

# SETA Ltd

## Inspection report

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**Unique reference number:** 54510

**Name of lead inspector:** Bob Cowdrey HMI

**Last day of inspection:** 6 November 2009

**Type of provider:** Independent Learning Provider

**Address:** First Avenue  
Millbrook  
Southampton  
SO15 0LJ

**Telephone number:** 023 8087 8305

## Information about the provider

Southampton Engineering Training Association Limited (SETA) is a group training association established in 1969. The head office is in Milbrook, Southampton, where its practical training centre is also located. SETA provides work-based learning (WBL) funded by the Learning and Skills Council (LSC) in engineering and manufacturing technologies, more specifically engineering maintenance and engineering construction. The association trains apprentices for national and local companies, most of which are located in Southampton and the surrounding areas. SETA has 43 full- and part-time employees and uses a small number of specialist lecturers. Approximately 50% of SETA's funding comes from commercially sponsored training.

Southampton is ranked 91 out of 354 for the most deprived local authorities in England, and is the most deprived area in Hampshire. In Southampton in January 2009, 3.3% of the resident working-age population were unemployed and claiming job seekers' allowance. The proportion of young people achieving a level 2 qualification by the age of 19 rose from 62.4% in 2004/05 to 65.8% in 2006/07, compared to the national averages of 69.3% and 73.9% respectively. In November 2008 the numbers of young people who were not in education, employment or training (NEET) in Southampton totalled 605 (9.2%).

At the time of the inspection, SETA had 222 funded learners on apprenticeship or advanced apprenticeship programmes, and 23 on young apprenticeship programmes.

SETA offers training on behalf of the following providers:

- Scottish and Southern Energy plc
- Siemens plc

The following organisations provide training on behalf of SETA:

- City College Southampton (BTEC National Certificate in Engineering)
- South Downs College (BTEC National Certificate in Engineering)
- Highbury College (BTEC National Certificate in Engineering)

Type of provision	Number of learners in 2007/08 (previous year)
<b>Provision for young learners:</b> 14 to16	58 learners
<b>Employer provision:</b> Apprenticeships	216 apprentices

## Summary report

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

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

<b>Subject areas</b>	<b>Grade</b>
Engineering and manufacturing technology	3

## Overall effectiveness

The overall effectiveness of SETA is satisfactory. SETA senior staff provide satisfactory leadership. Over the last two years SETA has improved arrangements for the delivery of key skills and technical certificates and much of this is now provided in the SETA centre. A decline in overall framework success rates for the two years prior to 2008/09 has been halted. Learners' achievements improved significantly in 2008/09, when overall framework success rates were high and well above national averages, especially for apprentices. Following changes in the delivery of training, achievement rates and completion within the agreed timescale also improved significantly. Current learners on all programmes are making very good progress and timely success rates for this group are higher still. Young apprentices achieve extremely well and success rates are outstanding, at over 90% for the last two years.

Learners thoroughly enjoy their practical training and are motivated well, often attending careers fairs to promote SETA. All advanced apprentices are employed and there are eight apprentices who are not employed. Learners develop excellent work skills and apply these effectively. Many learners progress to higher levels of study.

Practical training is good and assessment is satisfactory, although a small number of advanced apprentices receive insufficient observational assessments in the workplace. Arrangements for the small number of learners with additional learning

support needs are satisfactory. The range of programmes meets employers' and learners' needs well. Learners are supported well and feel safe. Safeguarding is satisfactory. There are strengths in arrangements for placing learners in private accommodation. However, not all employers and learners know who safeguarding contacts are at SETA. Learners' review of progress is satisfactory. Despite frequent changes to the documentation, some reviews still lack sufficient detail and target setting remains vague. Leadership and management have demonstrated they can improve their provision and have a satisfactory capacity to continue doing so.

## Main findings

- Outcomes for apprentices and advanced apprentices are good. After the previous inspection, framework success rates declined and in 2007/08 were low. However, the rates in 2008/09 substantially improved and were high and significantly above national averages. Overall timely success rates have also improved and are now above the 2008/09 national average. Success rates for young apprentices are outstanding.
- SETA offers learners a good range of additional accredited training opportunities, including a range of additional National Vocational Qualification (NVQ) units, first aid, welding approvals and health and safety awards.
- SETA provides highly effective well managed training at the training centre. Learners develop good engineering skills through a good mix of training in practical work and theory. Many learners continue on to higher levels of study.
- SETA successfully promotes engineering to women and the number of female applications to SETA has increased year on year; several women are on apprenticeship programmes. However, equality and diversity is satisfactory; learners' knowledge and understanding is not regularly reinforced.
- SETA has developed strong and very effective links with employers over many years. Many are members of the group association and regularly use SETA to recruit their employees.
- Arrangements for safeguarding learners are satisfactory. Learners feel safe and clearly understand their rights and responsibilities. Safeguarding procedures for placing learners in private accommodation are thorough. However, not all employers or learners know who to contact at SETA regarding safeguarding issues.
- Assessment of the small number of advanced apprentices is weak. For some of these, work-based assessments are infrequent. A few learners in their final year have not yet had any direct observation of their working activities.
- Review of some learners' progress is insufficiently rigorous. Targets are frequently too vague and not time-bound.
- Processes for monitoring and improving the quality of teaching, training and learning are fragmented. Several formal systems are used, but these are not sufficiently coordinated to secure improvement.

- Internal verification meets awarding body requirements but assessment practices are inconsistent across the provision and insufficient support is provided to assessors.
- Leadership and management are satisfactory. New line management structures are in place but their effectiveness is often hindered because communication and reporting arrangements lack formality.

### **What does SETA need to do to improve further?**

- Improve the quality and frequency of work-based assessment to enable learners to make better progress towards their qualifications, especially for advanced apprentices.
- Improve the review of learners' progress to ensure that progress towards completion of key skills, technical certificates and the NVQ are regularly discussed with learners and employers. Ensure that all learners understand their targets for improvement.
- Improve the internal communications structures and processes to better support continuous improvement and ensure consistency of practice across the organisation.
- Implement a cohesive internal verification structure which ensures good support for assessors, consistency of assessment and verification, and sharing of good practice.
- Continue to develop a cohesive and evaluative structure for monitoring and improving the quality of teaching, training and learning, particularly in the theory-learning sessions.
- Improve the reinforcement of equality and diversity with learners and staff.
- Ensure that employers and learners are aware of SETA contacts for safeguarding.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- learning a lot of new skills
- knowing how they are progressing in their training
- having practical training at SETA
- gaining qualifications.

#### **What learners would like to see improved:**

- more practical work
- more frequent assessor visits
- a wider range of jobs at work.

**What employers like:**

- the level of practical skills learners achieve in the training centre
- apprentices being work ready when they get to employers
- good and regular communication from SETA staff
- lots of help with recruitment processes
- excellent support for finding and vetting learners' accommodation.

**What employers would like to see improved:**

- making the reports on learners' progress more specific and relevant
- feeding back aptitude tests consistently to learners and employers.