



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 2000

St Vincent College

SUMMARY

St Vincent College provides work-based training for adults. The foundation for work programme is good. There are good-quality training sessions and trainees are set demanding targets. Construction training is satisfactory. Off-the-job training is good although some trainees make slow progress. Equal opportunities, trainee support and management of training are all good. There is frequent monitoring of equal opportunities, a comprehensive initial induction programme for trainees and effective communications within the college and with external agencies. Quality assurance arrangements are satisfactory. Training is regularly monitored. Some quality assurance arrangements have not been in place long enough to demonstrate their effectiveness.

GRADES

OCCUPATIONAL AREAS	GRADE
Construction	3
Foundation for work	2

GENERIC AREAS	GRADE
Equal opportunities	2
Trainee support	2
Management of training	2
Quality assurance	3

KEY STRENGTHS

- ◆ good off-the-job training
- ◆ good portfolios
- ◆ demanding targets set for trainees
- ◆ frequent monitoring of equal opportunities
- ◆ comprehensive induction programme
- ◆ wide range of additional support
- ◆ effective communications
- ◆ regular monitoring of training

KEY WEAKNESSES

- ◆ slow progress by some trainees
- ◆ some poor amenities for construction
- ◆ insufficient variety in training programmes
- ◆ inadequate monitoring of trainees' destinations
- ◆ insufficient analysis of management data
- ◆ some quality assurance arrangements not yet established

INTRODUCTION

1. St Vincent College provides education and training for over 2,200 people. About half those who study at the college do so on a full-time basis. Over 90 per cent of those who enrol at the college full-time are aged between 16 and 18. Most are studying for general certificates of secondary education (GCSEs), general certificates of education advanced level (GCE A levels), general national vocational qualifications (GNVQs) at advanced, intermediate and foundation level and national vocational qualifications (NVQs). The college's main site is a former naval barracks in Gosport, Hampshire. It also operates its adult education programmes from five community schools in and around Gosport. Most of the college's work is funded by the Further Education Funding Council (FEFC).

2. For some years, the college has offered training for the long-term unemployed, in order to encourage lifelong learning and to widen participation among under-represented groups. For just over two years the college has offered work-based learning for unemployed adults in construction and foundation for work through a contract with Hampshire Training and Enterprise Council (TEC). The college is also funded through the Single Regeneration Budget (SRB) and European Social Fund (ESF). This allows trainees who complete the TEC-funded work-based training programmes to be supported on a work placement and work towards an NVQ at level 2 with part-time attendance at the college. The college provides full-time education and training to unemployed young people eligible for the New Deal, under contract to the Employment Service as part of the Portsmouth and South East Hampshire Unit of Delivery.

3. The college has 25 TEC-funded trainees, all unemployed adults, 14 of whom are in construction and 11 are on the foundation for work programme. There are two New Deal clients, both working in construction. Construction training is carried out in a workshop some distance from the main college buildings. Foundation training takes place in a suite of training rooms in what was the old rifle range of the naval barracks, adjacent to the college indoor swimming pool and near the college leisure centre.

4. Gosport is a relatively deprived area in a relatively prosperous county. In Gosport, the main sources of employment are the retail, business services and construction sectors. Unemployment is 4.6 per cent against a national average of 3.8 per cent and an average in Hampshire of 1.7 per cent. There is a major project in the area known as the Portsmouth Harbour Regeneration Employment Programme to boost local employment. As part of this programme, the Employment Service, Hampshire TEC, local authorities, colleges and employers have formed the Local Labour in Construction (LLiC) initiative. This is designed to help local unemployed people to gain secure local jobs through training in construction skills, leading to qualifications and registration in their chosen crafts. St Vincent College is a participant in the LLiC project. The target group is those who have been unemployed for over six months. Some people who may be disadvantaged when it



comes to finding a job, including those from minority ethnic groups and people with learning difficulties or disabilities, can qualify sooner. The proportion of the population in Gosport from minority ethnic groups is 1.1 per cent. This is similar to that in Hampshire, which is 1.3 per cent.

INSPECTION FINDINGS

5. The college produced its self-assessment report in November 1999. This is the second self-assessment report it has written on its government-funded, work-based training. It has produced a number of self-assessment reports on its other activities for the FEFC. All staff are involved in the self-assessment process, including writing the occupational parts of the report. Staff are also involved in discussions on the generic aspects. Senior managers of the college including the principal, vice-principals, quality assurance director and chair of the equal opportunities committee are also involved in self-assessment of work-based training. The lifelong learning director compiles the self-assessment report, which is reviewed by the college's management team at one of its meetings, and is then presented to the college board. The report complies with the requirements of *Raising the Standard*.

