

INSPECTION REPORT

The Enham Trust

10 July 2001



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and in New Deal options. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's *learnirect* provision
- adult and community learning
- training given by the Employment Service under the New Deals.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

The Enham Trust is a national residential college near Andover in Hampshire which offers work-based learning for adults with disabilities. There are 15 trainees on courses within four areas of learning, land-based provision, engineering, business administration and information and communications technology. The latter two were not inspected as there were not enough trainees.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. Work-based learning is good and the leadership and management of The Enham Trust's training are satisfactory.

Work-based learning for young people

The main aim of the residential training is to help long-term unemployed adults with disabilities to find and to remain in employment. In the three years to 2000-01, over half of the trainees who started at The Enham Trust found and remained in employment. In the same period, 55 per cent completed their individual learning plans. In engineering, retention rates and achievement rates are good. Trainees receive good training, but the quality of individual learning plans is poor. In agriculture, achievement rates and the rate of progression into employment are improving, but the numbers involved are too small to make definitive judgements. The on-the-job training and assessment are good. A strong emphasis is placed on health and safety in the workplace. The resources for off-the-job training are poor.

Leadership and management

The leadership and management of The Enham Trust's training are satisfactory. There are good communications and the management structure is clearly understood by staff and trainees. The Enham Trust has good links with a number of external organisations. The arrangements for the provision of basic skills support for trainees are unsatisfactory and management information is not easily available. The Enham Trust has developed procedures, which are well understood by trainees, for dealing with cases of harassment and bullying. However, the equal opportunities policy has not been systematically reviewed and monitored. There are effective arrangements for the appraisal and development of staff. There is no established quality assurance system.

GRADES

Land-based provision	2
Contributory grades:	
Work-based learning for young people	2

Engineering, technology & manufacturing	2
Contributory grades:	
Work-based learning for young people	2

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

KEY STRENGTHS

- effective training environments
- good assessment practices
- well structured and effective training
- comprehensive initial assessment
- clear and effective management structure
- effective staff development

KEY WEAKNESSES

- inadequate resources for off-the-job training
- poor individual learning plans
- inadequate management information systems
- inadequate basic skills support
- lack of an established quality assurance system

OTHER IMPROVEMENTS NEEDED

- greater availability of additional qualifications
- better presentation of evidence in portfolios
- more effective marketing arrangements

THE PROVIDER AND ITS CONTEXT

1. The Enham Trust (the Trust) is based in the village of Enham Alamein near Andover in Hampshire. It has been working with people with disabilities for over 80 years. It has its origins in the care of people injured in wars. The Trust is one of 12 specialist residential colleges in England. These colleges are funded by the Residential Training Unit (RTU) based in the Government Office for the Northeast. Trainees are usually referred to Enham by their local Employment Service's disability employment adviser (DEA). The main aim of this type of training is to help long-term unemployed adults with disabilities to find and keep employment or self-employment. The Trust provides guidance, training in the workplace, work experience, training for approved qualifications and residential accommodation. The Trust also has contracts with the Employment Service to provide work preparation training. This inspection covered only work-based training funded by the RTU.

2. The village of Enham Alamein is owned by the Trust. There is extensive residential accommodation for people with a wide range of disabilities. These include physical or sensory disability and deteriorating medical conditions. The Trust employs 524 people, 40 of whom work in the learning division. The Trust owns and manages a number of manufacturing operations and horticultural activities. The businesses include furniture, electronics and engineering, candle making and assembly. These businesses provide real work placements for learners. The Trust also arranges work placements in Hampshire and throughout the country, close to trainees' homes. The duration of training varies according to the individual's needs but it rarely exceeds 52 weeks. The Trust has recently entered into partnership with the Royal Association for Disability and Rehabilitation (RADAR).

THE INSPECTION

3. A team of three inspectors spent a total of nine days at the Trust during July 2001. They interviewed 14 trainees, conducted 11 interviews with the Trust's staff and interviewed one of the trustees. They visited one work placement and interviewed one employer. Inspectors observed assessment and training sessions. They examined a range of documents including trainees' portfolios of evidence, trainees' files, the corporate plan, business plans and external verifier reports. Inspectors scrutinised the Trust's self-assessment report which was produced in December 2000.

OCCUPATIONAL AREAS

Land-based provision

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	4	2

4. The Trust has a contract with the Residential Training Unit (RTU) to recruit trainees with disabilities from across the country. Currently there are four trainees, all of whom are men, working towards national vocational qualifications (NVQs) at level 1 or 2 in commercial horticulture or amenity horticulture. The training lasts for up to a year. An employment officer at the Trust is responsible for finding work placements and full-time employment for the trainees. Each trainee receives support from the employment officer while on the work placement. Training takes place on the job, with some theory being taught off the job. Training and assessment is carried out in the workplace. The Trust is involved with commercial landscaping, grounds maintenance and owns a wholesale nursery. Training and assessment takes place within these commercial units. All trainees are referred to the Trust by a disability employment adviser (DEA) from the Employment Service. They receive a training allowance. None of them is employed while in training. All trainees are interviewed and have an initial assessment. A one-week induction is held in the training centre. Work placements are checked for health and safety standards before trainees start. The two part-time tutors are vocationally experienced and have both occupational and assessor qualifications. Trainees' progress is reviewed weekly and formally every eight weeks.

The following table shows the achievement and retention rates available up to the time of inspection.

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			5		5		4		0	0
Still in training			0	0	0	0	1	25	0	0
Individual learning plan completed			1	20	4	80	2	50	0	0
Left without completing individual learning plan			4	80	1	20	1	25	0	0
NVQ level 1 completed			2	40	1	20	1	25	0	0
NVQ level 2 completed			0	0	1	20	0	0	0	0

STRENGTHS

- improving retention and achievement rates
- good level of health and safety awareness
- effective on-the-job training environments
- good assessment practices

WEAKNESSES

- inadequate resources for off-the-job training

OTHER IMPROVEMENTS NEEDED

- more thorough individual learning plans
- greater availability of additional qualifications
- wider range of teaching methods

5. The number of trainees recruited is below the target number in the Trust's contract with the RTU. All trainees are interviewed and undergo a comprehensive initial assessment. This covers basic numeracy, literacy, non-verbal reasoning, vocational preferences, learning preferences, motor skills and dexterity. The assessments are made by a qualified occupational psychologist who then, in consultation with the trainee and occupational tutor, draws up an individual learning plan. The individual learning plan lists the NVQ qualification aim and target dates for completing each unit. Additional learning support arrangements are not included in the plan. In the past four years, 17 trainees have had training in horticulture at the Trust. The small number of trainees in any one year makes it difficult to identify trends and make year-on-year comparisons, or to make a meaningful judgement about achievement rates. However, retention rates and the proportion of trainees progressing into employment have improved.

6. A good range of work placements is available for work experience. Some work-placement providers also offer full-time employment to trainees. The employment officer works effectively in finding employers and encouraging them to provide these opportunities for trainees. The employment officer provides continuous support to trainees and work placement providers. Trainees are contacted weekly by telephone and visited at work every two weeks. Progress reviews take place regularly and involve the trainee and their occupational tutor. Trainees take a 'work ethics' course to prepare them for employment. By doing on-the-job training during a work placement and using industry-standard equipment, trainees develop a good understanding of a commercial working environment. Resources and facilities at work placements are good. The trainees are fully involved in commercial operations. The work-placement providers are supportive of the trainees and provide witness testimony for their portfolios as appropriate.

7. Each trainee has an induction to the Trust's training centre. The recently revised induction pack covers key procedures including equal opportunities and health and safety. Health and safety training and awareness is emphasised by three training sessions covering wider health and safety issues. The work placements used are comprehensively checked for health and safety before trainees are placed. Health and safety awareness among trainees is good. A trainee clearly demonstrated his comprehensive awareness of health and safety when being assessed on the preparation and operation of a grass mowing machine.

