

Blue Training (UK) Ltd

Independent learning provider

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|--|-------------------------|---------------------|
| Inspection dates | | 08-12 June 2015 |
| Overall effectiveness | This inspection: | Inadequate-4 |
| | Previous inspection: | Good-2 |
| Outcomes for learners | | Inadequate-4 |
| Quality of teaching, learning and assessment | | Inadequate-4 |
| Effectiveness of leadership and management | | Inadequate-4 |

Summary of key findings for learners

This provider is inadequate because:

- outcomes for apprentices are inadequate; over the past three years too many apprentices do not achieve their qualifications and very few complete in the planned time
- teaching, learning and assessment are inadequate; trainers do not set high enough expectations for their apprentices and as a result, progress is slow and too many leave without completing their qualifications
- trainers fail to support apprentices to improve their English and mathematics skills and most apprentices do not pass their English and mathematics qualifications
- assessment of learning and monitoring of apprentices' progress is inadequate; work-based assessments are too infrequent to ensure apprentices achieve in the planned time
- too many employers are poorly informed about the content and structure of apprenticeship programmes and they are not sufficiently involved in apprentice reviews
- trainers' written feedback, including feedback for English and mathematics, is inadequate and, as a result, the majority of apprentices make slow progress
- leadership and management are inadequate and performance management is ineffective; senior managers are not held to account for the poor and declining performance in apprentices' success rates and the quality of teaching, learning and assessment
- safeguarding is inadequate; staff have not reviewed recent safeguarding training and they are not sufficiently aware of the PREVENT agenda to identify and reduce radicalisation and extremism
- the self-assessment process and associated quality improvement plans are inadequate as they do not recognise declining success rates and the actions needed to improve them.

This provider has the following strengths:

- a new hospitality academy has been developed to respond to the revised priorities of the Local Enterprise Partnership (LEP)
- high quality engineering provision, delivered by a subcontractor, resulted in all engineering apprentices achieving their qualification in 2013/14.

Full report

What does the provider need to do to improve further?

- Improve apprentices' outcomes and timely completion by setting clear targets so that progress is monitored accurately. Quickly identify any apprentices who may not complete so that effective rapid action can help them succeed. Ensure that all apprentices and their employers commit to the completion of the apprenticeship and are fully aware of its demands and their responsibilities.
- Improve teaching, learning and assessment by providing more frequent workplace assessments, planned in conjunction with the employer. Ensure that all apprentices have regular progress reviews, involving employers, that identify the progress they are making and set clear targets for what they need to do before the next visit.
- Improve the teaching and integration of English and mathematics by providing training to staff so that they can ensure all apprentices develop their English and mathematical skills. Monitor and correct learners' work and ensure that all apprentices receive oral and written feedback on spelling, punctuation and grammar.
- Increase the rigour of the process for observing teaching, learning and assessment. Ensure that areas for improvement are assessed accurately for each trainer and that actions for improvement are followed up diligently.
- Ensure that senior managers and all staff are held to account for the performance of their allocated programmes and apprentices through clearly defined roles and responsibilities.
- Introduce rigorous performance management processes. Ensure that all managers have the information they need to monitor performance. Provide all staff with clear targets to improve; ensure that swift action is taken where underperformance is identified to secure rapid improvements.
- Ensure the self-assessment and quality improvement process is inclusive and rigorous. Seek and use the views of staff, employers, and apprentices to ensure that accurate judgements about the quality of the provision are accurate and the areas for improvement are implemented effectively.
- Set clear targets within the quality improvement plan so that progress can be regularly monitored and slow progress is identified quickly.
- Introduce an effective appraisal process so that all members of staff have clearly defined targets and understand clearly what is expected of them. Ensure staff access appropriate training and development to help them improve their practice.
- Revise the safeguarding policy and ensure that it is implemented fully. Urgently provide training for the senior designated person and staff to ensure that all staff are fully aware of all aspects of safeguarding. Develop links with the local police regarding the Prevent agenda, the local children's safeguarding board and the adult social care office to ensure that revisions to the policy meet the latest guidelines and that all apprentices are safe.

