

# INSPECTION REPORT

## **Boston and South Holland Information Technology Centre**

**14 April 2005**



ADULT LEARNING  
INSPECTORATE

## **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
- **learnirect** 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.

### **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

If satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## Boston and South Holland Information Technology Centre

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Boston and South Holland Information Technology Centre (BSHI) is a charity-based private training organisation in south Lincolnshire. It contracts with Lincolnshire and Rutland Learning and Skills Council for the provision of training in engineering, business administration, hairdressing, retailing, care and foundation programmes. It also contracts with Jobcentre Plus to provide training for young people and adults on New Deal programmes, work-based learning for adults and programme centres. There are 184 learners and 88 participants across the six areas of learning. Most learners are employed and work for a wide range of companies and organisations in a large rural area. BSHI has five training centres located in small towns and villages across the area.

2. The company is led by a chief executive, who is supported by a general manager and a head of service. The chief executive reports to a board of trustees. Training provision is divided into the programme areas of Entry to Employment (E2E), Jobcentre Plus, engineering and other vocational programmes. Each division is managed by a programme manager. The company employs 26 tutors and 10 administrative and support staff.

### OVERALL EFFECTIVENESS

**Grade 4**

3. **The overall effectiveness of the provision is inadequate.** BSHI's leadership and management are inadequate, as are its arrangements for equality of opportunity and quality assurance. Training is inadequate in business administration, management and professional, hairdressing and beauty therapy, and health, social care and public services. Engineering, technology and manufacturing, and foundation programmes are satisfactory.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment report is insufficiently self-critical. Inspectors gave lower grades than the report for all aspects of the provision apart from engineering and foundation programmes. Data was not used to make judgements about learners' rates of retention, achievement, progress into jobs or attainment. The self-assessment report is updated annually, but staff do not use it in their day-to-day work. The report provides valuable background information about the company and its context, but does not accurately identify many of the strengths and weaknesses found by inspectors. However, the weaknesses identified for leadership and management very closely matched those of the inspection team. The self-assessment process involved some staff, but no learners or employers.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** BSHI has been ineffective in carrying out actions to promote improvement, and the quality of its provision has deteriorated. Although it has recently introduced good strategies to improve retention rates, these are not yet having an effect on learners completing their full apprenticeship framework. BSHI has recently appointed a general manager to support improvements in the quality of training. It has also appointed a co-ordinator for skills for life, the government's strategy on training in literacy, numeracy and the use of language,

and the programme areas have been restructured to promote improvements. However, these appointments have not yet affected the quality of training provided.

## KEY CHALLENGES FOR BOSTON AND SOUTH HOLLAND INFORMATION TECHNOLOGY CENTRE:

- continue to develop strategies to improve retention rates
- improve achievement rates
- make better use of management information
- develop effective quality improvement procedures
- introduce more comprehensive reviews and monitoring of learners' progress
- promote and monitor equality of opportunity more effectively
- improve management arrangements for literacy, numeracy and language skills support

## GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
<b>Motor vehicle/cycle</b> Apprenticeships for young people	47	3 3

Business administration, management & professional		4
Contributory areas:	Number of learners	Contributory grade
<b>Business administration</b> Apprenticeships for young people	22	4 4

Hairdressing & beauty therapy		4
Contributory areas:	Number of learners	Contributory grade
<b>Hairdressing</b> Apprenticeships for young people	36	4 4

Health, social care & public services		4
Contributory areas:	Number of learners	Contributory grade
<b>Care</b> Apprenticeships for young people	10	4
<b>Early years</b> Apprenticeships for young people	33	4

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b>		<b>3</b>
New Deal for young people	24	3
New Deal 25+ and work-based learning for adults	20	3
Programme centres	12	3
Work-based learning for adults	32	3
Entry to Employment	32	2

## ABOUT THE INSPECTION

6. All areas of learning except retailing were reported on and graded. There were too few learners in retailing for this area to be separately inspected.

Number of inspectors	9
Number of inspection days	36
Number of learners interviewed	78
Number of staff interviewed	48
Number of employers interviewed	18
Number of locations/sites/learning centres visited	34

## KEY FINDINGS

### Achievements and standards

7. E2E learners' achievement of personal goals is good. Many learners have a range of complex needs and they gain confidence and develop skills to participate in learning activities and social situations.

8. Participants acquire good job-related skills on Jobcentre Plus programmes. They are able to use complex language and vocabulary to describe a range of equipment, tools and materials in a work context. Hairdressing learners develop good practical skills.

9. Retention and achievement rates on work-based learning programmes are poor. In

engineering, the achievement rate for apprentices starting programmes in 2001-02 was just 17 per cent. Most learners left the programme early. The achievement rate for 2002-03 starters was also 17 per cent. In business administration, the achievement rate for advanced apprentices starting in 2001-02 was just 9 per cent and no learners have completed their advanced apprenticeship since then. Forty-three per cent of learners who started programme in 2003-04 are still in learning. In hairdressing, the retention rate in 2001-02 was 52 per cent. In 2002-03, it was 27 per cent, with 20 per cent of learners still in learning. Of the 16 learners who started in 2003-04, 31 per cent left early. Of the 40 learners who started the programme in 2003-04 and 2004-05, none have yet achieved.

10. Learners in hairdressing and care make slow progress towards completion of their qualification. Many learners have significantly exceeded the planned duration of their programme without achieving their qualification.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Business administration, management & professional	0	0	1	1	2
Engineering, technology & manufacturing	0	1	1	0	2
Foundation programmes	0	2	2	1	5
Hairdressing & beauty therapy	0	2	1	0	3
Health, social care & public services	0	1	0	0	1
<b>Total</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>13</b>

11. Assessment practice is good in business administration and social care. In business administration, assessors regularly visit the workplace to observe learners and assess their competence. Observation paperwork is very detailed and cross-referencing to national standards is clear. Assessments in social care are well planned and detailed, and clearly identify the activity and assessment methods needed to complete the assessment.

12. Engineering and business administration learners receive good learning support from BSHI's staff and employers. For example, engineering employers provide support for learners who are based in other garages where a particular resource is not available. Business administration learners receive good support and guidance in evidence collection and portfolio building at the beginning of their programmes. Some learners have flexible arrangements to meet targets to ensure that their work is not adversely affected.

13. Key skills training and assessment are integrated well with vocational training in hairdressing and social care. For example, in hairdressing a key skills unit in information and communications technology (ICT) is linked to work on scalp disorders. However, key skills qualifications are not sufficiently integrated with vocational training in engineering.

14. Internal verification is satisfactory. Sampling plans cover assessors, learners and locations. Internal verifiers provide helpful written feedback reports which contain appropriate qualitative judgments and action points for assessors.

15. Progress reviews are weak in engineering and Jobcentre Plus programmes. Targets for

learners are not always clear, realistic or achievable before the next review. Employers' comments on the review form are general and do not refer specifically to learners' application of skills in the workplace.

16. Planning of off-the-job training sessions is poor in business administration. No learning session plans are used. In one session, two tutors taught different subjects at the same time to different learners, which distracted tutors and learners.

17. E2E learners have insufficient opportunities for work placements. At one centre, no learner has a work placement. The matching of learners' job aspirations to a suitable work placement is not well developed. Tutors are expected to find suitable work placements and many find this difficult.

18. Learners receive initial and diagnostic assessments when joining programmes, and those with identified additional learning needs receive literacy, numeracy and language skills support. However, this assessment process has only recently been introduced, and only learners starting programmes in the three months before inspection have benefited from this.

### **Leadership and management**

19. BSHI has recently introduced successful initiatives to raise retention rates for work-based learners. Of the 124 learners who were recruited in 2004-05, 93 per cent are still on programme. However, it is too early to judge the effect of these measures on achievement rates.

