

## Basingstoke ITEC (Basingstoke Youth Action Trust)

### Independent learning provider

<b>Inspection dates</b>		13-16 November 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Outstanding-1
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Learners' achievements are excellent. Nine out of ten learners complete their apprenticeships successfully.
- Learners who were not in employment, education or training when they joined Basingstoke ITEC do as well in their apprenticeships as apprentices who were already in jobs.
- Learners develop very good skills that make them highly valued by employers.
- Teaching, learning and assessment are good, as is the highly skilled coaching and individual help that learners receive.
- The workplaces where learners are employed provide very good environments for learning.
- The ambitious targets which Basingstoke ITEC's managers set for their staff as part of performance management contribute strongly to learners' outstanding achievement.
- Staff display consistently high expectations for their learners and ensure learning takes place in an atmosphere of mutual respect.

#### This is not yet an outstanding provider because:

- Improvement activity has not raised the quality of teaching, learning and assessment from good to outstanding.
- Teaching, learning and assessment do not increase learners' appreciation and understanding of equality and diversity enough.
- Employers and their staff do not know enough about the training for learners that goes on away from the workplace.

## Full report

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

- Set tutors and assessors stretching targets to increase the proportion of teaching, learning and assessment which is outstanding, and provide them with the training, support and monitoring they need to achieve this.
- Ensure tutors and assessors routinely include equality and diversity as an integral and explicit part of teaching and learning and relate them clearly to learners' experience and working life.
- Communicate effectively with employers about the off-the-job learning they provide and ensure it routinely informs the planning of learning in the workplace.

### Inspection judgements

<b>Outcomes for learners</b>	Outstanding
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- Learners' achievements are outstanding. Nine out of ten of those leaving the programmes complete their apprenticeships successfully. Basingstoke ITEC's high overall success rates are consistently at, or above, high national rates.
- The standard of learners' work in their portfolios of evidence and progress records is excellent. They accurately reflect the high levels of skill learners acquire in the workplace.
- The achievement of learners not in employment, education or training when joining Basingstoke ITEC is outstanding. They succeed on apprenticeships at least as well as learners who were already in employment when they started their apprenticeships, despite facing substantial barriers to learning. No significant differences exist in the achievement rates of any different groups of learners.
- Learners are highly motivated and confident. They enjoy and speak enthusiastically about their learning. They develop their technical and vocational skills very well. All develop a detailed understanding of how to use the equipment and resources central to their job roles.
- Learners demonstrate excellent employability skills. They are self-assured and communicate well when dealing with clients. They work very effectively in teams and independently.
- Learners on access to apprenticeship programmes effectively develop the life skills they need to flourish in the workplace. They attend training and work trials punctually and regularly. They understand very well the importance of maintaining a healthy lifestyle in sustaining employment.
- Learners sit, and consistently pass, information and communication technology (ICT) functional skills qualifications early on in their programmes. Learners needing English and mathematics qualifications routinely succeed in gaining these during their apprenticeships. However, veterinary nurses often prepare for English and mathematics assessments too late in their programme, delaying their progress to completion.
- All apprentices are employed. They work in occupational areas where demand for their skills is high. Employers of veterinary and dental nurses strongly value the skills their apprentices acquire and the essential professional qualifications they gain which meet an established sector need.
- Learners are equipped well to sustain employment. They progress well in the workplace and many take on added responsibility. A good proportion of learners formerly not in employment, education or training who have completed their apprenticeships have retained their jobs at least two years after completion.
- Despite high overall success rates, fewer veterinary and dental nurses complete their apprenticeships within planned timescales compared to others nationally. Sound plans to remedy this form part of Basingstoke ITEC's current quality improvement plan.

