

## National Centre for Food Manufacturing (University of Lincoln)

### Higher education institution

<b>Inspection dates</b>		<b>4–7 February 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
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:

- Learners develop good technical food manufacturing skills and knowledge and improve their English, which have a very positive impact on their lives, both at work and in the community.
- The majority of learners on all courses complete their apprenticeship and other workplace qualifications within the timescales planned for them when they enrol in training.
- Employers value highly the very good training their employees receive, which is designed carefully to meet the very specific needs of their businesses; excellent partnerships with a wide range of employers are at the heart of this successful provision.
- Most tutors who teach English courses are very adept at planning their lessons to ensure that their teaching meets the needs of individual learners who come from very diverse backgrounds and who have a wide range of abilities and different job roles.
- Managers and governors have an ambitious and realistic vision for the way in which the provision contributes to raising the skills of the workforce across Lincolnshire and beyond.

#### This is not yet an outstanding provider because:

- In a minority of lessons, tutors do not use questioning techniques skilfully enough to check whether all learners understand key topics; nor do they give learners sufficient time to reflect on how they might best answer questions.
- Judgements in a small number of lesson observations do not check in sufficient depth on the learning taking place or the progress learners make.
- The self-assessment process does not result in a final self-assessment report that reflects fully or accurately enough the strengths and areas for improvement that managers identify through their own on-going quality assurance arrangements.
- Managers do not formally analyse learners' views to establish what overall improvements they need to make to the provision; learners do not receive sufficient information on how managers and staff react to their feedback and what actions they take to improve the training.

## Full report

### What does the provider need to do to improve further?

- Share good practice between tutors delivering the different qualifications, both those who work at the National Centre for Food Manufacturing (NCFM) and those staff who work directly on behalf of the employers in a training role, to ensure that the high quality training in most parts of the provision is replicated across all courses; and to help in achieving the objective of making employers more self-sufficient in the delivery of their own training for employees.
- Train staff who carry out lesson observations to focus more on the impact of teaching on the skills and knowledge that learners acquire in lessons.
- Ensure that the self-assessment process, culminating in the final self-assessment report, accurately identifies all of the strengths of, and areas for improvement in, the provision; particularly in teaching and learning so that managers are able to identify precisely what they need to do to improve the provision further.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Significant numbers of learners, and the companies they work for, benefit from the good training provided by the NCFM. Learners improve their knowledge of key food manufacturing methods and processes and develop good technical and language skills. They successfully gain qualifications that have a very positive impact both on their own working conditions and job prospects and on the effectiveness and efficiency of their employers' businesses. A very high proportion of the learners are from other countries, most notably Eastern Europe, and they value highly the opportunity to achieve a recognised qualification and to improve their English. They enjoy their learning and are very appreciative of the way in which it enhances their working and personal lives. For many learners, it is the first ever industry-recognised qualification they have gained.
- The majority of learners achieve their qualifications successfully. The low success rates in two areas of the NCFM's non-food related apprenticeship programme in 2012/13 were due to poorly performing courses inherited through the merger with another provider in 2012. NCFM has now ceased most of this provision in consultation with the Skills Funding Agency. The remaining learners on business apprenticeships acquired through the merger have completed their training and two-thirds have achieved their qualification.
- The NCFM is particularly effective in ensuring that learners on food manufacturing and English courses complete their apprenticeships and other workplace qualifications within the timescales planned for them when they enrol in training. Apprentices receive good guidance, and are well motivated, to complete their English and mathematics functional skills qualifications. Most learners who complete their courses go on to achieve their qualification. However, poor retention adversely affected the success rates on English courses in 2012/13. The NCFM has improved retention significantly in 2013/14 so far, resulting in only two learners leaving their training from more than 270 enrolments.
- Apprentices gain good technical skills and knowledge both in the workplace and through attending periods of training at the NCFM. They are able to apply this understanding well to their job roles, particularly with regard to food production methods. For example, a group of employees who have recently completed an apprenticeship with a large national food manufacturing company now have a very good knowledge of how to scale up amounts of ingredients for individual food items so they can produce them in the industrial volumes required

by their employer. Learners on English courses develop an understanding of vocabulary which is highly relevant to their employment. For example, learners working on the production lines for a firm supplying potatoes in various forms to the retail, chipping and crisping industries now understand the meaning of important words such as 'bruising', 'blight' and 'blemish'. The standard of work in learners' portfolios is high. Apprentices produce in-depth answers to written questions and a diverse range of high quality assessment evidence to demonstrate their competence.

