

# Community Service Volunteers

## Inspection report

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**Unique reference number:** 51435

**Name of lead inspector:** Bob Busby HMI

**Last day of inspection:** 21 January 2011

**Type of provider:** Independent learning provider

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## Information about the provider

1. Community Service Volunteers (CSV) is a volunteering and training charity, founded in 1962. Government-funded training is carried out within the Training and Enterprise division, which is one of seven divisions of CSV. Every year, CSV involves over 150,000 volunteers and trains over 10,000 young people and adults.
2. CSV Training and Enterprise (CSVTE) provides training and support services offering accredited and non-accredited qualifications. CSVTE comprises 12 training operations and 45 learning centres located in 31 cities, towns and boroughs. CSVTE employs 300 staff and works with a wide range of funding agencies. Across the UK the range of provision includes apprenticeships and accredited qualifications in care, childcare, print and graphic design, business administration, construction trades, motor vehicle trades, sports and leisure, retail, logistics, catering, hospitality and horticulture. CSVTE also offers Entry to Employment/ Foundation Learning, employability and other entry level programmes and Intensive Functional Skills, education and support including literacy and numeracy, independent living, personal and social development.
3. Programmes are funded by the Young People's Learning Agency (YPLA) and the Skills Funding Agency (SFA). On Entry to Employment (E2E) and foundation programmes there are 129 young people. Thirty-seven adult learners are on Train to Gain courses, 158 young people are on youth engagement programmes and there are 17 adults on Skillbuild, 59 adults on Employability Skills and 13 adults with learning difficulties and/or disabilities. Funding from the YPLA and the SFA represents approximately 87% of CSVTE's business.
4. Health public services and care, construction, planning and the built environment, print and graphic design, sports and leisure, retail, logistics, catering, hospitality and horticulture and business administration and law programmes were not directly inspected. However, evidence from these programmes contributed to the leadership and management judgements.
5. CSVTE provides training on behalf of the following providers:
  - A4E
  - City of Bristol College
  - Springboard Sunderland
  - Suffolk County Council
  - Trinity Solutions
  - University for Industry

Type of provision	Number of enrolled learners in 2009/10
<b>Provision for young learners:</b> Entry to Employment	298 learners
<b>Provision for adult learners:</b> Further education (19+) Foundation learning	17 part-time learners 152 full-time learners
<b>Employer provision:</b> Train to Gain	43 learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 3
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		3
Equality and diversity		2
Subject Areas		Grade
Transportation operations and maintenance		3
Preparation for life and work		3

## Overall effectiveness

6. The overall effectiveness of the provision is satisfactory. CSVTE provides satisfactory education and support for its learners. Outcomes for learners are satisfactory, with rising trends in success rates although they remain slightly below the national rates. Pass rates are good.
7. Both the quality of provision and leadership and management are satisfactory. CSVTE has shown that it has satisfactory capacity to improve. The provision in transportation operations and maintenance and in preparation for life and work are judged to be satisfactory. Training and assessment are satisfactory. The arrangements for equality and diversity are good. Arrangements for ensuring that learners are safe are satisfactory. The quality of accommodation and specialist resources to support teaching and learning are satisfactory. Partnership working is particularly strong throughout the organisation.
8. The arrangements to quality assure the provision are satisfactory. The process for the observation of teaching and learning is more standardised but it is still variable in its implementation. Staff are suitably involved in self-assessment and understand how their regional self-assessment reports inform the national self-

assessment report. Learner views are used in self-assessment. The self-assessment report was judged to be reasonably accurate.

