

Age UK (Trading) Limited

Independent learning provider

24–27 November 2015

Inspection dates**Overall effectiveness****Inadequate**

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

Summary of key findings

This is an inadequate provider

- Trustees do not hold senior managers sufficiently to account for the deterioration of learners' outcomes and the inadequate quality of provision.
- Managers do not identify and tackle the differences in achievement between various groups of learners, which have increased.
- Teaching, learning and assessment are inadequate: trainers fail to motivate and challenge learners, and individual learning targets are not specific enough, and do not enable learners to make good progress.
- Too many apprentices make slow progress and fail to achieve their qualifications. Learners' performance has significantly declined since the last inspection.
- Trainers' feedback on learners' work is not detailed enough to show them how to improve.
- Managers fail to use the results of observation of teaching, learning and assessment to improve the quality of provision.
- Staff do not develop learners' English and mathematical skills effectively across all programmes of study.
- In progress reviews for apprentices, staff do not challenge learners or plan their learning effectively, do not engage employers sufficiently and fail to set and review learning targets consistently.
- Staff do not identify all learners' starting points on vocational qualifications and employability skills programmes, and do not effectively plan learning for individuals.

The provider has the following strengths

- Good partnerships exist with local and national care employers that meet the labour market needs and regulatory requirements of the sector.
- Good pastoral support is available for all learners and apprentices, particularly those who are extremely vulnerable and have significant difficulties with learning.

Full report

Information about the provider

- Age UK (Trading) Limited is an independent learning provider with 13 centres located throughout northern England and the Midlands. The provider works with seven sub-contracted partners providing training and development within the 16–19 study programme, apprenticeships and traineeships, to complement its own delivery.
- Approximately 3,500 learners are enrolled on programmes at the provider. Of these, approximately 613 are full-time learners on the 16–19 study programme, 480 are adult learners, mainly on part-time employability programmes, 2,300 are following apprenticeships, and approximately 100 are on traineeships.

What does the provider need to do to improve further?

- Trustees need to take a direct interest in the achievement of learners and the quality of provision, so that they can hold senior managers to account for learners' performance.
- Trainers should improve progress reviews for apprentices, and challenge individual learners to make better progress through the use of specific learning targets, which are reviewed carefully and regularly.
- Trainers should plan learning effectively, using information about learners' starting points. They should fully engage employers in progress reviews in order to increase progress in the workplace.
- Managers should interrogate data more closely to identify differences in achievement between groups of learners and ensure that learners from all groups complete their programmes and achieve their qualifications.
- Managers should implement effective strategies to improve teaching, learning and assessment by challenging all staff to develop their skills, and by creating a more professional approach to the observation of teaching, learning and assessment. Managers should provide well-focused and relevant professional development and share good practice to meet this ambition.
- Managers should ensure that trainers across all programmes provide detailed, accurate and helpful feedback to learners on their written work so that they know what to do to improve. They should consistently highlight grammatical and spelling errors, and provide additional tasks and challenge to extend more advanced learners.
- Managers should extend initial assessment of learners' skills so that it accurately measures learners' starting points in relation to their vocational and employability skills. Managers should make consistent use of the findings to monitor accurately the progress of all learners in developing their skills ready for their next steps.
- Managers should take decisive action to improve the teaching of functional skills in English and mathematics to apprentices by training vocational work-based trainers, and by ensuring that vocationally relevant materials are used in these subjects to ensure that all learners successfully complete their programmes.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The effectiveness of leadership and management is inadequate. Senior leaders and managers have systematically failed to address the areas for improvement from the last inspection. Some aspects which were previously strengths, such as the quality of performance management and self-assessment, have now deteriorated and are weaknesses. A lower proportion of learners now achieve their qualifications, and they experience poor-quality teaching, learning and assessment.
- Senior leaders and managers have not prioritised improvements to teaching, learning and assessment. They have been too slow in implementing the performance management of staff and delivery centres, and the resultant actions have not been in place long enough to make a difference.
- Managers have not acted in a timely or skilled enough way to manage the changes required for the staffing and quality requirements of major new initiatives, such as apprenticeships and study programmes. A rapid turnover of training instructors and delays in the recruitment of replacements with the appropriate skills have led to a decline in teaching standards and learners not being retained on courses.
- Managers do not use data sufficiently to record and monitor the progress of learners towards achievement. They have not ensured that staff make accurate assessments of learners' skills at the start of their programmes, or that their progress is regularly monitored, and final achievement evaluated. As a result, managers, trainers and learners cannot clearly identify the value added by the programme. A high number of individual learners' progress reviews are overdue in some of the largest centres. As a consequence, learners at risk of underachievement are not identified quickly enough, and their achievement within planned timeframes is poor. Leaders and managers also fail to monitor the differences in achievement between various groups of learners. They are unaware of existing gaps in achievement, which are increasing over time.
- Managers at centres do not use the results from the observation of teaching, learning and assessment to identify and implement actions for improvement. Many see the system as a distraction and are not held to account by senior managers for their lack of engagement.
- Through the self-assessment process, managers have not identified and prioritised some of the major causes of poor performance, such as the low level of programme completion by learners. As a result, actions in the quality improvement plan are not sufficiently detailed to rectify the problems. Trustees and staff at all levels of the organisation are insufficiently engaged in the self-assessment process, and therefore do not understand or 'own' the actions for improvement. Learners' and employers' input is minimal.
- Managers do not see the promotion of equality and diversity as a priority. The analysis of differences between the achievement of various groups of learners is perfunctory. No recent professional development for teaching staff has taken place on how to integrate equality and diversity into their teaching and assessment, so few do it well. Initiatives such as the appointment of equality champions at each centre are too recent to show any impact.
- Managers respond well to the emerging needs and priorities of the care sector and have effective partnerships with some of the largest employers of care staff in the country. These relationships enable managers to develop programmes that meet the labour market needs and regulatory requirements of the sector.
- The management of sub-contractors is effective. New sub-contractors are put through a rigorous 'due diligence' process, and the quality of their provision is regularly monitored, with the result that success rates at sub-contractors are higher than those of Age UK.
- **The governance of the provider**
 - Scrutiny and challenge by trustees of the performance of managers is cursory. Reports by managers to supervisory boards focus too heavily on financial targets and reports from external awarding bodies, and not enough on the quality of provision, with the result that they do not invite or receive robust challenge from trustees.
- **The arrangements for safeguarding are effective**
 - Safeguarding is effective. Staff undergo appropriate disclosure and barring scheme and other checks, and all are trained to the right level for their roles within the organisation. A strong and effective network of named safeguarding officers exists at each centre, and these staff act on incidents swiftly and decisively.

