

# Revolutions Training Ltd

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Inspection date

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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](http://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](http://www.ofsted.gov.uk)), reports from the inspectorates' monitoring 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:

- Health and social care

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## Description of the provider

1. Revolutions Training Ltd (RTL) is a private training provider based in Worthing, West Sussex. It has been trading since 2002 and has had a Train to Gain contract since 2007. It offers Train to Gain programmes funded by the South East regional LSC in health and social care. At the time of inspection there were 82 learners, of whom 26 were following programmes at level 2, 51 at level 3, and five at level 4. Of the level 3 learners, seven were working towards a national vocational qualification (NVQ) in general healthcare. All other learners were working towards social care NVQs. A high proportion of learners have had other careers before entering their current employment.
2. RTL works with employers throughout Sussex. These include the NHS and local authority social services, as well as small- to medium-sized private and charitable providers. Most of the employers offer care for people with learning difficulties and disabilities, including those with challenging behaviour. The rest of the provision is offered by employers working with older people, mental health service users, those with physical disabilities, or those with other problems including drug and alcohol dependency. Most of the care provided is in a residential setting, but domiciliary care is offered by some employers.
3. RTL is owned by three directors, two of whom are actively involved in the business. It has two operational managers, seven employed assessors and two freelance assessors. The company also offers privately-funded training programmes. Its LSC contract accounts for 60% of its total income.

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## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Outstanding: Grade 1
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

## Sector subject area

Health and social care	Good: Grade 2
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## Overall judgement

### Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of RTL is good. Specifically, achievements and standards are outstanding. The quality of provision, leadership and management, and equality of opportunity are all good.

### Capacity to improve

Good: Grade 2

5. RTL shows good capacity to improve. It constantly reviews all aspects of its provision and, in the two years it has held a contract for Train to Gain, has already made considerable improvements. Achievements are already outstanding, with very few learners failing to complete their NVQ. Even so, RTL systematically collects and analyses feedback from learners and employers, and adjusts the programme accordingly. Employers speak enthusiastically about the responsiveness of RTL to their needs.
6. The self-assessment process is good. The self-assessment report produced the year before the inspection is the first RTL has written, but self-assessment and the quality improvement plan already play a significant part in the organisation's quality improvement processes. The staff contributed to the original report, and there are plans for them to take a bigger role in the future. Feedback from learners and employers was also used well. The report was open, critical, and broadly accurate although it over graded some areas. The quality improvement plan has appropriate actions, subsequent activity is well recorded, and staff understand and use it well. RTL was aware of most its areas for improvement before the inspection, and work to make the necessary improvements had already started.

## Key strengths

- Outstanding achievements
- Very good development of skills and professional practice
- Highly effective approach to assessment
- Outstanding employer involvement
- Good leadership and promotion of professional values
- Good monitoring and improvement of performance

## Key areas for improvement

- Insufficient recording when planning to meet individual needs
- Underdeveloped strategy for skills for life
- Underdeveloped arrangements for observation of teaching and learning

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## Main findings

### Achievement and standards

Outstanding: Grade 1

7. Achievements and standards are outstanding. Success rates for Train to Gain learners are outstanding. In 2007/08, 97% successfully achieved their qualification. The percentage who completed within planned time last year was 91%. This year, RTL has recruited nearly twice as many learners, and to date, the success rate of those who have left is 94%. Many of the learners have had no previous experience of success in education or in gaining qualifications. They thoroughly enjoy the training and the subsequent assessment in the workplace. There are no significant differences in achievement rates between different groups of learners.
8. Learners develop very good workplace skills and professional practice, as identified in the self-assessment report. Learners can identify significant improvements in their practice and also in the ways in which they seek to support their service users. They are more alert to their needs and devise small but often imaginative improvements to their service users' everyday activities. Learners greatly improve their personal and professional confidence to the benefit of themselves, their employers and the service users. Attendance at off-the-job training sessions is very high.

### Quality of provision

Good: Grade 2

9. The quality of provision is good. Teaching and learning are good. RTL has introduced a highly structured and well designed approach to assessment, with carefully planned workshops to cover the theory that learners need to know. Learners enjoy having on-line portfolios, which do not require them to produce very much written work. They can see at a glance what proportion of the NVQ they have achieved. The assessor workflow procedure provides very clear guidance for assessors to ensure consistency in the quality of evidence and to make sure learners complete on time. Assistive technologies, assessors trained in British Sign Language or signers are available to support individual learners. Assessors carry out assessments at unsociable times to meet the needs of learners working on night shifts. Internal verification is carried out thoroughly and in sufficient detail, and has been allocated sufficient time. Regular standardisation meetings ensure checks on learners' progress and allow assessors to share good practice.
10. Training sessions are highly structured to ensure consistency. However, the learning session plans, which are otherwise very thorough, do not allow for meeting individual learners' needs, although they do refer to meeting different learning styles. Learners attending the sessions have a wide range of previous educational experience and confidence levels, and the learning sessions do not

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include strategies to manage this range. The tutors are friendly and create a supportive learning environment. They make effective links with the occupational setting and encourage the learners to do likewise. Learners enjoy the training sessions and welcome the opportunity to learn from each other, as they come from a variety of occupational settings. Challenging issues are discussed with sensitivity and due regard for confidentiality.