**The quality of teaching, learning and assessment**

Good

- Teaching, learning and assessment are good. Staff have high expectations of their learners which are strongly reflected in the excellence of learners' achievements. They establish highly productive, mutually respectful working relationships with their learners, and give them very good pastoral and academic support.
- Teaching is good and occasionally inspirational. Highly skilled tutors effectively employ their relevant subject area expertise to plan and teach off-the-job theory and practical sessions that meet group and individual needs well. In the best sessions high levels of challenge motivate learners to progress very effectively.
- Assessment practice is good. Assessors visit workplaces regularly and flexibly to meet the needs of learners and employers. They use their visits well to help learners prepare thoroughly for assessment and identify effectively the evidence they need to provide for their portfolios.
- Learners benefit strongly from good individual instruction and help from supervisors and peers in their workplaces. Extensive coaching and skilled assessment by very experienced senior workplace colleagues are an integral, and highly effective, component of veterinary nurses' training. However, workplace coaches and employers are not always sufficiently aware of when off-the-job training takes place and what it covers.
- Assessment at the beginning of learners' programmes accurately identifies their starting points and forms a sound basis for planning their individual learning. Assessors and workplace coaches work closely with learners in making effective use of computer-based portfolios and training logs to monitor learners' progress. They use the information well when setting targets for learners to work towards.
- Learners receive very good feedback on their written assignments which helps them understand what they need to do to improve. Tutors and assessors generally use questioning techniques effectively to check and develop learners' knowledge and understanding. They also clearly highlight errors in grammar and spelling when marking written assignments, and reviewing evidence in portfolios of work.
- Initial assessment appropriately identifies the English and mathematics needs of learners. Learners receive good support to develop and apply relevant English and mathematical skills during practical training. Learners needing to gain functional skills qualifications in these subjects and ICT usually receive timely and appropriate preparation, although for a minority it is left too late in their apprenticeship.
- Learners receive good information, advice and guidance, both at the outset of their programmes and subsequently. This provides them with a clear idea of the application and usefulness of the qualifications they are working towards, and to what further training or career development it could lead.
- The promotion of equality and diversity requires improvement. Learners receive suitable information about their rights and responsibilities at induction. While the attention paid to equalities in the workplace is sometimes strong, teaching and assessment do not sufficiently help learners to appreciate and value diversity and cultural differences.

**Animal care and veterinary science****Apprenticeships**

Good

- Teaching, learning and assessment are good and contribute effectively to learners' very good achievements. Learners benefit from the high expectations and calibre of very experienced tutors at the provider's training centre and expert employer staff in their workplaces, such as

senior veterinary nurses and surgeons. Learners receive very good personal support and pastoral care.

- Practical and theoretical off-the-job training are good. Staff at the training centre plan sessions well to meet individual and group needs. They set high standards which strongly challenge and motivate learners. Sessions effectively develop the professional knowledge and skills learners require. Learners progress well in sessions, and produce work of a good standard.
- Employer staff provide very good individual coaching and assessment in veterinary workplaces. They are skilled at demonstrating techniques learners need to acquire, such as taking blood samples from animals. They ensure learners have well-judged amounts of supervised and unsupervised practice before assessing their competencies. They use questioning techniques very effectively to check and extend learning.
- Learners benefit from working in veterinary surgeries and hospitals that provide a wide range of opportunities to learn and develop their practical skills. Employers routinely supplement these by organising well-considered secondments to other professional settings. This enables learners to gain valuable practice in, for example, the care of less common animals such as snakes.
- Initial assessment successfully establishes what learners know and need to learn. Review of learners' progress is regular and timely. At the training centre tutors and internal verifiers carefully review progress against clear targets in learners' individual learning plans. They routinely inform employers of the results of these reviews.
- Learners and employer staff make good use of computer-based recording to set and monitor progress towards goals for learning in the workplace. Together, they decide effectively on what the learner should work on next. However, employer staff are not always sufficiently aware of learners' studies at the training centre to make good links with learning in the workplace.
- Mathematics is integrated well into practical teaching at the training centre, effectively developing learners' skills and understanding. In one session learners calculated with increasing confidence the amount of pain relief medication animals of different sizes needed when undergoing surgery. However, preparation for learners to gain English and mathematics qualifications often starts too late in their programmes.
- Learners receive good information and guidance at the training centre at the outset of their programmes, supplemented effectively at subsequent reviews of their work. All learners are clear about the value of the professional qualifications they are working towards, and their importance for sustaining a career in veterinary nursing. Both provider staff and employers offer good information on progression options.
- Learners develop an adequate understanding of equality of opportunity including their statutory rights. They treat others with respect and courtesy at all times. However, teaching, learning and assessment do not focus enough on promoting learners' understanding of diversity, particularly in the context of their work as professionals.

## ICT for practitioners and users

### Apprenticeships

Outstanding

- Teaching, learning and assessment are outstanding, and this is reflected in the very high success rates and the development of excellent employability skills as learners widen their skills base and develop good independent learning skills. Learners are highly motivated, enthusiastic and enjoy their learning. They have high aspirations and are an asset to their employers.
- Learners benefit from outstanding workplace support, enabling them to progress in the workplace to positions with increased responsibility. One employer rotates job roles to allow the apprentice to collect additional evidence concerning configuring computer systems. In another

workplace, learners' colleagues provide very effective coaching in areas currently outside of the learner's job role.