- A culture of safeguarding is effectively promoted in the classroom and the workplace, with the result that learners feel safe. Training for staff in how to identify and refer learners at risk of extremism and radicalisation has only just taken place, so little work has yet been done with learners to raise their awareness of these risks.

Quality of teaching, learning and assessment is inadequate

- The well-established arrangements in place to observe teaching, learning and assessment are not effective in bringing about the necessary improvements to ensure learners have a consistently good learning experience. Managers have yet to implement a thorough and effective revised observation and moderation process. In joint observations with inspectors, Age UK observers noted the same strengths and weaknesses in lessons. However, despite accurate observations, teachers are not implementing the actions identified for improvement quickly enough, and do not routinely share good practice.
- In progress reviews for apprentices, trainers do not challenge learners sufficiently to improve their progress, and fail to plan learning effectively. For example, many trainers focus overly on assessment criteria and not enough on helping learners to develop good vocational work skills. Staff do not share the outcomes of progress reviews adequately with learners, and do not routinely involve employers.
- Target-setting across all programme areas, including those for adults, lacks precision and rigour. The result is that learners are often given vague, non-specific targets, which means they are not always able to judge the progress they are making. On apprenticeships, staff set poor individual learning targets for learners, which are mainly focused on completion of qualification units as opposed to the development of skills. This area for improvement was identified at the last inspection.
- Trainers do not provide consistently good commentary on written work. In the best practice, comments are encouraging but in other examples they are scant and unhelpful. Learners are therefore unsure about what they are doing well, and those who are working at a high standard are not being challenged to do even better. For example, learners on traineeships are not routinely being set homework or receiving feedback which would help consolidate their learning and develop their independent thinking skills further.
- Across all programmes the checking of learners' work for spelling, grammatical and punctuation errors is poor. In too many instances, comments from trainers on learners' work also contain spelling errors. The result is that learners do not know whether their work is grammatically correct and this hampers their ability to develop their writing skills successfully.
- The planning of learning sessions on the 16–19 study programme is not consistently good. A small number of sessions observed by inspectors were generally well planned, and included a variety of approaches to engage and stimulate learners. In others, poor planning meant that not all learners made expected progress during the sessions. Staff do not challenge the most-able learners to become more independent learners.
- The quality of the teaching of functional skills in English and mathematics for apprenticeships is too varied across centres and weak in many cases. This weakness has resulted in slow progress and low completion rates. Age UK managers have accurately identified this as a significant problem and are beginning to implement a revised strategy which includes training work-based trainers to teach functional skills in a more vocationally relevant way to apprentices. Unfortunately this is too late for many learners.
- The initial assessment of learners focuses almost exclusively on determining their levels of competence in relation to English and mathematical skills and fails to measure their starting points in relation to vocational skills. As a result, trainers and learners are not able to say how programmes of study are effective in developing learners' vocational and employability skills.
- Age UK trainers and work-based trainers across most programmes use their vocational experience successfully to establish realistic expectations among learners about attitudes to work and professional practice. For example, in a childcare workshop, trainers successfully probed learners about how they would apply what they were learning to their own nursery settings. This approach assists learners to develop their employability skills further, and for a very small number, to secure employment successfully in the health and social care sector.
- Learners have good access to warm and welcoming learning centres complemented by a good range of training resources, including laptop computers, which effectively support their learning. Centres offer safe and secure learning environments which learners appreciate. Age UK is consistently good at supporting some extremely vulnerable learners who have significant difficulties with learning, for example, care leavers, young parents, and adults with identified mental health difficulties. The additional pastoral support offered is carefully tailored to meet individual learning needs.