20. BSHI has a clear five-year business plan, which identifies a range of strengths, weaknesses and threats to the business. The plan was produced after consultation with senior managers and with the company's trustees.

21. BSHI does not sufficiently analyse or use data. Managers and tutors do not use data to help them to understand how well their learners are performing. Managers do not know the retention and achievement rates in the areas of learning for which they are responsible. They are unable to make accurate judgments about whether provision is improving or deteriorating over time. Trends are not analysed.

22. The company's management of learning support is poor. It introduced an initial and diagnostic assessment procedure just three months before the inspection. The company is not aware of the number of learners receiving additional support. It takes no measures to assess the effect of learning support on retention or achievement rates, and has no plans to introduce such measures.

23. Arrangements for quality improvement are inadequate. Many of BSHI's procedures are too new to have made a difference to the learners' experience. Sharing of good practice is only just beginning to take place through programme managers' meetings.

24. BSHI does not monitor or analyse equal opportunities data. It does not use data to analyse the progression and achievement of different groups of learners.

25. The self-assessment report is partially inclusive. Some staff were involved, but learners and employers did not contribute. The report is not sufficiently self-critical or accurate.

Data was not used to make judgements about rates of retention, achievement, jobs gained or learners' progress. Staff do not use the report effectively in their day-to-day work. The report does not accurately identify the strengths and weaknesses found by inspectors.

## **Leadership and management**

### **Strengths**

- successful recent initiatives to raise retention rates for work-based learners

### **Weaknesses**

- insufficient use and analysis of data
- poor management of learning support
- poor analysis and monitoring of equality of opportunity
- inadequate arrangements for quality improvement

## **Engineering, technology & manufacturing**

### ***Motor vehicle/cycle***

***Grade 3***

#### *Strengths*

- good resources for background knowledge training
- good range of work placements
- good promotion of engineering at local schools
- good learning support

#### *Weaknesses*

- poor achievement rates on apprenticeship programmes
- insufficient integration of key skills with vocational training
- weak progress reviews

## **Business administration, management & professional**

### ***Business administration***

***Grade 4***

#### *Strengths*

- good assessment practice
- good learning support

#### *Weaknesses*

- poor retention and achievement rates
- poor planning of off-the-job training sessions
- some poor resources

## **Hairdressing & beauty therapy**

### ***Hairdressing***

**Grade 4**

#### *Strengths*

- good development of practical skills
- good integration of key skills with vocational training

#### *Weaknesses*

- poor retention and achievement rates
- slow progress
- insufficient on-the-job assessments
- insufficient use of data for operational planning

## **Health, social care & public services**

#### *Strengths*

- well-planned assessments
- good integration of key skills with vocational training
- good learning support

#### *Weaknesses*

- poor retention and achievement rates
- slow progress
- weak progress reviews
- poor use of data

## **Foundation programmes**

### ***Employability/employment training***

**Grade 3**

#### *Strengths*

- good achievement of personal goals for E2E learners
- very effective reviews of E2E learners' progress
- good personal and social development programme for E2E learners
- good acquisition of job-related skills on Jobcentre Plus programmes
- effective use of ICT to support learning on Jobcentre Plus programmes
- well-matched work placements to meet participants' needs on Jobcentre Plus programmes

#### *Weaknesses*

- insufficient opportunities for work placements on the E2E programme

## BOSTON AND SOUTH HOLLAND INFORMATION TECHNOLOGY CENTRE

- insufficiently individualised teaching on Jobcentre Plus programmes
- incomplete progress reviews on Jobcentre Plus programmes
- inadequate data on Jobcentre Plus programmes

## **WHAT LEARNERS LIKE ABOUT BOSTON AND SOUTH HOLLAND INFORMATION TECHNOLOGY CENTRE:**

- working as a team
- 'I enjoy being here'
- the friendly and supportive staff

## **WHAT LEARNERS THINK BOSTON AND SOUTH HOLLAND INFORMATION TECHNOLOGY CENTRE COULD IMPROVE:**

- the catering facilities at the Grantham centre
- the space available in training rooms
- the number of opportunities for evaluation

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- successful recent initiatives to raise retention rates for work-based learners

#### Weaknesses

- insufficient use and analysis of data
- poor management of learning support
- poor analysis and monitoring of equality of opportunity
- inadequate arrangements for quality improvement

26. BSHI has introduced successful recent initiatives to raise retention rates for work-based learners. All learners attend a four-week work placement before they are recruited onto a programme. Learners gain an understanding of the work environment and are able to make an informed choice about whether the programme is suitable for them. Learners receive good advice from BSHI's staff about the suitability of a particular programme and are referred to other providers, if necessary. All learners now receive a comprehensive interview and initial assessment to establish the suitability of the programme they wish to follow. Of the 124 learners who were recruited in 2004-05, 93 per cent are still on programme. It is too early to judge the effect of these measures on achievement rates.

27. Internal communications are satisfactory. The board of trustees meets every three months and considers reports from senior managers about all aspects of the company's performance. Senior managers meet every month, as do programme managers. Meetings are recorded and action plans clearly identify responsibilities and timescales. Staff are supported well by their line managers. However, insufficient sharing of good practice takes place. For example, key skills training and assessment are integrated well with vocational training in hairdressing and social care but poorly integrated in engineering. This has been identified in the company's self-assessment report, but has not been sufficiently discussed at meetings of programme managers.

28. The company has a clear five-year business plan, which identifies a range of strengths, weaknesses and threats to the business. The plan was produced after consultation with senior managers and with the company's trustees. After the previous inspection, the company rationalised its provision and directed its resources to a more manageable size. The chief executive recently implemented a major restructuring of the company's senior and middle management team, but it is too soon to judge whether this initiative has had an effect on learners. Staff at all levels have a good understanding of the strategic direction of the company.

29. Arrangements for staff appraisal are comprehensive. All staff have an annual appraisal with their manager and a six-monthly review. Individual targets are set for staff and are regularly reviewed. Training and development needs are identified and are tied in with organisational and personal objectives. The company supports staff in their professional updating. No organisational training calendar exists.

30. Most assessors and internal verifiers are appropriately qualified and experienced. Most tutors have a relevant teaching qualification and a few are working towards one. The company recently provided skills for life training for staff.

31. BSHI does not sufficiently analyse or use data. Data on recruitment, retention and achievement rates are accurately maintained for work-based learners, but managers and tutors do not use this information to help them to understand how well their learners are performing. Managers do not know the retention and achievement rates in the areas of learning for which they are responsible. They are unable to make accurate judgements about whether provision is improving or deteriorating over time. Trends are not analysed. BSHI does not use data effectively to reach judgements during the self-assessment process. The self-assessment report does not contain judgements about retention or achievement rates in any of the areas of learning. Accessible and meaningful data is not supplied to managers or to assessors. Essential information about participants on Jobcentre Plus programmes, such as numbers on New Deal programmes, is not available.

32. BSHI's management of learning support is poor. Learning support is provided for learners, but it is not managed in a way that enables BSHI to assess its effectiveness. Until very recently, no management strategy existed for meeting the needs of learners who needed extra help with literacy, numeracy and language. Since BSHI appointed a skills for life co-ordinator a year ago, an appropriate skills for life strategy has been developed. All learners now receive a comprehensive initial assessment when they are interviewed for a place on a programme. The results of the assessment are shared with learners. Those identified as needing additional support are given a detailed diagnostic assessment. The results of this assessment are used to develop an individual learning plan to meet learners' additional needs. However, this initial and diagnostic assessment procedure was introduced just three months before the inspection. Only learners who started a programme recently have benefited from it. BSHI is not aware of the number of learners receiving additional support. It has taken no measures to assess the effect of learning support on retention or achievement rates, and has no plans to introduce such measures.

### **Equality of opportunity**

### **Contributory grade 4**

33. BSHI promotes its equal opportunities policies and procedures well to learners and staff through the induction process. Work-placement providers are given an appropriate employers' information pack that promotes equality of opportunity. Equality and diversity are regular agenda items at staff meetings. BSHI has an equal opportunities action plan, but not all actions have been achieved by the specified date. Staff have received no formal training in equality of opportunity in the past 12 months. However, in-house skills for life training sessions have helped staff to develop a better understanding of how differentiation in teaching and learning can support equality of opportunity. Most learners have a satisfactory understanding of their rights and responsibilities, and how to deal with problems at work. However, learners' awareness and understanding are not always reinforced at progress reviews.

34. Sensitive recruitment literature and initiatives with local schools are helping to widen participation. BSHI recognises that it needs to introduce more strategies to encourage participation from under-represented groups and to reduce barriers to learning. Access to most training centres for learners with restricted mobility is satisfactory. All staff have a commitment to implement fair and anti-discriminatory practice, for example in relation to

support for training. Some staff visit learners frequently and at times that suit learners' working patterns. The monitoring of employers' compliance with equality of opportunity is carried out through the review process, which explores the circumstances surrounding the learners' experience in the workplace.

35. BSHI does not monitor or analyse equal opportunities data. The company maintains accurate data on learners' age, ethnicity, gender and disability status but does not use this data to help with decision-making, action-planning and target-setting. It does not use data to analyse the progression and achievement rates of different groups of learners, such as those with additional learning needs.

### **Quality improvement**

### **Contributory grade 4**

36. BSHI introduced a new quality assurance framework very recently which describes how it intends to quality assure work-based learning. The framework includes an appropriate strategy which aims to improve continuously the effectiveness and efficiency of teaching and learning. Specific staff members have defined roles for quality improvement, but BSHI also emphasises that all members of staff are responsible for quality of provision. It has developed a system of internal audit to monitor that procedures are in place, but has not yet implemented it. Informal and formal mechanisms exist for collecting feedback from learners and employers, for example through discussions, reviews and questionnaires. Programme managers use this information to take action where necessary. Formal observations of key processes, such as training, are not evaluated. Learning sessions are not graded, and areas for improvement are not formally linked to the staff appraisal system. BSHI has introduced key performance indicators to measure the effectiveness of training, but has not yet fully developed or presented these to staff in a way that encourages analysis and action to improve the quality of provision. The monitoring of work placement providers is satisfactory and covers their health and safety risk assessments and equal opportunities policies. Placements which do not have their own equal opportunities policy adopt BSHI's policy and procedure. BSHI has satisfactory arrangements for effective internal verification, with positive and supporting comments from external verifiers.

37. BSHI's arrangements for quality improvement are not adequate to ensure consistency between the programmes. Many of the procedures are new and have not had sufficient time to make a difference to the learners' experience. Sharing of good practice is only just beginning to take place through programme managers' meetings. Inconsistencies exist between programmes in several areas, such as the quality of progress reviews, the delivery of key skills and the use of data to analyse and monitor performance.

38. The self-assessment report is partially inclusive. Some staff were involved, but no learners or employers. The report is not sufficiently self-critical or accurate. Data was not used to make judgements about rates of retention, achievement, jobs gained or learners' progress. There is no analysis of performance or trends. The report is updated annually, but staff do not use it during their day-to-day work. It is not clear how the self-assessment report links to the development plans recently updated for each programme area. The report provides valuable information about the context in which the company operates, but it does not accurately identify strengths or weaknesses. However, the weaknesses identified for leadership and management very closely matched those found by the inspection team.

## AREAS OF LEARNING

### Engineering, technology & manufacturing

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Motor vehicle/cycle</i>		3
Apprenticeships for young people	47	3

39. Forty-seven learners are on engineering programmes. All are employed or have work placements in the motor vehicle industry. Thirty-three of the learners are apprentices, 12 are advanced apprentices and two learners are working towards a national vocational qualification (NVQ) at level 3. BSHI has links with 51 local garages, of which 40 are providing work placements and on-the-job training for learners. All learners attend BSHI's training establishment or a college of further education on day release to work towards a technical certificate and key skills qualifications, if appropriate. Progress reviews take place at least every 12 weeks in the workplace. Induction takes place in the training centre and on employers' premises. Learners' literacy and numeracy skills and industrial knowledge are assessed at interview and during induction at the training centre. Assessors visit learners at least every four weeks.

#### *Motor vehicle/cycle*

Grade 3

##### *Strengths*

- good resources for background knowledge training
- good range of work placements
- good promotion of engineering at local schools
- good learning support

##### *Weaknesses*

- poor achievement rates on apprenticeship programmes
- insufficient integration of key skills with vocational training
- weak progress reviews

### Achievement and standards

40. Learners are making satisfactory progress and developing vocational skills that their employers appreciate and value. All apprentices are guided and supported by experienced workplace mentors and quickly develop mechanical and electrical diagnostic skills. Many learners achieve positions of authority and work with customers to organise appropriate maintenance and repair procedures for vehicles. Learners' written work and portfolio evidence are good.

41. Achievement rates on apprenticeship programmes are poor. Only 17 per cent of learners starting apprenticeships in 2001-02 completed their framework. Most learners left the programme early. The achievement rate for learners starting apprenticeships in 2002-03 was also 17 per cent, although 22 per cent of learners are still in learning.

42. Retention rates on apprenticeships are improving. Seventy-four per cent of learners who started the programme in 2003-04 and 93 per cent of those who started in 2004-05, are still in learning. Of the eight learners recruited onto an advanced apprenticeship programme in 2004-05, all are still in learning.

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

<b>LSC funded work-based learning</b>																	
<b>Advanced apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	8		1	100	2	100	17	100									
Retained*	0		1	100	2	100	6	35									
Successfully completed	0		1	100	1	50	5	29									
Still in learning	8		0	0	1	50	3	18									

\*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

<b>LSC funded work-based learning</b>																	
<b>Apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	15		19	100	23	100	12	100									
Retained*	0		6	32	9	39	2	17									
Successfully completed	0		3	16	4	17	2	17									
Still in learning	14		14	74	5	22	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

<b>LSC funded work-based learning</b>																	
<b>NVQ Training</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	0	100	2		6	100	6	100									
Retained*	0	100	1		2	33	3	50									
Successfully completed	0	100	1		1	17	3	50									
Still in learning	0	100	1		1	17	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

### The quality of provision

43. Resources for background knowledge training are good. This strength is partially identified in the self-assessment report. Computer-based simulation rigs are used for a wide range of disciplines, including hydraulics, vehicle diagnostics, operation and servicing and automotive electrics. A small, tidy workshop is fitted with wheel balancing equipment, a two-post lift, rolling road and associated resources for demonstration and practical support.

44. The wide range of work placements available provides learners with good

opportunities to cover the requirements of the NVQ. Learners appreciate the diversity of work available to them. BSHI works with employers to ensure that the results of learners' initial assessments are used to match work placements to individual needs. Learners are encouraged to develop their skills and work on their own, and to ask for help if they need it. BSHI's reviewers and assessors have a good knowledge of the local motor vehicle trade and are effective in finding good work placements and employment for learners.

45. BSHI promotes opportunities well to prospective engineering apprentices at local schools. It provides opportunities for pupils aged 14 to 16 to complete an accredited pre-apprenticeship programme at level 1, by attending the BSHI training centre for seven hours a week. Learners appreciate BSHI's comprehensive induction, well-structured assessment and good resources. All learners are making good progress and are on target to achieve this year. Positive feedback has been received from school liaison officers.

