

# Rewards Training Recruitment Consultancy Limited

**Reinspection report**

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**Unique reference number:** 54113

**Name of lead inspector:** Anthony Ward HMI

**Last day of inspection:** 13 July 2012

**Type of provider:** Independent learning provider

**Address:** Victoria Gate  
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## Information about the provider

1. Rewards Training Recruitment Consultancy Limited (Rewards) was established in 1989 to provide opportunities for women returning to the workplace. For many years Rewards delivered programmes on a subcontracting basis and in 2008/09 started contracting with the Skills Funding Agency for Train to Gain programmes and apprenticeships in England. Rewards also holds contracts with learndirect, the Scottish Qualifications Agency for programmes in Scotland, and subcontract agreements for the delivery of the Department for Work and Pensions programmes. These programmes were not inspected. Rewards delivers National Vocational Qualifications (NVQ) and apprenticeships in the south east from its head office based in Haywards Heath, Sussex.
  
2. At the inspection in June 2011, the overall effectiveness of Rewards' provision was inadequate. Rewards had not demonstrated satisfactory capacity to make improvements. However, outcomes for learners, quality of provision and leadership and management were all satisfactory. Business administration and law and transportation operations and maintenance were both satisfactory, but health, public services and care was inadequate. A successful merger between Rewards and Indigoskills has created a new organisation which offers employer training for a range of sectors including health and social care, road passenger transport, hospitality, business administration, customer service, hairdressing and information and communication technology. Three subject areas were reinspected, covering the 44 learners in health, public services and care, 51 learners in road passenger vehicle driving, and the 151 learners in business, administration and law. Evidence from the other areas contributed to the overall judgements.
  
3. Rewards does not provide training on behalf of other providers. However, the following organisations provide training on behalf of Rewards:
  - Partners for Business and Learning (health care provision)
  - Early Years Childcare PLC (early years provision)
  - Smalltime Training (early years provision)
  - Let's do Business Ltd (small business provision)
  - The Hair Project Ltd (hairdressing provision)
  - Partners 4 Training Ltd (hairdressing provision).

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Train to Gain Apprenticeships	791 learners 735 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3

<b>Subject Areas</b>	
Health, public services and care	3
Transportation operations and maintenance	3
Business administration and law	3

## Overall effectiveness

4. Most learners complete their programmes successfully and gain their qualifications within the time planned for their completion. Learners develop good work-based skills and confidence and enjoy learning. Learners' progress reviews are generally satisfactory. However, employers do not always have sufficient involvement in the reviews, and targets set are not always sufficiently effective in driving progress. Therefore, some learners do not complete as quickly as they might.
  
5. Most learners value the teaching and coaching, which are improving as staff gain better teaching qualifications and through enhanced teaching resources in the new virtual learning environment. However, some teaching is of insufficient quality to meet all learners' needs. Initial assessment is effective in assisting learners to enrol on the most appropriate course and level. The range of programmes meets the needs of learners and employers very well. Learners improve work skills and employers benefit from a better skilled workforce. Rewards works well with partners and employers to improve opportunities for learners. Support for learners' literacy, language and numeracy skills

development has improved since the previous inspection. Care, guidance and support are satisfactory.

6. Rewards leadership now offers clear direction and ambition which staff share. Staff have extensive opportunities which they use well for relevant skills development. Safeguarding arrangements are satisfactory and learners develop safe working practices. The promotion of equality and diversity is satisfactory, although this is often insufficiently reinforced during reviews. Managers have developed a range of effective quality improvement practices which have improved key aspects of provision. Self-assessment is inclusive, broadly accurate and leads to effective development planning. However, some aspects of quality improvement are not yet fully implemented.