8. The resources for on-the-job training both at the Trust and in work placements are good and meet the requirements of the NVQ. Trainees receive supported training in a real working environment and develop positive attitudes towards work. The training resources are suitable for each particular occupation and reflect current commercial practices. The Trust's commercial nursery produces a wide range of nursery stock. Trainees work alongside staff in the nursery, which is run as a commercial operation. The grounds within the training centre and in the village of Enham, provide an excellent opportunity for trainees to acquire skills in all aspects of amenity horticulture. Trainees work as members of the grounds maintenance team as part of their NVQ training.

9. The tutors work individually with each trainee through all aspects of training and assessment. Tutors have appropriate occupational experience and vocational and assessor qualifications. The tutors induct the trainees into the horticultural training unit, explain the NVQ process and encourage all trainees to complete a daily diary of their work. Most of the training takes place on-the-job as part of trainees' daily work. Training and assessment is planned in advance, but tutors do take advantage of particular opportunities for assessment which arise when trainees are at work. A similar process applies when trainees are on work experience. Trainees are aware of when and by which method assessment is to take place. Their work is assessed once a week. A wide range of assessment techniques are used, including direct observation, written and verbal questions and some witness testimony. Assessments are well documented and are dated and signed by everyone involved. There are good records of assessments in the trainees' portfolios. The assessor also maintains an assessment record. The two horticulture tutors carry out training, assessment and internal verification with each other's trainees. The external verifier's reports are very positive. Most of the trainees' portfolios are of a satisfactory standard. They are clearly referenced, well produced and contain a wide range of evidence showing that trainees have a good understanding of the NVQ system. Regular assessors' meetings take place.

10. There are no opportunities for trainees to gain additional qualifications, although some of the training which they receive could entitle them to additional qualifications and make them more employable. Examples include the training in health and safety, manual handling, first aid and garden machine maintenance.

11. The resources needed to provide background knowledge during off-the-job training are inadequate. Most trainees rely on information supplied by their assessor, their

employer or that they have read in the trade press. There is no systematic provision of support materials to ensure that trainees are well prepared for their assessments. Inspectors found that trainees did not have enough of the wider knowledge of some aspects of the NVQ because of the shortage of training materials. There is no training room solely for horticulture trainees. Only one general training room is available to all RTU trainees. It is in a temporary building and is too cold in the winter and too hot in the summer. There is not enough access to teaching aids and library resources are inadequate. There are no books about specific vocational areas, periodicals, videos or computer software packages available. Trainees with additional learning needs do not receive enough help. Trainees who live in Enham Alamein village do not have access to any learning resources in the evenings or at the weekends. There is too much use of a question and answer teaching method during off-the-job training sessions and little variety in activities. Trainees are not well motivated by these teaching styles.

Good Practice

Each trainee is provided with a set of protective clothing. This includes ear defenders, gloves and safety boots. The trainees are allowed to keep these items when they have completed their training.

Engineering, technology & manufacturing

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	7	2

12. The Trust provides engineering training in computer-aided design (CAD), performing manufacturing operations, packing and assembly. There are currently five trainees working towards CAD qualifications and two trainees working towards an NVQ in packing and assembly. Trainees attend full-time training for up to 52 weeks, although the average length of stay is 42 weeks. Most of them attend the Trust on a residential basis. Prospective trainees are identified by their local Employment Service DEA. They have an initial interview and guided tour at the Trust. An occupational psychologist carries out a thorough initial assessment, designed to ensure that the trainee chooses a suitable course. Learning support is available to those trainees with identified learning needs. Trainees receive induction sessions at the start of their training. These cover such matters as health and safety, equal opportunities, grievance procedures and an introduction to the course. Trainees have the opportunity to attend additional training sessions in, for example, health and safety and attitudes to work. Trainees can have work placements during their programmes, both locally and in their home area. They also participate in jobsearch activities. The CAD course has only been introduced recently and therefore no achievement data are yet available. All of the trainees on the performing manufacturing operations course have achieved an NVQ and approximately half of them have gained long-term employment.

