

INSPECTION REPORT

HTP

05 August 2004



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 Jobcentre Plus programmes. 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HTP

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HTP is a privately owned company based on the Isle of Wight. HTP was established in February 2000 and the company's aim is to raise participation and attainment in the hospitality and service sectors, and to meet the needs of learners and employers on the island. HTP also offers commercial training to local businesses. The company operates from three training centres in Newport and Ryde and holds a contract with Hampshire and Isle of Wight Learning and Skills Council (LSC) to provide modern apprenticeships, predominantly in hospitality and catering and customer service. HTP also provides Entry to Employment (E2E) training for young people. In addition, the company offers work-based learning in hairdressing and retailing, but there were too few learners in these occupational areas to include them in the inspection.

2. HTP contracts with Jobcentre Plus to offer training to clients on New Deal 25+ and New Deal 18-24, across seven occupational areas. HTP has 31 clients, of whom 12 are on longer occupational training programmes, and five are on basic employability training (BET). The 14 clients on the full-time education and training option were not included in the inspection as there were too few clients in each of the occupational areas.

3. Two directors and six senior managers are responsible for the management of HTP. The 33 staff, of whom 27 are full-time and six are part-time, are split into three teams. One is responsible for work-based learning for adults, another for training young people, and the third for corporate services including finance and administration. The company is accredited with the Investors in People standard, which is a national standard for improving an organisation's performance through its people.

SCOPE OF PROVISION

Retailing, customer service & transportation

4. Forty-one learners are following programmes in customer service. Twenty-seven are foundation modern apprentices, 13 are advanced modern apprentices, and one is working towards a national vocational qualification (NVQ). Most learners are employed, and work in a range of local hospitality, retail and other commercial businesses. Most of the training is carried out by employers at work, and learners attend HTP's training centre one day a week for off-the-job training in key skills, technical certificates and background knowledge. The two part-time assessors visit learners in the workplace every month to carry out all assessments, and to review learners' progress.

Hospitality, sport, leisure & travel

5. One hundred and thirty-nine learners are following programmes in hospitality and catering, of whom 42 are advanced modern apprentices, and 97 are foundation modern apprentices. All learners are employed and most work in a range of local hospitality and catering businesses on the Isle of Wight, with a small number employed on the mainland. HTP works in partnership with a local general further education college to provide a Centre of Vocational Excellence (CoVE) in hospitality and catering. Learners are working towards qualifications in food preparation and cooking, food and drink service, quick service and hospitality supervision. Employers and HTP’s training consultants provide training in the workplace, but some background knowledge sessions take place at the company’s training centre, such as food hygiene, and health and safety training. Most assessment is carried out in the workplace by HTP’s training consultants, staff at the college and employers’ staff who are appropriately qualified. Learners’ progress is reviewed every four to six weeks, or more frequently if needed.

Foundation programmes

6. HTP provides training for 63 learners on the E2E programme at two of its centres in Newport and Ryde. The programme includes a discrete, specialist course for pregnant teenagers and young mothers. Crèche facilities are provided at the centre in Newport. Learners are recruited through Connexions, other agencies or personal recommendation. Attendance on the programme is for a minimum of 16 hours each week, and many learners are on a work placement as part of their training. There are five clients on BET training. Clients are either referred by Jobcentre Plus, or are recruited directly by HTP. They attend the programme for 30 hours each week for 26 weeks. HTP provides employability training for clients at the beginning of their programme, before most of them are then placed in work placements on a full-time basis.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	28
Number of learner interviews	67
Number of staff interviews	38
Number of employer interviews	28
Number of locations/sites/learning centres visited	32
Number of partner/external agency interviews	16

OVERALL JUDGEMENT

7. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the quality of provision in hospitality, sports, leisure and travel and foundation programmes is good. Training for retailing, customer service and transportation is satisfactory. Leadership and management and the approach to equality of opportunity are good, and the arrangements for quality assurance are satisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality assurance		3

Retailing, customer service & transportation		3
Contributory areas:	Number of learners	Contributory grade
Customer service - Work-based learning for young people	41	3

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering - Work-based learning for young people	139	2

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
Employability/employment training - Entry to Employment	63	2
- New Deal 25+ and work-based learning for adults	5	None

KEY FINDINGS

Achievement and standards

8. **Learners develop good practical and personal skills at HTP.** Learners on customer service programmes improve their self-confidence and motivation and are able to communicate better with colleagues at work. They develop effective customer service skills, as do the learners in hospitality and catering. Learners show a pride in their chosen career and the skills they are developing. Learners on E2E programmes have significant personal and social barriers to learning, but demonstrate substantial improvements in their self-confidence and self-esteem.

9. **Learners on customer service and foundation programmes gain a number of additional qualifications as part of their training.** These include certificates in health and safety, computing, first aid and customer service. The additional qualifications are valued by learners and employers.

HTP

10. **Achievement and retention rates are good for advanced modern apprenticeships in hospitality and catering.** They have increased significantly over the past three years. The proportion of learners achieving their qualification almost doubled between 2000-01 and 2001-02, from 32 per cent to 60 per cent.