11. Learning resources are well designed and presented. Learners' workbooks are very helpful and learners have individual copies of textbooks. The trainee file is comprehensive and guides learners through the training and assessment process. Assessors have laptops and digital recording facilities to support the 'paperless' approach. Training is delivered in employers' premises and the self-assessment report recognises that some of these are not wholly appropriate. Staff have good vocational experience. One of the tutors has teaching qualifications and the others, as well as the assessors, are working towards initial teaching qualifications.
12. The strategy for the provision of literacy, numeracy and language support is not yet fully developed. This is identified in the self-assessment report. RTL no longer carries out initial diagnostic assessment for literacy. Employers carry out their own literacy screening at recruitment. However, RTL is aware that some learners are being disadvantaged by not having specialist support for their literacy, numeracy or language skills, and is just embarking on a programme to train its tutors and assessors about skills for life.
13. The programme is outstanding at meeting the needs and interests of learners. It exceeds learners' expectations, is interesting, enjoyable, boosts their knowledge and confidence, and improves their skills in the workplace. The provider is particularly responsive to the needs of employers, and is very experienced in offering specialist training to meet their needs. A comprehensive range of qualifications has been developed as a result of the close, collaborative relationship between RTL and employers. RTL also has high expectations of the employers in terms of their support for, and input into, the NVQ programme. Assessors attend appraisal sessions which they use as evidence for learners' development. RTL places a strong emphasis on high professional standards and is generally receptive if learners want to introduce changes as a result of their learning.
14. Support and guidance for learners are good. Sometimes, assessors are able to help resolve issues in the workplace with tact and professionalism. As employers make the decisions about which staff would benefit from training, information advice and guidance sessions focus on the requirements of the NVQ and the match with job activities. Assessors carry out a detailed and thoughtful individual evaluation and development interview towards the end of the programme in which employers participate. They encourage learners to think about continuing their learning.

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## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

15. Leadership and management are good. RTL is very well led, with a clear direction. The professional values of RTL are to provide effective training that benefits the learner and their employer, and indirectly, the service users. RTL has a clear and supportive procedure for its tutors and assessors to use if they find that there is a shortfall in professional standards in the workplace. The procedure gives assessors confidence in reporting when necessary to the appropriate safeguarding board or inspectorate. Staff are confident to use the procedure and know exactly what they should do if they find a cause for concern. RTL has clearly communicated its commitment to provide consistently high quality training and to reducing the burden of paperwork. However, staff training in teaching techniques is not yet complete, and some superficial target-setting by learners is not always challenged.
16. RTL constantly evaluates the success of its programme, and adjusts it where necessary to bring about improvements. For example, where an employer has privately funded learners working towards an NVQ, as well as Train to Gain learners, RTL allows them to join the training sessions provided for the Train to Gain learners. The content and timing of training sessions have been changed to fit in with different employers' requirements, and to take into account training which the employer has already provided, for example on medication.
17. RTL is undergoing rapid growth, and has had to establish systems to replace previous informal structures. This has been managed well while maintaining learners' excellent success rates. Procedures and detailed learning sessions have been developed, to ensure that tutors' and assessors' practice is consistent, and that learners and employers can be sure of the service they will receive. All relevant documents are controlled, and a quality cycle ensures that they will be reviewed regularly. However, the systems to ensure that this happens are very new and not yet fully implemented. There is as yet no system to improve teaching and learning through observation and feedback. The self-assessment report does not identify this as an area for improvement.
18. The safeguarding procedures meet current government requirements. Although RTL does not currently have any vulnerable learners, its learners all work with vulnerable adults and so need to have a detailed knowledge of safeguarding procedures. The legislation behind individual organisations' policies is covered in detail in the training and assessment programme. In addition, all RTL staff have had appropriate vetting checks.
19. Human resource management processes are satisfactory and well documented. Staff are thoughtfully deployed taking into account their specialist knowledge of

the different types of care provided by different employers. They have relevant experience which is particularly appropriate for both learners and their employers. There is a regular programme of management meetings, and staff are clear about their targets. A new appraisal system is being introduced, with a strong focus on rewarding good performance. A generous number of training opportunities are offered to staff.

20. Equality of opportunity is good. It has a high profile in the curriculum for training in care, and learners are fully aware of the need to treat people fairly at all times. They express this concern clearly and consistently. Tutors and assessors develop learners' understanding of equality and diversity in discussions during training sessions or in the workplace. Learners fully understand the importance of maintaining the dignity of the vulnerable adults for whom they care. Tutors challenge any inappropriate language used in training sessions.
21. In working closely with employers, RTL exchanges ideas about promoting equality and diversity. In one case, this led to the employer improving its own in-house training, to make sure all its staff were trained to the same level as those working towards their NVQ.
22. RTL includes requirements for staff to promote equality and diversity in its job descriptions for its tutors and assessors. It does not recruit learners directly, and so cannot control the profile of its learners except by influencing employers. However, there is little diversity in the current profile of managers and staff working in the organisation.
23. RTL does monitor its learners to see if there are any significant differences in achievement between different groups. However, so few learners fail to achieve that the analysis is not statistically significant.

## What learners like:

- Impact of the programme on professional practice - 'It's changed the way I do things. I go back and tell my manager to change this and that and say why'
- 'It helps me to work better for the service users.'
- Paperless assessment methodology - 'I was terrified before I started. I thought it would be lots of paperwork like before. It's great that we can do it like this'
- 'It's not in "NVQ language" – it's much more interesting.'
- Improved confidence - 'It opens your eyes up to what you are doing'
- Opportunity to learn through reflection - 'When you are doing your own work, you don't realise how important it is, until you do your reflective account'
- Increased understanding - 'It has helped me co-ordinate the legislation, my employers' policies, and my practice'
- Assessors - 'I can't praise her enough – nothing's too much trouble, and she didn't let me think I was asking silly questions'

## What learners think could improve:

Nothing identified by learners

## Annex

## Learners' achievements

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider 2007 to 2009

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2007/08	overall	71	97
		timely	71	91
	2008/09 (4 months)	overall	65	94
		timely	56	38

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

- \* 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
- \*\* NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection