

Tesco Stores Limited

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Retail and commercial enterprise

Description of the provider

1. Tesco Stores Limited (Tesco) was established in 1919 and became a limited company in 1932. Tesco has its headquarters in Hertfordshire and operates as a global retailer offering a wide range of products and services from food to finance. It has 2,200 stores throughout the UK, employing over 265,000 employees.
2. Tesco started delivering training, funded by The National Employer Service (NES), in 2005. This followed a trial programme involving 450 learners during 2004. Tesco delivers retail and wholesaling apprenticeships and Train to Gain retail programmes. All learners are supported by Tesco to complete the full framework, irrespective of their programme. The programme is being delivered in 140 stores across England. At the time of inspection, there were 100 retail and wholesaling apprentices and 42 learners were enrolled on a Train to Gain retailing programme.
3. The programme is managed by the Tesco apprenticeship project manager, who is accountable for all aspects of the programme including the management of the subcontractors involved in the delivery of the programme. The project manager is supported by the apprenticeship quality assurance manager and an assistant. They are accountable for the implementation of the programme's quality assurance systems. A further assistant supports the team with various administrative duties.
4. The training programme is delivered on-the-job, in the stores by assessors who are Tesco employees. The personnel manager from each store is responsible for the delivery of the programme. The training programme is supported by two subcontractors. YMCA Training provides the key skills training and assessment and the background theory testing. NTP Limited collates the data relevant to the programme for contractual and monitoring purposes on behalf of Tesco.

Summary of grades awarded

Effectiveness of provision		Good: Grade 2
Apprenticeships	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Good: Grade 2	
Capacity to improve		Good: Grade 2
Achievement and standards		Good: Grade 2
Apprenticeships	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Good: Grade 2	
Quality of provision		Good: Grade 2
Apprenticeships	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Good: Grade 2	
Leadership and management		Good: Grade 2
Apprenticeships	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Good: Grade 2	
Equality of opportunity		Contributory grade: Good: Grade 2

Sector subject area

Retail and commercial enterprise	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

Apprenticeships

Contributory grade: Good: Grade 2

Train to Gain

Contributory grade: Good: Grade 2

5. The overall effectiveness of the provision for both apprenticeships and the Train to Gain programme is good. The retail and commercial enterprise provision is good. Achievement and standards and the quality of provision are good. Tesco's leadership and management are good, as is equality of opportunity.

Capacity to improve

Good: Grade 2

6. Tesco demonstrates that it has good capacity to improve. Although there are no previous inspection's grades with which to compare the provision, success rates for all learners have continuously improved every year since the programme was piloted. External verification reports also highlight a notable improvement across the two years. The provider has comprehensive quality systems that focus on the continuous improvement of the provision. No areas for improvement within the retail sector subject were highlighted during the inspection.
7. The self-assessment process is good. The self-assessment report focuses clearly on the learner experience. Inspectors agreed with most of the judgements and findings although Tesco had underestimated the quality of the provision and awarded lower grades than found at inspection.

Key strengths

- Very good development of retail skills and knowledge
- Innovative apprenticeship programme meeting the needs of learners and business objectives

- Outstanding vision and strategic planning for the development of the national apprenticeship programme
- Thorough quality systems and procedures leading to improvement
- Excellent opportunities for adult learners to access additional qualifications

Key areas for improvement

- Insufficient use of data to monitor overall learner progress

Main findings

Achievement and standards

Good: Grade 2

Apprenticeships

Contributory grade: Good: Grade 2

Train to Gain

Contributory grade: Good: Grade 2

8. Achievement and standards are good. Learners develop very good retail skills and knowledge. Learners, and their managers, recognise the significant improvement in their self-confidence. They display an increased drive and ambition to fulfil both personal and work related goals. Learners develop study skills and enjoy their learning programme, in particular, numeracy skills. For many learners this is a return to study after a gap of several years and the acquisition of these skills has a positive impact in their personal lives. The programme provides learners with many opportunities to increase their knowledge of their store's operations in greater detail and the understanding of their own work roles. They also gain an appreciation of other areas in-store, preparing them well for future positions within the company.
9. Learners progress well within their stores. On completion of their programme, many learners follow internal development programmes or move into new departments within their stores. Some learners have also started other learning programmes outside of work. Last year 46% of the learners continued their development into the team leader and management roles after having completed their qualification.
10. Apprenticeship success rates are satisfactory. Overall success rates for 2006/07 stand at 62 %. Success rates for learners on the Train to Gain programme are satisfactory at 64 %. Many learners achieve additional qualifications in areas such as first aid, while others take the opportunity to work towards key skills at a higher level than needed for the apprenticeship framework. All Train to Gain learners undertake key skills and the technical certificate as an addition to their retail NVQ.
11. The key skill first time pass rate is very good at 84% for the last two years and the technical certificate pass rate is also excellent at 99%.

12. Learners are very well motivated and are keen to attend development events outside of their normal working hours. Learners make overall satisfactory progress towards their NVQs and the standard of work in their portfolios is generally good.
13. Inspectors' judgements agreed with most of the strengths highlighted in this section of the self-assessment report.

Quality of provision

Good: Grade 2

Apprenticeships

Contributory grade: Good: Grade 2

Train to Gain

Contributory grade: Good: Grade 2

14. The quality of provision is good. Training and practical resources for learners are good. Learners access a wide range of resources to complement their learning. Tesco provide all learners with a well designed workbook incorporating all the learning modules learners require to complete their apprenticeship. Learners' time is flexibly organised, allowing them to work on their qualification at convenient times. Learners have access to specialist training modules in religious and cultural needs available in all stores. The learner experience is clearly enhanced by the wealth of retail experience assessors, verifiers and managers have.
15. Tesco's innovative apprenticeship successfully meets the individual learner and the business needs. This was also identified as a strength in the self-assessment report. Tesco has worked hard to develop a customised Level 2 apprenticeship which meets the requirements of the regulatory bodies. The programme is effectively delivered via an internal programme that successfully combines the national standards for the retail NVQ, key skills and the technical certificate with Tesco's internal training programmes. Programmes are developed around food, non-food, service and express departments, ensuring that individual learner needs are met within their specific job role. Learners on the Train to Gain programme also obtain key skills qualifications and technical certificates as part of their programme, funded by Tesco.

16. Practical support for learners is good. Learners benefit from a high level of support from staff and managers in store, in addition to those staff directly involved in programme delivery, who can be contacted at any time. Former apprentices provide an effective mentoring system for current learners, supporting them in the development of portfolios and providing assistance with key skills. The ratio of assessors to learners is good, from as low as one learner per assessor to a maximum of three. Tesco provides learners with one hour per week to work on their apprenticeship in addition to their theory training. An independent manager carries out the learner's pastoral care review to ensure learners can discuss their concerns freely. Support for learners with additional learning needs is adequate although there are insufficient specialised learning resources.
17. Initial assessment is satisfactory, incorporating assessments of literacy and numeracy and the analysis of learners' job roles. The results of these however, are not always used effectively in planning an individual training programme.
18. Information, advice and guidance are satisfactory. Learners receive clear information, advice and guidance on the range of opportunities available in Tesco.
19. Assessment is also satisfactory. Assessment plans are clear and effectively prepare learners for assessment. Assessments are thorough and assessors demonstrate a good understanding of the activities involved. Some observed assessments though are poorly recorded providing insufficient information about the learner's competence.
20. Learners' progress reviews are also satisfactory. The best reviews are detailed, providing a clear indication of learners' progress, others though contain insufficient comments. Sometimes, individual learning plans are not used in progress reviews.
21. These strengths and areas for improvement were correctly identified in the self-assessment report.

Leadership and management

Good: Grade 2

Apprenticeships	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

22. Leadership and management overall are good. The introduction of the apprenticeship programme by Tesco has been the result of outstanding vision for the development of both their own workforce and the apprenticeships for the retail sector. The programme was introduced in 2005/06 as a pilot and it has been subject to formal and continuous evaluation each subsequent year. Tesco has sought to develop a successful programme which can potentially be implemented across the organisation and readily transferred to all their stores. Senior staff are fully committed to the development of the programme and understand how the apprenticeship programme contributes to the core values of the organisation. Significant resources have been allocated to the development of the programme and its successful introduction across the stores.