11. **Many customer service learners are making slow progress towards achieving their NVQ units.** Of the 80 learners who have started modern apprenticeships since 2001-02, only six have achieved their qualification within the planned duration of the programme.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Retailing, customer service & transportation	0	1	0	0	0	0	0	1
Hospitality, sport, leisure & travel	0	0	1	1	0	0	0	2
Foundation programmes	0	1	2	3	2	0	0	8
Total	0	2	3	4	2	0	0	11

12. **Personal support for learners on all programmes is good.** Learners can easily contact their assessors at any time, and staff at HTP respond quickly to learners' problems and requests for information. Staff are very flexible in arranging times to carry out assessments. A number of learners have been supported well through difficult personal experiences, and many have been helped by HTP with their childcare and transport costs, to allow them to continue in learning.

13. **Work placements are good for learners on customer service and foundation programmes.** HTP carefully selects placements to meet learners' individual needs and career aims. Many employers have worked in partnership with HTP for a number of years, and they trust HTP to place learners in the most appropriate work placements.

14. HTP provides satisfactory off-the-job training in customer service and hospitality and catering. **The standard of teaching and learning in hospitality and catering sessions provided in partnership with a local general further education college, is good.** Group learning sessions in customer service take place in well-equipped classrooms at HTP's training centres.

15. **Resources for learners on E2E and BET programmes are good.** They are satisfactory for learners in customer service and hospitality and catering. HTP's classrooms are spacious and appropriately equipped. Most learning resources are good. The company has invested substantial funding to provide suitable accommodation for learners on E2E programmes, particularly at the new training centre in Newport, which has been specifically refurbished for the programme for young pregnant women.

16. **There is insufficient development of general employment and jobsearch skills for clients on BET programmes.** Clients attend training in employment skills at the start of their programme, but this support ends as soon as clients are allocated a work placement.

17. **There is insufficient planning of learning on E2E and BET programmes.** Changes are often made to the E2E programme at short notice as learners' attendance is poor. In the learning sessions observed by inspectors, insufficient links were made to previous or future sessions, or to learning completed in other parts of the programme.

18. **Arrangements for the development of literacy and numeracy skills on customer service and foundation programmes are incomplete.** Initial assessment arrangements for customer service learners are inappropriate. The literacy and numeracy needs of some E2E learners are not identified until a problem occurs later in their training. Literacy and numeracy support for BET clients is not continued once they are on work placement.

19. **Target-setting for learners on all programmes is weak.** Some targets are not sufficiently detailed, and do not identify exactly what learners have to achieve. In customer service and hospitality and catering, targets do not focus sufficiently on the development of learners' job skills.

Leadership and management

20. **The management of hospitality and catering programmes is good.** HTP has developed particularly effective links with local employers and the local college. The strong working relationship with the college has led to a successful bid for a joint CoVE in hospitality and catering. HTP has developed successful links with over 100 local employers, and offers a wide range of qualifications and commercial training.

21. **Strategic and development planning are good.** The company's strategic plan sets out clear objectives for the management of the business. HTP takes a leading role in bringing together employers and organisations representing the hospitality and service sectors on the island, to strategically promote work-based learning.

22. **HTP has particularly effective partnerships with a wide range of organisations** and has collaborated with partners on many projects which bring benefits to learners. The company works closely with organisations offering potential learners advice and guidance to promote the industry to young people.

23. **HTP celebrates learners' diverse achievements well.** A popular annual awards scheme recognises the different types of achievements made by young and adult learners. Awards have been given to learners who have overcome significant personal difficulties to achieve their individual learning goals. Some of HTP's awards winners have also had their achievements recognised at other local and regional ceremonies.

24. **The company has carried out a number of good recent initiatives to promote equality of opportunity.** The new E2E programme for young pregnant women has successfully widened participation within the local community. A well-resourced crèche

HTP

and taxi service have removed two possible barriers to attendance for learners.

25. **HTP has a clear focus on actions to bring about continuous improvements.** Learners' needs are given priority in a number of successful strategies which have been introduced by the company to improve retention and achievement rates. HTP has introduced an imaginative new system to highlight those learners who are most at risk of leaving their programme early, or who are making slow progress.

26. **The company's arrangements for the management of literacy and numeracy support are incomplete.** HTP does not have a policy or strategy for providing additional learning support.

27. **HTP does not carry out sufficient monitoring and reinforcement of equality of opportunity with learners or employers.** Equality of opportunity is not always monitored as part of learners' progress reviews, and reviews do not record learners' discussions of work-related issues in enough detail.

28. **HTP does not carry out sufficient formal monitoring of the quality of training.** Too few classroom observations of off-the-job training are carried out, and HTP does not formally monitor the quality of training on the E2E or BET programmes.

29. **The self-assessment process is effective.** Employers' and learners' views are incorporated in the most recent report, and all staff were involved in identifying the strengths and areas for improvement. The grades given by inspectors matched those identified by the company in the self-assessment report, and inspectors' findings matched many of the strengths and weaknesses identified in the areas of learning and leadership and management.