- Learners develop their personal, social and employability skills very well through the highly relevant training they receive. They acquire the confidence to make presentations to their colleagues and to managers at work. Many learners are much more confident in applying for promotion and attending job interviews. Their ability to multi-task improves, as does their ability to take on more responsibility and to work autonomously. They develop good team working skills through participating together in groups as part of their training. Their understanding of different cultures improves and employers often find that those employees who have completed their training with the NCFM work more harmoniously together in the workplace with colleagues from other countries.
- Learners feel safe in the workplace and employers report fewer accidents at work as a result of employees having better literacy skills that significantly improve their comprehension of written instructions and policies. Learners also improve their knowledge of how to clean and maintain food production equipment.
- The NCFM carries out regular monitoring and detailed analyses of learners' attendance and retention at the different employers with whom its tutors work. However, it does not currently investigate whether there are any achievement gaps for learners of different genders or ethnicities. Female learners perform slightly better than their male counterparts on workplace learning English and food manufacturing courses. The numbers of apprentices in previous years have been too small to make any meaningful comparisons of performance between different groups of learners.
- As part of the University of Lincoln, staff at the NCFM have a strong focus on promoting progression routes to, and participation in, higher education. Of the apprentices who have completed their qualification in 2013/14, almost half have progressed to either full- or part-time higher education courses. Many learners have progressed at work into more senior positions. Apprentices interviewed during the inspection stated that the training they receive has increased their awareness of other opportunities for career advancement within their employers' businesses and more widely across the food manufacturing industry as a whole.

### The quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good, which reflects the high success rates on food manufacturing apprenticeships and particularly the way in which they complete their qualifications on time. Learners on discrete contextualised English courses also achieve well. In-year data for 2013/14 show a continuing trend of improved performance, albeit with a reduced cohort of learners this year.
- Tutors, who are well qualified and who have good up-to-date industrial experience and knowledge, plan teaching and learning well to meet the needs and interests of learners. Apprentices use food preparation equipment confidently and make good progress at work, taking on more responsibility as they develop their skills.
- To ensure teaching meets the needs of food manufacturers, the NCFM is well equipped with industry standard processing equipment, including a multi-stage process production line and food canning facilities, as well as high standard laboratories for food analysis. Local employers appreciate the very relevant training their employees receive and the good skills they develop.

- Workplace assessors have considerable experience of the food manufacturing industry which they use to good effect to promote learners' understanding of commercial processes and practices. In one workplace assessment, an apprentice demonstrated a highly systematic approach to producing a test batch of food dips from an experimental recipe. Gathering together the ingredients knowledgeably, he measured them out accurately and skilfully to make the dip, whilst also using the correct commercial equipment confidently to check the pH and viscosity readings to ensure they were within prescribed tolerance levels. The apprentice also demonstrated good hygiene and health and safety practices, taking appropriate precautions to avoid cross contamination between hot and cold kitchens.
- Theory lessons provide learners with very useful knowledge that supports their practical activities well. Tutors use information learning technology well to add interest to lessons and to enhance learners' understanding of important topics. In one lesson on food freezing, defrosting and cooking, the learners identified the hazards correctly and produced a list of control measures to reduce the risk of toxins and biological infections, whilst also stating the correct legal requirements for food temperature control. This class linked well with laboratory sessions on bacterial growth.
- As a result of self-assessment in 2012/13, the NCFM identified the need to carry out greater numbers of lesson observations in order to gain a more accurate picture of the quality of its training. Observations of all tutors have taken place in 2013/14 to date and feedback on how to improve their classroom practice is supportive and empathetic.
- Tutors emphasise the importance of good hygiene and appropriate health and safety both during learners' training and in the workplace. All learners wear appropriate personal protective equipment and are fully conversant with risk assessment procedures and contamination avoidance measures. Both the NCFM and employers monitor facilities closely to ensure training areas and the workplace provide safe environments for learners.
- Tutors and assessors use question and answer techniques skilfully in most lessons and assessments to challenge learners to fulfil their potential and to check their understanding thoroughly. In the best training sessions, tutors encourage learners to reflect on the tasks they complete in order to successfully develop their problem-solving skills. However, the poor use of non-directed questioning in a small number of lessons allows a minority of learners to dominate the class and hinders tutors' assuredness that all learners are making the necessary progress and that they understand the subject matter.
- English language lessons, studied mainly by employees from Eastern Europe, are good. Tutors plan lessons well to enable learners to develop their language skills very effectively. They pay particularly good attention to ensuring employees with different levels of prior attainment, and who have different job roles, are able to learn and progress in a way that is meaningful and relevant to them. Employers value the increased confidence shown by learners and their improved communication skills at work. Many learners are now able to communicate well with representatives from the large supermarket chains who visit employers unannounced to check on the standards of manufacture of their products.
- Tutors use their knowledge and experience of the food industry to produce highly relevant learning resources for learners. They take photographs of workplace equipment and signage to contextualise English lessons so that they are particularly meaningful and relevant for both employers and their employees. Tutors also focus strongly in lessons on the correct writing of numbers to ensure learners record them accurately and legibly when labelling foodstuffs.
- Apprentices benefit from good functional skills teaching in English and mathematics, which tutors contextualise to make it as relevant as possible to the workplace. In a small number of instances, tutors do not always correct learners' spelling and grammar errors in written assessments.
- Tutors and assessors know the learners well, have high expectations of them and provide them with very effective individual support. Employers and tutors work well in partnership to carry out a range of screening and diagnostic tests on learners to ascertain their English skills prior to enrolling. Allied to a comprehensive induction programme, this ensures learners study at the

most appropriate level to meet their individual needs. Assessments of learners' written work and practical skills at work are rigorous, timely and fair. Good action planning during workplace reviews ensures continuous assessment at work when learners are ready to demonstrate their skills. However, in a few instances, progress reviews focus too much on learners' progress towards completing their qualification and not enough on the development of their skills in the workplace and during training.

- Learners work collaboratively in lessons and in the workplace, showing respect and tolerance for each other's backgrounds and diverse cultures. Tutors encourage them skilfully to debate their understanding of equality and diversity through written assignments which learners then discuss in lessons. Assessors carrying out workplace reviews with apprentices do not always formally record that they have checked whether learners have any issues at work.

## The effectiveness of leadership and management

Good

- Leadership and management of the NCFM are good. Meeting the needs of all learners has a very high priority across all of the further education programmes at the NCFM, and the majority of learners achieve their qualifications successfully. Senior managers and governors have worked hard to improve the performance of the provision, to rectify the areas for improvement identified through a period of extensive change and to ensure that they maintain a harmonious and purposeful working environment amongst both staff and employers.
- Senior managers and governors have an ambitious vision of excellence for the provision, supported by well-considered plans which identify clear targets and timescales to monitor progress and to support continuous improvement. Governors are involved fully in defining the centre's current priorities and future development. They bring considerable expertise and experience to their role and provide robust challenge to, and support for, senior managers.
- The NCFM, supported by the University of Lincoln, provides a wide range of distance learning options and research opportunities in food technology and related science, food manufacturing, engineering and mathematics disciplines. The further education provision plays a significant role in this well planned curriculum offer by providing high quality food manufacturing training to local land-based industries and developing the English speaking, listening, reading and writing skills of the significant proportion of learners from other countries. This work is valued highly by the many employers with whom the NCFM works, both in Lincolnshire and nationally.
- Excellent partnership working is at the heart of this successful provision. The NCFM managers and staff collaborate very successfully with food manufacturing and processing firms to recruit learners and to provide the companies with training and development which is highly specific to their business needs. Modern specialist resources at the centre provide employers with good opportunities to update their employees on current industry practice, as well as giving apprentices access to new innovations. Learning resources are good and all tutors have relevant qualifications and good industry knowledge.
- The majority of the food manufacturing apprentices complete their training successfully and many progress into more senior roles at work and/or to higher education. Training staff in many of the local employers, particularly in human resources, have worked alongside functional skills tutors from the NCFM for a considerable period of time and are now able to take a very active part in promoting English and mathematics learning on their own behalf. Employers have recently identified a need for more focus on developing employees' numeracy skills and a pilot initiative in two local factories, led by the NCFM, is underway to meet this need.
- Quality assurance arrangements are rigorous and well planned. Managers monitor learners' progress assiduously, resulting in an improving trend of high success rates across the majority of the provision. The independent checking of the standard of learners' work is thorough. Inspectors agreed with some, but not all, of the strengths and areas for improvement identified