## Main findings

- Outcomes for learners are satisfactory. Success rates on Train to Gain programmes have significantly improved but remain below national rates. The completion within planned timescale rate has also improved significantly but still remains below national rates. The completion within planned timescale rates are good at level 3 where they are nine percentage points above national rates.
- Achievement of qualifications on Entry to Employment (E2E) is good. The proportion of leavers from E2E programmes who progress into further training education or employment is satisfactory; so far in 2010/11 it has increased to 52% but few progress into employment. The proportion of learners who progress into further training, education or employment from Skillbuild provision in Wales is low.
- Learners demonstrate appropriate skills, knowledge and ability in the classroom, workshops and in the workplace. They gain suitable vocational and personal skills on many programmes. Many learners make valuable contributions through voluntary work with charities and other organisations or through directly assisting local communities.
- Teaching and learning are satisfactory overall, although the quality varies across the provision. In the better sessions, relationships between trainers and learners are good, trainers make very effective use of their vocational expertise and learners make good progress. In the weaker sessions, teaching is too often dull and uninspiring and does not take sufficient account of learners' individual needs, which slows their progress.
- Assessment practice is satisfactory. Trainers use an appropriate range of assessment methods on National Vocational Qualification (NVQ) programmes, although the initial assessment of learners' literacy and numeracy needs is insufficient. In classroom-based sessions for both 16-18 year olds and adult learners, trainers do not always pay sufficient attention to checking and recording learners' individual understanding and progress.
- The effectiveness of progress reviews varies in quality across the provision. Target setting with learners is an area for further development; targets can be too general, do not always sufficiently cover all aspects of a learners' programme and do not sufficiently help learners to identify and measure their progress effectively.
- The provision satisfactorily meets the needs and interests of learners. CSVTE provides a wide range of training opportunities for young people and adults, who often have complex learning needs. The effectiveness of opportunities to meet the needs of learners in functional skills, English and maths is too variable.
- Partnership working is generally extensive and well developed. CSVTE works with a good range of external organisations and specialist agencies in the voluntary and statutory sectors, providing good benefits for learners.

Communication between CSVTE and employers is frequent and productive. Partnership working in Wales is satisfactory.

- Personal and welfare support to meet learners' individual needs is very effective. CSVTE staff have a particularly good understanding of learners' often complex needs. Additional support for adult learners on NVQ programmes who have literacy and numeracy needs is not yet sufficiently well developed. Information, advice and guidance are appropriate, with good links with specialist agencies.
- Inspectors agree with CSVTE's self-assessment report that management of its programmes, locally and regionally, is strong. The organisation is very responsive to local needs and opportunities creating a diverse range of provision. Local managers are given a high degree of devolved responsibility and are entrepreneurial in their outlook. They identify problems and resolve them quickly.
- There is insufficient use of wider key performance indicators for monitoring performance. Central management is primarily focused on monitoring financial performance. The organisation risks weaknesses at a local level being unnoticed centrally unless and until they affect financial performance. The management information system is powerful but is not sufficiently used to manage the provision. Managers and staff make insufficient use of data.
- CSVTE provides excellent help for disadvantaged people through training and support, and engaging them when other providers have failed. CSVTE works in partnership with other organisations to make the provision accessible. Good links to specialist agencies enable participation by, and support for, minority or under-represented groups. CSVTE is good at obtaining finance for training people from disadvantaged groups.
- Learners' understanding of equality and diversity is satisfactory. The subject is covered well at induction but not always at learners' progress reviews. Learners are treated with respect but staff do not always sufficiently challenge any offensive language used by learners. Equipment and training methods are often adapted to meet individual needs. Welsh culture is promoted effectively to learners in Wales, many of whom have no historic ties with the country.
- Quality improvement arrangements are satisfactory. Each programme is subject to an annual quality monitoring visit by managers. Meetings of quality managers are a valuable means of discussing practice throughout CSVTE but the organisation does not have a systematic approach to driving improvements by the sharing of good practice. Local managers have suitable quality improvement plans.
- CSVTE's self-assessment process is satisfactory. Self-assessment is well established. Regional self-assessment reports are rigorously moderated and collated into a central self-assessment report which is reasonably accurate but some aspects contain insufficient judgements. Staff have a significant involvement in the regional self-assessment processes and are aware of the outcome of the national self-assessment. Learners' views are considered.
- CSVTE's arrangements to monitor the quality of teaching and learning are satisfactory but are still not sufficiently well developed in the north-east region.

In 2009, CSVTE introduced more standardised processes and documentation for lesson observations. The majority of observations provide detailed feedback for trainers and identify clear actions for development but feedback on the development of learners' progress and attainment is insufficient.

