

Rolls-Royce plc

Inspection report

Unique reference number: 54167

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Last day of inspection: 8 January 2010

Type of provider: Employer

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Information about the provider

1. Rolls-Royce plc is a global provider of power systems to civil and defence aerospace, marine and energy markets. The last inspection of Rolls-Royce was in 2006 and a monitoring visit took place in 2007. Since this time, the apprenticeship provision has expanded and 303 advanced engineering apprentices are based at the Derby site and 93 at Bristol. Seventy-nine apprentices are engaged on the engineering skills community training programme (ESCT). Small or medium enterprises or suppliers to Rolls-Royce employ these apprentices. Thirty-nine young apprentices are also based at Derby. Derbyshire Local Learning and Skills Council fund all provision. This provision is a very small part of the company's overall business. The integration of the provision at Bristol, the young apprentice programme and the increasing percentage of ESCT apprentices are significant developments since the last inspection. All apprentices complete their first year of training off-the-job in engineering skills workshops. In Derby, this takes place at the company site. For Bristol learners this is at Bridgwater College. Work-placements in the business are managed and co-ordinated by Rolls-Royce. Apprentice development leaders supplement first year and subsequent training. Young apprentices complete all their training at the Derby site, carried out by Burton College and Rolls-Royce staff.
2. Higher apprenticeship provision is also available, but this is outside the scope of this inspection. Rolls-Royce sub-contracts part of the training to the following providers:
 - Derby College
 - Bridgwater College
 - Burton College
 - Training 2000 Services Limited (for some aspects of quality assurance)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16	20 part-time learners
Employer provision: Apprenticeships	236 apprentices

Summary report

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

Overall effectiveness of provision		Grade 1
Capacity to improve		Grade 1
		Grade
Outcomes for learners		1
Quality of provision		1
Leadership and management		1
Safeguarding		2
Equality and diversity		1
Subject areas		Grade
Engineering		1

Overall effectiveness

3. The overall effectiveness of Rolls-Royce's apprenticeship provision is outstanding. Learners speak highly of their programmes. Directors and managers provide excellent leadership. They promote, set and monitor the very high standards expected. Rolls-Royce has made significant improvements since the last inspection. The outcomes for learners are outstanding and learners gain highly relevant technical and employment skills. However, whilst ESCT learners satisfactorily succeed in their programme they do not succeed as well as Rolls-Royce apprentices, although their success rates are increasing.
4. Teaching and learning are outstanding. Individual learners take a high degree of personal responsibility for their learning. The resources to support learning are outstanding. The extent to which the programme meets learners' needs and interests is outstanding. Learners benefit greatly from extensive enrichment activities and engagement with the local community. Rolls-Royce has developed very effective partnerships with colleges, training providers and local schools to provide high standard teaching and learning.
5. Arrangements to safeguard learners are good. Learners state that they feel very safe and readily apply safe working practices during their training and in work placements. Rolls-Royce's promotion of equality and diversity is outstanding. Rolls-Royce actively promotes its programmes to groups traditionally under-

represented in engineering. All Rolls-Royce employed learners achieve equally well.