Inspection judgements

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| Outcomes for learners | Inadequate |
|------------------------------|------------|

- Blue Training provides intermediate and advanced apprenticeships for learners predominantly aged over 19 years old. These apprenticeships are delivered in employers' premises across the country with around two thirds in the North West where the company is based. The majority of the apprenticeships are in business and administration, customer service, and service enterprises. Apprentices account for three quarters of the funding that Blue Training receives from the Skills Funding Agency.

- Blue training provides classroom-based learning to predominantly unemployed adults, the vast majority in hospitality. Classroom-based learners account for around one quarter of the funding grant. These short programmes provide development for the unemployed through Jobcentre Plus. Success rates on these programmes are very high but two thirds of learners do not progress into employment.
- Apprenticeship success rates have declined over the last three years and are inadequate. Only six out of ten intermediate-level apprentices aged 16 to 18 achieved in 2013/14. Success rates are particularly low for administration, customer service, dental nursing, and business management apprentices. Achievement rates of apprentices in warehousing and distribution, and hospitality are similar to the low national rate.
- In 2013/14, the success rates on service enterprise apprenticeships were good but only a third of intermediate-level apprentices achieved in the planned time. In the current year, the progress of service enterprise apprentices is very slow and success rates have declined to such an extent that they are now inadequate.
- The quality of subcontracted provision, involving a small number of apprentices, varies significantly. In 2013/14, all the engineering apprentices achieved their framework whilst less than a quarter of dental nurses were successful.
- On all intermediate- and advanced-level apprentice programmes, the time taken for apprentices to achieve their qualification is too long, with only half of apprentices completing their programmes in the planned time. The progress of business management and service enterprises apprentices is inadequate; around one third complete their programme in the expected time.
- The majority of apprentices are not developing new skills that would help them progress in their chosen vocational area because trainers fail to challenge them sufficiently. A minority of apprentices are making appropriate progress and demonstrating, for example, good customer service skills in business, customer care and security settings. Apprentices develop appropriate personal and social skills in the workplace such as communicating with customers.
- Apprentices work in a variety of settings and they benefit from supportive employers who are keen for them to succeed. However, workplace managers are not routinely involved in planning learning or assessments, resulting in slow progress for the majority of apprentices.
- Trainers consult with employers so that apprentices choose the most relevant optional units to meet the needs of the business. Employers are contributing to the review of their apprentice's progress but it is not always clear what has been achieved or what the apprentice needs to do at work to develop their practical skills further.
- In the majority of subject areas apprentices do not gain enough skills or consolidate their learning in English or mathematics to enable them to progress in their chosen career. In the current year the pass rates for functional skill qualifications have declined and are low. The majority of apprentices study personal learning and thinking skills at a level appropriate to their job roles.
- Trainers support apprentices to gain additional knowledge relevant to their job roles, such as food hygiene and conflict management, to enhance their practice and improve their employment prospects. Managers have introduced a higher-level apprenticeship route in business management to enable apprentices to make progress into managerial positions.
- Participation in learning requires improvement. At the time of the inspection, a fifth of apprentices had not had a visit from a trainer in the last month and a minority did not attend their planned session, citing the pressures of work and time restrictions as the reason. Poor attendance is particularly prevalent on cleaning-services programmes.