### **What does CSVTE need to do to improve further?**

- Monitor rigorously the progress of learners throughout the learning programmes, particularly as they approach their expected completion date to ensure that they clearly understand what they need to do to progress more quickly and to complete their qualifications within the agreed timescale.
- Increase the availability of work experience and work placements so that all learners can have on-the-job experience and be better prepared for progression into employment. Increase progressions by more personalised job search coaching to help learners find suitable work placements.
- Improve the quality of teaching and learning sessions by ensuring that lesson planning takes sufficient account of learners' individual learning needs, particularly those of the more able learners in mixed level groups
- Increase the use of key performance indicators to centrally monitor performance of each programme and region to supplement the financial monitoring and to support local managers.
- Improve the analysis and use of the data CSVTE already has available, so that it improves the quality of the provision and identifies systematically equality and diversity differences.
- Further strengthen the system of observation of teaching and learning so that grades awarded fairly reflect the observations and action points are followed up to ensure improvements are implemented.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- friendly, helpful, knowledgeable staff who are easy to talk to
- small group sizes which allow teachers to spend more time with individuals to explain things that they don't understand
- staff who are non-judgemental and can relate to the learners' situation
- meeting people and making new friends
- having a useful stepping stone to move on to further studies
- acquiring work and life skills and gaining qualifications
- being treated as an equal
- specialist support for dyslexia provided through friendly learning materials.

#### **What learners would like to see improved:**

- access to computers with the internet

- information on the range of courses available
- the opportunities for meaningful job placements
- the effectiveness of initial assessment, advice and guidance, to ensure that learners are on the right level of course
- the amount of practical work in horticulture
- more personalised job search coaching to help learners on employability skills programmes find suitable work placements.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- adaptable and professional staff who are always on hand when needed
- excellent communications
- very responsive and helpful staff who are supportive with work placements
- CSVTE's ability to work with such a diverse range of people and organisations
- the opportunity to assess learners before offering them employment.

#### **What employers would like to see improved:**

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- the level of support given to less able learners who start a work placement
- links between training and practice
- communications prior to work placements.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

9. CSVTE has a satisfactory capacity to make and sustain improvements. Some aspects of the provision have improved over the past few years. Programmes with very low success rates have been discontinued. The public service vehicle driving programme has started with a very high success rate. However, progression into employment has not improved sufficiently on some programmes. Managers set clear directions but targets to improve outcomes for learners are not given sufficient emphasis.
10. Quality improvement arrangements have improved. The process for the observation of teaching and learning is more standardised but it is still variable in its implementation. Annual quality improvement visits are a significant means of identifying areas for improvement; together with the establishment of quality managers' meetings, they have led to greater sharing of good practice.
11. Self-assessment is satisfactory. It is now effective at a central level as well as at the regional level. Most staff contribute effectively to the process, although assessors in Wales have not been included. The views of learners are taken into account. The self-assessment report is reasonably accurate in the judgements it contains and is sufficiently evaluative. It is honest in highlighting areas for improvement as well as the organisation's strengths.

### Outcomes for learners

**Grade 3**

12. Outcomes for learners are satisfactory. In 2009/10 success rates on Train to Gain programmes significantly improved from very low levels in 2008/09 but were still seven percentage points below national rates; success rates at level 2 were three percentage points below national rates; success rates at level 3 were comparable to national rates. Learners in health, public services and care, engineering, and in business administration and law succeed very well but learners in skills for life and in information and communications technology succeed at rates below national rates. CSVTE recognises this and no longer offers Train to Gain provision in the poorer performing subject areas.
13. On Train to Gain programmes in 2009/10 the completion within planned timescale rate at almost 58% had improved significantly from previous years but still remain 18 percentage points below national rates. The completion rates within the planned timescale at level 2 are eight percentage points below national rates but they are good at level 3 where they are nine percentage points above national rates.
14. Success rates for men are higher than those for women and a greater proportion of men achieve in their planned time scale. Although the number of learners from minority ethnic groups is too low for statistical analysis, the data available indicates that the performance of groups of learners from different

ethnic origins varies. There were very few learners who declared learning difficulties and/or disabilities in 2009/10 so statistical analysis by difficulty or disability type is not appropriate. However, learners who declared learning difficulties and/or disabilities in 2009/10 succeeded equally as well as the full learner cohort.

15. Achievement of qualifications on Entry to Employment (E2E) is good. Progressions from E2E programmes are satisfactory. The number of leavers from E2E programmes who progressed into further training education or employment so far in 2010/11 has increased to 52%, most of whom progress into further education or training; few progress into employment. On foundation learning there is a good range of qualifications at different levels. In Wales outcomes from the Skillbuild programme are low with few learners progressing into further training, education or employment.
16. CSVTE very successfully promotes volunteering opportunities to learners. Many learners make valuable contributions through voluntary work with charities and other organisations or through directly assisting local communities. For example, after CSVTE was approached by the local police in Hereford, learners in construction designed and built bird-feeder boxes to replace vandalised units at a local hospice.
17. Learners demonstrate appropriate skills, knowledge and ability in the classroom, workshops and in the workplace. They gain suitable vocational and personal skills on many programmes.