The following table shows the achievement and retention rates available up to the time of inspection.

NVQ Training										
NVQ Training	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number that started			2		9		4		0
Still in training			0	0	0	0	2	50	0	0
Individual learning plan completed			2	100	7	78	1	25	0	0
Left without completing individual learning plan			0	0	2	22	1	25	0	0
NVQ level 1 completed			2	100	6	67	2	50	0	0
NVQ level 2 completed			0	0	3	33	0	0	0	0

STRENGTHS

- well structured and effective training
- good individual support
- comprehensive initial assessment

WEAKNESSES

- poor individual learning plans
- some inappropriate additional learning opportunities for CAD learners

OTHER IMPROVEMENTS NEEDED

- provide nationally recognised additional qualifications
- better presentation of evidence in portfolios
- more relevant induction

13. Trainees receive a comprehensive initial assessment before starting their programme. An occupational psychologist carries out an assessment. Trainees' basic skills needs, if any, are identified. Other skills relevant to the trainee's future employment may also be identified during the assessment. These could include, for example, the trainee's ability to work as a member of a team or the trainee's attitude to supervision at work. A formal report is compiled from these assessments, with recommendations for any additional support that the trainees may need in order to achieve their target qualifications. Other less formal assessments also take place early in the training and together they allow tutors to understand trainees' needs. These assessments include interviews and numeracy tests appropriate for prospective CAD learners. Some trainees do not remember their induction well. Their main recollection is of health and safety information and the guided tour of the centre. Induction is not planned in a way that reflects the different abilities of the trainees and the different training courses that they are joining.

14. Training is well structured and moves at an appropriate pace for the needs of individual trainees. Training sessions are planned and carried out well. Trainees have a clear understanding of which modules and units they are taking and they are aware of the progress they are making towards their qualification. They have a good knowledge of the assessment process and are able to identify and collect suitable evidence. Trainees are encouraged to show their ability to work in a team. They work together to complete some assignments during the evenings as most of them live in Enham during the week. There is a comprehensive internal verification system, which is thorough and well documented. Tutors currently carry out formal progress reviews every eight weeks, as specified in the Trust's contracts, together with weekly monitoring of trainees' progress. There is little co-ordination of what happens at these two separate reviews.

15. There are good computer resources for trainees on the CAD course. These are currently in the training centre's computer suite and the conditions are slightly cramped. However, there are plans to move the CAD facility to larger premises in the near future. Trainees also use a room in a temporary building for some of their theory training. This room is unsuitable as it is poorly equipped and has inadequate heating and ventilation.

16. Tutors are well qualified and experienced in their occupational area. There is a good ratio of tutors to trainees. Tutors provide good individual support. Trainees can spend extended periods with their tutors, which helps the trainees to understand particular topics. Trainees find that all of the staff are supportive.

17. The evidence trainees collect for their NVO assessment is varied and authentic. Portfolios, however, do not show the wide range of the tasks performed by trainees. Some trainees are working in candle making, for example, but the evidence in their portfolios, while valid, does not describe the range of operations and the technology involved in candle manufacture. There are no photographs to enable prospective employers to understand the trainees' use of modern manufacturing equipment.

18. The individual learning plans are poor. They usually include only the main qualification that trainees are working towards. For example, one trainee was identified after initial assessment as needing additional basic skills support, mainly in numeracy. The trainee's individual training plan makes no mention of this even though specialist numeracy training was given. Nor do the learning plans list any additional training that trainees receive such as health and safety and positive attitudes to work. Action plans, which form part of the learning plans and include a list of the units for particular NVOs, are not always regularly updated. Learning plans do not always show the qualifications trainees have previously gained.