The quality of teaching, learning and assessment

Inadequate

- Teaching, learning, and assessment are inadequate as reflected in the inadequate apprenticeship success rates.
- Employers are encouraged to identify the knowledge and skills that apprentices require to work efficiently and to progress in their chosen careers; the information is used to select appropriate optional units to fit in with work roles. However, the extent of employers' involvement is variable and requires improvement.
- Many employers are insufficiently informed about the content and structure of apprenticeship programmes and about their responsibilities for ensuring that apprentices have the required guided learning hours for on- and off-the-job learning. Since 2013/14, Blue Training has increasingly required employers to release apprentices for off-the-job training as a condition of the apprenticeship provision. Trainers visit apprentices in their workplaces to assess them but they are not always available for assessment because of work pressures, sickness or holidays.
- Hospitality and catering learners have good opportunities for developing basic skills on a five-week course before joining the apprenticeship programme. Engineering apprentices work in a high-specification workshop with access to modern machinery. This subcontracted provision is particularly successful in enabling apprentices to develop a good range of engineering knowledge, skills and understanding.
- Short and longer-term target setting is weak and the planning of individual learning is poor. Assessment planning and implementation require improvement. The range of assessment methods is often limited; most apprentices are not aware of what and when their skills are going to be assessed and their progress is slow.
- The monitoring of apprentices' progress is inadequate. Too little importance is placed on the need for continuous monitoring of performance and progress; identifying apprentices' slow progress and the reasons for it is poor and does not happen quickly enough or before it becomes a major problem. Many apprentices are not challenged by their trainers so they do not achieve their potential and a high level of skills.
- Trainers' verbal feedback is inconsistent; in a minority of cases, it is detailed and motivational but in too many instances it is perfunctory. The quality of feedback on apprentices' written work is inadequate. In too many cases, trainers do not identify and correct spelling, punctuation, and grammatical errors; consequently apprentices repeat their mistakes. Where apprentices' answers are incorrect or incomplete, trainers do not explain in writing what they need to do to improve.
- Trainers make appropriate use of initial and diagnostic assessments in English and mathematics to identify apprentices' strengths and areas for improvement. However, they do not plan and implement individual learning adequately. Most trainers are insufficiently qualified and experienced to develop apprentices' functional skills and to monitor their progress confidently. Only a small minority of apprentices work towards qualifications in functional English and mathematics at a higher level than that required by their apprenticeship programme.
- Information, advice, and guidance provided to apprentices and employers require improvement. Too many apprentices and their employers have insufficient information about the structure, content and assessment of their apprenticeship programme. Trainers do not place sufficient emphasis on rights and responsibilities to ensure that apprentices are supported adequately. Apprentices do not receive information, advice and guidance at appropriate times in the programme to enable them to make decisions about, and plan for, the next stages in their education and training as prerequisites for career development. Trainers are not sufficiently qualified to be able to deliver high-quality information, advice and guidance.
- The promotion of equality and diversity requires improvement. Trainers do not fully develop apprentices' awareness or knowledge. They spend too much time confirming what apprentices already know as opposed to challenging and motivating them to bring their knowledge up to date and to apply it to their workplace. Trainers have not developed apprentices' knowledge of terrorism, radicalisation, and extremism although they have alerted them to the dangers of

online grooming and exploitation. The provider has zero tolerance of discrimination, harassment, bullying and unfair treatment.

Service enterprises

Apprenticeships

Inadequate

Teaching, learning and assessment in service enterprises are inadequate because:

- overall success rates are low and declining and too few apprentices are completing their programme in the planned time; success rates for functional English and mathematics are very poor, the large majority of apprentices are making slow progress, and high expectations and standards are not promoted routinely
- trainers do not consistently provide information, advice and guidance to apprentices; a small minority are unaware of the requirements of the apprenticeship, for example, the level of commitment needed to enable apprentices to attend training and the requirement for achieving an English and mathematics qualification
- a large majority of apprentices are not motivated to complete the programme because they did not have a choice about joining it; too many apprentices do not attend planned learning
- planning of learning is inadequate and trainers do not use the results of initial and diagnostic assessments effectively
- the majority of apprentices do not have sufficient time with their trainers to gain more knowledge and to demonstrate in detail their understanding and skills; learning sessions are often rushed due to apprentices' workloads and employers not releasing them from work to meet with trainers
- trainers usually make effective use of questioning to engage often uninterested apprentices and establish what learning has taken place, for example, the correct sequencing of cleaning tasks; however, sessions are too focused on the assessment of units and do not extend apprentices' thinking or encourage them to take ownership of their learning
- oral feedback to apprentices is positive but does not explain how improvements can be made to their work; communication between employers, apprentices and trainers is not sufficiently detailed or regular enough to support progress and learning
- the promotion and integration of functional English and mathematics into vocational learning is poor and trainers do not refer to or include the development of these skills in workplace learning sessions; trainers provide support when apprentices do not pass practice tests, however, this is not always pitched at an appropriate level
- trainers use progress reviews appropriately to inform apprentices about their progress and to promote equality and diversity and their application in different work settings; reviews are less successful in improving progress and setting individualised and challenging targets
- health and safety procedures are inconsistently applied by one large organisation employing a significant number of apprentices who are not always provided with the correct personal protective equipment; materials are not routinely stored in clean and tidy storage rooms to ensure safe working practices.