- The development of learners' English and mathematical skills is a key component of traineeships and 16-19 study programmes offered by Age UK. For these programmes, a revised online approach recently introduced by some centres means that learners can take appropriate English and mathematics qualifications in their own time and at their own pace. Learners understand the importance of developing these skills and as a result they are purposeful in their approach to these subjects. As one learner explained, 'for the first time I have the confidence to sit my English and mathematics exams because I have been sitting practice tests online'.

Personal development, behaviour and welfare

requires improvement

- The majority of learners receive information, advice and guidance at the beginning of the programme, assisting them in identifying the correct programme linked to their personal goals. However, too often learners do not have the opportunity to revisit these aspirations and receive appropriate guidance on their next steps on their programmes. Formal arrangements do not exist for learners to receive independent careers advice and guidance on how to move on to appropriate employment or further study; progression rates to employment or further education for learners on the 16–19 study programme, adult learning programmes and traineeships are very low.
- Attendance rates and levels of punctuality at lessons differ between regional centres and require improvement. Too many learners do not demonstrate the employability skills that they are developing when they attend sessions at Age UK. For example, more than a quarter of all learners fail to attend classes. The management of attendance on the traineeship programme is particularly weak; more than half of all learners do not attend on a regular basis.
- The majority of learners are aware of the importance of the development of English and mathematical skills. However, the presentation of learners' work requires significant improvement. Many spelling, punctuation and grammatical errors permeate the large majority of their written tasks. Learners are not achieving the standards of written communication expected in the work environment, with important documents such as accident reports in learners' portfolios in some instances being barely legible.
- Learners receive good levels of pastoral support from their training officers. This support enables them to continue with their studies at Age UK, improve their confidence and acquire new experiences to assist them in their development. For example, learners have opportunities to engage in enrichment activities such as visiting animal rescue centres, attending outdoor team-building activities and working at a local radio station, which learners value greatly.
- The majority of trainees are well matched to work placements in line with their initial career choices, and as a result they develop relevant job-related skills. Learners are able to recognise and describe the skills they are developing while on work placements. They gain a deep understanding of the expectations of employers. One learner stated, 'my work placement has taught me I must stick to my designated lunch- and breaktimes and how to communicate effectively with customers.'
- Learners have a good understanding of how to keep themselves and others safe in their work placements. Learners complete a 'staying safe' module as part of their initial advice and guidance, which covers cyber-bullying, harassment and personal safety. In one insightful childcare session, learners independently researched the importance of multi-agency working in relation to the safeguarding of children in childcare settings. An emotive discussion surrounding high-profile serious case reviews such as those of 'Baby P' and Victoria Climbié sensitively reinforced the main messages.
- Behaviour in training centres is of a good standard. Learners are respectful of staff and each other. Learners embody this respect in their work placements, where they treat clients in health and social care environments with compassion and respect, displaying the high professional standards required within the sector.