23. The Tesco apprenticeship programme is well planned and designed. Both the sector skills council for retail and the awarding body have been closely involved in the development of the programme. Tesco have produced a set of good quality and comprehensive guidelines for the operation of all aspects of the apprenticeship programme. All aspects of the learners' journey through the programme are planned well in advance, including, for instance, managerial briefings, internal verifier and assessor training and store calendars. Staff involved in the programme fully understand how it will be delivered. Good learning materials have been developed to support the achievement of the NVQ and technical certificate. These are specifically designed for Tesco in a format readily understood by employees. Key skills training is well organised and delivered by a subcontractor who works closely with Tesco staff to ensure that learning, materials and assessment are fully integrated and representative of the work and jobs of learners in stores. Guidelines and learning materials are revised formally every year, as well as on an informal basis throughout the year, to improve their effectiveness. However, the strategy to support those learners with additional learning needs is not well established.

24. The systems and procedures to assure and continually improve the programme are very good. Quality assurance processes are very thorough and have been continually revised since the introduction and subsequent growth of the programme to ensure the quality of the programme and identify improvement needs. The dedicated programme management team work to a quality calendar and plan which includes ensuring all assessors, internal verifiers and store managers are trained in their responsibilities within the apprenticeship programme to confirm adequate sampling and observation of key processes are undertaken. Each store is graded according to the

quality of programme that is being delivered and risk assessed accordingly. The level of assessed risk determines the level of future monitoring visits and action planning. Arrangements for the collection and analysis of feedback are well established and comprehensive. These include learner and key staff focus groups, questionnaires and feedback from the subcontractors involved in the programme.

25. Although substantial data is collected by Tesco and the subcontractors to monitor the progress of the various aspects of the apprenticeship programme, the ongoing collation and analysis of this data to monitor the overall achievement of the programme is insufficient. Records of NVQ progress, attendance at training workshops for key skills and technical certificate testing are reviewed on a monthly basis. The provider does not however record the planned dates of achievement of the various framework components. The programme team have difficulty in identifying whether individual learners are making appropriate progress towards the planned end date of their programme. This area for improvement was not identified in the self-assessment report.
26. Tesco promotes equality of opportunity well. In particular, adult learners have excellent opportunities to access additional development. Tesco privately funds the development of key skills and background knowledge for all its adult learners. The programme also promotes inclusivity well and last year the provider privately funded 100 learners who were not eligible to receive government funded training. Good use of marketing is made to promote the apprenticeship to learners. The thorough recruitment process ensures a fair selection of candidates and the organisation monitors the age profile of the learners and their work shift to ensure there is a representative participation by all groups. The provider has met its gender recruitment targets.
27. Tesco has developed a highly effective strategy to promote equality and embrace diversity amongst its staff. The employer has delivered excellent equality of opportunity and diversity training to all its management team in stores. Twenty two thousand managers have received this training. The development workbooks focus on how to manage diversity successfully within the store operations. Stores support diversity needs well for all employees by, for instance, adjusting shifts and accommodating religious requirements. Stores celebrate cultural diversity with staff and customers very well throughout the year. Learners are encouraged to become involved in delivering these celebration activities as part of their development of equality and diversity awareness.
28. Equality of opportunity is adequately promoted during learners' induction. Tesco monitors equality very effectively with the learners during their pastoral care reviews however, the re-

enforcement of equality of opportunity during the learner's progress review is weak in many cases. Learners' knowledge of equality of opportunity is mostly satisfactory and in some cases good.

29. The self-assessment process is comprehensive and effectively reflects the learner experience, all feedback collected and the success rates. The development planning process is particularly comprehensive and effective in monitoring the programme and ensuring improvement.

What learners like:

- Their increased self-confidence
- The good support they receive from staff and managers
- The teamwork developed between learners
- The knowledge they acquire — 'Learning about other departments'

What learners think could improve:

- The time planned for training — 'Being able to get the hour allocated for training'

Learners' achievements

Success rates on **work-based learning** retail and commercial enterprise **apprenticeship** programmes managed by the provider in 2006 to 2007.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Apprenticeships	06/07	overall	414	65%	N/a	62%	N/a
		timely	419	60%	N/a	57%	N/a

Note: 'At the time of the inspection - LSC data for 2006/07 had yet to be fully validated'

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College/provider and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record

Success rates on **work-based learning** **Train to Gain** programmes managed by the provider 2006 to 2007.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	2006/07	overall	17	64%
		timely	17	64%

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Note:

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'
- *** Includes Train to Gain long course NVQ provision, but not skills for life

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