Hospitality and catering**Apprenticeships**

Inadequate

Teaching, learning and assessment in hospitality and catering are inadequate because:

- a low and declining number of apprentices successfully complete their programme and too many leave early; trainers do not track apprentices' progress carefully enough and the large majority of current apprentices are not making sufficient progress
- the majority of employers are not sufficiently involved in planning apprentices' programmes with trainers; these employers do not have a sufficient understanding of the requirements of apprenticeship programmes and apprentices are frequently not available for planned assessment visits due to work commitments
- trainers do not always give sufficient feedback to employers regarding apprentices' progress; consequently employers are not able to develop their apprentices' skills in the workplace and their progress is slow
- English and mathematics are not sufficiently integrated in learning and assessment; apprentices do not always develop English and mathematical skills related to their job roles, for example, understanding and using ratios in recipes and how these can be applied to portion sizes
- trainers do not make good use of questioning techniques to check and extend apprentices' learning; they focus on assessing competencies to meet qualification requirements with the result that apprentices are not challenged enough and many are not fulfilling their potential
- target-setting to ensure apprentices successfully complete their programme in the planned time is inadequate; targets in learning plans are a list of units to be achieved and apprentices are not able to identify the steps they need to take to meet them
- trainers' written feedback in apprentices' work is inadequate; trainers mark apprentices' work but do not highlight mistakes in spelling, punctuation and grammar or provide constructive feedback to support apprentices to rectify their mistakes and make improvements
- equality and diversity are not promoted sufficiently and the large majority of apprentices and employers have little understanding of the PREVENT agenda; trainers do not always question apprentices on their understanding of customers' dietary needs when creating menus, for example food intolerances and cultural requirements.

In hospitality and catering the provider has the following strengths:

- achievement rates on short courses in the sector-based work academy are high; the large majority of learners achieve their qualifications
- trainers have relevant hospitality and catering experience and use it effectively during assessment visits to identify competencies displayed by apprentices; apprentices appreciate the support they receive from trainers.

Administration**Apprenticeships**

Requires improvement

Teaching, learning and assessment in business and administration require improvement because:

- success rates are low in 2013/14 particularly for intermediate-level apprentices; improved outcomes are predicted in the current year but too many apprentices are not making good progress
- trainers do not give sufficiently detailed written feedback to help apprentices know clearly how to improve or to produce high-quality assignments and assessment evidence
- too often trainers do not have high expectations or set targets that encourage and challenge apprentices to go beyond minimum requirements; current target-setting is task based and does not always focus sufficiently on the continuous development of individual apprentices' skills or on inspiring apprentices to achieve greater accuracy and proficiency through increasingly complex activities
- trainers do not correct written English consistently or comprehensively; apprentices complete functional English qualifications to meet programme requirements but once completed they are not routinely encouraged to continue to improve their written English.

In business and administration, the provider has the following strengths:

- apprentices regularly apply mathematical skills in their daily tasks and obtain qualifications to meet programme requirements; apprentices are confident in problem-solving skills
- trainers and managers create a respectful and professional environment and provide flexible assessment opportunities, for example regular email communication and additional activities to support apprentices' progress; as a result, apprentices improve their confidence, develop good personal, social and employability skills, and have good working relationships
- trainers and managers provide regular oral feedback which is helping apprentices to achieve; trainers use good coaching and questioning techniques in reviews and discussions that are helping the majority of apprentices to develop good independent learning skills and to produce work of a professional standard
- employers and trainers collaborate successfully to plan apprentices' programmes and to ensure that support for apprentices in the workplace is stimulating and of a high standard; in one instance, the employer provides a buddy system where apprentices who have completed their programme now support new trainees and act as inspiring role models
- the majority of apprentices are highly motivated to learn and to progress to positive destinations; they actively contribute to identifying the most suitable optional modules to match their job roles and to meet their short- and longer-term goals.

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| Customer service | Requires improvement |
| Apprenticeships | |

Teaching, learning and assessment in customer service require improvement because:

- success rates for apprentices and diploma learners in 2013/14 were extremely low; the progress of current apprentices is improving and requires improvement as a minority are behind with their assessments and attendance is inconsistent
- assessment through recorded questions and answers does not capture learning adequately; there is little evidence of independent portfolio work completed by apprentices
- apprentices do not make good use of the learning resources; they do not access the online materials or regularly access their individual learning plan and as a result, they are not achieving their potential

- trainers do not routinely set and regularly review challenging short-term targets and not all employers are sufficiently involved in, or contribute to, progress reviews and target-setting; as a result, a minority of apprentices are making slow progress
- although apprentices receive regular oral feedback there is insufficient written feedback to enable apprentices to reflect on what they need to do to improve and how they can achieve higher standards
- information, advice and guidance require improvement; trainers do not provide apprentices with information regarding their options to help them make informed choices about possible progression routes into higher-level apprenticeships or further learning, as a result, progression is low
- trainers do not sufficiently extend apprentices’ knowledge and understanding of equality and diversity; apprentices have an inadequate understanding of the PREVENT agenda and the importance of being protected from extremism, radicalisation and terrorism and how to apply it in the workplace.

In customer service, the provider has the following strengths:

- the large majority of apprentices are confident and provide good customer service to members of the public; for example, they demonstrate good communication skills to handle complaints effectively
- trainers use the results of assessments of apprentices’ prior learning and attainment effectively to determine individual starting points; diploma learners often choose to retake their functional skills qualifications when they are not current and apprentices’ standards of English and mathematics are good as a result of trainers’ support
- joint planning of learning with employers meets apprentices’ needs well; shift patterns and personal commitments are accommodated to ensure apprentices can access relevant assessment opportunities
- trainers use their good coaching skills to engage apprentices in challenging discussions to improve their customer service skills, discuss relationship strategies and find resolutions to customer problems experienced in, for example, shopping centres
- employers provide a good range of internal occupational training courses; for example, in conflict management, to enhance apprentices’ knowledge and understanding and develop their job roles
- apprentices’ knowledge of health and safety in the workplace is good and they demonstrate good practical knowledge of how to manage and diffuse challenging behaviour in public places, for example, in the shopping centre car park.

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| The effectiveness of leadership and management | Inadequate |
|---|-------------------|

- Leadership and management are inadequate. Senior leaders and managers have insufficiently focused on the development of Blue Training and improvement of the quality of provision across all curriculum areas. Managers do not identify areas of concern quickly enough because they do not use data to monitor the performance of the organisation.
- Managers have not done enough to improve the quality of provision since the previous inspection or to reverse the three-year declining trend in apprenticeship success rates. None of the three key areas for improvement identified at the last inspection has improved. The quality of provision in business administration and service enterprises has declined.
- The quality of teaching, learning and assessment has significantly declined since the previous inspection. Although the observation process has been reviewed, the initiatives to improve the quality of teaching and learning through rigorous performance management and appropriate professional development have been unsuccessful. The vast majority of staff have not had a

formal appraisal for three years and professional development is not linked to the delivery of teaching, learning and assessment.

- Actions arising from the observations of teaching, learning and assessment are not followed up to ensure that they lead to improvement. Graded observations identify trainers' areas for improvement but managers are not meticulous in ensuring that actions to improve are implemented or monitored.
- Self-assessment is inadequate. Inspectors found many inaccuracies in the most recent self-assessment report. The report overemphasised strengths and failed to identify key areas for improvement, including the significant decline in apprenticeship success rates. The text is often too descriptive and not sufficiently judgemental. The associated quality improvement plan is not sufficiently robust and managers are not effectively monitoring it. Actions from the previous inspection do not feature prominently. Blue Training does not sufficiently consider the views of learners and employers when deciding the key factors affecting the quality of provision and most staff are not contributing to the self-assessment process.
- Relationships with employers are too variable. Although Blue Training managers and staff have very good relationships with a minority of employers, who often help to plan the curriculum, the relationships with other employers are too superficial. Too many employers do not understand the composition of qualifications and frameworks and do not cooperate in allowing trainers suitable access to learners in the workplace to complete training and assessments so that apprentices make good progress and achieve in the planned time. The range of programmes and the delivery models meet the needs of many employers. The hospitality academy was developed in response to changes to the priorities of LEPs.
- Learners' awareness of equality and diversity is too variable. Since the last inspection, managers have purchased additional resources to promote and raise awareness of equality and diversity and the benefits of living in a multicultural society. The resources are available on the virtual learning environment and only a few trainers have started to use them and the majority of learners have never accessed them. Staff have received no recent training to raise their own awareness of equality and diversity and many lack confidence in leading discussions on these topics.
- Safeguarding arrangements are inadequate. An appropriate safeguarding policy is in place and is reviewed but it is not being implemented fully. It contains appropriate detail on aspects of safeguarding including how to stay safe on the internet. Safe recruitment processes are in place with appropriate checks to ensure learners are safeguarded. Despite a statement in the safeguarding policy that all staff must undertake mandatory safeguarding training, no recent staff training, including for the senior designated person on safeguarding, has taken place to ensure that staff have a thorough understanding of how to safeguard all learners and recognise signs of abuse. The organisation lacks knowledge or awareness of the PREVENT agenda to identify and reduce radicalisation and extremism. Blue Training managers maintain no links with the Local Safeguarding Children Board or with the local Adult Social Care office.