6. The inspection of TEC-funded, work-based training was carried out at the same time as an inspection of the college by the FEFC. The two inspection teams worked together closely, sharing evidence where appropriate. For the inspection of the TEC-funded, work-based training, a team of three inspectors spent a total of nine days at the college. Sixteen trainees were interviewed representing 64 per cent of the total. Six members of the college's staff were also interviewed. Seven training sessions were observed. A grade was awarded for each of the sessions observed. The grades are presented in the table below.

Grades awarded to instruction sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Construction	1	1	1			3
Foundation for work		4				4
Total	1	5	1	0	0	7

OCCUPATIONAL AREAS

Construction

Grade 3

7. St Vincent offers adult programmes in carpentry and joinery, and painting and decorating. Both programmes are scheduled to last 16 weeks but can be extended to a maximum of 26 weeks to allow trainees to complete their training plan. Trainees are registered for a level 2 NVQ in one of the two disciplines. The training plan for all trainees is to complete two units of the NVQ. Trainees have the opportunity to return to the training centre on a part-time basis to complete their NVQ after they have finished their initial training. The LLiC scheme funds this element of the training. There are 14 trainees, nine in carpentry and joinery and five in painting and decorating. All training is carried out in the college's training centre although most trainees gain some work experience through refurbishment projects within the college. The training centre has two workshops, one for painting and

decorating and one for carpentry and joinery, and two staff offices. The centre has no inside toilet facilities or rest room for trainees.

8. There are three training staff. Two are qualified as assessors while the other is working towards appropriate assessor qualifications. One is qualified as an internal verifier and one is working towards the qualification. All internal verification is subcontracted. Overall, 41 per cent of trainees complete two or more units of their NVQ. This includes 23 per cent of trainees who complete the full NVQ at level 2 while in full-time training at the college. The average achievement rate on Hampshire TEC's work-based training for adults programmes is 23 NVQs per 100 leavers. A further 10 per cent of trainees achieve one unit towards their NVQ. Thirty-one per cent of trainees leaving the programme go into a job. Trainees who do not achieve at least one unit of an NVQ remain in training for an average of nine weeks. Inspectors agreed with all the weaknesses and some of the strengths in the self-assessment report but also identified additional weaknesses. The college identified a number of strengths which represent no more than normal practice. Inspectors awarded a lower grade than that given in the self-assessment report.

STRENGTHS

- ◆ good off-the-job training
- ◆ particularly good portfolios
- ◆ high achievement rates in painting and decorating

WEAKNESSES

- ◆ weak assessment practice in carpentry and joinery
- ◆ slow progress for some trainees
- ◆ some poor amenities in the training centre

9. Off-the-job training is well structured and taught. Trainers demonstrate high levels of occupational competence and hold training qualifications. The training covers a broad range of practical skills and takes place in workshops which represent realistic working environments. There is a good range of training materials and resources in the workshops. Trainees are enthusiastic about their training and show very high levels of motivation. Training staff encourage and maintain good working relationships with the trainees. Trainees produce very good-quality portfolios of evidence, which they value. The portfolios contain a broad range of appropriate evidence, which is presented to a high standard. Trainees are aware of the requirements of their NVQ and understand the assessment process and the importance of their portfolios in that process. In painting and decorating, 60 per cent of trainees achieve an NVQ at level 2 during their full-time training at the college. This achievement rate is almost three times the average for Hampshire TEC over NVQs at all levels and is double the same average for all TECs in the south-east region. These results are achieved on a programme which is designed to enable trainees to achieve two units out of the seven for the full NVQ. Trainees believe that the qualifications will be of value in their efforts to achieve sustained

employment. Fifty per cent of painting and decorating trainees go into a job when they finish training. The average number of adult trainees in the Hampshire TEC region gaining employment when they leave training is 39 per cent and in the southeast it is 36 per cent.

