

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Minstead Training Project
Date of visit: 5 October 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Minstead Training Project will cease to have learners funded by the LSC from July 2007. The focus for the visit was to ensure adequate transition arrangements are in place for the three remaining learners.

Achievement and standards

Are targets set for learners to achieve appropriate to their destination goals? Is progress towards destination goals, including accreditation where appropriate, closely monitored and recorded?

- Action plans identify specific actions and target dates for their achievement focusing on learners' needs. These give appropriate emphasis to the development of skills necessary to secure and maintain a future placement which may include supported living arrangements. Objectives are also set to ensure learners continue to progress through the units and levels of the internal award scheme across curriculum activities. All remaining LSC funded learners are working towards achieving more independence in their living and working arrangements. Learning objectives within action plans are successfully based on these aims and focus on improving skills such as independent travel, money and time management, and team working within practical activities.

Quality of education and training

Are curriculum activities, including work experience, organised to ensure learners' smooth transition to their next placements?

- Curriculum activities including independence training are arranged to ensure objectives within action plans are being met.

Are learners obtaining sufficient support and guidance for them to move successfully onto the next stage in their lives?

- Learners are well supported and given good advice and support through the transition process. Learners are very positive about the support they receive especially by their key workers and team leaders.

How well advanced are transition arrangements for individual learners?

- All leavers have had annual reviews during the summer period and actions agreed in line with long term goals. Additional action plans are devised if required where funding for future placements is an issue that needs to be resolved urgently. Action plans are closely monitored by the project manager and every effort has been made to secure future placements for learners.

Are parents and external agencies actively involved and kept up to date with developments with regard to the learners' future placements?

- Parents, carers, social workers and connexions officers attend all reviews held to discuss future funding and placements for learners. All are aware of the required actions that need to take place and invited to interim reviews between now and next summer, to ensure all avenues have been pursued.

Leadership and management

Is the project fully compliant with equalities legislation?

- The project has taken appropriate steps to comply with the requirements of the RRA. A policy on race equality has been developed and staff have had training on equality and diversity. However, the project does not have an action plan to show how it will meet the requirements of the Disability Equality Duty.

Are appropriate safeguarding policies and procedures in place and successfully implemented?

- The project has appropriate policies in place to meet the requirements for the protection of vulnerable adults. All staff and volunteers have CRB checks and have training in relation to the identification of abuse, and the actions to take if necessary.