Record of Main Findings (RMF)

Provider name Blue Training (UK) Ltd

| Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate | Overall | 14-16 part-time provision | 14-16 full-time provision | 16-19 study programmes | Traineeships | 19+ learning programmes | Apprenticeships | Employability | Community learning |
|---|---------|---------------------------|---------------------------|------------------------|--------------|-------------------------|-----------------|---------------|--------------------|
| Overall effectiveness | 4 | N/A | N/A | N/A | N/A | N/A | 4 | N/A | N/A |
| Outcomes for learners | 4 | N/A | N/A | N/A | N/A | N/A | 4 | N/A | N/A |
| The quality of teaching, learning and assessment | 4 | N/A | N/A | N/A | N/A | N/A | 4 | N/A | N/A |
| The effectiveness of leadership and management | 4 | N/A | N/A | N/A | N/A | N/A | 4 | N/A | N/A |

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|---|----------|
| Service enterprises | 4 |
| Hospitality and catering | 4 |
| Administration | 3 |
| Customer service | 3 |

Provider details

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|---|-------------------------------|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| Type of provider | Independent learning provider | | | | | | | |
| Age range of learners | 16-18 and 19+ | | | | | | | |
| Approximate number of all learners over the previous full contract year | 520 | | | | | | | |
| Head of learning | Tracy Jones | | | | | | | |
| Date of previous inspection | September 2012 | | | | | | | |
| Website address | www.bluetraining.org | | | | | | | |
| Provider information at the time of the inspection | | | | | | | | |
| Main course or learning programme level | Level 1 or below | | Level 2 | | Level 3 | | Level 4 and above | |
| Total number of learners (excluding apprenticeships) | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| | N/A | 325 | N/A | N/A | N/A | N/A | N/A | N/A |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | 42 | 395 | 13 | 93 | N/A | N/A | | |
| Number of traineeships | 16-19 | | 19+ | | Total | | | |
| | N/A | | N/A | | N/A | | | |
| Number of learners aged 14-16 | N/A | | | | | | | |
| Full-time | N/A | | | | | | | |
| Part-time | N/A | | | | | | | |
| Number of community learners | N/A | | | | | | | |
| Number of employability learners | N/A | | | | | | | |
| Funding received from | Skills Funding Agency (SFA) | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | Wilkinson's Welding Academy | | | | | | | |

Contextual information

The provider's main site is situated in Oldham, a region with a population of 224, 900. Unemployment is 5.9%, which is above the national average and is the second highest in the Greater Manchester region. Male unemployment is high at 8.1%. Oldham is classified as being in the top 10% of indices of social deprivation with 30% of people living in areas classified as deprived. Around 8.4% of young people are not in education, employment, or training. Blue Training provides training retail, commercial enterprises and business administration at employers' premises throughout England, with the large majority delivered in the North West. Blue Training provides training for a large national company across England in cleaning services. It delivers a small number of engineering apprenticeships through a subcontractor.

Information about this inspection

Lead inspector

Andrea Machell HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Head of Training as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

| Grade | Judgement |
|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate |

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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