Main findings

- Outcomes for learners are outstanding. Success rates have been consistently high for the past four years and are well above the national average. Success rates within the planned time are also high and well above the national average for engineering. Employment rates for all learners are excellent. However, the success rates of ESCT, whilst satisfactory, are not as high as for the apprentices Rolls-Royce employ.
- Learners gain outstanding technical and employment skills. Learners demonstrate excellent organisational and technical skills throughout their training and in the workplace. They gain excellent team working and personal management skills. Learners attain qualifications and skills significantly more demanding than the requirements of the apprenticeship and a majority progress to higher education.
- Rolls-Royce places a high priority on health and safety. Learners feel very safe. They readily apply safe working practices during their training and work placements. Learners have a very good understanding of health and safety and take responsibility for their own safety and that of others. Training and work areas are clean, tidy and well organised.
- Resources for learning are outstanding. Training workshops are very well equipped with an extensive range of well-maintained modern equipment. Classrooms provide a professional learning environment. Learners work on advanced engineering products and manufacturing equipment throughout their apprenticeship and have access to high quality on-line learning resources. However, resources for training in electronics do not meet the excellent standards elsewhere.
- Teaching and learning are outstanding. Assessment is satisfactory. Apprentice development leaders and all instructors take good account of prior learning and learning is highly personalised. Detailed planning ensures that learning meets both the needs of the business and learner. Learners' planning and self-management skills are highly advanced. They take extensive responsibility for their own learning, managing their own individual plan and maximising their use of the training opportunities.
- Learners have access to a particularly wide range of support and advice. They benefit from excellent enrichment activities and community engagement. Residential training events, community projects and supporting external events develop learners' personal and team skills. The Apprentice Association, run by learners, provides further enrichment and community support through charitable events.
- Rolls-Royce has developed very effective partnerships. The relationship with colleges and training providers is excellent and benefits all. The company has many links with local schools through the young apprenticeship programme and

through significant work in engaging the wider community to meet national and local priorities.

- Leaders and managers promote, set and monitor very high standards for the management of the apprenticeship programmes. They have maintained outstanding outcomes of learning and set demanding targets for the promotion of the programmes, which meet the needs of national priorities and local communities well. The management of resources is outstanding.
- Rolls-Royce's approach to equality of opportunity, diversity and promotion of ethical values is outstanding. The organisation has clear vision, direction and success in the participation of traditionally under-represented groups in engineering. There are no differences in success between the different groups of Rolls-Royce apprentices. However, ESCT learners do not succeed at the same high levels.
- The safeguarding of learners is good. Clear and specific risk assessments inform well-devised safeguarding policies. All training staff have received training in good safeguarding practice. The promotion of safety for young people is good throughout Rolls-Royce, including that for young apprentices. Records of Criminal Record Bureau checks are satisfactory and the organisation is working well towards meeting the Independent Safeguarding Authority 2010 standards for work-based learning.
- Managers improve the quality of provision by good and accurate self-assessment and other improvement processes. Data are very well analysed to inform management actions with the exception of aspects of trend analysis in recruitment. Quality improvement planning has significantly raised standards since the last inspection. However, managers and staff have been slow to implement all the identified improvements to internal verification. Rolls-Royce provides outstanding value for money. Learners' attainment is outstanding. They achieve high-level qualifications and extensive technical and employment skills. Resources are excellent and well used to benefit learners.

What does Rolls-Royce need to do to improve further?

- Continue to improve the success rates for ESCT by maintaining an effective and regular review process.
- Improve the resources in electronics training, to match the high standards in other areas, by improving the standard and care of tools and work surfaces.
- Continue the improvement in quality assurance by implementing identified improvement actions for internal verification.
- Increase the analysis of unsuccessful applicant data to ensure clear management information on recruitment trends.

Summary of the views of users as confirmed by inspectors

What learners like:

- good development of valuable employability skills

- very effective support arrangements across all the company
- high level of corporate commitment to the apprenticeship programme
- development of high level technical skills in advanced engineering
- personalisation and flexibility of the apprenticeship programme
- quality of training delivery
- very knowledgeable and experienced trainers and workplace supervision
- excellent training facilities and resources
- opportunities to gain additional qualifications and product specific training.

What learners would like to see improved:

- better co-ordination of a minority of placements with clearer targets established and agreed prior to placement.

Summary of the views of employers as confirmed by inspectors

What employers like:

- much improved communication with centralised apprentice training team
- high calibre of apprentices recruited and trained in meeting operational business units' need
- prompt local support from training and development team when apprenticeship concerns are identified
- apprentices' broad knowledge of the business.

What employers would like to see improved:

- continuation of improvements to the co-ordination and management of ESCT.

