

North East Chamber of Commerce, Trade and Industry (Training) Ltd
Inspection report

Unique reference number: 106143

Name of lead inspector: John Dunn HMI

Last day of inspection: 18 September 2009

Type of provider: Independent learning provider

Address: Aykley Heads Business Centre
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Information about the provider

1. The North East Chamber of Commerce, Trade and Industry (NECC) is a company owned by its members and limited by guarantee. The training division is a wholly owned subsidiary of NECC. The head office is in Durham and training is carried out from five sites located in the main cities and towns throughout the North East. The main subject areas offered are health, public services and care, engineering and manufacturing technologies, construction, planning and the built environment, information and communication technology, retail and commercial enterprise, preparation for life and work, and business administration and law. Of these subject areas, only health and social care (dental nursing), engineering and manufacturing technology and business administration and law were inspected as part of this inspection.
2. NECC holds Learning and Skills Council (LSC) contracts with the North East LSC and North Yorkshire LSC. Most of the training offered is government funded but the provider does offer a small amount of commercial full fee training.
3. The unemployment rate across County Durham is around 4% above the national rate. In 2007/08 a below average proportion of school leavers achieved five or more GCSE grades A* to C, including English and mathematics, across County Durham. The proportion of school leavers not engaged in education, employment or training (NEET) was 10.4% in 2007 compared with the national rate of 8.2%. The proportion of learners from minority ethnic backgrounds is relatively low.
4. NECC provides training on behalf of the following provider:
 - Trinity Solutions Ltd
5. The following organisations provide training on behalf of the provider
 - Newcastle College
 - Tyne Metropolitan College
 - Northumberland College
 - Middlesbrough College
 - Redcar & Cleveland College
 - South Tyneside college
 - Lomax Training
 - ET solutions
 - Bumble Bee Hairdressing

Type of provision	Number of enrolled learners in 2008/09
Employer provision: Train to Gain Apprenticeships	289 learners 1,183 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3
Subject areas	Grade
Dental Nursing	2
Engineering and manufacturing technologies	2
Business administration and law	2

Overall effectiveness

- The overall effectiveness of NECCs provision is good. Directors and senior managers provide good leadership. The recent restructure has had a positive impact on many aspects of the provision. NECC has implemented many significant improvements since the last inspection. The number of learners achieving their qualifications has improved significantly year on year since 2006 and is now good. Teaching and learning are good in most areas and assessment is fair, accurate and reliable. Recent developments in the use of technology in assessment have made it much easier for learners to monitor their own progress towards achieving their qualifications and collecting and presenting evidence. Arrangements to safeguard learners are satisfactory. Learners confirm that they feel safe and protected from abuse. NECC promotes equality and diversity effectively.

Main findings

- Outcomes for learners are good. The proportion of learners achieving their qualifications is good and most learners make good progress. Not enough learners achieve within the agreed timescale. There are no significant differences in outcomes between different groups of learners.
- Learners develop useful technical and personal skills that help them to be more efficient and effective in the workplace.
- Arrangements for safeguarding learners are satisfactory. They feel safe from harassment and bullying at work and during off-the-job training. Most learners have a clear understanding of employment rights and responsibilities and display safe working practices. Not all employers understand safeguarding.
- Teaching and learning are good in business administration and dental nursing. Learners benefit from highly effective individual coaching and a broad range of teaching methods that help them to learn.
- NECC makes good use of technology to monitor learners' progress and to help them collect and present evidence.
- NECC provides a broad range of programmes including some specialist provision not available elsewhere in the region.
- Staff and managers provide learners with good initial and ongoing advice and guidance. Learners are able to make informed choices about training and jobs and are aware of the many opportunities to progress to higher qualifications and achieve promotion at work.
- Senior managers provide a clear direction for the company. Staff have a good understanding of plans and strategies for the future.
- The recent management re-organisation has had a significant and positive impact on the management and organisation of the company.
- The monitoring of company and individual performance is rigorous. Clear targets are agreed with staff and monitored effectively. Staff are given the support necessary to help them achieve their targets.
- The self-assessment process takes into account the views of learners, employers and NECC staff. The outcomes are rigorous, accurate and based on evidence.
- The promotion of equality and diversity is satisfactory. Learners know their rights and responsibilities and demonstrate sufficient knowledge and awareness of the broader issues. Learners on Entry to Employment (E2E) programmes demonstrate a good knowledge of equality and diversity.
- NECC provides good value for money. Most learners have access to an appropriate range of resources. However, there is a shortage of up to date equipment in a few areas. NECC operates a sustainability policy which is having some positive impact on paper usage and business mileage.
- Some written plans and contracts, including the strategic plan, are insufficiently detailed.