through self-assessment. The self-assessment report is too descriptive and does not incorporate fully the key judgements which the NCFM identifies clearly in curriculum and teaching and learning reports.

- Teaching, learning and assessment are good and have improved since the last inspection. Managers monitor tutors' and assessors' performance closely through a well-organised scheme of observations of lessons. Inspectors' judgements during joint lesson observations matched, for the most part, those of the provider's observers. However, a minority of observers focus too much on what tutors do in lessons and on the quality of schemes of work and lesson plans rather than commenting in sufficient detail on the learning taking place.
- The NCFM seeks out the views of learners informally and regularly on discrete courses and in individual factories. However, managers recognise that they do not yet have a more formal process whereby they can gain an overall view of the key issues, both positive and negative, that arise from learners' feedback or a way in which they can communicate with all learners effectively to inform them of what actions they have taken to resolve any problems.
- The promotion of equality and diversity is good. The university's policies and procedures to ensure fair treatment of all learners are comprehensive. The vast majority of training takes place on employers' premises and improves their English skills, vocational competence and sense of social and educational inclusion. For example, female employees at a factory producing pastry goods who recently completed an apprenticeship now perform roles previously only carried out by men.
- Safeguarding policies and procedures meet legal and government requirements. Comprehensive arrangements are in place to ensure the safety of all learners. Managers carry out, and record centrally, checks on all relevant staff at the NCFM and amongst employers. All staff and governors have completed safeguarding training and learners receive appropriate information on personal health and safety when they enrol in training.

## Record of Main Findings (RMF)

### National Centre for Food Manufacturing (University of Lincoln)

<p><b>Inspection grades are based on a provider's performance:</b></p> <p>1: Outstanding                  2: Good                  3: Requires improvement                  4: Inadequate</p>	<b>Overall</b>	<b>Apprenticeships</b>	<b>Employability</b>
<b>Overall effectiveness</b>	2	2	2
Outcomes for learners	2	2	2
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Manufacturing Technologies</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Higher education institution							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 28							
	Part-time: 626							
<b>Principal/CEO</b>	Val Braybrooks							
<b>Date of previous inspection</b>	May 2010							
<b>Website address</b>	<a href="http://www.lincoln.ac.uk/home/holbeach">http://www.lincoln.ac.uk/home/holbeach</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	N/A	0	N/A	0	N/A	0	N/A	N/A
<b>Part-time</b>	N/A	162	N/A	18	N/A	4	N/A	N/A
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	1	0	6	9	N/A	N/A		
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	184							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ University Academy Holbeach</li> <li>▪ Spalding Horticultural Training Group.</li> </ul>							



## Contextual information

The National Centre for Food Manufacturing, situated at Holbeach in South Lincolnshire, is a satellite campus of the University of Lincoln. It was developed in partnership with, and provides specialist training for, the food manufacturing industry. Food manufacturing is the largest manufacturing sector in the United Kingdom and one of the biggest industries in Lincolnshire. The south of the county has the biggest concentration of companies working in this industry in the country. Acute skills shortages exist at every level in the industry, exacerbated by a lack of people with advanced, or higher, level qualifications in the local population. Just under a quarter of residents in South Lincolnshire have the equivalent of a higher education qualification. A significant proportion of the learners are from Eastern Europe and study English qualifications in the workplace in order to develop their knowledge and understanding of the food manufacturing industry, including specific topics such as health and safety and legislation relating to the manufacture and handling of food.

## Information about this inspection

<b>Lead inspector</b>	Richard Moore HMI
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Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the head of skills and work-based learning 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area 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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