## Main findings

- At the previous inspection, the percentage of learners achieving their qualification was too low. Overall success rates are improving and are now satisfactory. Train to Gain success rates are high at over 90% and apprentice rates are satisfactory overall with about 75% of learners succeeding. However, within this, there are some high rates and some low, which require addressing.
- Most learners are making at least satisfactory progress. They gain confidence, develop good workplace skills and work to a good standard. Learners feel safe, enjoy their training and feel they make good progress and many have opportunities for additional qualifications. However, too many are either not making sufficient progress or are not challenged by their programme.
- Teaching, learning and assessment are satisfactory. Rewards is supporting all trainers to improve their teaching skills through formal qualifications. The development of the company's virtual learning environment is providing improved teaching resources for learners. However, not all lessons provide a good enough range of activities to meet the needs of all learners.
- Initial assessment identifies satisfactorily the literacy, language and numeracy skills levels of all learners. Results of initial assessments assist learners in enrolling on the most appropriate course and level. Assessment practice is at least satisfactory.
- Learners' progress reviews are generally satisfactory but do not always include employers or identify and record sufficiently specific and useful targets to inform learners and their employers about what they need to do to improve.
- The range of programmes meets the needs of learners and employers very well. Rewards offers learners good opportunities to gain or improve work skills and employers benefit from a better skilled workforce. The new academy is very effective in providing young people with the skills to start apprenticeship training or apply for work.
- Rewards has developed significantly its working arrangements with partners to extend the range of opportunities for learners. The company's engagement with employers has improved, offering learners a better-planned learning experience.

- Care, guidance and support for learners are satisfactory. Support for learners' literacy, language and numeracy skills development has improved since the previous inspection. Trainers have raised awareness of information, advice and guidance and focus on this, with learners' initial assessment results, to ensure learners enrol on the most appropriate course and level.
- Managers provide strong leadership and staff share a vision of raising expectations of learners through good teamwork. Managers make very productive use of partnerships to plan and develop the provision in response to national and local priorities. Staff have extensive development opportunities and have increased their use of electronic learning technologies well.
- Safeguarding arrangements are satisfactory. Learners develop safe working practices and show at least a satisfactory understanding of health and safety and safeguarding issues. The promotion of equality and diversity is satisfactory. Effective policies are in place and continually updated; however, equality and diversity are often insufficiently reinforced during reviews.
- Rewards' approach to quality improvement has improved its provision. Key aspects of provision have improved as have the collection and use of users' views. Self-assessment is inclusive, broadly accurate and leads to effective development planning. However, some aspects, for example observation of teaching and learning, are under developed.

### **What does Rewards Training Recruitment Consultancy Limited need to do to improve further?**

- Continue to focus more sharply on a wider range of activities in lessons to improve the quality of teaching, learning and assessment and to increase learners' chances of succeeding.
- Improve the effectiveness of employers' involvement in all learners' programmes to enable employers to provide better support for learners' progress within the workplace.
- Improve the consistency and quality of reviews and ensure that trainers check and reinforce all learners' understanding of equality and diversity, including bullying and harassment.
- Fully implement the revised quality improvement procedures, including observation of key training processes, across the whole provision to better inform quality improvement and self-assessment.

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

### **What learners like:**

- learning and improving job skills
- the supportive and patient assessors
- the opportunity to get a qualification
- being treated with respect
- gaining confidence, not just at work but personally
- getting a job through training
- improving job security
- the flexibility of training to fit with work patterns.

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

- the amount of formal taught sessions
- the delays at the start of the programme
- communication when the assessor is absent
- the frequency of visits
- lack of challenge
- the quality of some of the teaching.

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

### **What employers like:**

- the responsive and prompt action to support learner needs
- the excellent communication
- the clear goals for learners
- the improved standards of work
- the flexibility of training and assessment around work patterns
- the professionalism and reliability of staff
- the assessors' understanding of business.

