

Market Driven Training Limited

Independent learning provider

Inspection dates		25 February–1 March 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- A very high proportion of learners achieve qualifications in customer service and units related to their chosen industry.
- Learners develop good customer service and vocational skills.
- Learners enjoy their training, are punctual, attend regularly and are highly motivated to achieve.
- Teachers, trainers and assessors have very good specialist expertise in their occupational areas and support learners well to develop knowledge and skills to industry standards levels.
- Arrangements for performance management are good and linked well to the quality of teaching, learning and assessment.
- The provider collects a wide range of high quality data on the provision and makes effective use of this to plan and implement improvements.

This is not yet an outstanding provider because:

- Too few learners gain relevant employment as a result of attending courses at Market Driven Training (MDT).
- Learners do not improve the standard of their English and mathematics skills beyond the minimum required for their chosen career.
- Teaching and learning are not outstanding.

Full report

What does the provider need to do to improve further?

- Increase the number of learners entering employment by ensuring that they achieve the relevant industry licences as quickly as possible on completion of their training.
- Ensure that all learners have the opportunity to improve the standard of their English and mathematics skills by implementing a formal strategy for functional skills.
- Increase the number of under-represented groups on programmes by fully implementing the equality and diversity plan.
- Improve the quality of teaching and learning by increasing the effectiveness of questioning to assess learners' progress.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners at MDT require improvement. Although success rates for manufacturing learners over the last three years have been very high these programmes are no longer offered. A very high proportion of learners on the new employability courses achieve qualifications in customer service and awards relating to their chosen career. However, too few learners gain employment. ▪ Learners progress at least at the rate expected of them and quickly demonstrate good levels of knowledge and understanding. They develop appropriate levels of English and mathematics skills to enable them to work in the industry but do not have the opportunity to extend these skills further. Learners on the taxi driving programme gain good customer service skills. ▪ Learners are punctual, enjoy their courses and attend well. Very few learners have missed any of their learning sessions, although during inspection attendance was lower than the providers' data suggests, at 83%. ▪ Employability learners undertake the industry related qualifications necessary for them to gain employment in their chosen career. However, around 20% of learners have not achieved the Security Industry Authority license, which is a requirement for employment in the industry, and they are therefore not eligible to undertake security work. ▪ Learners on the taxi driver programme are more successful at gaining employment. All of the learners from the first cohort have been offered employment. Two are employed and the remainder are currently undertaking the local authority knowledge test for taxi drivers. ▪ There is little difference in the achievement of learners from different backgrounds and between men and women. Learners with disabilities and learning difficulties achieve at least as well as their peers. 	
The quality of teaching, learning and assessment	Good

- The quality of teaching, learning and assessment is good, reflecting the high number of learners who gain their intended qualifications. Trainers plan their lessons well, use a wide variety of teaching and learning methods and effectively use information and learning technology (ILT). Learners are fully engaged, highly motivated and make good progress. Trainers support individual learners well enabling them to complete their work efficiently and on time. Learners

discuss competently the knowledge and understanding they have developed and its impact on customers.

- MDT supports its learners very well. For example, MDT pays for Criminal Record Bureau (CRB) checks, a medical test, and a preferred route knowledge test, all of which are mandatory requirements for employment as a taxi driver. All learners who meet the necessary criteria are offered taxi-driving jobs with a local employer.
- Learning sessions are carried out at the employers' premises and learners value the facilities available, including free refreshments. They receive a course handbook that contains critical information regarding work responsibilities and provides space for personal notes. This is retained by learners on completion of the programme and provides a good reference document.
- The highly qualified and experienced trainers work closely with employers to offer a well-designed programme that enables learners to improve their employability skills and, in most cases, gain local employment as taxi drivers. MDT and the employer have developed a very effective computer programme to assist learners to develop the knowledge required for the preferred route knowledge test. Teachers make very effective use of this in group sessions and with individual learners.
- Trainers assess learners' work well at the end of each training module. They provide learners with useful verbal and written feedback, which is recorded on their individual learning plan. However, assessment of progress during lessons is less effective. The excessive use of general questions, which the more confident members of the group answer, fails to assess the understanding of all learners.
- Learners' English and mathematics skills are identified at initial assessment and trainers ensure adequate levels of additional personal support for those who need it. All learners are given good support materials to help their independent learning of English and mathematics; however, few learners make use of these. Opportunities for learners to develop their English and mathematics skills beyond that required for immediate employment are not available.
- Learners receive good advice and guidance about the role and responsibilities of taxi driving, the local authority's licensing requirements and the demands of the course. Learners demonstrate very clearly their high level of knowledge. The employer is readily available to provide further advice and to support learners through the initial job application stages.
- Trainers promote equality and diversity very well during lessons, reflecting the high level of understanding learners have of this topic. Learners have a clear understanding of their responsibilities to customers with disabilities and the public in general. MDT has worked with some learners who could not immediately meet the requirements of the local authority, for example because of a criminal record. In most cases, the learners were offered interviews and after making full disclosures, they received job offers.