Outcomes for learners

are inadequate

- Apprentices' rates of achievement on their full programmes have declined since the last inspection and are low. In 2014/15, almost half of all apprentices failed to complete their apprenticeships within the planned timescales. The majority of apprentices are making very slow progress towards achieving their apprenticeships. Almost half of all apprentices do not achieve the required qualifications in English and mathematics; thus underachievement in these subjects is a significant barrier to full achievement of apprenticeships.

- Too many learners on the 16–19 study programme do not achieve their qualifications. Since the inception of the study programme in 2013, learners' attainment has been in decline. Almost half of all learners did not complete their qualifications in 2013/14, which is significantly below the national rate. Over the past 12 months, this very low success rate has declined further. Standards in English and mathematics are too low, with poor-quality work being submitted by learners. As a result, success rates in functional skills qualifications for these subjects are low.
- Success rates on adult learning programmes have decreased significantly in the last 12 months. Currently only two thirds of learners are achieving their qualifications, which is below the rates for similar learners elsewhere.
- Differences in achievements exist between various groups of learners. Adult learners are significantly more successful than learners on the 16–19 study programme and in health and social care qualifications. Childcare apprentices achieve significantly better than their health and social care counterparts.
- Too few classroom-based learners have progressed to employment or higher level qualifications. Only one in 10 of all adult learners, a third of 16–19 study programme learners and half of those on traineeships have made this transition. By contrast, the majority of intermediate apprentices progressed to advanced-level apprenticeships.

Types of provision

16–19 study programmes

require improvement

- Age UK provides study programmes in health and social care, childcare and business administration at Levels 1, 2 and 3. Learners on the 16–19 study programme account for just under one fifth of all learners at the provider.
- The quality of teaching and learning on study programmes requires improvement. Trainers do not plan learning to build on prior attainment, which limits the progress learners make relative to their starting points. In a large majority of centres, the electronic individual learning plan does not include key information to allow trainers to plan an individual programme to meet the needs and aspirations of each learner. For example, learners' achievement of significant personal and social learning goals are not systematically recorded or monitored.
- Learning in English and mathematics lessons does not always concentrate on the specific areas of development for individual learners identified at the beginning of the course. A minority of learners are attending lessons for skills that they have already acquired, and as a result lose interest.
- The quality of trainers' feedback on assessed work requires improvement. Trainers fail to provide detailed developmental comments to enable learners to improve their skills, knowledge and understanding. Learners' work is often poorly presented with errors in spelling, punctuation and grammar that are not corrected. As a result, learners do not improve the quality of their work over time.
- Managers have recently made significant changes to the management and staffing of study programmes which has resulted in a more engaging experience for learners. The vast majority of learners enjoy attending the centres, benefit from well-planned work placements and have a clear view of how they want to progress in their future careers. Several health and social care learners have high aspirations to become social workers or midwives and they recognise the need to gain formal qualifications to progress into higher education to achieve their goals.
- The work-experience programme is well organised and flexibly managed to take account of the needs and aspirations of learners. Learners benefit from placements in a diverse range of settings including hospitals, care homes, childcare centres and schools. This increases their awareness of potential employment opportunities in a very diverse sector, and the skills required to be successful. Vocational staff use their experience of industry very effectively to help learners make informed choices about work-experience opportunities in preparation for their next steps.
- Learners are developing good personal, social and employability skills. They feel safe and value the advantages of working in small groups. Trainers create a very caring and supportive environment. Learners develop confidence and successfully overcome longstanding difficulties which prevent learning, such as poor attendance and being the victim of bullying. Attendance requires improvement, as does punctuality; a minority of learners are routinely late to lessons. Behaviour in lessons and public areas is good, with learners showing respect for others.
- A varied enrichment programme provides the majority of learners with new experiences, extending their awareness of the wider community. For example, in Hyde, a few learners have experienced working with farm animals they have never encountered before. In Bradford, a group of learners have been involved in team-building activities in the community, which has improved their ability to work together during lessons and in the workplace.

- In the majority of lessons, learners are sensitively challenged to persevere when they experience difficulties, and they make the expected level of progress. Most learners respond positively to this approach and try hard to improve. Trainers promote equality and diversity appropriately in their lessons and assignment work. Learners have a sound understanding of why these themes are important when working with vulnerable people. In childcare lessons, safeguarding is studied in depth and learners are able to recognise the importance of handling sensitive situations correctly when working with children.