19. Trainees are able to take part in additional training. There are health and safety courses and programmes designed to give them skills that may increase their chances of gaining employment. The Trust issues its own attendance certificates when trainees complete these courses. It does not offer trainees nationally recognised qualifications that are available in these areas. Some of the additional learning opportunities provided for CAD learners are inappropriate. The Trust has traditionally offered training to trainees with a wide range of learning difficulties and disabilities. For many of the trainees, it is very difficult for them to find work. Trainees on the CAD course tend to have higher entry qualifications than those doing other training. This difference has not been recognised in the type of additional learning opportunities they have. For example, the CAD trainees say that training in commercial report writing would be more suited to their needs than basic literacy classes. Also, the 'work ethics' module does not take sufficient account of their previous work experience.

Good Practice

In one training session, the tutor introduced the topic of risk assessment in relation to health and safety at work. Trainees identified a variety of hazards by looking at a picture of a workplace. With some assistance, they were then able to determine the likelihood of each hazard occurring and its significance. They then used grading scales to complete a realistic risk assessment and showed a full understanding of the concepts involved.

LEADERSHIP AND MANAGEMENT

Grade 3

20. The Trust has a chief executive who reports to the trustees. The director of Enham, a recently created post, is responsible to the chief executive and oversees the work of the Trust's four divisions, one of which is the division of learning. The head of this division has 14 staff involved in work-based training, including the manager of client learning, an occupational psychologist, tutors, assessors and employment officers. The Trust has a corporate plan covering the period 2000 to 2003. It has not been updated in 2001. There is a business plan which accompanies the budget for 2001-02. There has been an equal opportunities policy since December 2000. There is no formally approved quality assurance policy. The Trust produced its first comprehensive self-assessment report in December 2000. Inspectors agreed with the grades for equal opportunities and leadership and management but awarded a lower grade for quality assurance.

STRENGTHS

- clear and effective management structure
- good communications
- productive external links
- clear system for handling harassment and bullying
- effective staff appraisal and development

WEAKNESSES

- inadequate basic skills support
- inadequate management information systems
- lack of systematic monitoring of equal opportunities policy
- lack of an established quality assurance system
- insufficiently thorough self-assessment

OTHER IMPROVEMENTS NEEDED

- more effective marketing arrangements
- more effective measures to recruit more minority ethnic trainees
- clearer contractual relationship with subcontractors

21. The management structure has been reviewed in the past year with the aim of giving greater priority to the trainees. This has enabled trainees to have more time with teaching staff. The new structure is clear and well understood by staff and trainees. Job descriptions are updated at each member of staff's annual appraisal meeting. Internal communications are good. A weekly business meeting is held to ensure that all staff are well briefed about immediate events. A monthly communications meeting is attended by all staff and involves a discussion of trainees' achievements. Tutors meet monthly to

ensure that, where appropriate, procedures are standardised, good practice is shared and possible solutions to problems are discussed. NVQ assessors meet quarterly to consider assessment and verification practices. Trainees are increasingly involved in meetings and feel that their views are taken seriously by staff. For example, following a series of complaints from trainees about residential matters, the head of learning established a forum consisting of trainees and key staff. These problems are now being resolved.

22. At the time of the inspection, there were 15 trainees on government-funded residential vocational training for disabled adults. This is below the target set in the Trust's contract. The Trust's training has not been marketed effectively. Marketing has not been planned. A professionally produced prospectus has recently replaced poor quality publicity materials. A database of disability employment advisers has been developed recently. This is now being used to raise their awareness of the Trust.

23. The provision of basic skills support is inadequate. A year ago there were no arrangements in place. In the past year a local college has provided literacy and numeracy classes at Enham. This arrangement has been unsuccessful because the timing of classes meant that some trainees would have had to leave their vocational training in order to attend. Those who did attend found that the classes were not sufficiently related to their identified learning difficulty. The Trust's business plan for 2001-02 contains a commitment to establish a basic skills unit and funds are being raised for this purpose.

24. The Trust has productive relationships with a number of external organisations. These links are designed to widen access to the training at Enham, to assist with fund raising and to find jobs for trainees. For example, the Trust is involved in a project with a national charity and the Employment Service which aims to create jobs for disabled people. Trainees are allocated an employment officer within the Trust's learning division who helps them to identify suitable employers in the area of the country where they will live on leaving Enham. Trainees have a good and improving record of progression into jobs.