46. Learners receive good support from employers and BSHI's assessors. For example, employers provide support to learners who are based in garages where a particular resource is not available. One group of learners was trained and assessed on wheel balancing equipment in the premises of a local franchise. Visits to garages are arranged and learners gain good practical experience and demonstrations of a range of alternative resources. One employer has paid for personal protective equipment for BSHI's learners and has donated learning materials and other useful resources. Employers provide very experienced mentors to support learners. Many mentors have completed NVQs at level 3 in motor vehicle engineering. Employers report a very high level of satisfaction with BSHI's assessors and the standards of work carried out by learners. Assessment is arranged on demand, as well as at four-weekly planned visits. NVQ portfolio-building activities are integrated with day-release learning sessions. Learners value the frequent visits from their assessors. This strength was partially identified in the self-assessment report.

47. BSHI's trainers provide satisfactory off-the-job training sessions in designated training rooms. Training sessions observed during the inspection were satisfactory or better. In all sessions, trainers and learners had a good working relationship, and trainers displayed a sound knowledge of their subject. Learners' understanding was adequately checked and used to determine the pace of teaching. Learners do not all attend sessions suitably prepared with stationery and writing equipment.

48. Arrangements for learners' assessment are satisfactory. All learners are assessed by direct observation of their performance in the workplace and receive written feedback with action points on areas they need to improve. Assessment of learners' competence by job cards is thoroughly checked by oral questioning. BSHI closely monitors learners' progress on all aspects of their apprenticeship programmes, and up-to-date progress records are held by learners, employers and assessors. Further charts displayed in BSHI's training centre provide an easy-to-read summary of each learner's progress against their targets.

49. Initial assessment of learners is satisfactory. Learners' vocational aptitude and ability are assessed and analysed during interview. BSHI uses a literacy and numeracy skills screening test to identify learners who may benefit from specialist additional learning support. The company provides appropriate help and guidance for learners who have been identified as needing extra help with literacy or numeracy.

50. Learners receive an effective induction to their workplace and training programme.

They fully understand their rights and responsibilities and the requirements of the programme. Health and safety, and equality of opportunity are comprehensively covered during induction.

51. Key skills training and assessment are not integrated sufficiently with vocational training. This weakness is identified in the self-assessment report. Learners' portfolios do not make sufficient use of vocational evidence to support their key skills work. For example, learners are often responsible for calculating costs, writing quotations and using computer database systems, but the outcomes of these activities are not used in learners' key skills portfolios or referred to in key skills classes.

52. Reviews of learners' progress are weak. Targets for learners are not always clear, realistic or achievable before the next review. For example, one learner was set an unrealistic target to pass an online test before the next review. Another was given the vague target, 'to continue gathering evidence'. Health and safety, and equality of opportunity are not sufficiently reinforced during reviews. Reviews do not always involve mentors or workplace supervisors.

### **Leadership and management**

53. Recent initiatives to improve retention have been effective. A business development consultant works with the local Connexions team, employers and local schools to promote opportunities for training in the motor vehicle industry. A comprehensive development plan designed to overcome weaknesses identified in the self-assessment report is monitored every month at team meetings. Learners are given a four-week trial period on their chosen programme so that they can judge its suitability to meet their needs. Learners can arrange assessment on demand to ensure that they are observed between timetabled visits. Learners' progress is discussed at monthly team meetings. Appropriate targets are set to resolve identified problems.

54. Formal and informal communications between assessors and internal verifiers are good. The motor vehicle team meets every month to discuss all aspects of the programme. Internal verification is thorough and involves the monitoring of all forms of assessment and all assessors. It is planned and implemented throughout the learners' programmes and verifiers give constructive feedback and action points for assessors, which are monitored.

55. Equality of opportunity is covered well during learners' induction to BSHI. Video presentations and group discussions ensure that this is a memorable part of induction. Learners' awareness of equality of opportunity is not sufficiently reinforced during their apprenticeship and learners' understanding becomes weaker as they progress with their programme.

56. The self-assessment report is insufficiently self-critical and does not identify all of the weaknesses found by inspectors. Many of the strengths identified by inspectors are recognised, either partially or wholly in the self-assessment report.

**Business administration, management & professional****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Business administration</b> Apprenticeships for young people	22	<b>4</b> 4

57. BSHI provides training in business administration for 14 apprentices, five advanced apprentices and three learners working towards an NVQ. All learners recruited since September 2003 are working towards a technical certificate. Off-the-job training takes place at a BSHI training centre. Most learners work towards a basic computer literacy qualification as part of their programme. All learners are placed on a four-week trial work placement before they are offered a place on a programme. Learners who are not in employment when they start the programme are offered a work placement. Learners are recruited through referrals from Connexions or school careers advice officers. They can join the programme throughout the year. All learners attend a training centre every week or fortnight for assessment and portfolio building. An assessor visits learners in their workplace every three or four weeks.

**Business administration****Grade 4***Strengths*

- good assessment practice
- good learning support

*Weaknesses*

- poor retention and achievement rates
- poor planning of off-the-job training sessions
- some poor resources

**Achievement and standards**

58. Learners gain appropriate vocational skills in the workplace. Employers recognise the increase in learners' understanding of business processes and consider the apprenticeship to be beneficial to their business. Most learners have increased their personal skills such as self-confidence and team working. Learners are well motivated to complete their programme.

59. Retention and achievement rates are poor. This weakness is not identified in the self-assessment report. Only 9 per cent of advanced apprentices starting programmes in 2001-02 are still in learning. No learners starting since then have completed their framework, although some are still in learning. The achievement rate for learners starting apprenticeships in 2001-02 was 27 per cent. In 2002-03 and 2003-04, the achievement rates were 26 and 29 per cent, respectively. Forty-three per cent of learners who started the programme in 2003-04 are still in learning.

60. The retention rate for advanced apprentices starting programmes in 2001-02 was 36

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per cent. Of the six learners who started an advanced apprenticeship in 2002-03, three left early and two are still on programme. Retention rates for learners starting apprenticeships in 2001-02 and 2002-03 were 71 per cent and 37 per cent respectively. Most apprentices who started their programme in 2003-04 and 2004-05 have achieved the qualification or are still on programme.

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

<b>LSC funded work-based learning</b>																	
<b>Advanced apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	1		2	100	6	100	11	100									
Retained*	0		0	0	1	17	4	36									
Successfully completed	0		0	0	0	0	1	9									
Still in learning	1		2	100	2	33	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

<b>LSC funded work-based learning</b>																	
<b>Apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	8		14	100	27	100	45	100									
Retained*	0		8	57	10	37	32	71									
Successfully completed	0		4	29	7	26	12	27									
Still in learning	8		6	43	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

<b>LSC funded work-based learning</b>																	
<b>NVQ Training</b>	<b>2002-03</b>		<b>2001-02</b>														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	10	100	33	100													
Retained*	9	90	26	79													
Successfully completed	7	70	12	36													
Still in learning	2	20	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

### The quality of provision

61. Assessment practice is good. Initial assessment is used well to plan arrangements for meeting learners' needs. Learners are assessed in the training centre every week and in the workplace every month. Assessors regularly visit the workplace to carry out assessments. Observation paperwork is very detailed and cross-referencing to national standards is clear. Tutors provide good work-study sheets to enhance learning of background knowledge. Question and answer sheets to test knowledge are clearly cross-referenced to qualification standards. Evidence is diverse and effectively cross-referred to units to monitor progress.

Most learners achieve targets for their next assessment. Appropriate medium-term targets are set for key skills qualifications, technical certificates and unit achievement.

62. Internal verification meets the awarding body's standards. Internal verification plans ensure that a good sample is taken across learners, units, assessors and locations. Progress reviews are satisfactory. Reviews take place initially every month. Employers are involved well in the review process. They are present during the review and clearly document their views on learners' progress during the process. Employers say the review process is beneficial and enables them to monitor effectively learners' progress in their programme and work skills.