Leadership and management

Strengths

- good strategic and development planning
- particularly effective external partnerships
- good celebration of learners' diverse achievements
- good recent initiatives to promote equality of opportunity
- clear focus on actions to bring about continuous improvement

Weaknesses

- incomplete arrangements for the management of literacy and numeracy support
- insufficient monitoring and reinforcement of equality of opportunity
- insufficient formal monitoring of the quality of training

Retailing, customer service & transportation

Customer service

Strengths

- good development of skills
- good achievement of additional qualifications
- good work placements
- good support for learners

Weaknesses

- slow progress towards NVQ unit achievement
- inappropriate arrangements for initial assessment
- ineffective target-setting

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good and increasing retention and achievement rates for advanced modern apprentices
- good development of learners' customer service skills
- very good personal support for learners
- particularly effective partnerships

Weaknesses

- inadequate target-setting for job skills at reviews

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Foundation

Employability/employment training

Strengths

- good development of personal and occupational skills on E2E
- good achievement of qualifications on E2E
- good work placements
- good resources
- very good personal support
- particularly effective partnership working

Weaknesses

- insufficient development of employability and jobsearch skills on BET
- insufficient planning of learning
- incomplete arrangements for the development of learners' literacy and numeracy skills
- ineffective progress reviews for some learners

WHAT LEARNERS LIKE ABOUT HTP:

- the good information and communications technology resources – ‘we like using the computers’
- regular and supportive contact with friendly staff
- the work placement – ‘it has given me choices’

WHAT LEARNERS THINK HTP COULD IMPROVE:

- the frequency of NVQ assessment
- the range of choices in the off-the-job training
- jobsearch skills – ‘we would like more help on how to write for a job because it is difficult’
- information and advice at interview and during induction

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KEY CHALLENGES FOR HTP:

- improve target-setting for learners
- improve the planning of learning on the BET and E2E
- place greater emphasis on the management of literacy and numeracy support
- introduce more formal quality assurance arrangements
- continue to develop actions to bring about continuous improvement
- continue to focus on the development of the CoVE

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good strategic and development planning
- particularly effective external partnerships
- good celebration of learners' diverse achievements
- good recent initiatives to promote equality of opportunity
- clear focus on actions to bring about continuous improvement

Weaknesses

- incomplete arrangements for the management of literacy and numeracy support
- insufficient monitoring and reinforcement of equality of opportunity
- insufficient formal monitoring of the quality of training

30. Strategic and development planning are good. The company's strategic plan sets out clear objectives for the management of the business. These objectives are communicated well to all staff who understand the company's mission statement and business aims. HTP has produced a detailed and effective development plan which determines the operational management of the company. Managers set realistic and time bound organisational targets, and the development plan is regularly monitored and reviewed. The company has a clear organisational structure to allow for planned growth and development, and staff are clear about their roles in the company. HTP takes a leading role in bringing together employers and organisations representing the hospitality and service sectors on the Isle of Wight, to strategically promote work-based learning and to discuss the importance of attracting new learners to the sector.

31. HTP has particularly effective partnerships with a wide range of external organisations and has collaborated with partners on many projects which bring benefits to learners. In partnership with a local general further education college the provider has made a successful bid for a hospitality CoVE and the opening of a new training restaurant to serve the needs of employers on the island. HTP works closely with Jobcentre Plus, Connexions and other organisations offering advice and guidance, to promote the industry to young people. HTP has taken part in, and helped to fund, a recent careers event which attracted over 4,000 people. Organisations on the island value the considerable efforts made by HTP's managing director to promote new initiatives and to take an active role in the island's learning partnership and post-16 strategy group. The innovative and successful E2E programme for young pregnant women has been set up in partnership with a local voluntary sector provider to offer outreach provision.

32. Internal and external communications are satisfactory. A well-established and informative quarterly newsletter is sent to all learners and employers. Staff work together

HTP

in an open-plan office and have developed supportive and collaborative working relationships. Members of the senior management team work alongside other staff, which ensures they are easily accessible and promotes a positive working environment.

33. HTP provides effective training and development opportunities for staff. All staff are encouraged to attend training courses which support the objectives stated in the company's development plan. Staff are supported well to develop their skills and knowledge of wider job roles in the company. They are encouraged to shadow other staff to learn new job roles. Staff have a personal learning plan and the company maintains an overall record of all training completed, and qualifications gained. Realistic targets for development are negotiated with staff during appraisals, and performance against these targets is effectively monitored and reviewed.

34. The company's arrangements for the management of literacy and numeracy support are incomplete. HTP does not have a policy or strategy for providing additional learning support. Learners' literacy and numeracy skills are not sufficiently developed on the E2E and BET programmes. The arrangements for initial assessment do not adequately identify the needs of learners who have higher levels of literacy and numeracy skills. For example, a customer service modern apprentice with level 3 literacy and numeracy skills, was initially assessed using the company's standard testing procedures which were only appropriate for learners with additional support needs up to level 1.