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

- staff getting to know individual learners more personally early on
- variability in the quality of service.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

7. Rewards has made significant improvements to its provision in 2011/12, including extensive staff training to improve knowledge of teaching strategies, functional skills, safeguarding and equality and diversity. Weaknesses identified at the previous inspection have been addressed. Rewards has improved all areas that were graded unsatisfactory. Overall learner success is satisfactory and improving.
8. Leadership and management have improved alongside a seamless merger with another training provider. Staff enjoy working for Rewards and managers give them clear strategic direction. Rewards now uses data well to monitor learners' and assessors' performance. Managers set clear targets and monitor these effectively. Staff have effective personal development plans aligned to business targets. Staff are making increased use of learning and assessment technology to improve the experience of learners.
9. The self-assessment process is now more inclusive. Staff feel fully involved and the process takes account of the views of learners and employers. Subcontractors are more involved in both quality monitoring and self-assessment, although not yet at the same level as Rewards. Although generally accurate, the self-assessment report is too descriptive. Comparisons of performance are made with national data trends and with two outstanding providers.

### Outcomes for learners

**Grade 3**

10. The percentage of learners achieving their qualification was too low at the time of the last inspection. Overall success rates are now satisfactory. Train to Gain success rates are high at over 90%. A high proportion of learners succeed in preparation for life and work courses, at 96%, and about 75% of apprentices achieve their full framework. Rewards has addressed effectively the low achievement in health and social care. However, across the whole provision there are some distinct differences. For example, in some subcontracted providers the rate is higher than in Rewards' own delivery, and in one subcontractor the success rate is too low.
11. Current learners are making satisfactory progress. Learners make good progress in transportation and childcare; however, in social care there have been delays in assessment and slower progress for a few learners. Learners are achieving at a reasonable pace, although trainers do not always challenge some learners, particularly in business administration, to complete sooner or achieve higher level qualifications. Rewards monitors learners' progress effectively. However, in health and social care, planning is fragmented which makes monitoring of learners' progress difficult. Learners' work is generally of a good standard. Learners often take additional qualifications which complement their

apprenticeship programmes. Managers are well aware of the underperformance of males compared to females and have suitable plans in place to reduce it.

12. Learners develop good personal and professional skills and improve their confidence. Most learners are positive, enjoy their learning and value the skills and knowledge of assessors. Most learners feel that the apprenticeship training has enhanced their understanding and allowed them to perform better in their job roles. Learners say they feel safe and know how to safeguard themselves and their service users. The promotion of health, safety and safe working practices is good. Learners are very clear about their rights and responsibilities.

## **The quality of provision**

## **Grade 3**

13. Teaching, learning and assessment are satisfactory. Trainers use a variety of training and coaching methods to ensure learners develop appropriate skills. Trainers work very flexibly around learners' and employers' availability. Assessment is generally satisfactory with examples of good practice; however, in a minority of cases inspectors found issues of delay and insufficient recording of assessment outcomes. The company's virtual learning environment is developing well and currently provides a good range of teaching materials. Teaching and learning are improving and all trainers have completed, or are working towards, appropriate teaching qualifications. However, the provider recognises that not all teaching is of a high enough quality to meet the varied needs of all learners.
14. Since the previous inspection, initial assessment practice has improved and it now identifies satisfactorily the literacy, language and numeracy skills needs of all learners and directs them to the most appropriate course and level. The range of programmes provides learners with good opportunities for gaining work skills to enable them to progress. Rewards has developed a new facility, the Academy, which meets the needs of learners particularly well and is aimed at those young people who are currently not in training or employment, or who would benefit from training prior to starting their apprenticeship training with their employer. Rewards uses its partnerships very effectively to help unemployed young people secure apprenticeship training.
15. Since the previous inspection, partnerships have expanded and significantly extended the range of opportunities for learners. Rewards engages well with employers, with whom communication has improved, and the majority value this closer working. Assessors now forge good links with employers at the start of learners' programmes to ensure these meet the requirements of both employers and learners more closely. Rewards is an active member of the regional training providers' network. Links with the regional apprenticeship service are very effective in promoting work-based learning options to a large number of secondary schools within the region.
16. Support and guidance for learners are satisfactory. Learners benefit from the regular reviews of progress that highlight any issues or barriers to learning and



support arrangements to help them stay on programme. However, not all employers are sufficiently involved in reviews of their learners' progress to give them the information they need to better support their development in the workplace. Support for learners' literacy, language and numeracy skills development has improved, with early identification at the start of their programme. Trainers promote information, advice and guidance and focus on this, with learners' initial assessment results, to ensure learners enrol on the most appropriate course and level. However, careers information and expertise are limited.