10. Since the college assumed responsibility for the training centre six weeks ago, there has been no NVQ assessment in carpentry and joinery. The carpentry and joinery assessor used when the programme was subcontracted did not transfer with the change of ownership of the training centre. The carpentry and joinery trainer is qualified as an assessor but does not hold a qualification in carpentry and joinery despite having many years experience in this area. The trainer is registered for an NVQ at level 2 in carpentry and joinery and has submitted a portfolio to the awarding body. The trainer is unable to register as an assessor with the awarding body until the carpentry and joinery qualification is obtained. Since taking control of the training centre, the college has made arrangements for a subcontracted assessor in carpentry and joinery to carry out assessments. This subcontracted assessor has not yet visited trainees on the carpentry and joinery programme. No portfolios have been sent to the subcontracted assessor. Some trainees have left their training programme without receiving formal assessment of evidence that the training centre's internal records show has been produced.

11. Some trainees make slow progress. Fifty-six per cent of carpentry and joinery trainees fail to complete at least one unit towards their level 2 NVQ before leaving the programme. On average, these trainees spend 10 weeks at the training centre. The training centre is some distance from the nearest college buildings. The centre lacks indoor toilet facilities for staff and trainees' use, although chemical toilets are provided outside the building. There are no washing facilities in the centre. Temperatures in the centre fall below the statutory minimum during training sessions.

Foundation for work

Grade 2

12. St Vincent College offers a prevocational training programme for adults. The programme lasts from 14 to 26 weeks depending on individuals' needs. Trainees attend the college for 21 hours each week. The programme covers confidence building, preparation for work, job-search skills, basic skills development and work experience or practical skills development as appropriate, up to a maximum of 28 days. Preparation for work includes health and safety, standards required at work, equal opportunities and customer service. The job-search training includes interview techniques, writing application letters, preparing a curricula vitae and using the telephone. A small number of trainees work towards an NVQ in administration at level 1. Trainees on work experience spend four days a week at the placement and attend college on the fifth day. The final two weeks of the programme consists of an intensive job search for trainees who have not already achieved a job. On the basis of an initial assessment, trainees are set up to six targets or 'milestones' to achieve during their training.

13. There are two full-time and one part-time members of staff. All the staff have teacher or training qualifications, one covering basic skills. One member of staff is a qualified assessor and carries out all assessments. A member of the college's staff from another department carries out internal verification. Training takes place in training rooms used only for the prevocational programme. These are located away from the main college buildings, adjacent to the swimming pool and near the leisure centre. Trainees spend one afternoon each week in sporting or other activities not related to the core aspects of their training. There are 11 trainees. Sixty-three per cent of trainees remain on the programme for at least 14 weeks. Fifty per cent of trainees achieve all their milestones by the time they leave, while 42 per cent of trainees go into a job on leaving. The destinations of most of the other leavers are unknown. The self-assessment report provides an accurate assessment of the prevocational programme. Inspectors agreed with the strengths and weaknesses and awarded the same grade as that given by the college.

STRENGTHS

- ◆ high standard of training
- ◆ demanding individual targets for trainees
- ◆ effective, frequent progress reviews
- ◆ well-planned work experience

WEAKNESSES

- ◆ narrow range of qualifications offered
- ◆ little practical training for some trainees

14. Training is of a high standard. Training sessions are animated, with good contributions from trainees. The session plans are detailed and targeted at the particular group being taught. Creative examples of real-life situations are used as the basis for most sessions. Training is at a level and pace which matches trainees' abilities. The range of trainees' abilities in any one session is often wide. Trainers ensure that each trainee receives sufficient individual attention to enable them to progress at an appropriate pace. The staff to trainee ratio is high and groups are small in most sessions. Good use is made of staff from other departments to support the training when necessary. Often this is on a voluntary basis by the staff concerned.

15. Trainees' milestones are demanding. Up to six milestones are set for each trainee, based on an initial assessment. The initial assessment includes nationally recognised literacy and numeracy tests as well as a self-assessment by trainees of their own needs. The results of initial assessments are used effectively to ensure that trainees have realistic learning plans. Trainees take an active role in defining their training programme and setting their personal milestones at the start of the programme. The milestones cover all the key elements of the programme. Fifty per cent of trainees achieve all of their personal milestones. Achievement rates for

nationally recognised qualifications in literacy and numeracy at either entry level or level 1 are good. Eighty-eight per cent of trainees who register for the literacy qualification achieve it, while 72 per cent achieve the numeracy qualification. All trainees to date who have registered for the level 1 NVQ in administration have achieved the qualification. Progress towards the milestones is reviewed frequently during training. Where necessary, the milestones are redefined as a result of the progress reviews. Trainees participate fully in this process. Trainees also receive informal feedback on their progress during most training sessions.