Equality of opportunity

Contributory grade 2

35. The company's operations director is responsible for equality of opportunity. HTP has a comprehensive and up-to-date equal opportunities policy which clearly sets out the aims, values and strategy of the company. The policy is reviewed annually. Staff and learners are made aware of the policy through the induction process and handbooks, which they receive when they first start with HTP. The staff and learners' handbooks incorporate clear disciplinary and grievance procedures. All new staff receive appropriate initial equal opportunities training, and refresher training is provided for staff within two years of joining the company. HTP has recently introduced new recruitment and marketing material which contains clear statements of the company's commitment to equality of opportunity, and which promotes positive images of learners.

36. HTP celebrates learners' diverse achievements well. The regular newsletters produced by the company place particular emphasis on a wide range of successful achievements and outcomes for learners. A popular annual awards scheme recognises the different types of achievement made by young and adult learners, and not just the successful completion of qualifications. For example, there are categories for learners who show the greatest commitment to learning and who make the greatest personal achievement, as well as a learner of the year award. Awards have been given to learners who have overcome significant personal difficulties to achieve their individual learning goals. E2E learners receive bonus payments for achieving targets for good attendance and punctuality. Some of HTP's award winners have also had their achievements recognised at other local and regional ceremonies. Detailed case studies on many of the prizewinners are used to promote work-based learning to potential new learners in the

local community.

37. The company has carried out a number of good, recent initiatives to promote equality of opportunity. The new E2E programme for pregnant young women has successfully widened participation within the local community. A well-resourced crèche and taxi service have effectively removed two possible barriers to attendance for learners. Good use has been made of a consultant who is experienced in advising on equality of opportunity, to resolve identified weaknesses in the self-assessment report. HTP has a clear strategy for the promotion of equality of opportunity and a formal strategy group has recently been set up. The company's newsletter is used to inform learners and employers of changes in equal opportunities legislation, and to discuss issues which are relevant to the service sector on the island. Eye-catching photographs are used to reinforce positive images of learners in the very imaginative posters which are displayed in all three training centres.

38. HTP does not carry out sufficient formal monitoring and reinforcement of equality of opportunity with some learners or employers. Staff check to see if learners have any problems relating to equal opportunities as part of the progress reviews, but some reviews do not record learners' discussions of any work-related issues in sufficient detail. Some learners have a very good understanding of what to do if they want to raise concerns regarding their training, but this understanding varies across the company. Employers receive useful guidance on good practice including detailed information on equality of opportunity, and HTP has recently introduced an e-mail helpline for employers and learners who want advice on equal opportunities. Employers sign formal training contracts with HTP and are asked if they have an equal opportunities policy before a learner is placed with their organisation. However, not all employers are subsequently monitored to ensure that they are complying with HTP's guidance. The company has identified in its most recent self-assessment report that it does not regularly produce data to identify trends in participation, or to analyse learners' performance by gender, ethnicity or disability. It has started to collect and analyse data on participation and performance, and has set targets for recruitment using local demographic indicators. However, it is too early for the company to use this data to judge the success of its equal opportunities policies.

Quality assurance

Contributory grade 3

39. Quality assurance is the responsibility of the managing director. HTP has a range of detailed quality assurance procedures which cover all aspects of work-based learning and Jobcentre Plus programmes. These procedures are updated regularly to incorporate new developments in the company and clearly identify the paperwork which staff must use in association with each procedure. However, the company does not have an up-to-date quality assurance framework or policy, which links together the arrangements for quality procedures. The management information co-ordinator carries out detailed internal audits of assessors' files to ensure that paperwork, such as individual learning plans and progress reviews, is completed correctly. The training managers and the quality support manager sample learners' paperwork to check the appropriateness of the targets and comments made by the training consultants, but the outcomes of this sampling are not

HTP

always formally recorded. Target-setting is weak in customer service, hospitality and catering, and E2E.

40. HTP has a clear focus on actions to bring about continuous improvement. Learners' needs are given priority in a number of successful strategies introduced by the company to improve retention and achievement rates. HTP has appointed managers with specialist expertise to resolve issues identified in the management of training. Additional funding is used imaginatively to award achievement bonuses to learners, and to staff whose performance is identified as being particularly good. The appointment of a management information co-ordinator and the introduction of a new management information system have led to improvements in the reliability of data. Managers are now able to respond more quickly to requests for data and data is being used to successfully help modern apprentices, who are in training beyond the end of their planned learning programme, achieve their qualification. HTP has introduced an imaginative new system to highlight those learners who are most at risk of leaving their programme early, or who are making slow progress.

41. Formal team and senior management meetings are held on a regular basis. The minutes of meetings are comprehensive. Although the actions identified are monitored at subsequent meetings, the outcomes are not always accurately recorded. Quality assurance has recently become a standard agenda item at team meetings, but is not always discussed in sufficient detail. Effective use is made of learners' and employers' feedback to monitor the quality of training programmes. The feedback is analysed to evaluate the key strengths and weaknesses of the company, and a useful summary report is published each year in HTP's newsletter, which is sent to all learners and employers. One of the training managers has carried out a detailed analysis of issues raised by learners in the most recent survey, which includes responses from staff on how they have resolved most of the problems identified.

