



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**THE TTE TECHNICAL INSTITUTE**

**(Company Registration Number - 02360140)**

Full Name	<b>The TTE Technical Institute</b>
Address	Edison House, Middlesbrough Road East, South Bank, Middlesbrough, TS6 6TZ, England
Company name	The TTE Technical Institute
Telephone Number	01642 462266
Email Address	aga.pajura@tte.co.uk
Website	www.tte.co.uk
Operations Director	Ms. Sarah Marshall
Managing Director	Mr. Steve Grant
Age Range	18+
Total number of students	60
Numbers by age and type of study	18+: <b>60</b>
	FE only: <b>60</b>
Inspection dates	<b>24 - 26 July 2018</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

# CONTENTS

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>5</b>
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	5
(d) Attainment and progress	6
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>7</b>
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	8
(c) Pastoral support for students	8
(d) Residential accommodation	9
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
(a) Ownership and oversight	10
(b) Management structures and responsibilities	10
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	11
(e) Provision of information	11
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>12</b>
<b>INSPECTION EVIDENCE</b>	<b>13</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 The TTE Training Group (TTE) was established in 1990 as a private training company limited by guarantee with charitable status. The college has a board of non-executive directors with an elected chair. The group managing director reports performance to the board three times a year. The group operations director and managing director oversee the educational vision and delivery for international and commercial students.
- 1.2 The college is situated at South Bank in the Borough of Redcar and Cleveland.
- 1.3 The aim of the college is to deliver training that improves industry's performance and enhances the lives of students.
- 1.4 The college offers its students a wide range of short and longer-term courses in technical training up to level five for the gas, oil, manufacturing, pharmaceutical and petrochemical industries. All courses are externally accredited by national accreditation agencies. Enrolment takes place throughout the year, linked to the requirements of sponsoring employers and legislative accreditation requirements.
- 1.5 At the time of the inspection there were 60 students enrolled at the college. The large majority are male and from various African countries. Others are from Middle Eastern countries. No students have been identified as having language or learning difficulties or disabilities. All students have short stay visas and are sponsored by their employer.
- 1.6 Selection is based on employer and customer requirements. All students attending the college are employed and attend as distinct groups.
- 1.7 The school was last inspected on 18 July 2018 when it met all Key Standards and the quality of education was judged to meet expectations.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial testing is highly effective in identifying students' needs and in developing individual learning plans (ILPs) which are accurately focussed on student needs. Initial testing also clearly identifies individual professional and personal needs. This information is used successfully by tutors to inform and support students and enable them to progress well. Courses are well planned and specifically designed to accurately meet the needs of employers with regard to their students' skills and understanding of their chosen trade. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is excellent. Tutors are very well qualified and exceptionally well experienced in their trade areas. Classes are extremely student centred and use a variety of interesting activities to effectively engage students. Consequently, all students make excellent progress. Assessment of student work is frequent and thorough. The information is used well to inform teaching and direct student learning. This effective process is not always recorded formally. Student achievement is excellent and is above national averages. Students value their tutors and feel very happy with the progress they make.
- 2.3 Students' welfare, including health and safety, is excellent. High standards of health and safety, fire protection and first aid exist throughout the college. First aid arrangements are excellent. The college is proud of its low accident rate. Risk assessment is detailed and effectively used to monitor the implementation of all safety policies. Buildings, including residential housing, are fit for purpose and well decorated and maintained. Access to the college is good for all students. All parts of the college are well maintained and clean. The furniture and fittings are appropriately designed for the age and needs of all students and meet the industrial standards required of the courses on offer. Registration and attendance records are accurate and meticulously kept. Attendance rates are high. Completion rates are also very high. There is an appropriate strategy in place to inform the Home Office of concerns regarding Tier4 visa students should that be necessary. Pastoral care is outstanding and students appreciate the level of care and support they are given on personal and academic issues. A lively programme of social events is well attended by all students. Careers guidance is highly appropriate to the chosen vocations of the students. Safeguarding arrangements are highly appropriate and meet all national guidelines. Residential accommodation is excellent and enhances students' educational experience.
- 2.4 The effectiveness of governance, leadership and management is excellent. The leadership of the college is actively engaged in maintaining the excellent quality of education experience for the students. Managers at all levels are effective in discharging their responsibilities to ensure that all legal requirements are well met, and in effectively monitoring the level of progress of students. Quality assurance is