63. All employers receive comprehensive feedback on learners' progress, but some recording of health and safety and equal opportunities knowledge is poor. No learners claim appropriate competency for accredited prior achievement or learning against units. Some learners do not collect evidence independently and tend to follow assessment action plans too rigidly. Most short-term targets are based on expected progress and do not sufficiently stretch learners.

64. BSHI provides good support for learners and employers. This is not identified in the self-assessment report. Employers are enthusiastic and fully support the apprenticeship programmes. Most employers understand the programme requirements. Some employers support learners in collecting evidence by setting them specific tasks. One employer was supported by BSHI in developing effective tasks to assist a learner to collect evidence. Many learners feel that the programme has contributed to their personal development and given them confidence in dealing with work colleagues. All learners benefit from good support and guidance in evidence collection and portfolio building at the beginning of their programme. Some learners have flexible arrangements to meet targets to ensure that their work is not adversely affected. One learner who experienced difficulty in portfolio building was given extra tuition in the workplace. Another learner, who has dyslexia and dyspraxia, has been supported well to understand how they can use coping strategies to ensure their progress is not impeded. BSHI also supported the employer to develop good strategies for this learner and to increase the understanding of his work colleagues. BSHI has an effective process for matching learners to prospective employers. Staff understand employers' requirements well. Two learners who were unable to attend off-the-job training owing to staff shortages received effective weekly on-the-job training to ensure their progress was maintained.

65. All learners are initially assessed for literacy, numeracy and language skills support needs and are informed of the results. The initial assessment identifies learners with additional learning or social needs, and BSHI has appropriate arrangements in place to meet these needs. Assessors are adequately qualified to assess learners for support. One learner, who was not initially identified as needing extra support, had difficulty in making progress. BSHI used diagnostic tools to identify dyslexia and dyspraxia and put strategies in place to support the learner. No learner on programme is currently receiving support for literacy or numeracy. Qualifications are relevant to job roles. Programmes of work are well managed. On-the-job and off-the-job training activities are co-ordinated. Some learners have progressed from level 2 to level 3 qualifications to meet their career aspirations.

66. Planning of off-the-job training sessions is poor. This is not identified in the self-assessment report. Manuals and support material are insufficient and not easily

accessible. No learning session plans are used. In one learning session, two tutors taught separate subjects at the same time to different learners, which distracted tutors and learners. Training is paced to meet learners' needs. A limited range of teaching methods is employed to maintain learners' interest and involvement. Classroom management is poor. Trainers use appropriate teaching methods and body language. Some learners are not always engaged.

67. Some resources are poor. One learning centre is inaccessible for learners with restricted mobility. One training room is cramped. Most centres have insufficient visual aids to meet session requirements. Not enough serviceable laptops are available for learners. BSHI's response to needs is slow. Two centres have no intranet, and staff at these centres are unable to use e-mail.

### **Leadership and management**

68. Staff are appropriately qualified and experienced. However, one tutor does not hold a teaching or training qualification and is currently not working towards an appropriate qualification. Staff are appraised annually and receive interim reviews every six months, but these are not formally recorded. Staff development needs are identified and actions taken to ensure staff receive training and professional updating according to their needs.

69. BSHI adequately collects management information, but makes little use of it. Team meetings are held frequently, with detailed minutes and action plans. BSHI observes trainers in the workplace and gives appropriate feedback. Insufficient monitoring of equality of opportunity takes place and the review process does not reinforce learners' understanding of equality. Learners are adequately informed at induction about equality of opportunity, health and safety, harassment, complaints and appeals processes. BSHI monitors employers' equal opportunities policies, and all employers have carried out risk assessments. Most learners have an adequate understanding of equality of opportunity and health and safety.

70. Staff have been actively involved in producing the self-assessment report. The process involved departmental staff in editing the draft report. The report does not identify many of the strengths and weaknesses found by inspectors.

**Hairdressing & beauty therapy****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Hairdressing</i></b> Apprenticeships for young people	36	<b>4</b> 4

71. BSHI provides work-based learning for 36 apprentices in hairdressing. Learners are based in Spalding and Stamford. BSHI assesses on-the-job training while skills training, background knowledge and key skills training are subcontracted to Stamford College and Steffens Hair Design, a private training provider. The provision is managed by a programme manager and two co-ordinators, who are responsible for one subcontractor each. Assessment and internal verification are carried out by the subcontractors and the co-ordinators. Training is carried out on one day each week. Learners are referred by Connexions or recruited through BSHI's marketing activity. In Stamford, learners can take an additional key skills qualification in ICT.

***Hairdressing*****Grade 4***Strengths*

- good development of practical skills
- good integration of key skills with vocational training

*Weaknesses*

- poor retention and achievement rates
- slow progress
- insufficient on-the-job assessments
- insufficient use of data for operational planning

**Achievement and standards**

72. Learners based in Spalding develop good practical skills. They produce a good standard of work in a range of activities. They can apply full-head permanent colours and correctly select the appropriate percentage of hydrogen peroxide needed. When questioned, learners can explain the reasons for their choice and the result expected. Foil highlights are neat and the required lift is achieved using the correct range of products. Learners' portfolios are of a satisfactory quality and are clearly indexed. However, written feedback from tutors is insufficiently evaluative.

73. Learners based in Stamford develop satisfactory practical hairdressing skills. They practise the skills they have learnt on a range of clients in weekly training sessions. Learners were observed carrying out foil highlights, full-head colouring, and blow drying, straightening and cutting techniques to a good standard.

74. Retention and achievement rates are poor. The retention rate for learners starting in 2001-02 was 52 per cent. For 2002-03 starters it was 27 per cent, with 20 per cent of this intake still in learning. Of the 16 learners who started in 2003-04, 31 per cent left early. Of

the 24 learners who started the programme in 2004-05, 92 per cent are still in learning. Fifty-two per cent of learners starting in 2001-02 completed the framework and 20 per cent of the 2002-03 starters did likewise, with 20 per cent still in learning. Of the 40 learners who started their programme in 2003-04 and 2004-05, none have yet achieved.

75. Learners make slow progress towards completion of their NVQ. Learners based at Stamford College do not start practical hairdressing work on clients until the third term of the academic year. They are unable to collect any evidence towards their NVQ, even though they have spent over six months on the programme. Many learners do not achieve the number of NVQ units expected, given the length of time they have spent on the programme. Three learners who started in 2002-03 have yet to achieve their qualification.

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

LSC funded work-based learning																	
Apprenticeships	2004-05		2003-04		2002-03		2001-02										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	24		16	100	15	100	21	100									
Retained*	0		0	0	4	27	11	52									
Successfully completed	0		0	0	3	20	11	52									
Still in learning	22		11	69	3	20	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

### The quality of provision

76. Key skills training and assessment are integrated well with vocational training. Learners are given a comprehensive programme outline, which includes vocational topics from the NVQ. This is cross-referenced to the key skills units. One unit in the key skills in ICT qualification is linked to work on scalp disorders. The work is well researched and learners are encouraged to link key skills units with their salon practical log. In one session, learners researched different colouring products for a presentation and group discussion. One learner produced an informative chart, which stimulated good discussion in the group. All learners participated and asked relevant questions for additional information on the products researched.

77. Assessment and off-the-job training are satisfactory. Assessments are well planned and integrated with practical work. Assessments meet industry standards and learners receive appropriate feedback. Learners know what they have done well and what they need to do to improve. In Stamford, an assignment on scalp diseases is linked with client consultations. Good evaluative verbal feedback is given following assessments. Training sessions are well-planned and meet learners' needs.

78. Salon facilities at Stamford College are good. The reception area is comfortable and welcoming. The salon is accessible for people with restricted mobility. In Spalding, learner numbers are limited to 16 because there is insufficient space in the training centre to accommodate more. The key skills training room at Spalding is cramped. On-the-job training resources in Spalding are good.