42. The arrangements for internal verification are satisfactory. HTP has an appropriate internal verification policy and procedure. Standardisation meetings are held at which internal verifiers discuss assessment strategies for specific NVQ units and key skills. However, internal verifiers' feedback to assessors is not always sufficiently detailed or focused on the performance of the assessors to help them improve their assessment practice. Some internal verification reports are incomplete.

43. HTP does not carry out sufficient formal monitoring of training. It offers a practical training qualification to all workplace supervisors to help them develop the appropriate training skills, and 40 supervisors have achieved this qualification in the past two years. However, staff at HTP do not monitor the quality of training in the workplace on a regular basis. When observations of training do take place, the feedback is not sufficiently detailed or evaluative to help HTP make accurate judgements about the quality of the training and learning. Too few classroom observations of off-the-job training have been carried out, and HTP does not formally monitor the quality of training on BET or the E2E programme. The college carries out regular classroom observations of off-the-job training on the diploma in hospitality and catering, but the quality of teaching and learning is not discussed in adequate detail by HTP and college staff at the annual

course review.

44. The self-assessment and development planning process is effective. HTP has produced four self-assessment reports and wrote its most recent report in January 2004. Employers' and learners' views are incorporated in the report and all staff were involved in agreeing the strengths and weaknesses. The grades given by inspectors matched those identified by the company in the self-assessment report, and inspectors' findings matched many of the strengths and weaknesses identified in the areas of learning and leadership and management.

AREAS OF LEARNING

Retailing, customer service & transportation

Retailing, customer service & transportation		3
Contributory areas:	Number of learners	Contributory grade
Customer service - Work-based learning for young people	41	3

Customer service

Strengths

- good development of skills
- good achievement of additional qualifications
- good work placements
- good support for learners

Weaknesses

- slow progress towards NVQ unit achievement
- inappropriate arrangements for initial assessment
- ineffective target-setting

Achievement and standards

45. Learners on customer service programmes develop good practical and personal skills, a strength not identified in the most recent self-assessment report. They improve their self-confidence and motivation and are able to communicate better with colleagues at work. Learners have a good understanding of the principles of customer service, and develop effective customer service skills and useful product knowledge. They learn how to use their own initiative at work without close supervision. Some learners are given increased responsibility by their employers, and two have recently been promoted into more senior positions.

46. Learners gain a number of additional qualifications as part of their training. Of the 41 learners in training at the time of the inspection, 68 per cent have achieved a nationally recognised customer service qualifications, and almost 25 per cent have gained a foundation level health and safety certificate. These additional qualifications are valued by learners and employers.

47. Retention and achievement rates are satisfactory throughout the provision. Of the 32 foundation modern apprentices who started in 2002-03, 50 per cent have so far achieved their qualification.

48. Many learners are making slow progress towards achieving their NVQ units. Of the 80 learners who have started modern apprenticeships since 2001-02, only six have achieved their qualification within the planned duration of the programme. A further 18 completed the framework after the end of the planned duration of their programme. One learner who started their programme in August 2003, has completed only one NVQ unit so far, and another learner who started in December 2003, has yet to finish a unit. Some learners and employers have expressed concerns about slow progress in questionnaires. A number of learners are working in administrative roles and find it difficult to gather sufficient evidence to meet the requirements of a number of NVQ customer service units.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Advanced modern apprenticeships (AMA)	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	12		2		2											
Retained*	0		1		2	100											
Successfully completed	0		1		2	100											
Still in learning	12		1		0	0											

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
Foundation modern apprenticeships (FMA)	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	32		32		3											
Retained*	2		18	56	2	67											
Successfully completed	2		16	50	2	67											
Still in learning	27		0	0	0	0											

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
NVQ Training	2003-04		2002-03														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	1		3													
Retained*	0		3	100													
Successfully completed	0		3	100													
Still in learning	1		0	0													

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

49. Work placements for customer service learners are good, a strength which is partly recognised by the company in its self-assessment report. HTP carefully selects placements to meet learners’ individual needs and career aims. A wide range of placements is available including retail outlets, solicitors, internet marketing companies, council offices and sailing academies. Two learners are employed by HTP in administrative roles at one of its training centres. Employers have confidence in the ability of HTP to recruit well-motivated learners, and provide learners with appropriate work opportunities. One employer asked a learner to carry out a detailed transport survey on the island, the results of which are being used to determine council decision-making on transport policy. Some learners are given time during their working day to produce evidence for their portfolios. Workplace supervisors readily provide witness testimony for learners.

50. Support for learners is good. Learners can easily contact their assessors at any time, and staff at HTP respond quickly to learners’ problems and requests for information. Learners who need extra pastoral support are given their assessor’s personal mobile telephone number. A number of learners have been supported well through particularly traumatic personal experiences. One learner received assistance from their assessor to gain wages due to them from a previous employer. Assessors identify those learners most at risk of leaving their programme early and maintain frequent, often daily, contact with the learner and their employer. One learner has been offered free crèche facilities for her child to enable her to continue with her training. If learners have transport difficulties, HTP arranges for a taxi to take learners to and from work or HTP’s training centres.

