

SETA

Independent learning provider

Inspection dates

16–18 November 2016

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Apprenticeships Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Good	
Outcomes for apprentices	Good	
Overall effectiveness at previous inspection		Good

Summary of key findings

This is a good provider

- Very high timely and overall achievement rates have been sustained during a period of uncertainty in engineering industries.
- The vast majority of apprentices make very good and rapid progress in developing their practical skills and improving their English and mathematical skills.
- Leaders and managers maintain highly productive relationships with employers and local colleges, ensuring that apprentices receive high-quality training and employment.
- Senior managers have set a clear direction for SETA and established a wide range of successful apprenticeship programmes, meeting the growing demand for a skilled workforce in engineering.
- Apprentices maintain exceptionally good attendance and punctuality in the training centre.
- Senior managers and staff promote and maintain a very high standard of health and safety.
- A small minority of staff lack confidence in helping apprentices understand how to stay safe from the dangers associated with radicalisation.
- Managers do not use the outcomes of observations of teaching, learning and assessment sufficiently well to inform training and development needs of staff.
- During reviews of apprentices' progress, apprentices are not always aware of what they need to do to improve.

Full report

Information about the provider

- SETA (Southampton Engineering Training Association) is a private company limited by guarantee and is a registered charity. The company was established in 1969 as an association with a membership drawn from companies mainly located in the Southampton area.
- SETA specialises in the provision of training in engineering and engineering construction. The company delivers a wide range of qualification frameworks mainly for advanced apprentices. The provider also offers a programme of accredited training to a small number of unemployed young people while they are found employment by SETA. They are then transferred onto an advanced apprenticeship programme. During their time of unemployment, SETA provides funding to help with travel costs.
- The vast majority of practical training, functional skills and technical certificates are delivered at the training centre in Southampton. A small minority of employers send their apprentices to local colleges of further education to achieve technical certificates. Approximately 60% of SETA's turnover comes from SFA-funded training. The remainder comes from the sale of commercial courses and consultancy work.

What does the provider need to do to improve further?

- Leaders and managers should implement fully the current plans to improve the quality of teaching, learning and assessment and use the analysis of areas for development to identify and provide appropriate staff training.
- Leaders should ensure that all SETA staff are confident to help apprentices understand how to stay safe from the dangers associated with radicalisation.
- SETA staff should ensure that during reviews, apprentices know what to do to improve and progress towards their learning goals.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior managers and trustees have a clear vision for developing SETA's provision and have implemented highly effective strategies that meet the needs of employers and apprentices very well. The company has a wide range of qualification frameworks which fit well with employers' current and future skills development needs for their workforce. Managers have implemented a very flexible structure of training. This includes a good variety of attendance options, including day release and short and long periods of block attendance. Employers appreciate and value these arrangements and the large majority of employers have used SETA for many years.
- Managers and staff have continued to have very effective communication with employers and work together well to provide high-quality apprenticeships that benefit apprentices greatly. They combine apprenticeship training with their commercial work to ensure that apprentices fit their job roles well, gain their qualifications and progress to higher-level learning. SETA managers have implemented very effective initiatives for young people who are not yet ready for apprenticeships, had a bad experience at college or were unsuccessful at interview. They are able to attend the training centre and learn basic engineering skills and gain a qualification. SETA pay a small amount of money to help with travel expenses and in the previous year the large majority of these young people were employed and started on an apprenticeship.
- Self-assessment is broadly accurate and clearly identifies areas for further improvement. It draws appropriately on the outcomes of session observations, achievement data, apprentices' progress, and employers' and apprentices' views. Managers have not yet used the outcomes of session observations sufficiently to inform staff development and training needs. Managers have recently introduced a revised structure of session observations to include a wider range of activities such as reviews and assessments. This has yet to be implemented fully.
- Managers carefully monitor retention, progress and achievement by age, ethnicity and gender. No significant gaps in achievement or retention exist between indefinable groups of apprentices. SETA has successfully managed to recruit women and girls into engineering. While numbers are low, SETA staff continue to work well with schools to increase interest from females and encourage them into engineering.

The governance of the provider

- The board of trustees includes employers from the engineering and engineering construction trades. Board members are highly supportive of SETA and state that the company provides very good quality training which meets their needs well. Senior leaders and trustees have set a clear strategic direction based on a thorough analysis and evaluation of current economic and employment trends. Their informed approach ensures that programmes continue to meet local, regional and national skills priorities.
- The board of trustees continues to scrutinise and challenge managers about apprentices' performance and achievements and keep a close watch on apprentices who do not progress towards achieving their qualifications within planned timescales. Senior leaders are preparing board members well for the new apprenticeship standards and the introduction of the employer levy.

Safeguarding

- The arrangements for safeguarding are effective.
- Local county police officers have provided training in the 'Prevent' duty, which all senior managers, trustees and apprentices have completed. Apprentices and staff have taken part in a 'Prevent' week, which has successfully reinforced their understanding of extremism and radicalisation and how it has an impact on their lives. Company safeguarding officers have appropriate training and apprentices have very good knowledge of the importance of safeguarding and whom to contact for support. Managers have good links with external agencies and sit on the Southampton safeguarding steering group. SETA staff monitor appropriately subcontractors' safeguarding measures and local accommodation provided for apprentices. Senior managers have a clear and comprehensive 'Prevent' risk assessment action plan. This sets detailed actions and responsibilities to ensure that the duty remains a high priority and that staff are able to respond quickly and positively to any changes in policies. However, it is too early to measure the full impact of the plan.
- SETA's arrangements for safety and accident prevention are exemplary. The company uses one of its national employers to assess and monitor processes and risk assessments at the training centre. This ensures that managers continue to place a high priority on the health and safety of staff and apprentices and standards are high. Apprentices feel safe and accidents are extremely rare. Security at the training centre is good. SETA has further improved security measures at the training centre. The company continues to use clocking in as a means of checking apprentices' attendance and time-keeping. Apprentices and staff now wear identity passes. Managers have recently installed additional software onto the computers in the training centre. This provides very good e-safety monitoring of inappropriate social media networks and websites.