16. Many trainees attend 28 days of work experience during the programme. The work experience is carefully planned. Each placement is individually and sensitively negotiated according to trainees' needs and interests. Possible work placement opportunities are discussed with trainees at reviews and use is also made of the college's database to identify appropriate employment opportunities. The work provided is varied. One trainee achieved a place as a pest control officer. Others have been placed in voluntary work and construction. Work experience placements are carefully monitored with special attention given to health and safety. The placement provider receives full and clear information about the trainee's objectives and skills and the type of supervision and assessment required.

17. Some trainees complete the programme without achieving a recognised qualification. These trainees do not have the ability to achieve literacy or numeracy qualifications at entry level and no other recognised qualification is offered. Under these circumstances, the college issues its own course completion certificate. Only 45 per cent of trainees have an external work experience placement. There is no practical element to the training programme for those trainees who do not gain external work experience. There are few opportunities for work experience in the college, although some trainees have participated in some of the college-based work experience projects run under the construction programme.

GENERIC AREAS

Equal opportunities

Grade 2

18. St Vincent College has an equal opportunities policy which applies to staff, students and trainees. A standing committee exists to monitor and review the effectiveness of the policy and the college's general approach to equal opportunities issues. The work-based training manager sits on this committee and acts as a link to the training centre's staff and trainees. The college holds staff training days where equal opportunities training and awareness-raising sessions are included. The college diary contains sections on the college's approach to equal opportunities, harassment, bullying and the support available for people with disabilities. The diary also contains details of the college's grievance and disciplinary procedures. All trainees are given a copy of the college diary during their induction. Equal opportunities issues form an integral part of the induction plan used by trainers. Training in equal opportunities forms part of the prevocational programme. In the Hampshire TEC area, 2.1 per cent of the population are from a minority ethnic

group. The college's self-assessment of equal opportunities accurately identified the strengths but failed to identify some of the weaknesses. Inspectors awarded the same grade as that given in the self-assessment report.

STRENGTHS

- ◆ equal opportunities procedures regularly updated
- ◆ widespread promotion of good practice in equal opportunities
- ◆ high level of awareness of equal opportunities among trainees
- ◆ effective recruitment from under-represented groups

WEAKNESSES

- ◆ some poor facilities for trainees with disabilities
- ◆ recruitment and selection procedures not monitored for equality of opportunity

19. The college frequently monitors its equal opportunities policy. The equal opportunities committee meets regularly to consider issues of equal opportunity across the college. Statistics on gender, disability and ethnicity are collected and analysed as a means of detecting any trends in retention or achievement. Improvements to the policy and procedures are identified and action plans developed. Implementation of the plans is followed up and their effectiveness monitored. Details of any changes are widely disseminated using the effective communications systems throughout the college. The committee feeds equal opportunities issues into the college's development plan. Staff training days regularly feature equal opportunities and methods on how to remove barriers to training. This training is also used to promote good practice throughout the college. Trainees' induction and progress reviews cover equal opportunities issues. Trainees have a good appreciation of the key issues relating to equal opportunities and of the college's stance on equal opportunities, which they can clearly recall. Trainees are aware of the procedure to follow should they have a grievance. Eight per cent of trainees are from a minority ethnic group and 20 per cent have a disability. The college has good links with local community groups and its marketing material shows positive images of trainees from under-represented groups.

20. Some of the general facilities in the areas used by trainees are unsuitable for those with disabilities. Their access to essential resources is restricted, so is the opportunity to experience inclusive training. The college does not monitor trainees referred to the programme for gender, ethnic group or disability. The effect of the selection process on each of these groups is not analysed.

Trainee support

Grade 2

21. Most potential trainees are referred to the college from the Employment Service. Some are recruited at the college's annual adult open evening. Others respond to the college's advertisements in the local media and to the college's

direct mail campaign. All applicants have an interview and an initial basic skills assessment. They are given a presentation on the options available and the content of the various programmes. Trainees receive an induction to the college and their programme when they first start. A further assessment of basic skills and an assessment of their previous experience and achievements are also carried out. A training plan is then prepared for each trainee. Trainees have daily access to training staff to discuss progress or any other issue. All of the college's support services are available to trainees. These include a learning support unit, library, a range of information technology resources, the student welfare service, and leisure and sport facilities. Trainees may also follow any adult education course run by the college free of charge. Trainees are given help and guidance in their search for a job, during and at the end of their programme. The self-assessment report provides an accurate assessment of trainee support. It includes all the strengths and one of the weaknesses identified by inspectors. The report does not identify the level of monitoring of trainees' destinations as a weakness. Inspectors awarded the same grade as that given by the college.