## **The quality of provision**

## **Grade 3**

18. Teaching and learning are satisfactory. The quality of teaching and learning is variable across the provision. It is satisfactory in Wales and teaching and coaching are good on transportation programmes. In the better sessions, relationships between tutors and learners are good, trainers give clear explanations and learners participate well. These lessons are well-planned, with for example, the identification of personalised activities which are well-matched to the individual needs of learners. Trainers also use an imaginative and stimulating range of teaching and learning methods that promote learning well. Trainers and assessors are suitably qualified. In particular, they make very effective use of their vocational and industrial experience, which greatly benefits learners' vocational skills development. Staff also have a good understanding of the often complex needs of vulnerable learners. Teaching and learning in functional skills English and maths are variable, with examples where this is good for adults on Employability Skills Programmes (ESP). Teaching and learning for 16-18 year olds is not sufficiently individualised.
19. In the weaker lessons, learning outcomes are not always sufficiently clear and measurable. Too often, trainers plan for learners in mixed level groups to all work at the same pace and level and on the same tasks. Planning to meet the individual needs of learners, in particular for the more able learners in groups, is

- insufficient and this slows down learners' progress. Learners who finish tasks quickly and then have to wait, can also get distracted and this again affects their progress. A minority of trainers do not always use suitable strategies to manage learners' behaviour in classroom based lessons. Trainers do not always make sufficiently effective use of classroom assistants.
20. Assessment is satisfactory overall, with satisfactory use of an effective range of assessment methods. On NVQ programmes, these include direct observation and questioning in the workplace. Trainers do not always sufficiently plan for or pay sufficient attention to checking and recording learners' individual progress in classroom-based sessions. Initial assessment is generally effective, although is not yet sufficiently well-developed in identifying literacy and numeracy needs on the NVQ transportation programme.
  21. The effectiveness of progress reviews varies across the provision. Adult learners with learning difficulties and/or disabilities experience good reviews but reviews for 16-18 year olds on foundation programmes are insufficiently thorough. They do not always cover all aspects of learners' programmes, for example vocational and functional skills development or personal and social development. Target setting with learners is often too general and not always sufficiently clear to enable trainers and learners to identify and measure learners' progress, or to plan useful future learning goals.
  22. The use of learning resources, including information and learning technology, is satisfactory. Learners' understanding of equality and diversity is satisfactory, although the promotion of equality and diversity through teaching, training and assessment is not yet sufficiently well-developed in some regions.
  23. CSVTE's response to meeting the needs and interests of learners is satisfactory overall. The range of vocational courses at level 1 in Foundation Learning is good and includes programmes in sport and recreation, catering, construction, motor vehicle and beauty. The foundation programme in Wales places a strong emphasis on Welsh culture. The very effective use of cafes provides good learning opportunities and work experience for learners who do not always thrive in more traditional learning environments. Work placements for a minority of learners on ESP programmes are insufficient. The quality of functional skills provision to meet learners' literacy and numeracy needs is variable; functional skills provision to meets the needs of learners on ESP programmes who have multiple barriers to learning is good. Provision is less well developed on youth programmes at some centres.
  24. Partnership working is good and brings substantial benefits to learners. It is satisfactory in Wales. CSVTE works productively with a wide range of external organisations and specialist agencies in the voluntary and statutory sectors. Communication between CSVTE and employers is frequent and productive, although the employer base in preparation for life and work is small.
  25. Guidance and support for learners are satisfactory, as are initial assessment and induction arrangements. Pastoral and welfare support to meet learners'

individual needs is very effective. CSVTE staff have a particularly good understanding of learners' often complex needs. Additional support for adult learners on the NVQ transportation programme is not yet sufficiently well-developed.