79. Progress reviews are satisfactory. They involve the learner and employer, and

appropriate targets are set. However, the review process does not sufficiently plan on-the-job training with assessment opportunities.

80. Internal verification is effective and meets awarding body requirements. Internal verification plans ensure that a good sample is taken, covering learners, units and assessors. The feedback given to assessors is constructive and supportive.

81. Learners undergo thorough initial assessments on entry to the programme. Further diagnostic testing for literacy and numeracy support needs is available if required. The results of initial testing are followed up by the skills for life co-ordinator. Work completed by the learners is marked and shows improvement in numeracy.

82. Insufficient on-the-job assessments are carried out. Employers are not sufficiently involved in the planning of assessment. Witness testimony is rarely used. One salon owner is a qualified assessor, but BSHI has not made sufficient use of this resource to support on-the-job assessment. BSHI's assessors visit the salons to carry out reviews every 12 weeks. Salon assessment is carried out at learners' request and is not planned by BSHI through monitoring of learners' progress. BSHI does not monitor off-the-job assessments effectively to co-ordinate them with salon assessments. Assessment planning is poor and learners' completion of units is delayed. Learners do not understand the NVQ system. They are unable to identify when they have completed a unit or the progress they have made.

### **Leadership and management**

83. Staff meet regularly to discuss the provision and meetings are recorded, with appropriate action plans and timescales. Staff appraisals are carried out annually, with six-monthly reviews. Appraisals identify staff training and development needs, but there are few measurable targets for staff to achieve. Assessors and internal verifiers are appropriately qualified and experienced.

84. Arrangements for equality of opportunity are satisfactory. Equality of opportunity and diversity are covered during induction, but are not sufficiently reinforced once learners are on programme. Though learners have a satisfactory understanding of their rights and responsibilities, some have a poorly developed understanding of equality of opportunity. Access for learners with restricted mobility is good in Stamford, but poor in Spalding.

85. BSHI makes insufficient use of data for operational planning. Staff do not use recruitment, retention and achievement data to help them to make judgements about how well learners are performing. Staff have insufficient understanding of how they can use data to improve the provision. BSHI monitors attendance, but staff are not able to identify attendance trends. Data is not used for planning or target-setting. BSHI has recently implemented initiatives to improve retention rates, such as monthly reviews for new learners, but no procedure exists for measuring the effect of these initiatives.

86. The self-assessment process correctly identified one of the strengths found by inspectors, but none of the other strengths or weaknesses. BSHI did not identify poor retention and achievement rates as a significant weakness.

**Health, social care & public services****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Care</b> Apprenticeships for young people	10	4
<b>Early years</b> Apprenticeships for young people	33	4

87. BSHI provides training for 43 learners in social care and early years care and education. Twelve advanced apprentices and 21 apprentices are on early years programmes, and 10 apprentices are on social care programmes. All learners work towards key skills qualifications and technical certificates. Learners are referred by Connexions or recruited through BSHI's promotional activity, and can start their programme throughout the year. All learners receive an induction at a BSHI training centre. Progress reviews take place every four weeks for the first three months and then every 12 weeks.

*Strengths*

- well-planned assessments
- good integration of key skills with vocational training
- good learning support

*Weaknesses*

- poor retention and achievement rates
- slow progress
- weak progress reviews
- poor use of data

**Achievement and standards**

88. Retention and achievement rates are poor. Only 25 per cent of advanced apprentices starting programmes in 2001-02 achieved the qualification. Of the five learners who started an advanced apprenticeship in 2002-03, only two have achieved and one is still in learning. Achievement rates on the apprenticeship programme are also poor. Just 26 per cent and 11 per cent respectively of learners starting these programmes in 2001-02 and 2002-03 completed the framework. A few learners are still in learning. The retention rate for apprentices starting in 2001-02 was 79 per cent but very few retained learners achieved the qualification. The retention rate for the 2002-03 intake was 44 per cent, with 22 per cent still in learning.

89. Learners make slow progress towards their NVQ and their key skills qualifications. Many learners are not completing the number of NVQ or key skills units that would be expected of them considering the length of time they have been on programme. Some learners have been on programme for over three years and not yet achieved. The number of learners who leave the programme early has been declining for the past two years. Of the 12 advanced apprentices who started in 2003-04 and 2004-05, 11 are still on

programme. Ten of the 11 apprentices who started in 2004-05 are still in learning.

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

LSC funded work-based learning																	
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	2		10	100	5	100	12	100									
Retained*	0		0	0	4	80	11	92									
Successfully completed	0		0	0	2	40	3	25									
Still in learning	2		9	90	1	20	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																	
Apprenticeships	2004-05		2003-04		2002-03		2001-02										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	11		22	100	18	100	19	100									
Retained*	0		8	36	8	44	15	79									
Successfully completed	0		1	5	2	11	5	26									
Still in learning	10		15	68	4	22	2	11									

\*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

## The quality of provision

90. Assessments are well planned and detailed. Plans clearly identify the activity and assessment methods needed to complete the assessment, including time and any input from workplace staff. They also identify the objectives of the assessment and include an evaluation agreed and signed by the learner. Learners have a good understanding of the NVQ process. Portfolios are presented well, clearly signposted and contain a good range of evidence, especially on child development. Assessors use a variety of methods to assess learners' competence, and complete and sign the relevant paperwork. Assessments are holistic and expertly cross-referenced to NVQ units. Observations of assessments are recorded in detail and are clearly linked to the NVQ standards. Learners receive good verbal and written feedback on assessment outcomes at the earliest opportunity, as well as good support with portfolio building.

91. Key skills training and assessment are integrated well with vocational training. Learners are introduced to key skills qualifications during their induction. Key skills are taught and assessed at the same time as their NVQ. Learners are encouraged to collect evidence for key skills through their daily tasks at work. Learners appreciate the relevance of key skills to their work for the qualification and to the world of work.

92. Learners receive good learning support. BSHI's staff have recognised the need to increase support for learners' personal and social problems as well as support towards their qualification. This support has helped learners, whose funding period has ended, to stay on

programme and continue with their qualification. Learners with additional learning or social needs are provided with help in their workplace or at a training centre by the skills for life co-ordinator. Learners who have reading and writing difficulties receive help in completing assessment paperwork and to prepare for assessments. Resources to support learning are good. Learners are taught practical skills and related background knowledge to a high standard in groups and individually. Staff use a good range of learning materials. Learners have access to books, journals, handouts, leaflets, computers and the internet. Many workplaces provide good resources to support learners who are unable to attend training sessions. Assessors are accessible and responsive to learners' needs. Employers have a good understanding of the NVQ and support learners well. Learners receive good-quality supervision, which develops their practical skills, and are given additional training to reinforce their knowledge and occupational competence. Learners in early years care and education programmes are able to work with all age groups in the nursery, ensuring full coverage of the range for the NVQ. The close relationship between assessors and learners helps to build learners' self-esteem and confidence. Learners enhance their practical skills, knowledge and understanding and are given every opportunity to put what they have learnt into practice. Learners value the support they receive very highly and recognise that it helps them to stay on programme.

93. All tutors are occupationally experienced and qualified. Attendance is good at the weekly off-the-job training sessions. Tutors have detailed session plans with clear aims and objectives that are linked to the NVQ. Learners' interest is sustained and engaged throughout the session and learners are encouraged to contribute and participate in all activities. Tutors use appropriate teaching methods to promote and extend learning. Teaching and learning aids are effective. Key learning points are reinforced and checked.

94. The internal verification process is satisfactory. BSHI uses clear monitoring charts and regularly samples assessment activity, including observing assessors' practice. NVQ portfolios are regularly sampled, and the process is reported on by the internal verifier. Assessors hold monthly activity-based meetings at which they standardise practice.