highly effective in collecting and analysing appropriate data to ensure that high standards of education are maintained and that students continue to make excellent progress. Continuous professional development (CPD) is accurately focussed on student needs. A system to record this process formally is being introduced into college practice but is not yet fully implemented. Staff recruitment is robust and is successful in attracting and retaining high quality staff. All the required pre-employment checks are completed before confirmation of a staff appointment. The information included on the college website is accurate and fulfils all requirements. The college complied with all requests for information regarding the inspection.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

#### **3.(a) Assessment of students prior to or on arrival**

- 3.1 Assessment of students prior to or on arrival is excellent.
- 3.2 Initial testing, which is designed by the college, is carried out by employers during the selection process. Students complete a thorough battery of tests on arrival which accurately confirms their suitability for the courses with regards to their basic skills and understanding and their competency in using the English language, particularly in a technical context. The personal goals and career aspirations of students are also accurately established.
- 3.3 Initial assessment information is successfully communicated to tutors who use it effectively to develop well focussed individual learning plans (ILPs) during the first week of the course. The ILP is continually used very effectively to accurately inform students of their progress throughout their course and to plan appropriate intervention to support students should that be necessary.

#### **3.(b) Suitability of course provision and curriculum**

- 3.4 Suitability of course provision and curriculum is excellent.
- 3.5 A clear statement of educational purpose is effectively supported by well focussed schemes of work and detailed lesson plans. Consequently, students are well educated in accordance with their objectives and the aims of the college. Courses are particularly appropriated to the ages, aptitudes and language capabilities of the students. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Courses are designed to satisfy employer requirements and are successfully focussed on individual students' needs and enable all students to learn effectively and make excellent progress.
- 3.6 No students have been identified as having specific learning or language needs. However, there are highly effective strategies in place to identify when a student is having difficulties with a particular aspect of the course. Very accurate intervention strategies are then effectively used which enable all students to progress well.

#### **3.(c) The quality of teaching and its impact on learning**

- 3.7 The quality of teaching and its impact on learning is excellent.
- 3.8 Tutors are very well qualified and are particularly well experienced in their trade areas. Accordingly, they are very comfortable with the course content and highly perceptive regarding difficulties students may have developing specific skills and understanding. Consequently classes are very well planned and use a wide range of



effective teaching methods and suitable activities to engage students enthusiastically and enable excellent progress.

- 3.9 Classes are extremely student centred and tutors are very adept at ensuring that students are proactively engaged in their own learning and progress. Students demonstrate high levels of enthusiasm and pride in their learning and progress.
- 3.10 Student progress is continually monitored during classes and more formally by testing and assessment. This information is used very effectively to plan teaching and inform individual students how they can improve and make progress. However, different methods of recording are practiced across different trade groups, making it more difficult to compare results between different subject areas.
- 3.11 Tutors demonstrate a deep understanding of the aptitudes, cultural backgrounds, needs and prior attainment of the students and take these into account when planning lessons. Students' ILPs are constantly monitored and used to generate realistic and challenging individual learning targets. Student progress towards these targets is effectively assessed and used to enable further progress. The student success co-ordinator effectively monitors individual's student progress and generates highly appropriate intervention strategies to ensure that all students' needs are met.
- 3.12 Classroom resources are excellent and reflect current industrial standards. This successfully creates a realistic working environment for the students, which further contributes to their excellent rate of progress.
- 3.13 Teaching enables students to make excellent progress according to their ability so they develop excellent skills and understanding necessary to be successful in their chosen vocations.