## Leadership and management

## Grade 3

26. Leadership and management of the provision are satisfactory in England and Wales. The council of trustees of CSV sets the organisation's strategy which enshrines its clear and socially responsible values. CSVTE has strong management of its programmes at a local and regional level, as the self-assessment report identifies. Local managers are given a high level of devolved responsibility. The organisation is very responsive to local needs and opportunities, creating a diverse range of provision. Staff and managers are entrepreneurial in their outlook. They identify problems and resolve them quickly. Central management is primarily by the monitoring of financial performance. Senior managers do not use sufficient other performance indicators for monitoring purposes. The organisation risks weaknesses at a local level being unnoticed centrally unless and until they affect financial performance. For example, health and safety checks on employers' premises are not rigorously monitored centrally. Low success rates in one centre were not identified until a late stage.
27. The management information system is powerful but is not fully used to manage the provision. Managers and staff make insufficient use of data. Staff training is satisfactory, based on a variety of methods including individual training and e-learning. Internal verification is sound but is not centrally controlled.
28. Safeguarding is satisfactory and meets government legislative requirements. CSVTE has established policies and procedures to safeguard learners. All managers, staff and volunteers have Criminal Records Bureau (CRB) checks although a few CRB checks are now quite dated. CSVTE maintains an appropriate central record. Learners feel safe and value the arrangements for ensuring their well-being and promoting their safety. They have a satisfactory awareness of safeguarding. All staff have received appropriate training on safeguarding and an online learning module is available for new staff or for staff to refresh their knowledge and understanding. The level of training of key safeguarding staff varies between centres but all staff have access to suitably trained personnel for advice and guidance on safeguarding. Procedures to promote and raise learners' awareness of internet safety are not consistent across the organisation.
29. CSVTE's arrangements for equality and diversity are good. CSVTE is founded on the ethos of helping the most disadvantaged people. CSVTE is very effective at identifying groups of people who need training and support, and engaging them when other providers have failed. CSVTE works well in partnership with other organisations to make the provision accessible. CSVTE is good at finding finance

for training disadvantaged groups of people. It is aware of areas of its provision where some groups are under-represented and works to redress the imbalance. Equipment and training methods are often adapted to meet individual needs. Learners are treated with respect. Tolerance is encouraged, for example through discussion about cultural differences. Staff are well-trained but do not always sufficiently challenge offensive language used by learners. Welsh culture is promoted effectively to learners in Wales, many of whom have no historic ties with the country. Learners' understanding of equality and diversity is satisfactory. Equality and Diversity is covered well at induction but not always at learners' progress review meetings. Equality and diversity data are available but are not always analysed in detail.

30. Learners' views are collected at the beginning, during and at the end of each programme, and are used informally to improve the provision although they are not systematically analysed. Each programme is subject to an annual quality-monitoring visit by a central manager accompanied by one or two peer managers. The visits lead to useful recommendations for improvement but these are not systematically followed up to check that action has been taken. Meetings of quality managers are a valuable means of discussing practice throughout CSVTE but the organisation does not have a systematic approach to driving improvements by the sharing of good practice. Local managers have quality improvement plans which they use to manage improvements.
31. CSVTE has well established self-assessment processes in the regions leading to separate self-assessment reports. In 2010, they have been rigorously moderated at a two-day event for quality managers at which some grades were reduced. In each of the previous two years, these regional reports have been collated into a central self-assessment report. The report is reasonably accurate but some aspects contain insufficient judgements. Staff have a significant involvement in the regional self-assessment processes. Learners' views are taken into account. Staff are aware of the outcome of the national self-assessment.
32. In 2009, CSVTE introduced more standardised processes for observation. Previously, the observation of teaching and learning across the six main operation areas included significant variation in practices. A standard form for the recording of observations is now in use. The majority of observations provide detailed feedback for trainers and identify clear action points for future development. Feedback to trainers on the development of learners' vocational skills, progress and their standards of work is insufficient. A minority of observation records do not have grades which match the text and identified action points. It is not sufficiently clear how action points are followed up to ensure that improvements are implemented. While the observation process is satisfactory overall, it is still not sufficiently well developed in the north-east region. Feedback is often poor and some reports have no identified action points.
33. The provision offers satisfactory value for money in England and in Wales with efficient use made of resources and accommodation. Central overheads are low.

Staff make innovative use of limited resources. For example, wood is used several times in construction training.

## Subject areas

### Transportation operations and maintenance

### Grade 3

#### Context

34. There are 20 current learners, who have just started on the programme and who are all qualified PSV drivers. Fourteen learners are based at a transport company in Reading with the remainder in Birmingham. They are all working on the level 2 National Vocational Qualification (NVQ) in passenger carrying vehicle driving. Training and assessment are carried out in the workplace by staff contracted to CSVTE. CSVTE undertake quality assurance functions.