95. Induction is memorable, effective and provides learners with a good foundation for their NVQ programmes. Learners receive detailed information about all aspects of their programme. They are aware of equality of opportunity and the appeals and complaints procedure. Learners value the induction, which they feel gives them more confidence at the start of their programme and a full understanding of all aspects of their training.

96. Progress reviews are weak. They do not set clear, achievable and challenging targets. Reviews do not clearly identify what action the learner should take before the next progress review and are not used effectively to plan training. They include little indication of whether any additional support learners receive, such as literacy or numeracy training, is effective, or whether other support is required. Insufficient detail is recorded on the review form and some comments are vague. Individual learning plans are not routinely updated. They are used to record dates of reviews, but learners' progress towards their qualification, details of what they have achieved and changes in circumstances are not always updated and accurate. Individual learning plans are not tailored to meet each learner's needs or used as the basis for reviews. They are often not fully completed. BSHI has only one internal verifier for early years care and education. A number of completed units have not been internally verified and certification for some learners has been delayed.

## **Leadership and management**

97. BSHI has taken a number of actions to tackle poor retention and achievement rates, such as recruiting staff to provide support in literacy, numeracy and key skills. However, most of these actions have taken place during the past year and it is too early to judge their effectiveness.

98. Equality of opportunity is covered during induction and in training sessions, and monitored during reviews. Most learners have a good understanding of matters relating to equality of opportunity and diversity. Learners fully understand the complaints procedure.

99. BSHI's staff make poor use of data. The management information system is used to monitor learners' progress and to record achievements. However, the data on learners' progression and achievement entered into the management information system is not up to date. The system is not used effectively to measure performance and monitor learners' progress. The management team do not analyse information about performance against targets. Data is not used to analyse retention and achievement rates or to identify trends. Some staff do not fully understand or recognise the importance of measuring performance and setting realistic and achievable targets. The self-assessment report correctly identifies some of the strengths found by inspectors, but not the weaknesses.

**Foundation programmes****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Employability/employment training</i></b>		<b>3</b>
New Deal for young people	24	3
New Deal 25+ and work-based learning for adults	20	3
Programme centres	12	3
Work-based learning for adults	32	3
Entry to Employment	32	2

100. BSHI provides E2E programmes for 32 young people who wish to enter employment or further training. Learners are based across south Lincolnshire and Rutland. Courses run for 30 hours a week for 26 weeks, although learners with continuing needs are eligible for an extension to their programme. Provision is located at training centres in Oakham, Spalding and Stamford. The programmes include literacy, numeracy and key skills training, personal and social development, independent living skills, job seeking and other employability skills. Learners have the opportunity to work towards recognised national qualifications, mainly national literacy and numeracy awards. Within the personal and development programme, learners are entered for the Duke of Edinburgh's bronze award. The provision is managed by a full-time programme manager, assisted by six full-time key workers and one part-time counsellor.

101. BSHI provides employment training for 88 participants on Jobcentre Plus programmes. Thirty-two clients are on a work-based learning for adults programme, 24 are on New Deal for Young People, 20 are on New Deal 25+, and 12 are on programme centres. Twenty-three of the New Deal for Young People participants attend the full-time education and training option.

102. Work-based learning for adults and New Deal programmes consist of programme centres, basic employability training, longer occupational training and short job-focused training. Jobsearch and work experience are also offered. Participants can work on a range of vocational training programmes, such as light goods vehicle (LGV), lift truck training, business administration and hairdressing and care.

103. BSHI has four main centres across south Lincolnshire. The manager for adult programmes is responsible for all aspects of the provision. There are 10 personal advisers. Participants are referred to BSHI by Jobcentre Plus.

***Employability/employment training*****Grade 3***Strengths*

- good achievement of personal goals for E2E learners
- very effective reviews of E2E learners' progress
- good personal and social development programme for E2E learners
- good acquisition of job-related skills on Jobcentre Plus programmes
- effective use of ICT to support learning on Jobcentre Plus programmes

- well-matched work placements to meet participants' needs on Jobcentre Plus programmes

#### *Weaknesses*

- insufficient opportunities for work placements on the E2E programme
- insufficiently individualised teaching on Jobcentre Plus programmes
- incomplete progress reviews on Jobcentre Plus programmes
- inadequate data on Jobcentre Plus programmes

#### **Achievement and standards**

104. E2E learners' achievement of personal goals is good. Many learners have a history of low attainment in formal education and a history of non-attendance, and others have a range of complex needs. They gain confidence and develop skills to participate in learning activities and social situations. One learner with a history of behavioural difficulties and non-attendance at school now attends regularly and is an active participant in the Duke of Edinburgh's Award scheme. Other learners are now able to articulate the difference the programme has made to their motivation and attitude to learning. Many learners who enter the programmes with no previous record of attainment achieve national literacy and numeracy awards, and others achieve certificates in food hygiene and health and safety. Through their participation in the Duke of Edinburgh's Award scheme, learners are able to engage in community activities and make a contribution to their local community. Progression is satisfactory, with most learners progressing to further education and training or employment.

105. Participants on Jobcentre Plus programmes acquire good job-related skills. They are able to use complex language and vocabulary to describe a range of equipment, tools and materials in a work context. One participant was able to use technical language to describe the brake system when performing a bike maintenance task. Another participant gained in confidence and motivation through learning carpentry skills to make a dog kennel. Participants with substantial experience of driving who are on lift truck and LGV training develop coaching skills, supporting their peers to learn to operate lift truck, heavy and light goods vehicles and complete tasks to specific required standards. They are able to articulate their knowledge through recall of previous tasks performed and to increase their own learning.

106. Participants take part in challenging learning activities and participate well in many of the literacy and numeracy classes. Participants in one numeracy session learnt how to handle data by using tally charts. One participant felt she would be able to help her child as a result of what she had learnt in the session. Participants make satisfactory progress towards achievement of literacy and numeracy qualifications, particularly since the recent introduction of online testing. Participants reported satisfaction with their achievements and one lone parent felt that participating in the programme had given her the confidence to get a job in administration.

LSC funded work-based learning																	
Entry to Employment	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	55	100	107	100													
Progression <sup>1</sup>	13	24	63	59													
Achieved objectives <sup>2</sup>	46	84	41	38													
Still in learning	31	56	1	1													

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

### The quality of provision

107. Tutors make effective use of ICT to develop clients' understanding of health and safety requirements for lift truck driving, LGV training, jobsearch and developing skills in basic computer packages and the internet. Clients enjoy using computers and take full advantage of the internet to learn skills to broaden their knowledge. Most computers are industry standard and clients are able to improve their literacy and numeracy skills by visiting interesting and relevant websites.

108. E2E learners receive very effective progress reviews. The monthly reviews are thorough and involve the learner, tutors and the Connexions personal adviser. Learners' progress in jobsearch activities and the personal and social development programme, are all evaluated. Tutors place a strong emphasis on target-setting and carefully review targets with the learners and their personal advisers. Targets for learners are challenging and relevant to their personal and other learning goals. Tutors and personal advisers ensure that learners have a clear understanding of the importance of the targets set to enable them to progress on the programme. Many learners speak positively of their achievements in meeting their targets and the increased confidence this gives them. Learners have a weekly activity log where tasks are set, and complete a weekly evaluation form on which they self-assess their learning. Tutors keep a monthly record of these forms to monitor learners' progress and identify any areas of concern. Initial assessment is thorough and learners are given an effective induction programme to identify individual needs. E2E learners receive an assessment of their literacy, numeracy and language support needs and discuss their future learning needs with key workers and personal advisers. The initial assessment supports the learners' training programme and the targets set for them.

