their training sessions. Key skills training is interesting and made relevant to each vocational area. However, tutors do not always make best use of learner contributions in lessons to support learning. Learning resources and accommodation are satisfactory.
- Assessment arrangements are highly effective. Assessments are well planned and sufficiently flexible to minimise disruption to employer work patterns. Assessor visits are managed to ensure they maximise opportunities for assessment activities. BGH provides good additional training and financial support for learners as they prepare for the on-line test required for their NVQ. Learners value the additional support provided by BGH.
- Progress reviews are satisfactory overall. Reviews focus well on learners' completion of set targets for qualification progression. However, insufficient use is made of progress review meetings to develop the learners' understanding of equality and diversity.
- The range of courses and opportunities for progression are very good. Specialist provision is available in plastering, roofing, glazing and interior systems. BGH promotes well progression opportunities for site supervision and occupational work supervision; currently 10 learners are following site supervision programmes. Employer feedback indicates a high degree of satisfaction with the quality of the provision.

- Links with the community are effectively used to provide training opportunities. Apprentices are involved in the development of social housing projects and in the refurbishment of the homes of elderly residents. There are good links with local schools to promote apprenticeships as a career option for young people.
- Initial assessment is satisfactory. All learners complete an initial screening to assess their literacy and numeracy levels. Support required by apprentices is provided quickly. However, where initial screening for Train to Gain learners indicates further diagnostic assessment is needed, this is not routinely offered.
- Apprentices state that they feel safe and are free from harassment and bullying. They understand health and safety procedures and the procedures for reporting if they are bullied and/or harassed.
- BGH manages the programmes very effectively. Staff development has a clear focus on improving the quality of training and assessment. Team meetings are effective in the monitoring of learners' progress and in identifying actions needed to address any slow progress.
- ATC is supporting BGH well in its development of self-assessment for quality improvement purposes. BGH's self-assessment report is broadly accurate and sufficiently self-critical. However, there is insufficient use of feedback to inform judgements.

What does Asset Training and Consultancy Ltd need to do to improve further?

- Ensure more effective use is made of the outcomes of initial screening to promote further diagnostic assessment to meet the literacy and numeracy development needs of Train to Gain learners.
- However, where initial screening for Train to Gain learners indicates further diagnostic assessment is needed, this is not routinely offered.
- Make better use of learner contributions in lessons. For example, ensure that tutors fully acknowledge and account for learner input and make better use of these opportunities to gauge understanding and support learning.
- Improve progress review arrangements to support the development of learner understanding of equality and diversity.

Service enterprises (Hairdressing)

Grade 2

Context

27. Currently, 110 learners are working towards intermediate and advanced apprenticeship qualifications in hairdressing. All learners are employed. ATC sub-contracts training and assessment to three providers. These are The Training Station, Style Training and Knowsley Community College. Around three quarters of all apprentices train at The Training Station. Training and assessment are mainly carried out in the workplace.

Key findings

- Success rates are outstanding. Between 2007/08 and 2008/09 Train to Gain success rates improved from 80% to 100%. Timely success rates improved over the same period from 73% to 100%. Apprenticeship success rates have improved significantly, rising from 56% in 2006/07 to 92% in 2008/09. Apprenticeship timely success rates improved from 50% to 92% over the same period.
- The standard of learners' work is good. They demonstrate good practical competencies. They work confidently with clients and have excellent customer care skills. They often demonstrate skills above the standards required for the current qualification aim. At Style Training, the standard of learners' portfolios is satisfactory. Limited use is made of photographic evidence, particularly at level 2.
- Progression from intermediate to advanced level hairdressing programmes is outstanding at over 90%. Learners feel safe and there is satisfactory attention given to health and safety during induction and training.
- Learners regularly compete in regional and national competitions. Tutors use these opportunities to develop further learners' practical and social skills and use the competitions to support assessment of hairdressing and key skills qualifications.
- Assessments are good for most learners. Monthly, well-planned assessment visits at work are productive and generally timed to allow learners to be assessed while working on clients they know. However, a minority of learners have poor access to regular training at work and too few of these learners attend the available off-the-job training sessions.
- Teaching and training are good. Learners enjoy a high standard of on- and off-the-job training. Tutors use a good variety of activities to support learning and motivate learners. Information technology is being increasingly used to provide additional learning resources for the more able learners.
- Resources for learning and assessment are good. Learners work in a good range of high street salons. The training centre salons have good information technology resources. Access for disabled learners is limited, although local arrangements are in place to use ground floor salons.

- Provision is flexible and responsive to employer and learner needs. Learners routinely participate in extra training and successfully gain additional qualifications. For example, techniques in colouring and knowledge training for new products.
- Support and guidance arrangements are good. The assessment for identifying any additional support needs is routine and systematic for all learners. All learners benefit from good academic support and support for literacy and numeracy to help them succeed.
- Targets set during progress reviews are insufficiently challenging and often unclear. ATC is currently working with the sub-contractors to improve these arrangements.
- The management of hairdressing programmes by all parties is good. Tutors are particularly good at maintaining good relationships between employers and learners and at regularly scrutinising individual learner progress. ATC's monitoring of sub-contractor performance is highly effective in setting challenging targets for improvement.
- In leadership and management arrangements for self-assessment are satisfactory. Equality and diversity training is provided for learners at induction. However, tutors miss the opportunity to develop further learners' understanding during progress reviews.

