

# ID Training

## Focused monitoring visit report

---

**Unique reference number:** 118188

**Name of lead inspector:** Howard Foster HMI

**Last day of inspection:** 12 January 2011

**Type of provider:** Independent learning provider

**Address:** 3<sup>rd</sup> Floor  
Benton House  
Sandyford Road  
Newcastle upon Tyne  
NE2 1QE

**Telephone number:** 0191 230 3090

## **FOCUSED MONITORING VISIT: MAIN FINDINGS**

### **Context and focus of visit**

ID Training provides training in health and social care in the north east of England. It is part of Interactive Development, a not-for-profit company owned and managed by two directors who are former social workers. The company is based in Newcastle, with an office and a training centre. Learners are recruited by ID Training to work with health and social care employers in the area. ID Training provides pre-employment training for unemployed people seeking to enter the care sector. Once in employment, learners work towards National Vocational Qualifications (NVQs) at levels 2, 3 and 4. Increasingly, learners are working towards completion of an apprenticeship. Currently, ID Training has 29 apprentices and 107 learners working towards NVQs at levels 2 and 3.

ID Training was inspected in March 2009. The overall effectiveness of the provision was judged to be satisfactory. Capacity to improve was satisfactory. Achievement and standards, and the quality of the provision were satisfactory. Leadership and management were good and equality of opportunity was satisfactory. Provision in health and social care was satisfactory.

### **Themes**

#### **Self-assessment and improvement planning**

**What progress has been made in using quality assurance, including self-assessment, to bring about improvements?**

**Reasonable progress**

ID Training has made reasonable progress in the development of its quality assurance arrangements. At the time of the inspection, self-assessment was satisfactory. The most recent self-assessment report, dated September 2010, is a detailed document with clear judgements about the organisation's current strengths and areas for improvement. It uses evidence effectively to conclude that ID Training is now 'good' in all areas. The self-assessment process includes the views of a wider range of partners than before; their feedback is now used more effectively in reaching judgements.

At the time of the inspection, the planning and reviewing of actions for improvement were informal and not recorded. Since then, ID Training has still not used a single central document for planning and reviewing improvements. A formal development plan, with identified responsibilities and target dates, was not created until December 2010. Some improvements, such as the rate of progress of learners, have been made through individual performance management. Other improvements have been planned and reviewed at regular management meetings, using several specific development plans covering areas such as information, advice and guidance. The observation system has been enhanced by the introduction of unannounced observations of staff. These have proved particularly effective.

## Outcomes for learners

### **What progress has been made in maintaining and improving the achievement of learners since the last inspection?** **Reasonable progress**

ID Training has maintained and improved its overall success rates. Achievement and standards were satisfactory at the time of the inspection. The success rate at NVQ level 2 was 72% in 2007/08. It increased to 86% in 2008/09 and to 90% in the most recent complete year, 2009/10. This success rate is slightly higher than the national average. Success at NVQ level 3 has been raised to a similar level, which is higher than the national rate for this qualification and has entailed a greater improvement from 61.5% in 2007/08. The learners are still well motivated and gain good levels of knowledge. Changes to the NVQ qualification at level 3 are enabling a higher proportion of learners to progress from level 2 to level 3.

### **What progress has been made to address the slow progress of some learners?** **Significant progress**

At the time of the inspection, some learners were making slow progress. They had either exceeded their planned completion date or had not made sufficient progress relative to their time on the programme. Managers and staff now have a much clearer picture of learners' progress. The introduction of electronic portfolios and a redesigned progress review system have enabled staff to monitor progress effectively. Assessors, learners and employers now have detailed information on learners' progress within each unit. The monitoring of progress has been substantially strengthened by the detailed reporting of each learner's progress at monthly performance management meetings. This serves to identify any learner making slow progress so that action can be taken. The proportion of learners completing by their planned end dates has significantly increased since the inspection, rising year-by-year from 51% in 2007/08 to 92% in 2009/10. It now matches the overall success rate and is well above the national average. Nearly all of the learners currently on the programme are making at least satisfactory progress towards achieving their qualifications within the planned timescale.

## Quality of provision

### **What progress has been made to improve the use and monitoring of targets for learners?** **Reasonable progress**

At the time of the inspection, learners were given insufficiently precise targets. Employers were not actively involved in reviewing learners' progress and individual learning plans were under used. ID Training has successfully developed processes and staff skills to ensure that targets set during progress reviews and on individual learning plans are more detailed, specific and measurable. Staff have benefited from the development and implementation of guidance notes which ensure consistency of practice. Individual learning plans are used more systematically as the basis for

progress reviews. ID Training correctly recognises in its self-assessment report that the use of learning plans needs further development to reflect the change to apprenticeships. While some employers are now fully involved in learner progress reviews, the self-assessment report also correctly identifies that too many still have insufficient involvement.

**What progress has been made to improve further the work with employers and other partners to prepare learners for employment?**

**Reasonable progress**

At the time of the inspection, ID Training worked closely with employers to establish effective working relationships and to ensure that programmes reflect learners' and employers' requirements. It had, and still has, excellent working relationships with local care partnerships, the community and the local authority, to the benefit of employers and learners. Since the inspection, ID Training has invested heavily in employer engagement, recruiting a business development manager and a recruitment consultant. It has successfully developed and implemented a recruitment service for health and social care employers, which has benefited 79 previously unemployed clients. ID Training has continued to work productively with existing employers. For example, they have developed a common induction programme with one major employer. Employers have benefited from activities and events arranged by ID Training to raise their awareness of changes in the sector, changes to qualifications, and as the potential impact on their business. Funding has been won to provide a visit to Denmark for eight learners on the pre-employment programme to develop their employability skills. ID Training has a clear strategy for the further development of employer engagement by developing a more sophisticated approach to measuring the business impact of its provision.

**Leadership and management**

**What progress has been made to improve the use of data relating to different groups of learners?**

**Reasonable progress**

At the time of the inspection, data relating to the different groups of learners including enrolments, retention and success rates, were not analysed or used sufficiently. ID Training has introduced a new management information system which produces reports on the number of learners in different groups according to their ethnicity, gender, disability and age. It allows managers to study the trends in participation over the years. ID Training also analyses the progress and success rates of learners in these different groups. The reports are discussed at monthly management meetings.

The success rates of different groups are similar. Data have shown that learners from minority ethnic groups are under represented at ID Training. Action has been taken to increase their participation. ID Training has established a project to increase the number of young people from minority ethnic groups and from disadvantaged areas by the use of mentors. A second project, in co-operation with other providers

in the area, is designed to increase participation by people from minority ethnic groups and those whose gender is under represented in specific subject areas, such as males in health and social care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011