## Leadership and management

## Grade 3

17. Leadership and management are satisfactory with some good aspects. Rewards merged with Indigo Skills in August 2011 to build capacity. Directors have quickly established a positive approach to improving training, increasing partnership working and meeting the needs of their learners and employers. Staff feel well managed and communication has improved and is now good. Staff development is good, with a strong focus on teaching and functional skills qualifications. Subcontractors value the training in which they participate alongside Rewards staff. Rewards responds well to local and national priorities and continues to broaden its range of provision. Managers use data effectively to monitor performance of staff and progress of learners on a monthly basis. Rewards has developed new technologies well since the previous inspection, including a virtual learning environment.
18. Arrangements for safeguarding learners are satisfactory. Learners know the name of the female designated person and male deputy. Rewards has made contact with the local safeguarding board. The company has updated policies and procedures in place at the time of the previous inspection, along with entries in learner and employer handbooks. Appropriate enhanced checks are conducted on staff and references are carefully checked. Staff, including subcontractors, receive appropriate training and take external qualifications. Learners are encouraged to work safely and demonstrate safe working practices. Rewards conducts risk assessments with employers to ensure that appropriate health and safety arrangements exist in the workplace. Learners have raised issues under safeguarding arrangements and, although these have been more general welfare concerns, Rewards has addressed them effectively.
19. Promotion of equality and diversity is satisfactory. Rewards has updated its policies and the content of its handbooks. The new website makes good use of inclusive visual imagery. Rewards plans the recruitment of new staff well to provide role models for under-represented groups, for example recruiting two male members of staff to the previously all female assessor team and an assessor fluent in several East European languages. Staff, including subcontractors, receive updated training. Rewards celebrates the success of learners in widely distributed newsletters. Equality and diversity are covered during learners' inductions and learners' understanding is satisfactory. In social care and childcare their understanding is very good. However, although

coverage at reviews has improved, questions often do not explore and develop understanding sufficiently well. Rewards makes better use of data than previously to monitor the performance of different groups of learners.

20. Quality improvement is satisfactory. The main self-assessment report is too descriptive, but the separate area of learning reports are largely accurate reflections of the provision, and the resulting quality improvement plan has resulted in some significant improvements. Rewards now collects the views of learners and employers to identify areas for improvement. Learners are surveyed at key points in their training and both these and their employers' views result in improvements. Management of subcontractors is effective and quality assurance has improved. Subcontractors are now involved in producing their own self-assessment reports to inform the next report. The recently introduced graded observation system is also being extended to subcontracted provision. Inspectors agreed with grades awarded in paired observations, although the focus was too much on teaching rather than learning outcomes. Improved internal verification processes have made quality monitoring more effective than at the previous inspection. Standardisation exercises are effective and the majority of planned improvement actions are being made as scheduled in the quality improvement plan.
21. Rewards offers satisfactory value for money. Success rates are satisfactory and most learners quickly become economically active for their employers, many progressing in their employment. Extensive good-quality online resources are in place in most areas, including health and social care, where a lack of resources was an issue at the previous inspection.

## Subject areas

### Health, public services and care

### Grade 3

#### Context

22. Rewards provides health and social care training to 16 learners and subcontracted training to 28 learners in early years. Most learners are on apprenticeships; 14 learners are apprentices and 28 are advanced apprentices. Two health and social care learners are completing a level 3 Train to Gain programme. Training and assessment are provided in the workplace with some group training sessions in subcontractors' premises.

#### Key findings

- Outcomes for learners have improved and are now satisfactory. Overall achievement for Train to Gain learners in 2011/12 has improved to 100%, but on very low numbers. The apprenticeship overall success rate remains satisfactory at 74% with increased numbers of learners. Rewards has recruited few new learners and success rates refer to learners recruited prior to the previous inspection.
- Current social care learners are making satisfactory progress, although there have also been delays in assessment and slower progress for a few learners. Learners in childcare make good progress. Trainers monitor learners' progress effectively; however, planning is fragmented which makes monitoring more difficult, although Rewards has suitable plans in place for improvement. Learners' work is generally of a good standard.
- Learners are developing good personal and professional skills. Increased confidence supports their work practice. Raised self-esteem enables learners to approach their work more professionally and take additional responsibility. Some learners have had the added benefit of developing their information technology skills by using research and email with their assessor.
- Learners feel safe and show a good understanding of health and safety and safeguarding issues. They understand how to keep themselves and their service users safe. Trainers reinforce safeguarding, equality and diversity and health and safety well at reviews. Learners have a good understanding of equality and diversity.
- Assessment is good for most learners with tidy, well organised portfolios, good planning and an appropriate range of evidence. Good use is made of expert witnesses in the workplace. All components of apprenticeships are integrated and worked on simultaneously with good cross referencing of evidence. However, for a minority of learners, assessment has been delayed. Reviews include clear targets.
- Care learners receive good one-to-one coaching, guidance and direction from their assessors. Learners in childcare attend and enjoy training group sessions. Planning recognises training in the workplace and training needs are identified

on assessment plans. Staff develop clear plans for learners to achieve component parts of their framework, but individual learning plans are often not used effectively.

- Resources are satisfactory. A range of books is available for learners to borrow. A virtual learning environment provides online learning and development for learners. Assessors have a range of resources that can be sent out to learners electronically to support their learning. Assessors have appropriate skills and experience.
- Programmes meet the needs of learners and employers effectively, providing opportunities to gain necessary qualifications. Optional units are chosen by agreement to meet both learners' and workplace expectations. Employers are generally well involved in learners' programmes and show a clear understanding of learners' progress. They adjust work schedules to provide necessary experience.
- Partnerships are developed well. Rewards has forged a valuable partnership with a beacon provider to improve the learners' experience, support assessors and maintain the health and social programme. Assessors develop good working relationships with employers, linking with workplaces to plan training to benefit the learners.
- All learners have satisfactory initial assessment. Where a learner needs to develop better numeracy or literacy skills good support is provided. Rewards offers learners satisfactory support which takes personal issues into account and is appropriate to their needs. Assessors meet with employers at each learner visit. However, for some learners, visits are insufficiently frequent.
- Management of the area of learning is effective. Rewards has taken strong strategic action to resolve issues raised at the previous inspection and to support the learners affected to reach their targets, although many may exceed their end date. Staff have good opportunities for professional development and are now able to take responsibility for a wider range of unit assessments.
- Actions taken to improve this subject area have ensured that improvements recommended at the previous inspection have commenced and are impacting on the learners. Assessors have been fully involved in developments. Self-assessment accurately reflects the current position. The new internal verification system is appropriately planned and effective.

### **What does Rewards Training Recruitment Consultancy Limited need to do to improve further?**

- Ensure that all learners commence their training promptly and reduce delays in assessment to maximise every learner's opportunity to succeed.
- Further develop the recording of learning plans to reflect all aspects of teaching and learning to enable tighter monitoring of learners' progress and timely meeting of targets.
- Ensure that visit frequency and feedback from assessment meet the needs of all learners to ensure they meet their planned targets.

