

MONITORING VISIT: MAIN FINDINGS

Name of Provider: Boston & South Holland ITEC

Date of visit: 7 August 2007

Context

Boston & South Holland Information & Technology Centre (B&SH ITEC) is a charity-based private training organisation based in Lincoln. It operates from centres in Stamford, Grantham, Spalding and Boston. It continues to hold a contract with Lincolnshire and Rutland Learning and Skills council to provide apprenticeships, advanced apprenticeships in engineering, business administration, care and Entry to Employment programmes (E2E). This monitoring visit follows the reinspection in June 2006, at which all aspects of provision were graded as satisfactory or better.

Achievement and standards

What improvements have been made to success rates and learners' progress since the previous inspection?	Reasonable progress
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LSC data indicates that achievement for learners on apprenticeship programmes are generally well above national rates. From LSC data, timely success rates are generally also above national success rates although they lag behind the overall success rates. B&SH ITEC's data confirmed these trends. However, at the time of the visit it was not possible to confirm accurate data. The data relating to the number of learners on some apprenticeship programmes provided by B&SH ITEC was significantly different from the data available to inspectors on PPR. It was also not possible to make accurate judgements about the provider's E2E data. The provider is aware of this and is in dialogue with the LSC to align the figures. Sufficient evidence was available to identify that reasonable progress had been made in raising success rates.

Many learners gain additional qualifications, such as first aid and make substantial gains in personal confidence and working with others.

Quality of provision

What improvements have been made within the quality of the provision?	Reasonable progress
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B&SH ITEC have made improvements to the initial assessment and induction process. Induction materials have been thoroughly revised to be more accessible to learners. There is better use of visual material and learners have become more

engaged in the induction process through such activities as games and quizzes with the use of simplified language. Learner feedback has been positive. The initial assessment process is effective in identifying learners' needs, in particular dyslexia and dyspraxia and appropriate support is provided. Learners appreciate the support that helps them to stay on the programme and make progress towards achieving their objectives.

Leadership & management

Have quality improvement arrangements, broadly satisfactory at the previous inspection, been developed to ensure improvements in the quality of provision?	Reasonable progress
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B&SH ITEC has continued to make steady progress in improving the quality of the provision. Management structures have been significantly revised to reflect changes in provision and staff talk positively about improvements in information and reporting that is now available. Communications within the organisation involve all staff in the systematic review of the quality improvement plan. Since the previous reinspection, the quality time-table has been significantly developed into an effective quality planning resource and there is a shared commitment by staff to further develop the time table into an even more effective quality improvement tool. All managers are effectively involved in sharing of good practice across all parts of the business and are able to make useful contributions to quality improvements within and between subject sectors.

Has the analysis and use of data improved since the previous inspection?	Reasonable progress
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There has been an overall improvement in the use of data and availability of data for staff. Routine use of data is used closely to monitor learner progress and to provide additional support for learners where necessary. Overall monitoring arrangements are clearly outlined in the quality timetable. Case studies have been effectively introduced to closely monitor progress and to enable the early identification of learners who are at risk. There are clear links between the quality time-table and key processes such as appraisal and continual professional development (CPD). Although the quality time-table identifies clear points for action throughout the year, staff do not fully understand how the component parts of annual quality cycle link together.

Are action plans better used to manage and monitor quality improvements?	Reasonable progress
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Staff are fully involved in the development and review of the self-assessment report. Learner and employer' views are fully considered. However, the self-assessment report did not include any leadership and management strengths or weaknesses.

Although staff are clear about improvements to be made, targets within the quality improvement plan are not sufficiently detailed to monitor progress accurately.

Has the management of equality of opportunity improved?	Reasonable progress
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B&SH ITEC has made reasonable improvements in the management of equality of opportunity since the previous inspection. Further training has been provided for staff to raise awareness of equality and diversity. Some learners have attended an effective one-day workshop to broaden their awareness of equality and diversity issues. Although data is routinely collected and analysed, this does not always clearly link into action plans, such as the marketing plan, to address the issues identified. B&SH ITEC are aware of insufficient access for learners with disabilities at some premises and are working to address this.