Adult learning programmes

are inadequate

- Age UK provides adult learning programmes in employability, health and social care, and functional skills. Learners on the adult learning programme account for approximately a tenth of all learners. The majority of learners were referred by Jobcentre Plus to attend short employability programmes in 2014/15.
- The use of data to record, manage and monitor progress towards achievement is ineffective. Managers and teachers record learners' progress towards completion of different subjects in separate locations. As a result, staff do not have a full understanding of learners' overall progress, learners at risk of underachieving are not identified effectively, and a low proportion of learners achieve within their planned timescale.
- Managers and teachers do not take into account learners' starting points to plan programmes that meet individual needs and prepare them for their next steps. Too many learners with prior occupational skills and academic qualifications are placed on vocational programmes that are not sufficiently challenging. As a result, the majority make inadequate progress.
- The quality of teaching, learning and assessment overall is inadequate. In too many lessons, teachers do not plan well enough to meet learners' needs and aspirations. Tasks are generic in content so that they meet awarding body criteria, but do not stretch the most-able learners, or sufficiently support learners at risk of underachievement. As a result, learners do not participate well and become disengaged. In the very small number of lessons where activities are matched to intended destinations, learning is relevant and more meaningful to learners. In one centre, learners benefit from employer-led presentations on aspects of adult social care, for example, dementia and domiciliary care.
- Opportunities to participate in relevant work experience are variable. Too much time is spent on classroom learning. Staff do not always act on learners' requests to carry out practical activities, which has a negative impact on the value learners place on learning. In a small minority of centres, staff successfully direct learners to voluntary work that will support progression. One learner who is applying to study social care at university carries out voluntary work as a carer to enhance her UCAS personal statement.
- Opportunities to improve functional skills relevant to the workplace are limited. Trainers' feedback on marked vocational units does not routinely identify spelling and other errors in practice and preparation work and learners are not enabled to make corrections. As a result, completed work on curricula vitae and letters of application contains unprofessional errors.
- Staff work with a broad range of partners to meet the needs of vulnerable adults, supporting them to overcome difficulties which prevent learning. Close links with safeguarding teams ensure that learners are safe from harm. Managers work effectively with local housing advice services to support learners at risk of homelessness.
- Learners work together in a supportive environment. They form positive relationships and develop an understanding and respect for each other's differences. When learners' personal circumstances mean they are unable to attend a lesson, on their return they form 'catch-up' groups to support each other.

Apprenticeships

are inadequate

- Age UK provides apprenticeships at intermediate, advanced and higher levels in health and social care, childcare, administration and business management. The large majority of apprentices are studying health and social care. Apprenticeships account for more than two thirds of the provider's provision.
- The number of apprentices who complete their apprenticeships within the planned timescale is too low, and is declining. Around half of current apprentices are significantly behind their planned target for achievement. However, where more effective teaching, learning and assessment exist, such as at the Barrow centre, apprentices generally make good progress, particularly in business and administration.
- Assessors and trainers have placed an increased emphasis on helping apprentices to develop their functional skills in English and mathematics. However, too few are making good enough progress.
- Assessors and trainers do not take sufficient account of apprentices' starting points and individual learning needs to plan their learning. As a result, they cannot evaluate learners' progress compared with their potential.

- In too many work settings there is a lack of employer involvement in planning learning opportunities and in liaising effectively with assessors. Not all employers are aware of the level of progress being made by their apprentices. A significant minority of employers in the health and social care sector expect apprentices to carry out learning activities and receive support sessions only in their own time. However, at the Barrow centre, there is good integration of on- and off-the-job training.
- Assessors and trainers do not provide apprentices with a sufficiently wide range of appropriate learning materials and online resources. They do not enable apprentices to become more effective independent learners. As a result, many apprentices rely on simple internet searches to support their studies.
- Assessors and trainers provide additional support to assist apprentices' development of functional skills in English and mathematics; however, its effectiveness is variable. Not all assessors have the necessary skills to teach English and mathematics and require further training. In the best cases, apprentices use their work placement to practise and develop these skills. For example, one apprentice found that her successful progress in mathematics gave her the confidence to tackle new tasks at work, such as managing the daily petty-cash float. As a result, her employer had given her new levels of responsibility.
- Staff do not set effective targets for learners. Too many learning targets are not detailed or specific enough to enable progress to be demonstrated. Apprentices' portfolio files and progress review documents are retained by their assessor and, as a result, apprentices are not easily able to review their own progress.
- The e-portfolio system is underdeveloped and very few apprentices use it, either to submit assessed work or review their progress. However, there is more effective use of electronic resources for childcare learners at the Chesterfield centre, where the quality of learners' work and the quality of staff feedback are of a good standard.
- Assessors and trainers do not provide sufficient written feedback to apprentices in order to assist them in improving their skills and standards of work. There is too much reliance on oral feedback, which is often too brief. Errors in writing are not routinely corrected, so learners do not achieve professional standards. However, at the Barrow centre, feedback from assessors is regular, helpful and is assisting learners to improve and apply their new skills.
- Apprentices receive good levels of personal and pastoral support from their assessors and trainers. They develop confidence in being able to communicate with others in the workplace and many are enjoying their apprenticeships.
- Apprentices have a good understanding of safeguarding practices in the workplace. In a small number of better learning activities and assessment opportunities, they are able to develop their understanding and apply the principles of equality and diversity in their day-to-day employment. For example, a health and social care apprentice, employed in a nursing home, took care to put aside her personal beliefs to meet the needs of a resident who wanted her to read prayers with her. She used her reflective journal to review the positive outcomes of this activity for herself and her client.