- Assessors and employers work very closely together to provide excellent pastoral support. One employer pays for on-street parking so that his female apprentice does not have to use an unlit car park. Assessors maintain frequent and regular contact with learners.
- Learning at Basingstoke ITEC's training centre is outstanding. The ten-week pre-apprenticeship programme for learners facing disadvantage very effectively introduces them to the technical aspects of ICT and provides them with an excellent range of life skills to facilitate their entry into employment. The high level of skills they develop promotes early entry into apprenticeships and sustainable employment.
- Employers provide learners with extensive and highly effective on-the-job training. One employer routinely uses trainers who train his customers to teach his apprentices new processes. Apprentices' colleagues provide much of the very effective training on a daily basis.
- Teaching and learning of the functional skill of ICT are very good. An effective paper-based analysis of learners' skills identifies gaps in their knowledge, while practice assignments provide effective preparation for assessments. Good face-to-face coaching ensures learners fully engage in sessions during which assessors patiently take learners through difficult aspects such as 'if-then' statements and use skilled questioning to confirm their understanding.
- All learners have an effective initial assessment of their attainment in English and mathematics. High quality workbooks support learning very effectively. Assessors provide excellent on-the-job coaching.
- Assessment practice is very good. Learners benefit from regular and timely individual assessments, arranged very flexibly to meet the needs of both the learner and the employer. Observations are detailed and well recorded, and assessors use professional discussion well. They make good use of digital technology, including photography, to capture step-by-step progress in technical assignments.
- Learners receive consistently detailed and constructive feedback on their work. The targets they have for learning effectively encourage their progress, although these are sometimes too general. Electronic portfolios allow assessors to track progress very closely and enable learners to identify clearly any gaps in their evidence.
- A comprehensive induction gives learners the information they need to tackle their qualification with confidence. Subsequent information, advice and guidance meet their needs suitably. Assessors give good advice on searching for more advanced job roles and making university applications, often going the extra mile by providing references for both academic and personal purposes.
- The promotion of equality and diversity requires improvement. Learners feel safe, fairly treated in their workplace and are aware of helplines available. Questioning during the review process to check learners' understanding is regularly undertaken, but where answers lack depth, assessors do not sufficiently explore learners' understanding.

## **Business administration and customer service**

### **Apprenticeships**

Good

- Business and customer service learners benefit from good teaching, learning and assessment which provide a strong basis for their excellent achievement. Success rates in apprenticeships are high, and well above those found in other providers nationally. Staff set learners ambitious aspirational targets which they work towards energetically.

- Assessors provide outstanding care and support. A number of learners who were made redundant have found new employment as a direct result of the personal commitment and intervention of staff. Assessors have relevant professional expertise in business and customer service and are skilled at establishing an excellent rapport with learners which fosters productive learning and strong engagement.
- Workplaces provide good environments for learners to increase their organisational and communication skills. Employers give learners practical individual support to help them make good progress. Learners with additional learning needs receive appropriate extra support, such as additional time to study at work.
- Assessors provide effective coaching in the workplace to develop learners' theoretical understanding and practical skills. Their visits to learners are frequent and well planned, and help learners prepare effectively for their assessments. Assessors' use of questions to check learners' knowledge does not always adequately gauge their understanding.
- Initial assessment is routine and accurately identifies learners' starting points, together with the time they will need to complete their apprenticeships. Assessors, employers and learners meet regularly to review learners' progress against existing targets, and agree stretching targets for future learning. A comprehensive computer-based e-portfolio enables learners and assessors to track and monitor progress very effectively.
- Assessment is thorough and draws well on naturally occurring evidence from a good range of sources in the workplace. Assessors involve learners closely in planning their assessments and adapt flexibly to business needs when these have to take priority. Both verbal and written feedback that learners receive is timely and constructive and helps them to improve their skills.
- English, mathematics, and functional skills teaching meets learners' needs well. Assessors teach customer service learners appropriate professional language and routinely check their written work for spelling and grammatical errors. Learners needing to pass functional skills qualifications receive effective coaching and have access to helpful workbooks, but too few attend the regular, well-taught workshops at Basingstoke ITEC's training centre.
- Learners receive a detailed induction at the start of their programmes which effectively ensures they understand their programme and what they need to do to succeed. During the programme good information, advice and guidance from assessors and employers enable them to make considered decisions about their next steps. This has led some to choose new career paths.
- Discussion of equality and diversity is routine at learners' progress and quarterly reviews, and helps ensure their understanding. Learners are treated fairly and managers respond well to their differing needs. In one workplace, managers changed the theme of a social event so that a learner with a particular religious belief felt able to attend.