The effectiveness of leadership and management

Good

- Managers have a clear and ambitious strategy to develop further the employability programme so that outcomes for learners and the quality of teaching and learning continue to improve. Managers set staff clear and challenging targets for most aspects of the programme including completion of qualifications and the quality of delivery. MDT has a very good management information system that it uses well to generate performance management and quality improvement data.
- In the previous security programme, managers placed insufficient focus on getting learners into employment. However, the current programme for taxi driving places a much stronger emphasis on learners' progression into jobs as well as their achievement of qualifications and the development of broader employability skills.

- Managers have established a suitable staffing structure and have employed sufficient skilful and experienced staff to deliver the employability programme. Staff have a wealth of relevant experience and credibility to deliver the vocational aspects of the programme and hold appropriate teaching qualifications. Due to funding restrictions, fewer cohorts of learners have undertaken the programme in recent weeks; however, the use of relief and part-time staff enables MDT to operate flexibly and responsively.
- Arrangements for improving teaching and learning are good. The performance management system includes thorough arrangements for the observation of teaching and learning leading to useful improvement plans for staff. However, only a small number of lesson observations have taken place so far. Managers have been successful in improving the quality of provision through other means, including monitoring schemes of work and lesson plans. An appropriate programme of professional development for staff, which focuses on improving teaching and learning, is in place.
- MDT has a history of effective self-assessment and development planning which was evident at the previous inspection. Due to the significant change in the programme offered, last year's self-assessment report is no longer relevant. However, MDT is undertaking activities such as obtaining learners' views, analysing data and reviewing provision, which will contribute to a formal self-assessment process later in the year.
- Managers have implemented the significant change in focus from training in the textiles industry to employability training very well. The reasons for the transition are clearly explained and justified in the company's strategic plan, and are mainly economic. Managers have implemented significant changes to staffing, geographic location and the provision effectively and sensitively.
- Managers have planned the programme well to meet employers and learners' needs. The initial provision of security training was influenced by the directors' strong business contacts in the area and their knowledge of the local labour market. The planned diversification into the care and hospitality sectors is appropriately based upon employers' needs and labour market information.
- While learners do improve their English and mathematics skills throughout the programme, there is insufficient strategic planning for this provision. MDT has a broad plan in place that sets out its intentions to develop functional skills more formally, but this has not yet been implemented.
- Managers promote equality and diversity with learners well. Staff are implementing a well-thought-out equality and diversity plan with clear actions points, including some to deal with the under-representation of females on programmes. However, the impact of these actions is not yet evident.
- MDT meets its statutory duty for safeguarding learners. It maintains a single central record of staff security checks showing the level of disclosure and date achieved. The company's safeguarding, harassment, bullying and victimisation policies are clear and have been reviewed recently. To date, no safeguarding incidents have arisen, although learners are clear on who the designated safeguarding officer is, should they have a concern. All members of staff who come in to direct contact with learners have undertaken appropriate training in safeguarding.

Record of Main Findings (RMF)

Market Driven Training Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	2					2		
	Outcomes for learners	3					3		
	The quality of teaching, learning and assessment	2					2		
	The effectiveness of leadership and management	2					2		

Subject areas graded for the quality of teaching, learning and assessment	Grade
Employability training	2

Number of learners aged 14-16	N/A
Number of community learners	N/A
Number of employability learners	12
Funding received from	Skills Funding Agency (SFA)
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> None

Additional socio-economic information

MDT has its administrative headquarters in Birmingham but delivers the employability programme in Liverpool. The number of school leavers attaining five GCSEs in A* to C in Liverpool is 5.3% below the national rate. Unemployment in Liverpool is 2.5% above the national rate. The proportion of the Liverpool population from minority ethnic groups is 13.8%. The proportion of the local population aged 16 and over who have no formal qualifications is 28.7% compared to the national rate of 22.7%.

Information about this inspection

Lead inspector

Phil Romain HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by MDT's operations manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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