#### Key findings

- Success rates were very high in 2009/10. A cohort of ten learners all achieved their qualification within their planned timescales. So far in 2010/11 a further cohort of 24 learners have completed their programme and their portfolios are awaiting approval from the awarding body.
- Current learners have only very recently started their programme and are making good progress. They have all successfully completed most of their initial training and have made good progress towards completing their workbook.
- Most learners recognise that the knowledge gained while undertaking the qualification has improved their driving techniques and skills. They speak highly of the content of the course and the way it is planned and delivered. There is a strong, appropriate emphasis on health and safety throughout the programme.
- Training and coaching are very good. The sessions are well-planned and are held at employers' premises. There is normally a maximum of six learners per group and there are very good relationships between the trainer and the learners. Learners make a good contribution to the sessions and are keen to learn and to enhance their knowledge.
- Resources for teaching are good. The sessions are held in appropriate rooms equipped with digital projection and various short video clips are shown throughout the sessions to consolidate learning. A new workbook has been developed for this course, providing a comprehensive resource in an easy to follow style. Trainers and assessors are very experienced and have extensive knowledge of the industry.
- NVQ assessment is satisfactory. A range of suitable assessment methods are employed including direct observation and questioning in the workplace. Assessors provide good feedback to the learners. However, the training and assessment sessions are not sufficiently separated and candidates are not always working sufficiently independently.
- Learners have insufficient understanding of the course content and structure. Workbooks are divided into modules, all of which must be completed by the learners. However, the workbook does not provide details of the NVQ units or

the evidence requirements to complete them.. Although learners make good overall progress, they are unaware of which NVQ units they have completed or what evidence is outstanding.

- Initial assessment of learners' literacy and numeracy is poor. Learners are required to complete an initial assessment, but this test does not effectively measure prior learning or identify areas where support may be required. There is no formal approach to addressing the needs of learners whose command of English is poor. Trainers and assessors give informal support and help learners to achieve.
- Partnership arrangements with the employers are very good. Contact is frequent, and the employers speak very highly of the cooperation and the work done to develop the programme. Employers have enjoyed good links with the staff delivering the programme for many years.
- Leadership and management are satisfactory. Quality assurance is effective and has led to consistency throughout the programme and the development of new materials. Self-assessment is satisfactory, but there are too few clear judgments specific to the subject area. The internal verifier has recently been appointed but sampling plans are not yet in place. Awarding body reports on the quality of the programme are good.
- Arrangements for the promotion of equality and diversity are satisfactory. Equality and diversity are included as a module within the workbooks, and are an integral part of the training programme.

### **What does CSVTE need to do to improve further?**

- Ensure that learners gain a better understanding of the NVQ units that make up their qualification and the evidence requirements for each unit so they can fully understand their progress towards achieving these units and the qualification.
- Make a clearer distinction between training and assessment, ensuring that learners are aware of when they are required to work independently, to ensure that the assessment process is more robust..
- Introduce a more structured approach to initial assessment that clearly identifies learners' support needs and that leads to appropriate well-planned support.
- Undertake more thorough self-assessment of the transportation provision to clearly identify strengths and weaknesses, resulting in a specific quality improvement plan for the transportation provision. Ensure that contributions are sought from all relevant parties including learners, employers and the trainers and assessors.

## Preparation for life and work

## Grade 3

### Context

35. CSVTE currently has 222 learners on preparation for life and work programmes of whom 140 are female. A minority of learners gain work experience in the voluntary sector as well as large and medium sized private sector organisations. Twenty nine learners are from minority ethnic background. Most have additional learning needs with 46 having a declared disability. One hundred and twenty nine learners are on Foundation Learning courses. Fifty nine are in training on the Employability Skills Programme and 17 on the adult preparation for life and work programme. Seventeen learners are on the Welsh Skillbuild programme. Training and skills development is mainly carried out in centres across the country. Where appropriate learners gain occupational experience in the workplace.