51. Off-the-job training is satisfactory. Group learning sessions are held at HTP’s training centre and teaching takes place in well-equipped classrooms. Sessions are planned on a rolling programme throughout the year to cover all the required background knowledge for technical certificates and key skills.

52. Resources are satisfactory. Handouts and other teaching materials used in learning

sessions are clear and well presented. Learners have access to a small range of reference materials to support the development of customer service skills. Assessors have a wide range of experience in customer service, and have appropriate qualifications.

53. Assessment practices are satisfactory. Records of observations carried out by assessors in the workplace are clear, although the written feedback to learners on their performance is not always sufficiently detailed. Learners' portfolios are well organised. Observations are planned by assessors, but some learners' progress has been disrupted by staff absenteeism. Internal verification does not always identify errors in the completion of assessment paperwork, or some insufficiently detailed feedback from assessors to learners.

54. Initial assessment arrangements for customer service learners are inappropriate. All learners complete an initial assessment of their literacy and numeracy skills when they start their training with HTP. Training consultants spend extra time in the workplace to support learners with additional learning needs. However, the results of initial assessment do not distinguish sufficiently between those learners who are at level 1 or below, and those who need support to achieve intermediate or advanced qualifications. Initial assessment does not always accurately identify learners' prior experience, or their career aims.

55. Target-setting for learners is ineffective. Action plans agreed with learners during progress reviews only focus on activities to be carried out by the time of the next review, and do not adequately cover the whole qualification. Some targets are not sufficiently detailed, and do not identify exactly what learners have to achieve. Learners and employers do not always have sufficient involvement in agreeing the targets set for learners, or the progress they need to make. Some targets focus too much on the completion of background knowledge questions and the collection of evidence, and not enough on learners' skills development.

Leadership and management

56. The planning and management of work-based learning for young people in customer service are satisfactory. Staff hold regular informal and formal meetings and internal communications are good. They are clear about the company's strategic aims and business objectives. However, it is not always clear how actions identified at team meetings are followed up to check they have been completed. The progress of learners towards achieving their qualifications is not a standard agenda item at meetings, and retention and achievement rates are only reviewed to ensure compliance with targets set as part of the company's contract for work-based learning.

57. The self-assessment process is satisfactory. Customer service staff were fully involved in contributing to the most recent self-assessment report and identifying strengths and areas for improvement. The grade given in the report matches the grade given by inspectors. The report identifies the good support for learners and the weaknesses in target-setting and initial assessment, but does not make any reference to the slow progress made by learners. The weaknesses identified by the company are not

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supported by sufficiently detailed evidence in the report.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Work-based learning for young people	139	2

Hospitality and catering

Strengths

- good and increasing retention and achievement rates for advanced modern apprentices
- good development of learners' customer service skills
- very good personal support for learners
- particularly effective partnerships

Weaknesses

- inadequate target-setting for job skills at reviews

Achievement and standards

58. Achievement and retention rates for the advanced modern apprentices are good, and have increased significantly between 2000-01 and 2001-02. The proportion of learners achieving their qualification almost doubled over the two years, from 32 per cent to 60 per cent, and the retention rate in 2001-02 was over 70 per cent. Achievement and retention rates for foundation modern apprentices are satisfactory, averaging almost 50 per cent in 2000-01 and 2001-02. Most learners who stay to the end of their training, achieve their qualification.

59. Learners who deal with customers develop good customer service and personal skills. Learners are friendly and professional, and respond to customer requests in a positive manner. They make good use of their own body language and eye contact to maximise their customer service skills, and their personal appearance is good. They are particularly good at organising their work so that customers are served promptly, and also deal proficiently with customers who have complaints. Learners show a pride in their chosen career and the skills they are developing. The standard of learners' occupational skills vary from adequate to very good. Most learners are making appropriate progress for the time they have spent in training.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Advanced modern apprenticeships (AMA)	2003-04		2002-03		2001-02		2000-01										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	26		21		15		31									
Retained*	0		2		11		16										
Successfully completed	0		2		9		10										
Still in learning	24		14		1		3										

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
Foundation modern apprenticeships (FMA)	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	90		61		35											
Retained*	0		33		18												
Successfully completed	0		22		15												
Still in learning	78		17		2												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

60. Personal support for learners is very good, and this was recognised in the most recent self-assessment report. Learners who have problems gaining a particular range of skills or experience with an employer are given the opportunity to move employment. Staff at HTP help learners who have transport difficulties to travel to their workplace, or to off-the-job training sessions. The company's training consultants have a clear understanding of the pressures of working in the hospitality and catering industry, and demonstrate good empathy with learners. Staff are very flexible in arranging times to carry out assessments. Visits to learners often take place in the evening and at the weekend to allow assessors to observe them during busy periods of service. Learners are able to contact staff at HTP by mobile telephone when they have questions or concerns. HTP offers free crèche facilities to learners with young children to help them continue with their studies.