STRENGTHS

- ◆ good initial advice and guidance
- ◆ extensive induction programme
- ◆ wide range of additional support services available
- ◆ supportive and responsive staff

WEAKNESSES

- ◆ inadequate careers advice
- ◆ no monitoring of construction trainees' uptake of learning support

22. Trainees are given good advice to help them to make a realistic choice of programme. Trainees attend an initial interview at college when they are provided with information on the training programmes offered and undertake an initial basic skills assessment. Job and career opportunities are fully explored and full use is made of the college's careers advice facilities. The college has an annual adult open evening when information and advice is available from a range of training providers. This gives prospective trainees a broad view of all the options available locally, not just those on offer by the college. All trainees receive a detailed induction to their programmes. This includes an introduction to health and safety and equal opportunities. It also includes the college's complaints, grievance and disciplinary procedures as well as detailed information on the wide range of support and other services and facilities provided by the college. Trainees are given a variety of supporting documents to reinforce the induction and which provide reference material. This includes a copy of the college's diary, which provides detailed information on all facilities and activities within the college. Trainees provide feedback on their induction through an enrolment questionnaire. All trainees are satisfied with their induction.

23. There is a wide range of support services available to trainees. These include use of the college's library, photocopying and computing facilities. The latter are up to date and allow access to the Internet. There is support for trainees with physical disabilities. Extensive advice and counselling services are available from qualified staff covering a variety of topics including alcohol, drugs, housing or financial problems. Trainees also have access to a wide range of external support agencies through the student welfare officer. Any additional support needs are identified at an early stage and recorded on trainees' individual files. As part of their training programmes, trainees participate in a sports afternoon once a week when they may use the sports hall, swimming pool or outdoor sports facilities. Attendance is compulsory but trainees not able or unwilling to undertake physical sports participate in other activities such as chess. Staff also take part in these sessions with the trainees. This benefits trainees and helps to ensure that trainees attend the sessions. Staff are responsive to trainees' needs both during formal training sessions and more generally. In addition to formal reviews, trainees meet regularly with the staff who are accessible and are available to support them individually on a daily basis. Trainees' absences are carefully monitored and effectively followed up by staff. Attention is given to personal problems and trainees are helped wherever possible. Staff accompany some trainees to job interviews to provide support. Staff also visit work experience placements regularly.

24. As trainees near the end of their programme, they are not given adequate careers advice to enable them to find an appropriate job. Some trainees' destinations are unknown and there is little follow-up from the college for all trainees. There is no monitoring of trainees' use of the learning support services offered by the college. Construction trainees are assessed for their learning support needs and made aware of the services available but the uptake is not monitored or recorded.

Management of training

Grade 2

25. St Vincent College has a well-defined organisational structure for work-based training. Responsibility for work-based training rests with the director of lifelong learning. There are five full-time staff. There is a vacancy for another full-time member of staff on the foundation for work programme. A member of staff from the basic skills department works on the programme, part-time, to cover this vacancy. Another member of staff from the mathematics department also provides support for numeracy training. The college took responsibility for the construction programme, its staff and the ownership of the construction training centre from a subcontractor in December 1999 at very short notice. The college has prepared a business plan for the integration of construction training into its other activities. All staff have a job description. They receive an annual appraisal and have a personal training and development plan. It is the college's policy that all training staff are formally trained as trainers and that all staff involved in work-based training are trained and qualified as assessors. All staff have a copy of the staff handbook. This includes information on health and safety, grievance and disciplinary procedures,

equal opportunities, staff development and quality assurance. The director of lifelong learning is a senior member of staff in the college and sits on a number of college committees. There are regular staff meetings. The college has a centralised management information system. The self-assessment report accurately identifies the strengths and weaknesses found by inspectors who awarded a higher grade than the college.

STRENGTHS

- ◆ good staff appraisal and development
- ◆ effective communications
- ◆ continuous monitoring of implementation of development plan

WEAKNESSES

- ◆ insufficient analysis of management data

26. There is good staff appraisal and development. Staff development is linked to the college's strategic plan and to departmental objectives and targets. Staff also have a personal development review to identify their individual professional development. There is a budget for staff development included in the college's financial planning. Use is made of both internal and external resources to provide staff training. Staff receive discounted rates on all adult education courses run by the college. The level of the discount depends on the relevance of the course to the individual's training and development plan. Management training is part of the development of all staff in management roles. The college also supports academic development and provides assistance for staff wishing to take first or higher degrees. Staff do not always receive feedback from their training.