## Transportation operations and maintenance

## Grade 3

### Context

23. Rewards provides transport programmes for 51 learners in this subject area. There are 37 on Road Passenger Vehicle Driving (RPVD) NVQ at level 2 and 14 learners are training towards a Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver. Training is a combination of individual coaching or group training sessions that take place either in the training centre or in the workplace. Practical assessment is in the workplace, although theory can be tested online.

### Key findings

- Overall success rates remain high, as at the previous inspection. In 2010/11, success rates were very high with nearly all learners completing successfully. Over 90% of learners completed their qualification within their planned end date.
- Learners' work is of a good standard, developing and reinforcing vocational skills and knowledge. Learners make good progress and value the qualification. They improve confidence and have a greater understanding of legislation and good customer care, particularly for passengers with disabilities. Learners say they have better employment prospects, job security and opportunities for progression.
- Learners feel safe and adopt safe working practices. They develop a good understanding of protecting vulnerable customers and greater confidence in dealing with anti-social behaviour. The promotion of health, safety and safe working practices is good. Learners are clear about their rights and responsibilities and how to avoid placing themselves in vulnerable situations.
- Teaching and learning are satisfactory. Trainers use their industry knowledge very well and practical training is good. Delivery is clear and the quality of presentations and videos are satisfactory. However, some theory lessons are not well planned or structured and have a limited range of learning methods. Oral questions to check understanding are not always used effectively.
- Assessment practices are satisfactory. Workplace assessment is flexibly planned to suit learners' and employers' work schedules and uses a wide range of assessment methods. However, audio observation recordings are often too descriptive, lacking in evaluative statements. Portfolios are well structured and clearly referenced. Internal monitoring of assessment is satisfactory.
- Initial assessment has improved and is effective in identifying literacy and numeracy support needs. Rewards uses results effectively to select the most relevant learning programme that meets learners' needs. Learners understand their initial assessment results and are fully aware of support available; however, they rarely take up the specialist support available.

- Partnerships with employers are good. Employers value the professionalism of Rewards training staff and the quality of training. The training is well matched to learners' aspirations and employers benefit from a qualified workforce, increased customer satisfaction and opportunities of winning new contracts. However, employers are involved insufficiently in target setting.
- Care, guidance and support are satisfactory. Assessors support learners well and motivate them to progress. Learners value the support from peers who have previously completed the qualification. Learner reviews are satisfactory and progress is frequently monitored.
- Leadership and management are satisfactory. Since the previous inspection, management has improved through staff restructuring, more clearly defined roles, better communication and the introduction of improved standardisation meetings for sharing good practice. Training staff are vocationally experienced with relevant qualifications and Rewards supports good professional development for all staff.
- The promotion of equality and diversity is satisfactory. Learners are treated with respect and trainers have a good understanding of equality and diversity. However, although covered in induction, questions and discussions during learner progress reviews are too superficial and are insufficient to widen learners' understanding.
- Quality improvement is satisfactory. Managers use detailed and useful quality improvement action plans effectively. They have recently introduced procedures for improving teaching and learning, although these have yet to be extended to progress reviews. Managers use data effectively to monitor the programme performance; however, the self-assessment report is too descriptive and insufficiently evaluative.

### **What does Rewards Training Recruitment Consultancy Limited need to do to improve further?**

- Improve the structure of lesson planning to ensure a range of learning activities to meet individual learners' needs and the use of open and directed oral questioning to encourage all learners to participate.
- Further encourage identified learners to take up additional learning support to improve and develop their literacy, numeracy and language skills.
- Ensure that audio assessments are more detailed to evaluate accurately the level and standard of learners' knowledge, understanding and competencies achieved.
- Strengthen reviews of learners' progress to reinforce learner understanding of equality and diversity and include employers in supporting learners to achieve challenging targets.

## Business administration and law

## Grade 3

### Context

24. Rewards currently provides training for 151 learners in this subject area. The company has 136 learners working towards apprenticeships and advanced apprenticeship frameworks, with 25 of these subcontracted to other providers. Of the apprentices, 9 are managers, 26 are team leaders, 64 are in administration, and 37 are in customer service. There are 15 learners completing NVQs in the workplace. Learners are mostly aged over 25 and the majority are female.