Main inspection report

Capacity to make and sustain improvement

Grade 1

6. Rolls-Royce's capacity to make and sustain improvement is outstanding. The company has sustained its very high success rates for Rolls-Royce apprentices and significantly improved the success rates of ESCT apprentices. Learners' success rate within the planned time has also considerably improved and is well above national averages. This has been achieved during a time of considerable expansion and development of its provision.
7. Provision at the last inspection was good; it is now outstanding. The company has made considerable changes and improvements in the provision of off-the-job training by changing sub-contractors, bringing in-house as much provision as possible and the introduction of the young apprenticeship programme.
8. Managers use quality improvement tools very well. This has significantly improved provision, particularly in the approach to equality of opportunity and diversity. The collection and analysis of learners' and employers' views informs the good and accurate self-assessment very well. Rolls-Royce has successfully introduced good arrangements to safeguard young people. Quality improvement arrangements, a weakness at the last inspection, are now very good. However, the company has been slow to implement its planned improvements to internal verification.

Outcomes for learners

Grade 1

9. Outcomes for learners are outstanding. Success rates have been consistently high for the past four years and well above the national average. In 2008/09 91% of learners were successful. Success rates within the planned time are also high and well above the national average for engineering. However, ESCT learners do not succeed as well. The success rate for these learners is around the national average. Employment rates for learners are excellent. Most learners stay with the company and progress to more senior roles.
10. Outcomes for young apprentices are good. A high proportion of young apprentices progress to full apprenticeships. In the last complete cohort 30% progressed to a Rolls-Royce apprenticeship and a further 55% progressed to full-time engineering or advanced level science courses.
11. Learners gain outstanding technical and employment skills. Learners develop good engineering and manufacturing skills along with excellent teamwork and communication skills. In the workplace, learners demonstrate excellent organisational and technical skills, working on advanced engineering products. Learners attain qualifications and skills significantly more demanding than the requirements of the apprenticeship and most progress to higher education. Apprentices enjoy their training and make outstanding progress with their qualifications.

12. Apprentices state that they feel very safe and are free from harassment and bullying. They readily apply safe working practices during their training and work placements. Learners have an excellent understanding of health and safety and take full responsibility for their own safety and that of others. Training and work areas are clean, tidy and very well organised.

The quality of provision

Grade 1

13. The quality of teaching and learning is outstanding. Assessment is satisfactory. Training is very well organised. In the training centre, learners acquire an extensive range of engineering skills, using industry standard resources, that prepares them effectively for when they move to their engineering placements. Learners are highly motivated and enthusiastically manage their own learning. Staff provide informative feedback to learners throughout their programme. Assessment is accurate and thorough. Internal verification is satisfactory and improving.
14. Rolls-Royce makes excellent use of its outstanding resources to support learners. Training materials are comprehensive and of a very high standard. Learners make good use of an extensive library of computer based learning resources on the company's virtual learning environment. In the workplace, resources are outstanding. Staff are very well qualified.
15. The range and content of provision meets the needs of learners and employers exceptionally well. Learning is highly individualised and exceptionally well planned. Challenging targets stretch learners to achieve their full potential. Staff make good use of initial assessment and learners' prior achievements in planning learning. Learners have a very clear understanding of what they need to do and make a significant contribution to planning and reviewing their own work. Learners are also involved actively in identifying areas for improvement to the programme. The identification of learners with high potential takes place at an early stage. They are supported to participate in national skills competitions and progress onto an advanced leadership development programme.
16. Learners benefit greatly from extensive community and partnership arrangements. Learners participate in a variety of community activities throughout their programme working with local schools, community groups and voluntary sector organisations. Learners also participate effectively in sustainability initiatives. Learners report that participation in these activities enhances their moral and cultural awareness understanding. Learners raise many thousands of pounds for local good causes through their Apprentice Association.
17. Rolls-Royce has highly effective partnerships with its partners, local schools and community organisations. Effective links with a range of local schools raises awareness of engineering and science careers for young people and under represented groups. The company leads on a consortium for young apprenticeships, which provides excellent progression opportunities for young

learners. Rolls-Royce supports its partners very well, providing extensive opportunities for staff to extend their skills and to share good practice and resources.