61. HTP provides learners with appropriate off-the-job training. The standards of teaching and learning in sessions provided in partnership with the local college are good. Tutors carry out effective demonstrations of hospitality and catering skills, and learning sessions take account of learners' individual needs. Staff at HTP and the college consider the needs of the hospitality industry on the island when developing training programmes.

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62. Learners have access to a satisfactory range of resources at HTP's training centres, the college and most employers' premises. They are provided with useful learning resources, including computers and laptops, good handouts and books. HTP's main training centre is a welcoming environment and classrooms are spacious and appropriately equipped. Some learners have access to learning materials provided by their employer. HTP's staff are occupationally competent and suitably qualified, and have a wide range of experience in the hospitality industry.

63. The company has appropriate arrangements to help learners who need additional literacy, numeracy or language support. Some learners in hospitality have significant additional learning needs, and HTP takes effective action to provide additional support with their vocational training. Training consultants spend extra time in the workplace to give this support.

64. HTP has clear and well-established arrangements for the assessment and internal verification of learners' work. Staff plan assessments with learners, and take account of employers' patterns of business when agreeing the most suitable times to carry out observations. Feedback to learners after an assessment is clear and accurately recorded. The arrangements for internal verification are thorough and staff take part in meetings to ensure that standard assessment practices are used.

65. Target-setting for job skills at reviews is inadequate. Training consultants carefully monitor learners' progress during reviews, and the paperwork in most instances indicates that learners are making satisfactory progress. However, the feedback given to learners on their progress is too general and insufficiently precise. Targets set with learners do not include clear and specific details of what learners need to do to develop their job skills.

Leadership and management

66. HTP's management of hospitality and catering programmes is generally good. Formal and informal communications between managers and staff are clear and effective. Meetings take place regularly, and the minutes are clearly recorded. Learners' progress is regularly discussed at team meetings. The arrangements for staff development are satisfactory, and all staff have gained, or are working towards, training and teaching qualifications and assessor awards. The arrangements for the formal monitoring of hospitality and catering training are inadequate. Quality assurance of on- and off-the-job training is not routinely carried out.

67. The company has developed particularly effective links with local employers and the further education college on the island. It has a strong working relationship with the college and together they have made a successful bid for a joint CoVE in hospitality and catering. This innovative and highly productive project has helped to fund training for staff at HTP and the college, trips for learners, achievement bonuses for staff and learners, and new equipment, including industry-standard computers at HTP's training centres. Staff and learners at HTP and the college benefit from sharing facilities and resources. HTP has developed links with over 100 local employers, ranging from public houses and

leisure parks, to high-class restaurants and hotels. The company offers a wide range of hospitality and catering qualifications and commercial training, which supports the needs of local industry.

68. HTP has effective arrangements for self-assessment. All hospitality and catering staff were involved in identifying the strengths and weaknesses in the most recent self-assessment report. The grade given in the report matches the grade given by inspectors, and the self-assessment report correctly identifies most of the key strengths and weaknesses in the area of learning.

Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i>		
- Entry to Employment	63	2
- New Deal 25+ and work-based learning for adults	5	None

Employability/employment training

Strengths

- good development of personal and occupational skills on E2E
- good achievement of qualifications on E2E
- good work placements
- good resources
- very good personal support
- particularly effective partnership working

Weaknesses

- insufficient development of employability and jobsearch skills on BET
- insufficient planning of learning
- incomplete arrangements for the development of learners' literacy and numeracy skills
- ineffective progress reviews for some learners

Achievement and standards

69. Learners on E2E programmes develop good personal and job-related skills, a strength not identified in the most recent self-assessment report. Many learners have significant personal and social barriers to learning, but demonstrate substantial improvements in their self-confidence, self-esteem, communication and parenting skills. One young learner recently used a telephone for the first time, and now has the confidence to talk to customers regularly over the telephone. Learners develop a wide range of useful skills on work placements in areas such as administration, customer service, catering, childcare, car maintenance, and painting and decorating. Standards of literacy, numeracy and employability skills are satisfactory on E2E, but assessments are not always carried out to help learners' develop these skills further. BET clients are not making adequate progress towards improving their literacy and numeracy skills.

70. The achievement of accredited qualifications on E2E and BET programmes is good. Most E2E learners, and almost half of the BET clients, have achieved one or more qualifications in health and safety, computing, manual handling, first aid and some NVQ units. The standard of work in learners' portfolios is good, and employers value the

additional qualifications which learners achieve.