### **3.(d) Attainment and progress**

- 3.14 Attainment and progress are excellent.
- 3.15 Students reach excellent levels of attainment based on their starting points and the length of their course. All courses are externally accredited by national accreditation agencies and students consistently achieve higher than national averages on their assessment tests.
- 3.16 Employers express high levels of satisfaction with the progress their employees make in developing the skills and understanding they need to make a positive contribution to the industry when they return home.
- 3.17 Students are very satisfied with the progress they make and attribute this to the excellent teaching and the high quality of education they receive. They value their tutors and speak very highly of them.

## **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

### **4.(a) Health, safety and security of the premises**

- 4.1 Students' welfare, including health and safety is excellent.
- 4.2 The college has a very high regard for health and safety issues, including first aid and fire safety, and on safety during activities outside the college. Industry standard regulations and practices are adhered to as a matter of course in college practices and procedures. Each new group of students must complete an externally accredited health and safety certificate during the initial week of their programme which ensures they have the appropriate competence to deal with all aspects of the practical courses.
- 4.3 Appropriate policies are successfully embedded in the ethos and practices of the college and their effectiveness is constantly monitored and improved if necessary. All health and safety requirements are met and exceeded in most cases.
- 4.4 Health and safety, first aid and measures to reduce risk from fire and other hazards are standing agenda items at all board, management and staff meetings. A comprehensive health and safety report is made to the board monthly. This is used effectively to generate a well focussed action log which is closely monitored for further improvement. Accurate records are kept of all tests of fire fighting equipment and evacuation drills. All legal requirements are met with regard to fire safety.
- 4.5 First aid arrangements are excellent and well know to the staff and students. An accurate injury log is kept and the college is understandably proud of its low injury rate.
- 4.6 General risk assessment is regularly carried out as is specific risk assessment regarding any activities either within or outside of the college. Having regard to the number, age and needs of students, the college buildings and residential accommodation are fit for purpose and maintained with a high regard to the health and safety of the students.
- 4.7 Access to the college allows all students to enter and leave the premises in safety and comfort, including for emergency evacuations. The ground floor workshop, classrooms, offices and toilet facilities are accessible and suitable for wheelchair users.
- 4.8 The cafeteria is welcoming and well decorated and maintained. All parts of the college are well decorated and maintained, clean and hygienic. There are sufficient clean and well-maintained toilets. Lighting, heating, sound insulation and ventilation in all parts of the college are good. The furniture and fittings are appropriately designed for the age and needs of all students and meet the industrial standards required of the courses on offer.

**4.(b) Student registration and attendance records**

- 4.9 Student registration and attendance records are excellent.
- 4.10 Course fees are paid entirely by the students' companies. There are fair and clear procedures for the collection and refund of fees and deposits.
- 4.11 The college maintains accurate admission and attendance registers and makes a monthly report on attendance to the students' companies. The attendance policy and the consequences of absences are thoroughly covered during student induction. Attendance rates are high. Completion rates are also very high with only rare instances of a student not completing a course.
- 4.12 There is an appropriate strategy in place to inform the Home Office of concerns regarding Tier4 visa students.

**4.(c) Pastoral support for students**

- 4.13 Pastoral care is excellent. Students' needs are very well catered for through tailor-made programmes which focus on meeting individual needs.
- 4.14 Student induction begins before students arrive in the United Kingdom (UK) so they have a very clear idea of what to expect when they arrive at college. The first week of each course is given over entirely to induction programmes on health and safety, British values, details of college rules and procedures as well as standards regarding the residential accommodation. Students are supported through the process of registering with local services such as medical and banking services.
- 4.15 Students value the useful information they receive during their induction and also the initial support they receive.
- 4.16 The varied social programme is very well subscribed and students report high levels of enjoyment and satisfaction from the group activities and visits.
- 4.17 Careers guidance is highly appropriate and effective in advising students how to succeed in their chosen vocation.

**4.(d) Safeguarding for under 18s**

- 4.18 Highly appropriate safeguarding arrangements are in place at the college and all national guidance is met.
- 4.19 A comprehensive safeguarding policy which reflects appropriate government documents is effectively embedded in the everyday practices of the college. The designated safeguarding lead (DSL) is appropriately trained and well known to the whole college community.

