

Delphi Diesel Systems Limited

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Engineering and manufacturing technologies

Description of the provider

1. Delphi Diesel Systems Ltd (Delphi) is an international automotive component and systems designer, manufacturer and supplier to vehicle producers and the service and repair sector. Delphi's UK service and education team, based in Leamington Spa, offers a range of non-validated and validated training in automotive and component systems to vehicle manufacturers and the service and repair industry from foundation to advanced level. Around half of the team's work is the provision of motor vehicle work-based learning.
2. The business line manager, service and education products, of Delphi's UK service and education team is responsible for work-based learning. They report on this work to the vice president for Delphi in the UK. Delphi's UK training manager and an administrator support the business line manager in providing work-based learning. Four trainers employed by Delphi provide the off-the-job training at the company's training centre in Leamington Spa. Delphi subcontracts the recruitment, assessment, monitoring and review of learners to a team of three regional assessors from ProVQ Ltd. They each look after a group of learners. Nationwide Autocentres (NWAC), a national provider of motor vehicle servicing and maintenance, employs the learners. Managers and technicians at NWAC provide on-the-job training at the employer's premises.
3. Delphi has a contract with the National Employer Service of the Learning and Skills Council (LSC) to provide motor vehicle work-based learning at NVQ Level 2 and Level 3 in vehicle servicing and repair for apprentices and advanced apprentices. At the time of the inspection, 117 apprentices and seven advanced apprentices were in learning. Delphi started providing work-based learning in August 2006.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Engineering and manufacturing technologies	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. Achievement and standards, and leadership and management are good. The quality of provision, including the effectiveness of teaching, learning and training and the responsiveness to the needs of learners and the employer, is good. Provision in engineering and manufacturing technologies is good. Guidance and support for learners, equality of opportunity and social inclusion are satisfactory.

Capacity to improve

Good: Grade 2

5. Delphi's capacity to improve is good. Managers and staff have particularly effective arrangements to improve provision for learners. They have ensured extremely high framework success rates in 2006/07, albeit with low numbers, high retention rates for current learners and the development of good job skills. Managers and staff maintain standards of training at a high level. Quality improvement arrangements are good and raise standards of provision for learners. Managers have not ensured systematic arrangements for literacy, numeracy and language support.
6. Self-assessment is good. The process is particularly effective and thoroughly involves managers and staff from Delphi and the subcontractor. The views of learners and the employer contribute well to the process. The self-assessment report is thorough and informative. Judgements in the report are particularly accurate and match closely those made by inspectors. The report links to the quality development plan clearly and effectively.

Key strengths

- High retention rates
- Good occupational skills of learners
- High standards of training
- Particularly effective direction set by managers to improve provision for learners
- Good use of management information on learners' performance
- Particularly effective quality improvement arrangements to raise standards for learners

Key areas for improvement

- Insufficient formative internal verification
- Literacy, numeracy and language support

Main findings

Achievement and standards

Good: Grade 2

7. Achievements and standards are good, a strength identified in the self-assessment report. The retention rate of current learners is very high at 89% and their success rate on the technical certificate component of the framework is 84%. The overall framework success rate and the timely success rate for 2006/07, although based on a small cohort of learners, were extremely high. Most learners make good progress towards achieving the apprenticeship and advanced apprenticeship framework. Performance of those from different groups is similar to all learners.
8. Learners develop good occupational skills in light vehicle service and repair. They quickly acquire a broad range of high standard technical and diagnostic competences needed in the workplace. Learners welcome the responsibility given to them by NWAC when carrying out work on customers' vehicles and they interact well with others. Learners gather a wide range of relevant good quality evidence in their portfolios. They understand well the NVQ process and its requirements. A Delphi apprentice, after winning the national heats, now has the opportunity to be the UK automobile technology representative in the forthcoming WorldSkills competition in Canada.

Quality of provision

Good: Grade 2

9. Quality of provision is good. The self-assessment report identifies this strength. Teaching, training, and learning are good. Trainers carry out good off-the job training. During training, trainers ensure learners to develop the good occupational skills and theoretical understanding needed for the light vehicle repair and service sector. Trainers thoroughly plan learning. The use of ILT and question and answers to check learners' understanding of learning tasks by trainers is good. The very well resourced training centre provides learners with a range of high standard workshop equipment and up to date vehicles. Training rooms provide a good learning environment and good quality learning materials support training. The use of accreditation of prior learning for key skills is good. Key skills tuition and assessment takes place at the training centre. Trainers effectively integrate key skills tuition and assessment with the learners' occupational studies.
10. On-the-job training is good. In the well-equipped workshops, NWAC's managers and on-site mentors take a close interest in the learners' training. They develop the occupational and theoretical skills learners acquire during off-the-job training particularly effectively. Managers and mentors have a good understanding of the requirements of the apprentice and advanced apprentice programmes. Although working in busy commercial trading environments, managers and mentors are particularly effective at making sure learners have time to learn and progress.
11. Assessors fully involve the NWAC's managers during the regular reviews of learners' progress. The effective review of previous learning and assessment activities provide a range of short-term learning targets to ensure learners maintain progress towards achieving qualifications. At the reviews, assessment is accurate and assessors cover health

and safety comprehensively. Both learners and assessors make use of a wide range of evidence including video, photographs, observation and witness testimony.