### **The effectiveness of leadership and management**

**Good**

- Leadership and management are good. Strong ambition, consistently effective management and high, but sustainable, levels of resourcing have resulted in outstanding outcomes for learners and high standards of work. Learner achievement across Basingstoke ITEC and its subcontractors has remained high and above national rates, with no differences between the performance of any groups.
- The board of management plays a strong role. It carefully scrutinises the financial health of Basingstoke ITEC and ensures it adheres to its core aim of helping often disadvantaged young people to succeed. Its regular reviews of key areas, such as learner and training performance, are supplemented effectively by monthly meetings between the chairman and Basingstoke ITEC's manager.
- Basingstoke ITEC's performance management arrangements are well established and effective. Managers set staff very specific, challenging targets to sustain and improve high levels of learner achievement. They closely monitor progress against them at regular formal and informal meetings with staff.

- Consideration of the quality of teaching and assessment is a routine component of staff appraisal arrangements. It effectively contributes to identification of individual training needs which Basingstoke ITEC supports well through good levels of internal and externally provided professional development. However, Basingstoke ITEC recognises the need for more stretching personal targets for staff in this area.
- Self-assessment is comprehensive, accurate and inclusive. Staff and subcontractors play a substantial role in contributing to, and refining, the report. The report suitably reflects the views of learners and employers.
- Quality improvement planning is good. Targets for improvement are highly specific, focus well on the needs of learners and link very clearly to development needs identified in the self-assessment report. Managers have ready access to timely, accurate data on learners' progress and achievements which they use well when planning and monitoring the provision.
- Arrangements for observing teaching, learning and assessment are well established and regular. Observations accurately identify the good standards across Basingstoke ITEC and its subcontractors. However, managers do not sufficiently prioritise identifying and following up actions to raise standards even higher.
- Procedures to monitor the work of subcontractors are robust. Communications are regular and productive. Subcontractors value the support they receive with quality improvement and professional development for their staff.
- Strong and productive working relationships with employers lead to tangible benefits for learners, including work trials for those at the pre-apprenticeship stage. Assessors and managers respond promptly and flexibly to requests from employers who value the high standards of training that their apprentices receive. Links with local schools are good.
- Basingstoke ITEC has an effective commitment to inclusion. Its well-established access to the apprenticeship programme caters very successfully for learners at risk of being not in education, training or employment. Learners and staff at all levels work together in a culture of mutual support and genuine respect.
- Managers effectively monitor learners' performance to identify any differences in the achievement of different groups. Training for learners and staff ensures they have a satisfactory understanding of legislation and personal rights and responsibilities. However, action to develop further learners' understanding of equality and diversity is not sufficiently prioritised.
- Promotion of safe working practices in the workplace is good. Basingstoke ITEC meets its statutory requirements for safeguarding learners.

**Record of Main Findings (RMF)****Basingstoke ITEC (Basingstoke Youth Action Trust)**

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>Apprenticeships</b>
<b>Overall effectiveness</b>	2	2
Outcomes for learners	1	1
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Animal care and veterinary science</b>	<b>2</b>
<b>ICT for practitioners</b>	<b>1</b>
<b>ICT for users</b>	<b>1</b>
<b>Administration</b>	<b>2</b>
<b>Customer service</b>	<b>2</b>

## Provider details

<b>Basingstoke ITEC (Basingstoke Youth Action Trust)</b>	
<b>Type of provider</b>	Independent learning provider
<b>Age range of learners</b>	19+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time:175
	Part-time: NA
<b>Manager</b>	Ms C McColl
<b>Date of previous inspection</b>	November 2007
<b>Website address</b>	www.basingstokeitec.co.uk

<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	n/a	n/a	n/a	n/a	7	n/a	n/a	n/a
<b>Part-time</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	3	1	38	126	n/a	n/a		
<b>Number of learners aged 14-16</b>	NA							
<b>Number of community learners</b>	NA							
<b>Number of employability learners</b>	NA							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Southern Dental Trainers</li> <li>■ MYF Training</li> </ul>							

## Additional socio-economic information

Basingstoke ITEC draws its learners predominantly from Hampshire. At 5.5%, the unemployment rate is below the national rate of 7.9%. The population of Hampshire is around 1.75 million, of whom 91% are White British. The percentage of pupils gaining five or more A\* to C grades at GCSE including English and mathematics is slightly above the national rate.

## Information about this inspection

**Lead inspector**

Alastair Pearson HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the manager 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 also used data on learners' achievements over the last three years to help them make judgements. Inspectors used individual interviews 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 of the 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:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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