Quality of teaching, learning and assessment

Good

- Senior managers have invested significantly in resources for practical training and provide high-quality equipment which reflects industry standards well. Experienced and well-qualified trainers prepare apprentices well for their job roles. Training is well structured and highly effective. Trainers provide the more able apprentices with additional practical exercises which help them achieve their potential. The less-able are supported and encouraged effectively and make good progress at an appropriate pace. During the initial training period apprentices make tools to keep and use, for example, centre finders, tap wrenches, die holders and sliding bevels. Some of these activities allow apprentices to use lathes and computerised numerical control machines for the first time at an early stage in their training. This enhances their employability skills. Employers interviewed during the inspection commented that they are very satisfied with the skills that apprentices develop in the practical training.
- Trainers use a good range of learning activities in classroom-based learning sessions. They make the activities stimulating and challenging and ensure that the work links clearly to their job roles. Trainers check apprentices' understanding well and the vast majority progress at a good pace and achieve their qualifications within planned timescales.
- Trainers support apprentices' English and mathematics skills development effectively throughout their training and help them gain a good understanding of the importance of

English and mathematics skills in their work. From the start of the practical training, apprentices develop their mathematics and English skills and the high achievement rates support their success in other aspects such as vocational skills development. Staff encourage apprentices to achieve functional skills above the level required for their frameworks and many achieve additional mathematics units. However, staff do not always correct punctuation and spelling quickly enough to ensure apprentices know what to do to improve.

- Assessors have valuable industry experience, many having served apprenticeships in the engineering industry. Most assessors assess learning and review apprentices' progress well. Assessors check apprentices' progress effectively and monitor the achievement of aspects of their qualifications to ensure that they make good progress. They provide good-quality oral feedback that is supportive and encouraging and points to what apprentices need to do to achieve their qualifications. However, employers and apprentices are not always clear about what activities they need to focus on before the next assessment.

Personal development, behaviour and welfare

Good

- Most apprentices are highly motivated and quickly produce work of a very high standard during the initial basic engineering practical training. Apprentices attend extremely well in the training centre. They are very punctual, courteous and really enjoy their training. They display a mature attitude to work and have a keen work ethos. Employers comment positively on their interpersonal and communications skills. Apprentices have a clear understanding of their programme and what is expected of them as a result of their effective guidance and support at the start and during their programme.
- Apprentices behave well and quickly grow in confidence. Many enjoy representing SETA at employment and training fairs and recruitment activities. A small number of them join and become strong members of the SETA apprentice council. They have helped SETA managers make changes at the training centre – for example, changes to morning briefings for apprentices. The changes have meant that more staff are involved with smaller groups of apprentices and less time is wasted.
- Apprentices are very respectful of each other and the people that they work with. Apprentices understand equality and diversity in the workplace well. They also understand and can articulate how 'Prevent' impacts on and influences their everyday lives. Recent staff training in these areas has increased staff awareness but a small minority of staff currently lack the confidence to ensure that all apprentices are aware of associated risks from radicalisation.
- In the training centre and the workplace, apprentices are safe and feel safe. They understand fully how to keep themselves and others safe. They are confident to challenge inappropriate health and safety practice among peers. Apprentices also have a sound understanding of their rights and responsibilities.

Outcomes for apprentices

Good

- Apprenticeship achievement rates continue to be high and are well above national rates for similar providers. All apprentices continue to be employed with their original employer

after they complete their apprenticeship. A minority of apprentices gain promotion and are given additional responsibilities.

- Apprentices clearly understand the meaning of machining tolerances and produce accurate and clear electrical wiring diagrams. They understand metric measurements well and the importance and accuracy of scale drawings. They develop a very good range of sector-specific skills and a few continue on to higher-level learning.
- Employers value highly the practical skills that apprentices gain at the training centre, particularly in the field of electrical installation and maintenance. Apprentices gain high-level skills quickly in the workplace. For example, one apprentice worked on intricate medical equipment, diagnosing faults and repairing defibrillators and fluid measuring equipment. Another apprentice, only a few weeks into his programme, repaired micro-electronic circuits on undersea pipe-laying and trench-ploughing equipment.

Provider details

Unique reference number	54510
Type of provider	Independent learning provider
Age range of apprentices	16+
Approximate number of all apprentices over the previous full contract year	215
Principal/CEO	Richard Heighington
Telephone number	02380 771908
Website	www.setatraining.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of apprentices (excluding apprenticeships)	–	–	–	–	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	140	43	–	–		
Number of traineeships	16–19		19+		Total			
	–	–	–	–	–	–		
Number of apprentices aged 14 to 16	N/A							
Number of apprentices for which the provider receives high-needs funding	N/A							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	City College, Southampton Fareham College							

Information about this inspection

The inspection team was assisted by the head of apprenticeships, as nominee. 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 apprentices 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.

Inspection team

Bob Cowdrey, lead inspector	Her Majesty's Inspector
Pauline Dixey	Ofsted Inspector
Richard Moore	Ofsted Inspector
Ian Goodwin	Ofsted Inspector
Kate Murrie	Ofsted Inspector
Ian Bamford	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Apprentice View

Apprentice View is a website where apprentices can tell Ofsted what they think about their college or provider. They can also see what other apprentices think about them too. To find out more go to www.apprenticeview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for apprentices of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016