12. Delphi and the subcontractor recognise that there are issues with internal verification. Regular observation of assessors by internal verifiers has only recently become systematic and currently formative internal verification of learners' portfolios is insufficient.
13. Delphi's response to meeting the need of learners and the employer is good. Learning programmes include additional courses in air conditioning refrigerant handling and one leading to automotive technician accreditation. Learners have good opportunities to take further specialist Delphi vehicle repair and service courses to improve their skills and knowledge. ProVQ Ltd organises visits to local vehicle manufacturers and places of interest for learners.
14. Support, information, advice and guidance for learners are satisfactory. At the application and interview stage, ProVQ ensure learners are clearly aware of the nature of their training, the light vehicle and repair and service sector and the type of skills and aptitudes needed for this industry. Learners receive comprehensive induction at NWAC's premises and the training centre. They have further advice and guidance on future opportunities and progression routes when they complete their training. Learners live in a local residential centre during their time at the training centre. Staff at Delphi monitor these arrangements closely. When issues around food and accommodation have arisen, Delphi has taken action to make improvements, however, the standard of some communal areas, including showers and toilets, is unsatisfactory.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

15. Leadership and management are good; a strength identified in the self-assessment report. Managers set a particularly effective and clear direction to provide learners with high standards of work-based learning. The strategic aim of the company is to provide workers with high levels of skills in light vehicle service for and repair to an industry that recognises that it is short of employees with these abilities. The three partners have a very strong commitment and understanding of this aim. Delphi's three-year development plan and quality improvement plan clearly support this aim.
16. The highly effective partnership between Delphi, ProVQ and NWAC (particularly through the very useful monthly review meetings) supports learners in developing the high level of skills that the industry requires and progress well towards completing their programme of learning and achieving their qualifications. Managers' good use of a wide range of management information on learners' performance pays particular attention to the progress learners make towards completing the framework, including the key skills awards, NVQs and technical certificates. Managers' have a very thorough knowledge of this information. They use this information to take very effective action to ensure learners progress successfully, particularly those where more support is needed.

17. Arrangements for quality improvement are good. Managers make particularly effective use of Delphi's quality improvement log to raise standards. The log clearly identifies areas for improvement and it log accurately describes the actions to remedy problems, indicates responsibilities and if actions have successfully resolved issues. Managers thoroughly review and take effective action to resolve the issues recorded in the log. It also covers all aspects of the learners' time with Delphi and has a very clear focus on improving learning.
18. The arrangements to collect learners and employers views are very thorough. Learners regularly complete questionnaires on their views and assessors gather learners' views on what is taking place at NWAC's premises. Delphi collects the employer's opinions at monthly meetings and through a questionnaire completed by NWAC's managers. Managers regularly review feedback from learners and prompt action is taken to remedy any issues by NWAC and ProVQ.
19. Feedback from learners indicates they enjoy training and consider it to be of a high standard that prepares them well for their careers. The feedback from NWAC indicates that Delphi meets their requirements very well. The use of targets to improve provision is thorough. Delphi has overall and timely apprentice and advanced apprentice success rates targets for the framework, key skills awards, NVQ and technical certificates. The 2007/08 success rate targets are challenging and well above the national average. Although the numbers of learners aiming to complete in 2006/07 were low, the provider significantly exceeded its target success rates. Delphi has only recently started observing off-the-job training. No observations take place of induction or the progress reviews. The self-assessment report recognises written policies, and procedures on quality improvement are at an early stage.
20. The thorough self-assessment process involves managers and staff from Delphi and ProVQ Ltd. The opinions of learners and NWAC are a key component of the process. The judgements in the self-assessment report are accurate and correspond closely to those made by inspectors. Managers use the strengths and areas for improvement from the report as the basis for the quality improvement plan.
21. Inspectors agreed with the self-assessment report that equality of opportunity is satisfactory. Delphi, NWAC and ProVQ all have comprehensive policies on equality, discrimination and anti-harassment and bullying. Learners receive equality of opportunity training at induction. Training plans have clear references to equality of opportunity. However, inspectors found that at review meetings in the workplace, reinforcement of equality of opportunity is insufficient. Staff at Delphi and ProVQ receive regular training in equality of opportunity. Delphi collects information and performance on under-represented groups. It has targets for success rates and recruitment for these groups. Delphi through ProVQ regularly checks that recruitment takes account of those under-represented in training. Delphi has procedures for learners' complaints. The company keeps a record of complaints, and the action it takes to resolve them. Arrangements for safeguarding young people are in place.
22. Managers provide learners with a high standard of resources and trainers and assessors have high levels of expertise. A useful range of staff development includes regular updating on the latest developments. Managers have recognised that not all trainers received formal instructor training, this is now included in the trainers' personal development plans.

23. Although Delphi provides additional support to learners, managers have not fully introduced systematic arrangements to initially assess and provide learners with literacy, numeracy and language support. Although, the self-assessment report recognises this is an area for improvement and the company is taking action to deal with this problem, it is too early to comment on the effectiveness of the arrangements.

What learners like:

- 'Helpful trainers, that put information over in clear and understandable ways'
- Good quality training and facilities
- Learning new things, particularly the complex tasks
- Helpful mentors in the workplace
- Recent shop floor experience of trainers
- 'Enjoying work'
- Being treated as an equal
- Working with the electronic portfolios

What learners think could improve:

- Arrangements at the residential accommodation, particularly the quality of the showers and toilets

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by Delphi
2006 to 2007

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Apprenticeships	06/07	overall	6	100%	N/a	100%	N/a
		timely	6	75%	N/a	75%	N/a

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'