18. Care, guidance and support for learners is outstanding. Learners benefit from a comprehensive occupational welfare and employee support service that they clearly understand how to use. Learners have high regard for the well-qualified staff who provide them with close and frequent support. Arrangements to support and develop learners' literacy, numeracy and English language skills are comprehensive and effective.

Leadership and management

Grade 1

19. Leaders and managers promote, set and monitor very high and inspirational standards for the management of the apprenticeship programmes. Excellent outcomes of learning are being maintained. Demanding targets are set for promotion of the programmes, which meet the needs of national priorities and local communities well. The frequent collection and analysis of learners', employers' and other key stakeholders' views contributes to the very good use of data. The management of all resources to support learning is outstanding.
20. The promotion of the safeguarding of learners is good and learners feel safe. Policies are well devised and informed by specific risk assessment. All training staff have received tuition in good safeguarding practice. The company has substantial plans to enhance and refresh this training every three years. Rolls-Royce promotes the safety of young people well by the use of posters and contact information cards. Young apprentices are very closely supervised by the instructors and managers of their programme. Very good safeguarding arrangements are in place during outward-bound training. Records of Criminal Record Bureau checks are satisfactory and the organisation is working well towards meeting the Independent Safeguarding Authority 2010 standards for work based learning.
21. Rolls-Royce's approach to equality of opportunity, diversity, tackling discrimination and narrowing the achievement gap of learners is outstanding. The organisation has clear vision, direction and success in the participation of traditionally under-represented groups in engineering. Equality of opportunity, diversity and ethical values are highly promoted to all employees and learners. Since the last inspection, the company has introduced a very good suite of learning modules to raise awareness of equality and diversity issues to apprentices. Apprentices enjoy this learning, which has significantly raised their understanding of personal values and respect for differences. During reviews, staff reinforce this training by discussing relevant case-histories based on company experiences. Rolls-Royce is successful in narrowing the achievement gap. Much work by the community liaison officers promotes the apprenticeships to those who would not traditionally aspire to applying for them. Very demanding participation rates are set for young women, minority ethnic groups and people with disabilities. The company has significantly increased its participation from these groups. The company has realistic but achievable entry

requirements so that potential applicants do not consider the programme exclusive. There are no differences in success rates for the different groups of Rolls-Royce apprentices. However, ESCT learners do not succeed as well. Managers understand the reasons for this and they have taken significant actions, which are leading to increasing success rates.

22. Managers improve the quality of provision by good and accurate self-assessment and other improvement processes. Data are very well analysed to inform management actions with the exception of some trend analysis of recruitment. Quality improvement planning has significantly raised standards since the last inspection. The overall effectiveness of the provision has improved from satisfactory to outstanding. However, the planned implementation of all identified improvements to internal verification is slow.
23. Rolls-Royce provides outstanding value for money. Learners' success is outstanding and many achieve higher levels of qualifications than are required of their framework. They acquire high level and extensive technical and employment skills. Resources are excellent and used effectively to benefit learners. Partnerships provide significant benefit to learners, the partners and the wider community. The company gives a high profile to, and manages, its training resources to ensure high environmental sustainability.

Information about the inspection

24. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Principal Apprentice Development Leader, 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 local Learning and Skills Council (LSC) or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
25. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Although not graded at this inspection, inspectors also collected and examined evidence in relation to the Young Apprenticeship programme.

Record of Main Findings (RMF)

Rolls-Royce Plc

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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	475	475
Part-time learners	39	0
Overall effectiveness	1	1
Capacity to improve	1	
Outcomes for learners	1	1
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals?	1	
How well do learners progress?	1	
How well do learners improve their economic and social well-being through learning and development?	1	
How safe do learners feel?	1	
<i>Are learners able to make informed choices about their own health and well being?*</i>	1	
<i>How well do learners make a positive contribution to the community?*</i>	1	
Quality of provision	1	1
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	1	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	1	
Leadership and management	1	1
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1	
How effectively does the provider engage with users to support and promote improvement?	1	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	1	

*where applicable to the type of provision

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