What does Asset Training and Consultancy Ltd need to do to improve further?

- Ensure that all learners take up the entitlement to on-and off-the-job training.
- Develop targets for individual learners during reviews, which are specific, time bound and linked to learning plans. Measure progress and challenge any shortcomings fully during all subsequent reviews.
- Improve the on-going development and reinforcement of learners' understanding of equality and diversity.

Business, administration and law

Grade 1

Context

28. Currently 49 learners are working towards business administration qualifications and eight are on customer service programmes. Of these, 41 are intermediate and 16 are advanced apprentices. Seventy eight learners are on Train to Gain programmes in business administration, customer service, team leading or management, mainly working towards a level 3 qualification. Twenty four learners, who were formerly NEET, are on an accelerated programme-led apprenticeship programme.

Key findings

- Outcomes for learners are outstanding. The completion rate of learners on apprenticeship frameworks is very high and well above national averages. The proportion of learners who complete within the agreed time has improved over the last three years and is now very good. All learners on the team leading and management programmes have successfully achieved their qualification and most have done so in the agreed timescale.
- Almost all learners on Train to Gain programmes complete their programme successfully and on time. Young learners, who are at risk of not being in employment or training on the accelerated preparation for apprentice programme, make exceptional progress and over half move on to an apprenticeship with employment.
- The standard of learners' work is high and demonstrates a good knowledge of business. Learners take pride in their work, which is presented in well-organised portfolios. Employers are very positive about the added benefits that trainees have brought to their organisation. For example, one learner had developed a system to improve the security of confidential information. Several learners have secured promotion following the successful completion of their course.
- Learners develop good vocational and personal skills that improve their confidence both in the workplace and socially. Without exception, almost all learners, often backed up by their employers' views, reported to inspectors that their confidence had improved significantly. For example, a number of learners could describe how they had made presentations to large groups of staff and managers in their organisation.
- Teaching and training are good. Tutors are knowledgeable and have relevant vocational experience. High quality resources, including on-line interactive materials, support learning. A range of activities is planned in group and one-to-one coaching sessions to motivate learners. However, tutors do not always use sufficiently precise and direct questions to check fully learners' understanding and they occasionally miss opportunities to develop independent learning skills.
- Assessment is well planned, regular and flexible to meet the needs of learners. Assessors respond promptly to requests from learners. However, tutors give

insufficient attention to improving learners' written work, particularly spelling and punctuation.

- Learner progress is very closely monitored using the highly effective electronic portfolio system. Reviews are frequent and learners receive clear targets and deadlines for completion of activities.
- Programmes are flexible and responsive to meet the needs of learners and employers. All learners have a well-considered individual learning plan; optional NVQ units are negotiated to fit in with learners' work schedules. Key skills are integrated well into learners' programmes.
- Partnership working is outstanding. Communication with employers is exceptional and they are involved fully in planning and monitoring the progress of learners. A wide range of local employers have staff working on programmes in the subject area and, without exception, all are positive about their relationship with staff and managers from ATC.
- Outstanding individual support for learners is a key factor in the very high levels of learners' success. Learners acknowledge that staff go out of their way to support them to stay on the course and succeed. Staff are approachable and easily accessible by phone, text or e-mail. The identification of and provision for additional support needs is prompt and quickly provided. Extra group and individual coaching sessions are frequently arranged.
- Managers and staff are committed to high standards and continuous improvement. Self-assessment is inclusive and effective; all areas identified as requiring improvement in 2008 have been addressed. Some aspects of the self-assessment report are not sufficiently evaluative, particularly in identifying how the quality of training and assessment can be improved further.
- Teamwork is highly effective. Staff work hard to share good practice both informally and at regular team meetings. Tutors have clear targets that link closely to learners' progress and achievements. Managers closely monitor staff performance against their targets. Leaders and managers value learners' feedback to improve the provision and action to address areas of concern are prompt.

What does Asset Training and Consultancy Ltd need to do to improve further?

- Develop a range of questioning techniques to fully develop learners' depth of understanding and develop their independent learning skills.
- Assessors should pay greater attention to the correction of spelling and grammar to improve further the quality of learners' written work.

Information about the inspection

29. Four of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's operations manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the LSC, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
30. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Asset Training & Consultancy Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners					
Part-time learners	576		40		536
Overall effectiveness	2		2		2
Capacity to improve	2				
Outcomes for learners	1		2		1
How well do learners achieve and enjoy their learning?	1				
How well do learners attain their learning goals?	1				
How well do learners progress?	1				
How well do learners improve their economic and social well-being through learning and development?	1				
How safe do learners feel?	1				
<i>Are learners able to make informed choices about their own health and well being?*</i>	N/a				
<i>How well do learners make a positive contribution to the community?*</i>	N/a				
Quality of provision	2		2		2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	1				
Leadership and management	2		2		2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	N/a				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	1				

*where applicable to the type of provision

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