Traineeships

are inadequate

- Age UK provides traineeships for both 16–18-year-old and adult learners in health and social care, childcare and administration. Traineeships account for a very small minority of all learners at Age UK.
- The leadership of traineeships is inadequate. Training officers fail to identify learners' vocational and employability skills at the start of the programme. They do not plan learning to meet trainees' individual needs, resulting in them following a standard timetable, which for some 'apprenticeship-ready' trainees is not appropriate. In one instance, a trainee who was ready to start an apprenticeship was told that they could not progress as their course did not finish for another three months.
- Too few learners understand their career options fully. Learners do not receive appropriate and timely information, advice and guidance to consolidate the skills that they have previously acquired, and link these to their future aspirations and career goals. For example, one trainee who wishes to undertake a health and social care apprenticeship was not given clear and succinct advice to help her to understand the steps required to achieve this goal. Nearly half of all trainees do not progress to employment or an apprenticeship, showing that programmes are not meeting trainees' personal goals.
- Attendance in the lessons visited by inspectors was good. However, attendance in the past 12 months has been very poor, with fewer than half of all trainees attending planned sessions at Age UK centres.
- Most staff do not have the necessary skills to teach English and mathematics qualifications, and some trainers teach these subjects at levels above their own level of academic attainment. As a result, learners' progress is delayed. More than a third of all learners do not achieve their qualifications.
- Tutors do not adequately plan the development of skills to match the work experience that learners are undertaking, and learners lack understanding about how to apply these skills in their work environment.
- Trainees benefit from sessions where they work in small groups. The vast majority enjoy this experience, resulting in an increased willingness to participate in further education opportunities.

- Pastoral support is strong for those trainees who have personal problems and who are vulnerable. They feel well supported and safe. Many instances exist where staff have supported trainees with difficulties that prevent learning, for instance by taking a single parent to a food bank, and supporting another through a benefit sanction imposed by the jobcentre. Learners are welcomed in a warm and nurturing environment, which results in good retention.
- Trainees develop personal and social skills well and as a result become more confident. For example, trainees deliver presentations and acknowledge that this work has greatly improved their confidence and social skills.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	7,612
Head of training	Mr Jeremy Greathead
Website address	www.ageuk.org.uk/work-and-learning/further-education-and-training/

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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	375	236	389	155	255	2	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	168	994	80	873	0	226		
Number of traineeships	16-19		19+		Total			
	54		51		105			
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main sub-contractors:	<ul style="list-style-type: none"> ■ Peter Pyne (Training School) Ltd ■ Associated Training Solutions Ltd ■ Risedale Estates Limited ■ Northamptonshire Industrial Training Association Ltd ■ Manchester International Football Academy Ltd ■ TVS Education Ltd ■ Essential Learning Company Ltd 							

Information about this inspection

Inspection team

Paul Cocker, lead inspector	Her Majesty's Inspector
Charles Searle	Her Majesty's Inspector
Dr Pamela Blackman	Her Majesty's Inspector
Dr Shahram Safavi	Her Majesty's Inspector
Helen Groves	Ofsted Inspector
Tracey Baron	Ofsted Inspector
Dr Philip Pullen	Ofsted Inspector
Stella Owen	Ofsted Inspector

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

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