### Key findings

- Outcomes for learners are satisfactory and improving. Overall success rates for apprentices have improved from 68% in 2010/11 to 81% in 2011/12, slightly above national averages. Success rates on Train to Gain programmes have improved from 85% to 95% in the same period. There are no significant differences between outcomes for learners at level 2 and level 3.
- Learners' progress is satisfactory and learners are achieving at a reasonable pace, although some are not challenged to complete sooner or achieve higher level qualifications. A significant number of learners take the opportunity to complete additional qualifications which complement their apprenticeship programmes and improve their employability.
- Learners are developing relevant practical work skills. Most learners feel that the training has enhanced their understanding and allowed them to perform better in their job roles. They enjoy their learning and most are motivated to complete their programmes and feel well supported by their employers to do so. Learners are clear about their rights and responsibilities as employees.
- Learners feel safe in their learning environments and know who to speak to if they have any issues or concerns. They receive satisfactory information and guidance on equality and diversity and are encouraged to consider and adopt safe working practices. Assessors review safeguarding regularly during visits, but the recording of this is sometimes superficial.
- Teaching and learning are mostly satisfactory and some aspects are good. Most learners receive effective one-to-one coaching in the workplace. A few learners attend the academy for initial training in small groups and this is now well planned. Assessors are knowledgeable and most use their recent commercial experiences to ensure training meets individual learners' needs.
- Assessment practices are satisfactory. Learners are encouraged to identify and collect a range of evidence for the NVQ and also for key skills, and assessors adopt a variety of assessment methods to suit the learners. Rewards has improved its resources since the previous inspection and now has a wide variety of resources to support learning.

- Key skills support is satisfactory. All learners now receive initial and diagnostic assessment. Initial assessment now identifies effectively the areas in which learners require additional support, but the results are not always used to challenge them sufficiently. Learners who require additional help with key or basic skills now have additional support from well-qualified specialist tutors.
- At the previous inspection, target setting was found to be of a variable quality and this remains the case. All learners are aware of what they need to do between visits; however, this is not always recorded accurately. Inspectors found too many examples of key dates missing from learning plans, short-term targets lacking precision or gaps in review documentation.
- The provision meets the needs of learners and employers very well. Rewards has very good relationships with its employers. Communication between employers and staff is mostly very good. Assessors are mindful of the business needs of employers and learners and are flexible in arranging calls and visits at suitable times to accommodate these needs.
- Rewards offers satisfactory information, advice and guidance and ongoing support. Assessors are flexible and responsive to learners' needs. One learner experiencing difficulties at work was offered additional training in conflict management which he found very helpful. Learners feel well supported by Rewards and employers generally support training well.
- Management of the subject area has improved since the previous inspection. The provider has responded well to the recommendations. The staffing policy promotes consistency and standardisation. Managers have introduced improved quality systems, although some are too recent to judge their impact. Internal verification remains satisfactory with plans for additional refinements.
- The self-assessment process is now satisfactory and more inclusive. Rewards has developed a subject-specific assessment report which, although too descriptive, leads to an effective quality improvement plan which staff use well to inform the development of the provision.

### **What does Rewards Training and Recruitment Consultancy Limited need to do to improve further?**

- Extend the use made of initial assessment results and prior attainment to challenge learners more and to enable them to achieve higher level qualifications.
- Continue to improve the internal quality monitoring system to identify inconsistencies in the quality of recording of key processes to strengthen target setting and improve learner progress.



## Information about the inspection

25. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, 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.
26. 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)**

**Rewards Training Recruitment Consultancy Limited**

**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	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	446	446
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3	
<b>Outcomes for learners</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>		
<i>How well do learners make a positive contribution to the community?*</i>		
<b>Quality of provision</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?	2	
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>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>		
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?	3	
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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