71. Progression into work-based learning, further education and employment on E2E programmes is satisfactory. In 2003-04 so far, 81 learners have left the programme, and 33 per cent have progressed into one of these outcomes. Job outcomes on BET are also satisfactory. In 2002-03, almost 25 per cent of BET clients gained a job. In 2003-04, 15 per cent of BET clients have entered into jobs, with a further 11 per cent still in learning. Attendance rates are satisfactory on BET programmes and the E2E programme for young pregnant women, but are poor on the general E2E programme. Less than half the learners attend on a regular basis. The company has identified this weakness and has recently introduced strategies to improve attendance rates, including bonuses for achieving attendance targets.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Entry to Employment																	
	2003-04																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	133																
Progression ¹	22																
Achieved objectives ²	6																
Still in learning	63																

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

Jobcentre Plus funded programmes																	
New Deal 25+ and work-based learning for adults																	
	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	47		33		41												
Retained*	8		14	42	19	6											
Planned learning completed	0		4	12	1	3											
Gained job	7		8	24	6	15											
Still in training	5		0	0	0	0											

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Quality of education and training

72. Work placements are good. Most learners have a work placement where they gain valuable job-related skills. HTP takes considerable care to select employers who are able

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to work effectively with E2E learners and BET clients. Employers are extremely supportive and patient and do not mind spending time with learners to explain tasks several times. Many employers have worked with HTP for several years and they trust HTP to place learners in the most appropriate work placements. Many learners have progressed into full-time employment on completion of their training programme. HTP identified this strength in its most recent self-assessment report.

73. Resources are good. HTP has invested substantial funding to provide suitable accommodation for learners on E2E programmes, particularly at the training centre in Newport which has been specifically refurbished for the programme for young pregnant women. The training centres have well-equipped classrooms, with useful adjoining private rooms for interviews or individual meetings. New computers give learners fast access to the internet, and a kitchen at one of the centres is used to provide E2E learners with training in cooking skills. Staff have an appropriate range of qualifications and their expertise is well matched to the needs of learners.

74. Personal support for learners is particularly good. Staff are sensitive and meet the diverse needs of young and adult learners. Many of the staff are local residents and they have a good understanding of the problems facing people on the island. Learners are treated with dignity and respect. HTP provides an onsite crèche for learners with children, and uses its external links well to provide learners with appropriate specialist support when necessary. Imaginative use is made of external funding to pay crèche fees and transport costs for learners on the E2E programme for young pregnant women. HTP arranged work experience and accommodation for one unemployed and homeless learner. Staff often accompany learners to interviews, provide suitable clothing for work placements, liaise with learners' families to resolve personal issues, and give support to learners in their free time.

75. There is insufficient development of employability and jobsearch skills for clients on BET programmes. Clients attend employability skills training at the start of their programme, but this support ends as soon as clients are allocated a work placement. There is an over-reliance on the training given by the employer in one particular job role, and on employers offering jobs to clients at the end of their work placement. Many clients who are near the end of their training programme are either waiting to see if they are going to be offered employment, or are brought back into the training centre for the last two weeks of their programme. Not enough time is given to develop clients' jobsearch skills or to help them to gain other employment.

76. There is insufficient planning of learning on E2E and BET programmes. Off-the-job training on E2E is planned in three-week cycles, but learners are not always aware of the programme. Changes are often made at short notice and learners' attendance is poor. In the learning sessions observed by inspectors, insufficient links were made to previous or future sessions, or to learning completed in other parts of the programme. Individual learning plans for BET clients are insufficiently detailed and do not reflect the needs of individual clients. Many plans only identify that a client needs a placement and employability skills, and do not make reference to planned work-based learning.

77. Arrangements for the development of learners' literacy and numeracy skills are incomplete. E2E learners carry out an initial assessment when they start the programme, but some needs are not identified until a problem occurs later in their training. Clients' literacy and numeracy skills on BET are weak. Clients receive support and carry out an initial assessment when they start their programme, but this support is not always continued once they are on work placement. Clients' literacy and numeracy levels are recorded in their individual learning plans, but there are insufficient strategies to develop these skills.

78. Progress reviews are ineffective. They do not always adequately identify learners' progress, and often only record the activities that learners have carried out. Target-setting is weak for BET clients. The targets set for learners are not sufficiently detailed to clearly show their achievement or progress and timescales for achievement are not always clear.

Leadership and management

79. Partnership working on E2E programmes is particularly good. A partnership arrangement with the local college enables learners who would not normally attend college to sample courses. Some learners are on work placements in college departments: a number of which have led to full-time employment. HTP works closely with other training providers to organise activities which improve learners' social skills, such as visits to the mainland for football tournaments and teambuilding events. A successful partnership with Connexions ensures that a personal adviser is available to give regular counselling and support to E2E learners. HTP works in partnership with a range of other support agencies which benefit learners, and has effective links with a voluntary sector organisation to provide outreach provision for learners on the E2E programme for pregnant young women.

80. Internal communications between staff are good and regular team meetings are used effectively to discuss and resolve concerns. Teaching staff are observed during learning sessions and are given written feedback on their performance. Internal verification arrangements are satisfactory. However, there are no formal procedures for the quality assurance of work-based learning. Staff and learners have a satisfactory understanding of equality of opportunity, although there is insufficient checking of equal opportunities at reviews.

81. Staff participated fully in the self-assessment process. The grade given in the report matches the grade given by inspectors. The self-assessment report identifies many of the strengths and weaknesses in the area of learning, but does not to recognise the significance of some of the weaknesses.