27. Communication between trainers, trainees, the college and external agencies is good. Trainers and trainees meet daily. Trainees are kept informed of any developments affecting their training. This has been particularly effective in construction during its transfer from a subcontractor to the college. There is a weekly meeting involving foundation for work staff and a monthly meeting for construction staff. There is also a monthly meeting at which all staff are present. Minutes are kept of all meetings, with actions, responsibilities and timescales identified. The meetings provide effective two-way channels of communication within the work-based training area and also with the college as a whole. There are also good communications with appropriate external bodies. The lifelong learning director is a director of a local development trust. This allows both access to and input into local training activities. There are good links and effective working relationships with the Employment Service, as well as other bodies involved in the regeneration of the local economy.

28. The college has a development plan for work-based training. This plan is prominently displayed in both the construction training centre and the foundation for work centre. Progress against the plan is monitored frequently. The development

plan is a regular item at the monthly team meeting. All staff are aware of what is required of them and when actions have to be implemented. Achievements are annotated on the displayed plan. This means that progress against the plan is clearly visible to all staff.

29. There is insufficient analysis of management information to enable effective planning in some areas. Information is available on the college's centralised information system. Not all staff have direct access to this system. Some departmental information is kept on stand-alone systems which are not linked to the college's central system. Some information is difficult to access. There is no consistency in how some information is presented to managers from the departments. This makes analysis of the information difficult.

Quality assurance

Grade 3

30. St Vincent College has a quality assurance policy and procedures. The policy is included in the staff handbook. Quality assurance procedures are generated and managed by the quality assurance director. Work-based training is included in the quality assurance procedures. All staff have copies of the procedures relevant to their activities. Qualified college staff carry out internal verification in foundation for work. Internal verification in construction is subcontracted to the previous owner of the construction training centre. There is an internal verifiers' handbook and an assessment handbook. These describe the college's procedures for assessment and verification of GNVQs and NVQs. Assessors receive a copy of the assessor's handbook, while college verifiers receive copies of both. Performance against contractual targets is regularly monitored. Instruction sessions are regularly observed. Feedback is obtained from trainees at the start and end of their training. All staff are involved in the self-assessment process and the preparation of the report. The self-assessment report includes the strengths but not the weaknesses identified by inspectors for this area. The weaknesses in the self-assessment report are factually correct but do not constitute significant weaknesses. The self-assessment report was prepared before the college assumed control of the construction training centre and its staff. Inspectors agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ regular monitoring of training
- ◆ good use of frequent feedback from trainees

WEAKNESSES

- ◆ no feedback from work placement providers
- ◆ no established quality assurance arrangements in construction

31. Training sessions are regularly observed. Trainers prepare a feedback form on the session being observed. This describes the aims and content of the session as well as how the achievement of the aims will be evaluated. This form is used to provide feedback to the trainer and includes action points. The implementation of action points is regularly monitored. Sessions are graded. Trainers achieving low grades are observed again following the implementation of agreed actions. Regular feedback is gained from trainees. Trainees complete a questionnaire shortly after they begin their training and on completion of their programme. Early leavers are also followed up and, where possible, also complete a questionnaire. Analysis of the feedback is discussed at meetings of the whole work-based training team. Trainers meet trainees daily. This provides continuous feedback to trainers which is reported at the frequent team meetings and allows issues and actions to be identified.

32. There is no feedback from work placement providers. Trainers visit placements and discuss individual trainees but there is no process by which information can be gathered and analysed to identify placement providers' views on the training provided by the college. The quality assurance arrangements in foundation for work training have yet to be established in construction. An external verification report prior to the transfer of the construction training centre to the college identified deficiencies in assessment arrangements in carpentry and joinery where trainees are not being assessed. The college has been slow to identify the problem. There has been no internal verification in carpentry and joinery since the transfer to the college. There has been little analysis of retention rates.

33. The college operates an effective self-assessment process. Self-assessment of work-based training is part of the college's quality assurance arrangements. The results are self-critical where appropriate, including many of the weaknesses identified by inspectors, while still accurately identifying many of the strengths. Judgements are based on objective evidence. The action plan resulting from self-assessment is realistic and is being implemented.