109. Work placements are well matched to meet clients' needs. Clients are highly motivated as they gain and apply practical work skills. For example, one client who had been in several unsuccessful work placements gained in confidence through her work placement in the bicycle section of a local firm. She gained practical skills and was able to help customers to buy bicycles with her application of the technical knowledge she had acquired. The range of real work opportunities matches learners' needs well.

110. E2E learners benefit from a good personal and social development programme. Many learners have a history of disaffection, non-engagement in formal education and some have a history of substance misuse and offending. The personal and social development programme involves a range of activities to increase self-confidence, improve social skills and motivate learners to think positively of their future. Learners study modules of the Duke of Edinburgh's Bronze Award which enables them to participate in social and

community activities. Learners articulate their sense of achievement in taking part in the activities and group working modules, stating that this is the first time they have successfully completed challenging tasks. BSHI is also piloting a national youth agency's 'getting connected' award as part of the personal and social development programme, and learners are able to take accredited modules when they are ready.

111. Teaching and tutorials on the E2E programme are satisfactory. Most of the programme is delivered individually in tutorials. Tutors have a good working relationship with learners and are sensitive to their individual needs. They provide good personal support to enable learners to overcome barriers to learning. Many learners speak favourably of the friendly and supportive tutors and contrasted this approach with their previous educational experiences.

112. E2E learners also engage in a variety of jobsearch activities to prepare them for entry to employment or further education or training. Tutors help learners to prepare curriculum vitae and to develop the skills necessary for gain jobs. Visits are arranged to local jobcentres and representatives from a variety of organisations, such as the uniformed services, are invited to talk to learners.

113. E2E learners receive satisfactory guidance and support. They have a personal adviser from Connexions who often contacts them daily. Tutors have good working relationships with staff at Connexions and other agencies, and give good individual guidance and support to all learners. A programme counsellor visits all centres weekly, sitting in on training and tutorial sessions to identify and assist with any difficulties the learners may have.

114. Literacy, numeracy and language support is satisfactory on E2E programmes. Learners receive an effective initial and key skills assessment to identify any additional needs, and a training programme is planned to meet these needs. All tutors have received skills for life training and are currently receiving key skills training. However, BSHI's arrangements for more specific additional learning needs such as dyslexia are less clear. A dedicated key skills tutor is available to give more specialist advice, but some tutors are unclear as to the arrangements, should a learner require more long-term specialist support.

115. Teaching and learning are satisfactory on Jobcentre Plus programmes. Tutors understand their clients' needs well and work sensitively with less confident individuals. Relationships between staff and clients are good. Clients comment favourably on their relationships with staff. In the better observed learning sessions, tutors related the session to clients' abilities and interests. For example, in a numeracy session, clients used tally charts for a range of everyday activities and developed a good understanding of basic calculations.

116. Teaching accommodation for Jobcentre Plus programmes is adequate and welcoming at two centres, which provide good access for participants with restricted mobility. Access for participants at two other centres is poor, and one teaching room is small, poorly ventilated and poorly lit. There are appropriate adaptations for learners with learning and physical disabilities. The working environment is safe. BSHI carries out comprehensive risk assessments of work placements. Most staff have appropriate teaching qualifications or are working towards them. Most have attended skills for life training.

117. Support for participants is satisfactory. BSHI is very responsive to learners' personal circumstances. It has provided help for learners through effective use of local authority departments. It has provided financial advice and support to learners as required and has given continuous support to learners who are caring for families and partners with a diverse range of personal difficulties.

118. E2E learners have insufficient opportunities for work placements. Although some learners are found work placements, many are not. At one centre, no learners had been placed. The matching of learners' job aspirations to a suitable work placement is not well developed. Tutors are expected to find suitable work placements and many find this difficult.

119. Teaching on Jobcentre Plus programmes is not sufficiently tailored to individual learners. Initial and diagnostic assessment of participants' literacy and numeracy skills is adequate, but BSHI carries out no structured assessment for participants who speak English as an additional language. As identified in the self-assessment report, BSHI does not sufficiently use assessment results to set participants individual time-based goals and targets specific to their personal goals and needs. Jobsearch and personal development activities do not always take account of participants' literacy, numeracy and language skills. Insufficient reference is made to the work context in teaching sessions. Insufficient attention is given to preparing material for classes with mixed levels of ability and attainment, so that all participants are sufficiently challenged and have appropriate activities to extend their development.

120. Progress reviews are incomplete. The on- and off-the-job skills achieved by participants are not sufficiently recorded. Employers' comments on the review form are general and do not refer specifically to application of skills in the workplace. Formal progress reviews are carried out twice a month, and progress is recorded on individual learning plans. However, the use of individual learning plans is relatively new, and not all staff are clear about their value or how to use them. No records exist of any feedback from employers on participants' application of the skills they have acquired. Although personal advisers, participants and employers may know about the level and achievement of the participants in completing certain tasks, this is not always well recorded. Participants are not involved sufficiently in evaluating their learning during reviews. They are provided with a form on which to record their progress, but do not complete it thoroughly. Some tutors record progress in a meaningful way and some participants are aware of their literacy and numeracy skills achievements.

### **Leadership and management**

121. Management of the E2E programmes is effective. Communications between managers and staff are good. The E2E manager regularly visits all centres. Key staff at each centre hold weekly meetings where matters regarding the administration of E2E are discussed and good practice is shared. BSHI makes good use of management data to evaluate attendance, achievement and retention on E2E programmes. Monitoring of the E2E programme across all centres is effective.

122. Quality assurance of the E2E programme is satisfactory, but some aspects are not sufficiently developed. For example, a system of staff appraisal exists where individual and organisational targets are set, but this is not linked to a systematic scheme of observation of teaching and learning. Although tutors are visited and observed by the E2E manager, this is

not part of a regular or structured scheme. Staff development is satisfactory. Tutors are able to take up opportunities for staff development, and staff have received training in literacy and numeracy support, drug awareness, mental health and other areas. Staff development is focused on the needs of the learners and the programme.

123. Equality of opportunity is satisfactory. All learners receive equal opportunities awareness training at induction by means of a video and accompanying handouts. Equality of opportunity is also discussed at the learners' monthly reviews. Inappropriate or unacceptable language or behaviour is challenged by tutors. However, some learners display little awareness of matters relating to equality of opportunity.

124. Communication between staff on Jobcentre Plus programmes is good. Regular team meetings are held and staff feel well supported. An active staff development programme is in place and BSHI has good links with the local professional development centre.

125. Some training has been provided for staff working directly with New Deal participants. This training has covered equality of opportunity, health and safety and first aid. BSHI has a strategy in place to improve literacy, numeracy and language skills and a significant number of staff have attended skills for life training.

126. Equality of opportunity for Jobcentre Plus programmes is satisfactory. Equality is covered well during induction and participants understand the topics presented on a video, which were followed by discussion. However, materials used in the induction do not always reflect cultural diversity and staff carry out insufficient follow-up activity to reinforce participants' understanding.

127. The management of safety in the working environment on Jobcentre Plus programmes is satisfactory. However, insufficient attention is paid to the day-to-day management of health and safety requirements in work placements. Adequate arrangements are in place for internal and external verification for the adult literacy, numeracy and language programmes.

128. Data is not adequate for staff to monitor clients' progression into employment or to determine trends in achievement and retention rates. Staff are unable to plan the curriculum effectively and they do not understand how data can be used to improve the provision. Managers were unable to provide accurate information on the number of participants on Jobcentre Plus programmes. The information on participants' numbers, retention rates and progress into jobs held by the management information system does not agree with that held by the programme manager.

129. The self-assessment report does not accurately reflect the strengths and weaknesses found by inspectors. However, the overall grade for foundation programmes given in the self-assessment report, and the contributory grades for E2E and for Jobcentre Plus provision, match those given by inspectors.