

INSPECTION REPORT

York Training Centre Reinspection

09 July 2003



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

SUMMARY

The provider

York Training Centre is a local authority training provider which is part of the City of York Council's Economic Development Group. Based in York, the organisation has a satellite centre in Selby and learners in and around Scarborough. York Training Centre provides modern apprenticeships and national vocational qualification (NVQ) training in care, early years care and education, and oral health care. At the time of the final reinspection visit, there were 108 learners in this area of learning. Training is also offered in business administration, hospitality and catering, sport and recreation, information technology and customer service. Since the original inspection in June 2002, York Training Centre has taken on two additional large contracts for work-based learning. Contracts with Jobcentre Plus and European Social Fund funding have also been awarded to York Training Centre. Staffing levels at York Training Centre have increased from 50 to 60 since the original inspection. At the time of the original inspection, York Training Centre had two sites in York. Operations have now been consolidated at one central location.

Overall judgement

The ALI's inspection in June 2002 found that training in health, social care and public services was unsatisfactory. The provision is now satisfactory.

Grades awarded

	Original	Reinspection
Health, social care & public services	4	3
Contributory grades:		
Work-based learning for young people	4	3

THE REINSPECTION

1. The reinspection of York Training Centre (YTC) was conducted in three stages. Two inspectors spent a total of nine days reinspecting the area of health, social care and public services. The first visit was carried out on 31 January 2003, with the second stage on the 8-9 of April 2003. The third stage was carried out on the 8-9 of July 2003. Inspectors interviewed 18 learners and conducted 14 interviews with YTC staff. They made 12 visits to work placements and interviewed seven workplace supervisors. They reviewed seven NVQ and six key skills portfolios and 14 individual learning plans, and analysed retention and achievement data.

Grades awarded to learning sessions at the original inspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	1	0	0	0	0	0	1
Hospitality, sport, leisure & travel	0	0	2	0	0	0	0	2
Foundation programmes	0	2	1	0	0	0	0	3
Total	0	3	3	0	0	0	0	6

Grades awarded to learning sessions at reinspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Health, social care & public services	0	0	2	0	0	0	0	2
Total	0	0	2	0	0	0	0	2

AREAS OF LEARNING

Health, social care & public services

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	108	3

2. YTC provides foundation and advanced modern apprenticeships in care, early years care and education, and oral health care. There are currently 108 learners of whom 24 are advanced modern apprentices and 76 are foundation modern apprentices, with eight other learners following NVQ training programmes. Currently there are 39 foundation modern apprentices on the care programme and 37 are on the early years care and education programme. There are eight advanced modern apprentices on the care programme and 16 on the early years care and education programme. Of the eight NVQ learners, one is working towards an NVQ at level 2 in care, and seven are working towards NVQs at level 3 in oral health care. Learners are recruited from employers, Connexions and directly from school. Currently 63 of the learners are employed and 45 receive a training allowance. Learners are employed or have work placements in residential and nursing homes for the elderly, and in nurseries. All potential learners are interviewed. Initial assessment of key skills takes place during induction. If this identifies any possible basic skills needs then learners complete a basic skills initial assessment test. Off-the-job training takes place monthly at YTC for early years care and education learners. Trainers deliver off-the-job training to care learners in the workplace. There are two co-ordinators, four internal verifiers and eight trainer/assessors. There are also eight work-based assessors for early years care and education and 21 work-based assessors for care. All staff are occupationally qualified and hold or are working towards assessor qualifications.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

STRENGTHS

- good training
- very good learner support
- very effective internal verification

WEAKNESSES

- poor achievement of modern apprenticeship frameworks

OTHER IMPROVEMENTS NEEDED

- better recording of information on individual learning plans

YORK TRAINING CENTRE REINSPECTION

3. Training is good for learners on care and early years care and education learning programmes. Workplace supervisors and assessors are fully aware of the training and assessment requirements of their learners. Training needs are identified and linked to the NVQ. Some learners attend other training sessions provided by other employers. One learner employed at a local hospital has attended a phlebotomy course at another hospital. This will link to one of the option units chosen by the learner. Another learner working in a residential home has attended a course on mental health. There are structured off-the-job training programmes for the provision of background knowledge for the early years care and education learners on the NVQ at level 2 and 3. These are delivered through well-planned training sessions. The individual off-the-job training needs of care learners are clearly identified and recorded. Target dates for completion of the NVQ are not always identified in individual learning plans.

4. Learner support is very good. Training staff make frequent visits to the learners in the workplace. Detailed records of assessment planning are completed at each visit and monitored at subsequent visits. A full record is kept of all contact with learners. The record identifies clearly the type of contact made. Some trainers give flexible support to learners by visiting them in their own homes to give off-the-job training or carry out assessments. Additional support is given by arrangements for learners to send telephone text messages to the assessors when they require help and the assessor then telephones the learners back. Trainers provide good support for learners with personal difficulties. A learner who lived in a rural community and had difficulties in travelling to the workplace, was offered transport through a *Wheels to Work* scheme. Learners with specific problems are referred to specialist external agencies by trainers.

5. Learners with basic skills needs are well supported by a qualified basic skills tutor. Learners are offered weekly individual support sessions. These are well received by the learners. Support for basic skills is given through the completion of work related to the NVQ or key skills. Learners are not working towards additional basic skills qualifications. Attendance at the basic skills sessions has improved since support has been offered in this way. Basic skills needs are identified on learners' individual learning plans but the support arrangements are not clearly explained.

6. Internal verification is planned and recorded effectively. All units of the early years care and education NVQ are internally verified. This takes place monthly and is proving effective in monitoring and motivating learner progress. There is a very clear sampling strategy for care programmes. Sampling takes place every six to eight weeks. Internal verification decisions and learner progress are well documented. Assessors are given verbal and written feedback. Observation of assessors takes place very frequently. Written records are detailed and identify any areas for improvement. No problems were identified in the most recent external verifier report.

7. Current completion rates are 25 per cent for advanced and foundation modern apprentices. The strategies put in place to provide key skills and to monitor learners'

completion of NVQ units have improved the rate of progress towards completion. The planning and provision of key skills has improved considerably. Comprehensive key skills projects, which cover most of the core key skills, have been devised for use with care and early years care and education learners. The projects are relevant to workplace experience and activity. Clear and informative guidance notes have been produced for the assessors and the learners. These identify the evidence required for each unit and element of key skills. New learners are introduced to the assignments at the beginning of the programme and attend the training centre each week. Learners can also attend individual sessions or drop-in workshops for key skills support. Staff are working towards key skills qualifications and have a clear and detailed understanding of key skills requirements and how these can be met. Retention rates have improved on all the programmes. There has been a significant increase in retention on the foundation modern apprenticeship in care from 29 per cent in 2000-01 to 73 per cent in 2001-02. The awarding of unit accreditation has improved progress and motivation. The achievement rate for the NVQ at level 2 in early years care and education has risen from 38 per cent in 2000-01 to 60 per cent in 2001-02. The achievement rates for the level 2 and 3 NVQs in care are improving.

Good Practice

One member of staff has devised a key skills assignment for the early years care and education programme. The topic is healthy eating and some of the evidence produced can be cross-referenced to the NVQ. The trainer has completed the assignment herself and put together a model assignment which the learners use as a reference source. This has helped to increase the trainer's knowledge and understanding of the key skills units.