25. The self-assessment report acknowledges that the collection, reliability and effective use of management information is weak. There are several separate databases but it is difficult to obtain clear and comprehensive information about trainees' achievements. Plans are in place to purchase a single computerised management information system in the near future.

Equality of opportunity

Contributory grade 3

26. An equal opportunities policy for the Trust was produced in 2000 and it will be reviewed in 2002. Managers in the learning division have recognised a need for an earlier review as the existing policy is aimed primarily at employees and does not adequately cover the interests of trainees. The policy includes a commitment to monitor procedures each year but this has started to happen only recently with the introduction of reviews of the training courses. Equal opportunities is a standing item on the agenda of the monthly management of learning meetings.

27. The Trust's collection of equal opportunities data is not thorough. The proportion of trainees from minority ethnic groups does not adequately reflect the proportion in the country as a whole. The self-assessment report recognises that little has been done to promote the Trust to particular minority ethnic groups. There is good access to all areas for people with restricted mobility. The provision of car parking spaces and toilet facilities for disabled people is adequate.

28. Trainees have a good understanding of bullying and harassment. There is a comprehensive procedure to deal with this which all trainees are made aware of both at induction and during the compulsory 'work ethics' module. Staff have received training in bullying and harassment. Trainees are aware of the complaints procedure.

Quality assurance**Contributory grade 4**

29. There is no established quality assurance system. This was identified as a weakness in the self-assessment report. In previous years, target-setting and reviews have concentrated on budgetary matters and have not dealt with the achievements of trainees. Arrangements for the Trust to assure the quality of its training have been introduced within the past year. For example, a training observation scheme has been devised. At the time of the inspection, six sessions had been observed and trainers had received written feedback about their performance. There has not yet been any overall analysis of the strengths and weaknesses of off-the-job training. A system of quarterly training programme reviews has been introduced. A questionnaire is sent to all trainees who have left. Individual complaints or concerns put forward by respondents are followed up, but there is no overall analysis of the results of the questionnaire or any action plans to deal with matters identified. Trainees are not given any questionnaires while they are still in training. They are now encouraged to participate in some quality improvement processes, an involvement which they value as it enables them to see that actions are being taken in response to their concerns. Each group of trainees is represented at the quarterly training programme review meeting. Trainees are also represented at the monthly management of learning meetings. As these measures to improve the quality of trainees' experiences are so new, it is too early to judge their effectiveness. There are thorough and effective assessment arrangements. Procedures for the internal verification of assessment practices are effective and they have recently been revised to ensure consistency among the different areas of training.

30. The self-assessment process is not thorough enough. The self-assessment report was produced in December 2000. This was the first time that training staff were involved in self-assessment. The report contained strengths and weaknesses for which there was not always any clear supporting evidence. Some of the identified key strengths were no more than normal practice. The strengths and weaknesses in each area of training were very similar. The self-assessment process was not rigorous enough to draw out the particular strengths and weaknesses of each area. The action plans based on the self-assessment report contain criteria for success which are not easily measurable. For example, there is a reference to trainees feeling a sense of pride in their work. In the action plans, the person responsible for taking action is specified, but it is not clear how, or by whom, the action plan will be monitored.

31. The staff appraisal scheme is well established. It involves all staff and it emphasises setting objectives for them, assessing their performance and identifying staff development which will benefit the Trust. Managers strongly encourage staff to undertake training for new qualifications, or teaching and assessment skills. The Trust is accredited as an Investor in People.

32. The Trust does not have adequate subcontractor arrangements. Inspectors found that there was a formal memorandum of agreement rather than a contract to cover arrangements for training with a local college.

Good Practice

To encourage trainees to take action if they encounter bullying or harassment, there is a well publicised network of harassment advisers. The names and location of these advisers appears on notice boards. The notices state that complaints will be taken seriously and that the adviser will guide the trainee through the necessary procedure in order to reach a successful conclusion.