### Key findings

- Outcomes for learners are satisfactory. Progression into employment or education from Foundation Learning (FLP) and Employability Skills Programmes (ESP) are improving. On FLP, progressions are comparable to national rates but on the ESP and the Welsh Skillbuild (SB) programme progressions are low. Retention and attendance rates on the majority of Foundation Learning programmes are low.
- Most learners are motivated and enjoy learning. Many have increased their confidence and develop good occupational and time-management skills. They are keen to continue their training onto the next level. The majority of current learners are making satisfactory progress in increasing their understanding of work, social and personal skills to move on to sustainable employment.
- Learners feel safe, adopt appropriate working practices in the workplace and are aware of their rights and responsibilities. The importance of health and safety is frequently re-enforced in classes. Security arrangements in training locations are efficient. Most learners' understanding of health and well-being is satisfactory. Healthy eating and choices relating to smoking are suitably reinforced through projects and assignments.
- Overall teaching and learning are satisfactory. Staff are appropriately qualified with relevant occupational experience. Training in functional skills on the ESP is very good. However, planning on Foundation Learning programmes does not sufficiently meet the needs of individual learners. Lesson plans do not contain enough information on learning styles or targets from learning plans to assess individual learners effectively throughout sessions.
- Targets set in reviews are often too general and not sufficiently clear enough for learners to plan thoroughly for the next stage of their training. Many reviews do not result in targets to improve learners' personal skills, social skills and, most importantly, their attendance.

- The functional skill provision meets the needs for ESP learners with multiple barriers to training very well. A minority of learners are encouraged to complete higher-level functional skill qualifications. However, there are not enough opportunities for a minority of ESP learners to find suitable work placements. There is a broad range of occupational courses in Foundation Learning in Centres. In Wales, the emphasis on Welsh culture in programmes is good with visits to local heritage sites.
- CSVTE works effectively with a wide range of partnerships including the voluntary sector, Youth Offending Service and schools to promote work-based learning well. Employers speak positively of the productive partnership working with CSVTE that has increased learner motivation and improved productivity. Partnerships in Wales are satisfactory. CSVTE has good communication with employers. However, the employer base is too small.
- Support for learners is good. They feel well supported and appreciate the help they receive. Good links exist with many support agencies including the Welsh Refugee Council, Black Volunteers Society Network, Women's Aid, and Jobcentre Plus. Learners get effective help with childcare, housing and many other social and economic barriers.
- CSVTE has a very supportive culture to help learners move into education, employment or further education. It has successfully improved the proportion of learners who progress into employment or further training/education in a difficult economic environment, although some rates of progression remain low.
- Many learners develop a sound understanding of equality and diversity at the start of training, but it is not sufficiently reinforced during reviews. Learners mix well with people from diverse backgrounds and ages in the centres.
- Staff contribute well to the self-assessment process. The self-assessment is accurate in judging CSVTE's strengths and weaknesses. Clear improvement plans are in place that have led to increasing progression rates this year. It is too early to assess the effectiveness of recent initiatives to improve Skillbuild progression rates in Wales. The provision provides satisfactory value for money.

### **What does CSVTE need to do to improve further?**

- Increase progressions, in particular on the ESP and Skillbuild programmes by more personalised job search coaching to help learners find suitable work placements.
- Improve retention and attendance on the Foundation Learning by setting and rigorously monitoring retention and attendance targets.. Work more closely with support agencies to promote and celebrate regular attendance and the benefits of achievement.
- Meet learners' individual needs by better using their initial assessment information to plan activities effectively, so that they are actively involved and appropriately challenged throughout training.
- Ensure targets are clear enough to show all learners what they need to do to complete their programmes and to progress on to the next stage of their training. Include targets to develop learners' personal and social skills.

## **Information about the inspection**

36. Two of Her Majesty's Inspectors (HMI) four additional inspectors and one additional inspector from Estyn, Her Majesty's Inspectorate For Education and Training in Wales, assisted by the provider's lead on quality, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
37. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Community Service Volunteers

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>				
Full-time learners	146	129	0	17
Part-time learners	284	158	89	37
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3			
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3			
How well do learners attain their learning goals?	3			
How well do learners progress?	3			
How well do learners improve their economic and social well-being through learning and development?	3			
How safe do learners feel?	3			
<i>Are learners able to make informed choices about their own health and well being?*</i>	3			
<i>How well do learners make a positive contribution to the community?*</i>	2			
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3			
How effectively does the provision meet the needs and interests of users?	3			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2			
How effective are the care, guidance and support learners receive in helping them to achieve?	3			
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3			
How effectively does the provider promote the safeguarding of learners?	3			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2			
How effectively does the provider engage with users to support and promote improvement?	3			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3			
How efficiently and effectively does the provider use its available resources to secure value for money?	3			

\*where applicable to the type of provision

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