What does NECC need to do to improve further?

- Carefully consider how to promote equality and diversity through teaching and learning and internal verification. Review the promotion of equality and diversity through marketing and other literature for employers and learners.
- Review teaching and learning with a view to improving arrangements for independent study to increase the number of learners achieving their qualifications within the agreed timescale. Upgrade equipment and resources where necessary.
- Continue to develop the use of technology in teaching and learning. Implement the plans to provide a virtual learning environment.
- Include more detail and better actions in written plans and contracts.
- Raise employer awareness of safeguarding.

Summary of the views of users as confirmed by inspectors

What learners like:

- The quality of the academic and personal support
- The good teaching
- Developing skills that they find useful in the workplace
- The good balance of assessment methods
- Being given clear targets then the help they need to achieve them
- Training and assessment that fits in well with work routines
- The support from employers, who see benefits from the training
- The punctual and knowledgeable assessors

What learners would like to see improved:

- Limited resources at some training centres
- Opportunities for more practical work
- More theory integrated into the workshop sessions, not taught in isolation

Summary of the views of employers as confirmed by inspectors

What employers like:

- The learner progress reviews
- The workplace skills developed by the learners
- The excellent working relationship with NECC
- The impact of their views on NECC practice
- The very good support for the learners

- Very good communication with NECC

What employers would like to see improved:

- Some paperwork given to the learners by NECC does not always get back to the employers

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. NECC has good capacity to improve. All of the key challenges identified at the last inspection have been dealt with and some are now strengths of the organisation. Grades awarded by inspectors at this inspection have improved since the last inspection, confirming the accuracy of the self-assessment. Success rates have improved significantly and consistently since the last inspection and are now good. The successful restructure of the training sector has increased the focus on individual learners and their progress and provided a good basis for sustained improvement. Communication has improved and staff now receive good support from the company, their managers and peers. Managers set and monitor realistic but challenging targets for recruitment and learner achievement. Staff understand their contribution to achieving these targets and to improving the quality of the learner experience and success rates. Rigorous performance review and target monitoring is contributing to improving success.
8. The self-assessment process is inclusive and the outcomes realistic, accurate and based on evidence. Managers make good use of self-assessment to help improve the quality of the provision. NECC takes swift and appropriate action to make changes and improvements following comments made by learners and employers. Monitoring visits since the last inspection have confirmed that NECC has made significant and consistent progress in improving teaching and learning and success rates in all areas.

Outcomes for learners

Grade 2

9. Success rates are good. Overall success rates for apprentices have improved significantly year on year since 2006 when the rate for all apprentices was 56%. The same rate in 2009 is 72% which is 6% above the national average. The timely success rate is broadly satisfactory having improved from 39% to 51% over the same period. Although low compared with the overall rate, the timely rate is 6% above the national average. Train to gain is similar. The overall success rate is particularly high at 83%, which is approximately 10% above the national average. NECC monitors carefully the achievement of different groups of learners. There are no significant differences in how well different groups of learners achieve.
10. Learners in all areas develop useful technical and personal skills which contribute to their economic and social well-being. These skills together with their knowledge and understanding of their chosen occupations increases learners' employability. Learners in business administration in particular make good progress within their programmes and to higher level studies. Many of these learners gain promotion in the workplace. Learners in all areas understand their employment rights and responsibilities and demonstrate safe working practices. They feel safe at work and on NECC premises. Learners on

E2E programmes demonstrate a good level of understanding of healthy living and equality and diversity. Most learners are able to make informed choices about health and well-being.

11. The extent to which learners on the majority of programmes are able to make a contribution to the local community is limited by insufficient opportunities to participate in community based development activities and projects.

The quality of provision

Grade 2

12. Teaching and learning are good in dental nursing and business administration and are satisfactory in engineering. Most employers make a significant contribution to the learning of their employees. Individual coaching is good in most areas. In business administration, learners receive good individual coaching on well chosen topics that are useful to them in the workplace. Learners in dental nursing benefit from a variety of teaching styles which cater for the learning styles of the group and are matched well to the abilities of individual learners. On-the-job training in engineering is good with employers making a significant contribution to the learning of their employees. Resources in a few subject areas are insufficient. The use of technology in teaching and learning is not sufficiently well developed.
13. The arrangements for monitoring and improving the quality of teaching and learning are satisfactory and improving. NECC continues to develop and improve its arrangements for observing teaching and learning. Managers scrutinised the observation records from the first round of observations and concluded that many of the grades awarded were too generous. Appropriate changes were made and observations are now carried out by an external consultant and moderated carefully. Each observation produces an action plan and actions are monitored by managers. However, some of the summary strengths and weaknesses from the observations do not give enough weight to learning and some actions, particularly those related to equality and diversity, are not dealt with effectively. Comments on equality and diversity in the observations do not consider broader issues.
14. Assessment is fair, accurate and reliable. Feedback on assessed work is generally good and helps learners to improve. In business administration, NECC makes good use of technology to monitor learner progress and to help learners collect and organise their evidence. The system has been trialled as a pilot study in this subject area and is currently being shared with other subject areas. Internal verification is satisfactory. The planning of verification activities is thorough and feedback given by verifiers is constructive and helpful to assessors.
15. The range of programmes is good and meets the needs of learners and employers. NECC has worked well with employers to develop provision in most subject areas and offers some provision that is not available elsewhere in the region. The provider continues to develop this and other provision in partnership and consultation with local employers and universities. Learners

benefit from this activity by access to a broader range of provision and the opportunity to progress into higher education through programmes designed specifically for NECC learners.

16. Care, guidance and support are good. Pre-course guidance and guidance on entry and on programme help learners to make informed choices on programmes and careers. NECC are effective and efficient in identifying learners' support needs on entry. All learners complete appropriate initial assessments. Much of the testing is conducted online which suits most learners. Results from initial and diagnostic assessments are available immediately and highly effective support follows quickly. Specialist support in literacy and numeracy ensures that most learners can follow their choice of course and are not disadvantaged by low levels of prior achievement. Staff use their visits to the workplace to check that learners are safe from abuse or bullying and harassment.
17. Learners have an appropriate understanding of equality and diversity. NECC's promotion of equality and diversity to its learners is satisfactory. Promotion activities are generally confined to reviews. There is insufficient promotion of equality and diversity in classroom, assessment and internal verification activities.

Leadership and management

Grade 2

18. Senior managers provide a clear direction for the company. Staff are aware of company strategy and policies for improvement. Recent re-organisation has successfully increased the focus on individual learners, improved communications and improved the consistency and quality of training. Communications are now good and staff are well informed. The chief executive and senior managers work closely with members, employers and local and regional groups to meet national and regional priorities. The well designed and informative intranet gives staff easy access to information and reports which enable them to better plan and deliver training. Management information is accurate, readily available and well used by managers. Some written plans and contracts, including the strategic plan, are insufficiently detailed.
19. Performance management is good. Managers set and monitor challenging targets for learner recruitment and success. Each team and training adviser takes responsibility for their own targets. The strong performance management system supports staff effectively to achieve their targets. Success rates have improved year on year since the last inspection and are now high. The management of subcontractors has improved and NECC has ceased to work with under-performing partners. NECC has recently reviewed its management structure and a training board which includes an employer has been established. The constitution and membership of this board will be further reviewed. The training board and NECC's board closely monitor the business and financial aspect of the training but there is insufficient consideration of the quality of provision.

20. NECC's safeguarding arrangements are satisfactory and meet legislative requirements. All training and management staff have completed a Criminal Records Bureau (CRB) check. The company maintains a central register of these checks. Staff have attended a number of training events to raise their awareness and understanding of safeguarding issues. NECC has used its safeguarding arrangements effectively to protect learners in the workplace. Not all employers have adequate understanding of safeguarding arrangements.
21. There is good management of health and safety both in the workplace and on the provider's premises.
22. Promotion of equality and diversity is satisfactory. NECC has successfully raised staff awareness through a series of well planned training sessions and the use of online materials. Learners have an appropriate understanding of equality and diversity issues. Training advisers use a range of prepared questions to stimulate discussion with learners in the workplace. Managers are beginning to monitor how effectively equality and diversity is promoted in lessons through the lesson observation system but the system is not yet sufficiently rigorous.
23. NECC analyses recruitment and achievement of learners in each subject area by gender, ethnicity and disability and takes appropriate action where necessary. Training advisers assess the risk of learners from under-represented groups under-performing and provide good additional support to ensure they remain on programme and to help them succeed. For example, a recent successful intervention has encouraged a young Asian man within a class of white women to remain on programme. He now acts as an ambassador to promote NECC training opportunities to other learners from the Asian community. Training advisers take good individual actions but there is no overall plan or strategy. The arrangements are too informal. Although some positive action is taken to recruit under-represented groups or learners to non-traditional careers, this is not systematic. Action in the current year has successfully increased the recruitment of minority ethnic learners to the target set by managers and is now almost at the level in the region. A manager has been appointed recently to oversee equality and diversity but has not been in post long enough to make significant impact.
24. Employer engagement is good. The good links with employers bring tangible benefits to learners. For example, currently 98% of learners have employed status. Much good work is done using informal links throughout the NECC to match learners with employers. Formal events are equally successful. For example, a recent 5-a-day recruitment campaign is very successfully promoting the benefits of apprenticeships to employers.
25. Arrangements to engage learners and employers in improving the quality of provision are adequate. NECC responds well to learner and employer comments. This can be seen in improvements to computer facilities and alterations to arrangements for recruitment. However, inspectors agree with the judgment in the self-assessment report (SAR) that learners and employers could be better involved in decision making processes.

26. NECC's quality assurance processes are thorough, well established and used by managers effectively to bring about improvements. Staff are supported well to enable them to participate fully in self-assessment and the quality process. Policies and procedures are comprehensive and easily accessible via the intranet. Self-assessment results in a good quality improvement plan. However, some improvement targets are not sufficiently challenging and in some instances the response from managers has been slow. For example, actions addressing aspects of equality of opportunity have not been prioritised and this aspect of provision has remained satisfactory since the last inspection. Some key learner processes such as learner reviews are audited to ensure they take place but as yet are not evaluated. The NECC is involved in two peer referencing and review groups with which it shares practice and compares performance. The benefit of these activities has not been evaluated.
27. NECC makes good use of its self-assessment to improve its provision. The process is inclusive as it uses the views of learners, employers and staff to arrive at judgements on the quality of the provision. Staff are involved in all stages of the production of the report and are given the opportunity to comment on it prior to publication. The most recent SAR is comprehensive, accurate and self critical. The judgements in the report are supported by appropriate evidence and data.
28. NECC manages resources well and provides good value for money. There are clear and rigorous processes for budget allocation and audit. Staff workloads are monitored and managed carefully. Investments which benefit learners directly are given priority. The company has recently made investments in technology which have contributed to reduced energy, paper use and business mileage.

Subject areas

Health and social care (dental nursing)

Grade 2

Context

29. Currently 184 learners are working towards the level 3 oral healthcare qualification for registration as dental nurses. These include two male learners. All are advanced apprentices and 71 are aged 16 to 18. All learners are employed and attend off-the-job training one day a week at one of NECC's training centres in Newcastle, Sunderland, Middlesbrough, Northallerton, Darlington, York or Ripon. A few learners who work in rural areas attend small centres that staff have developed in partnership with specialist dentists.

Key findings

- Outcomes for learners are good. The overall success rate in 2008/09 is high at 80%. The timely success rate is also high at 65.4%.
- Learners enjoy learning and make good progress. The standard of work in their portfolios is good. Learners collect a good range of evidence including good photographic and electronic records.
- Learners develop good technical skills and confidence. They also develop good language, literacy and numeracy skills. Learners use these skills in the workplace and become valued employees.
- Teaching and learning are good. Formal classes include a variety of teaching styles which are related to the learning styles and abilities of the learners. Off-the-job learning is reinforced in the workplace.
- Assessment practice is thorough. Target setting, monitoring and recording of progress are good. Learners are set good short-term targets and know what they need to achieve between meetings with their assessors. Recording of learner progress is good.
- Learners receive good technical and personal support from their assessors and employers. Links between NECC and employers are very good. Procedures to address identified problems are very effective and bring about improvement in learner progress.
- Resources are insufficient at some centres. At Sunderland there is a lack of computers, however, the centre was under refurbishment. At Newcastle and Northallerton there are no surgical instruments available to support learning.
- Communications are good throughout the organisation. Productive staff meetings are supplemented by a useful annual conference involving the whole organisation.
- Safeguarding is satisfactory. Staff have completed CRB checks and have been trained in safeguarding issues. Learners receive information and training on health and safety. They are made aware of unfair, unsafe and abusive practices and know how they can access help and support if needed.

- Learners have a clear understanding of equality and diversity. There is some positive action to ensure the two males are adequately protected.
- Staff are fully involved in the quality improvement both through the SAR process and through meetings to share good practice. NECC listens to employers' and learners' views and makes changes where necessary.

What does NECC need to do to improve further?

- Improve computer access for learners at the Sunderland centre and by making a full set of dental instruments available to support learning at all centres.
- Make teaching rooms more inspiring for learners possibly by the addition of appropriate posters.

Engineering and manufacturing technologies

Grade 2

Context

30. There are currently 322 learners on programme. Of these, 249 are on apprenticeship and other NVO programmes and 73 are on Train to Gain programmes in engineering and business improvement techniques programmes at level 2. All learners are employed and most of the training and assessment is carried out in the workplace. Learners attend further education colleges and the provider's premises for off-the job training.

Key findings

- Success rates on Train to Gain are very high and are high on advanced apprenticeship programmes. For Train to Gain learners the overall success rate has risen from under 70% in 2007/08, to 93% in the current year, 17% above the national average. However, careful monitoring by NECC shows that redundancies in local engineering companies has led to a decline in the overall success rate for apprentices.
- Learners develop good technical and personal skills which are relevant to their jobs and help them at work.
- Learners have a good understanding of their rights and responsibilities at work and a good knowledge of their programmes.
- On-the-job training is good. Employers are highly committed to training and are involved in the process. Companies that are unable to provide the range of equipment and tasks to meet the requirements of the national vocational qualifications (NVO's) collaborate effectively with other employers to allow these learners access to specialist and high technology machinery.
- Teaching and learning off-the-job is satisfactory. Teaching sessions vary from one to one sessions to large group classes. Session planning is adequate in most cases. Learning materials are fit for purpose and much good use is made of industrial artefacts to reinforce specific engineering concepts.
- Some taught lessons lack detail in planning and do not focus sufficiently on meeting the needs of individual learners. Learning relies too much on learners listening to teachers talk. There is not enough activity in some sessions to engage the learners.
- Assessment is satisfactory. Portfolio evidence is clearly focused on the actual learner's working environment and is of good quality. It includes good evidence of health and safety and careful risk assessments. Progress reviews are thorough and supportive. Internal verification is fit for purpose. Sampling plans ensure thorough portfolio examination and the programme of work-based observation achieves good quality control of assessment.
- Support for learners is good. Assessors adjust the content of the programmes to best suit the work environment of the learners. Learners in most areas are set challenging targets and given the support they need to achieve them. Feedback

to learners is constructive and clear instructions are given for future assessment and review sessions.

- Programmes are well designed to suit the needs of both learner and employer. Apprenticeship programmes offer a good choice of programmes including some very specialised pathways within engineering. Business improvement techniques programmes are well designed to meet individual company needs.
- Support for staff is now good following the recent management restructure. Staff meet on a regular basis to discuss operational issues and share best practice. Assessors meet to compare their assessment evaluations and to peer reference their decisions. Appraisal is viewed as a constructive exercise.
- Self-assessment is good. All staff are involved in the process and the report provides a critical evaluation of the provision based on evidence.
- Learners have a good understanding of equality and diversity issues within the engineering sector. There is insufficient reinforcement of knowledge and understanding of wider equality and diversity issues. Safeguarding procedures are satisfactory overall. Staff have undertaken training and are aware of safeguarding requirements.

What does name of provider/college need to do to improve further?

- Review off-the-job teaching and learning, particularly how learners can be better involved in classes through activities and use of information learning technology (ILT).
- Focus more closely on the sector problems that have impacted upon the success rates for apprentice programmes.
- Implement more effective methods of reinforcing equality and diversity during assessment and review.
- Ensure all staff receive training to ensure that they gain a very good knowledge of how to reinforce and promote equality and diversity.
- Further develop the use of E portfolios and seek to improve internet links and access.

Business administration and law

Grade 2

Context

31. Currently, 738 learners are working towards qualifications in business, administration and law. Of these, 557 are apprentices and 181 are Train to Gain learners. Learners are working towards a diverse range of qualifications from level 1 to level 4 in business, accounting and finance and customer service. All learners are employed and able to join the programme at any time. With the exception of learners on accounting and finance, all training and assessment is carried out in the workplace. Accounting learners attend day release at one of the providers' training centres once a week for off-the-job training.

Key findings

- Success rates are high. For apprentices in accounting and finance and administration the success rate in 2007/08 was high at 83% and 72% respectively. Overall success rates for Train to Gain learners in administration were high at 90%.
- Timely success rates in 2007/08 for apprentices in accounting and finance were high at 79%. Timely success rates for apprentices in administration, customer service and learners on Train to Gain were satisfactory.
- Learners develop their skills well. Development of vocational skills and knowledge is good. There is good development of learners' confidence, self-esteem and motivation.
- Learners make good progress overall towards completing their qualification, particularly so in accounting and finance. The standard of work produced for business and administration learners is satisfactory overall.
- There is good progression for learners in accounting and finance, who progress from level 2 to level 3 and level 4. This enables them to develop more within their places of work, take on more responsibility and improve career opportunities.
- Learners feel safe and adopt healthy and safe working practices in learning and at work. Safeguarding procedures are satisfactory overall. Staff have undertaken training and are aware of safeguarding requirements.
- Partnerships with employers are good. Training advisors develop good productive relationships with employers. The frequency of visits to the workplace by NECC staff fosters good working relationships with employers. Most employers engage well in the learning of their employees.
- Support for learners is good. Advisors, tutors and assessors regularly and frequently visit learners at work. Learners are able to contact them easily, even outside of working hours. In accounting and finance, learners are given additional tutorial support particularly in the lead up to examinations.

- Initial advice and guidance are satisfactory. All learners receive an induction which is generally satisfactory and covers a range of issues including equality and diversity and being safe. All learners receive an initial assessment of literacy and numeracy.
- Teaching, coaching and facilitation of learning are good. In accounting and finance, learners receive good off-the-job training which supports them well on the job providing them with a good underpinning knowledge to support them in their job. In business administration, customer service and team leading training advisors provide good individual coaching at work. However, some learners are not questioned sufficiently in depth by training advisors to ascertain the extent of their knowledge and understanding.
- The use of technology to support portfolio development is good. There is good use of MP3 to record oral evidence. Good use is made of email in communicating with learners. Training advisors and internal verifiers also use this technology well for monitoring learner progress and to quality assure the process.
- There are too few resources in business, customer service and team leading to help self study.
- The promotion of equality and diversity is satisfactory. It is raised at every assessment and review visit where learners are questioned and their understanding checked. However, some of the questions do not challenge or extend learners' knowledge and understanding.
- The recent restructuring of NECC has led to a sharper focus in performance management through monthly monitoring of data by advisors and their managers. It has also given good opportunities for subject specialists to support one another. It has also improved working relationships, employee motivation and opportunities to support one another through sharing good practice. Staff are well supported by their managers. Access to and take up of continuous professional development is good.
- The self-assessment is accurate and sufficiently analytical and self-critical, giving a good basis for improvement.

What does NECC need to do to improve further?

- Review timely completion rates for apprentices in business administration, customer service, team leading and Train to Gain business and administration learners.
- Improve questioning techniques in professional discussions to ensure that the questions are well formulated and give learners better opportunities to reveal the level of their knowledge and understanding.
- Lessons in accounting and finance should include a variety of teaching and learning activities to meet individual learners' needs. There needs to be rigorous evaluation of teaching and learning as a basis for continuous improvement.
- Make better use of resources to enable learners to carry out independent self study.

Information about the inspection

32. Three of Her Majesty's Inspectors (HMI) and 4 additional inspectors, assisted by the provider's Director of Training and Skills Development 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 local LSC, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
33. 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)

North East Chamber of Commerce, Trade and Industry (Training) 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					
Overall effectiveness	2				
Capacity to improve	2				
Outcomes for learners	2				
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	2				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	3				
<i>How well do learners make a positive contribution to the community?*</i>	3				
Quality of provision	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?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>					
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?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

*where applicable to the type of provision

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