#### **4.(e) Residential accommodation**

- 4.20 Residential accommodation is excellent and the high standard and maintenance of the facilities are very appreciated by the students.
- 4.21 Students are housed in purpose built, self-contained flats for one or two people. The flats are well equipped with self-catering facilities and have pleasant communal areas. The accommodation is roomy and conducive to studying. Students are transported to and from the college each day and receive a full breakfast and lunch at college. Student housing is close to local amenities and effectively supports the welfare and well-being of students.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) Ownership and oversight.**

- 5.1 Ownership and oversight of the college is excellent.
- 5.2 The leadership of the college provides clear educational direction, as reflected in the excellent quality of education and care of students, and the effective fulfilment of the college's aims and ethos.
- 5.3 The board fully discharges its legal responsibilities, including responsibility for safeguarding. It provides challenging strategic development based on sound financial planning and investment in quality staff and resources.
- 5.4 Excellent relationships exist between all groups in the college. Both formal and informal communication is effective in ensuring that the college runs smoothly and that priorities are identified and successfully met. The board have excellent insight into the effective functioning of the college and monitor all aspects of this thoroughly providing appropriate support and challenge to ensure continued improvement in teaching and learning.

### **5.(b) Management structures and responsibilities**

- 5.5 Management structures and responsibilities are excellent.
- 5.6 There is a well-defined line management structure which allows clear and accurate communication to be circulated to all relevant groups in the college. The well-integrated network of minuted meetings at various management and board levels further enables the circulation of accurate information. These structures allow for the effective monitoring of the implementation of decisions. This ensures that the leadership and management of the college are effective in self-evaluation, setting priorities and ensuring that they are achieved.
- 5.7 Management at all levels is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with students. Staff value the effectively support they receive from management in their teaching and in achieving their professional goals.
- 5.8 At all levels of responsibility, management is effective, in accordance with the aims of the college, in the discharge of their allotted duties and successful implementation of policies.

### **5.(c) Quality assurance including student feedback.**

- 5.9 Quality assurance is excellent and is a strength of the college.
- 5.10 Student feedback, analysis of student achievement data and the data from lesson observation are accurately gathered and effectively used to prioritise strengths and

areas for improvement and to plan for improvement in the learning experience of students.

- 5.11 Continuous professional development (CPD) is firmly based on identified needs. The impact of CPD on student learning is accurately monitored and this information effectively used to facilitate further improvement in learning. However, this process is not yet recorded in a standardised way across all courses.
- 5.12 Concerns from students are addressed promptly and effectively. Detailed records are kept of how concerns have been resolved. Students find the complaints procedure clear and transparent and are very happy with how their concerns are dealt with. There is recourse to an external independent adjudicator should there be a need.

#### **5.(d) Staff recruitment, qualifications and suitability checks**

- 5.13 Staff recruitment is excellent.
- 5.14 Prior to confirmation of appointment, all pre-employment checks are completed to confirm identity and the right to work in the UK. References are checked as a matter of course and qualifications are routinely checked. All staff and governors have enhanced Disclosure and Barring Service (DBS) certificates.
- 5.15 These suitability checks are summarised in a single central record which is accurate and updated regularly.

#### **5.(e) Provision of information**

- 5.16 The information included on the college website is excellent and contains all the required information.
- 5.17 Accurate information regarding the range and content of courses and qualifications is clearly presented. The complaints procedure and other appropriate policies are clearly stated.
- 5.18 Reports from previous inspections are accurately presented.
- 5.19 The college complied with all requests for information regarding the inspection.

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

In order to further improve the excellent quality provided, the college should:

- Extend the analysis of the impact of continuous professional development on student achievement and use the data to plan to further improve the rate of progress for individual students.
- Standardised marking strategies for recording individual student progress and achievement to facilitate easier comparisons to be made across subject areas.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor representative, and observed attendance being registered in classes. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Ms. Mareve Kilbride-Newman	Lead Inspector
Ms. Maureen Deary	Team Inspector