



TRAINING STANDARDS COUNCIL

INSPECTION REPORT DECEMBER 1999

REINSPECTION JANUARY 2001

## Coventry Technical College

## SUMMARY

Coventry Technical College offers good training in health, care and public services, with effective and creative on- and off-the-job training. Construction training is also good. Training in engineering and business administration is satisfactory. At the time of the first inspection, training in agriculture and hairdressing was poor in many areas, with trainees making little progress towards achieving qualifications. Coventry Technical College no longer offers agriculture training. Training in hairdressing is now satisfactory, with good off-the-job and key skills training. The college effectively promotes equality of opportunity for trainees. Support for trainees and management of training is satisfactory. Trainees are given good advice about opportunities for employment and progression. Internal communication is good, and there is an effective system for staff appraisals. At the time of the first inspection, quality assurance arrangements were less than satisfactory, and some procedures did not lead to improvements in the quality of the training. Coventry Technical College was reinspected 13 months after the first inspection. Its quality assurance arrangements are now satisfactory, with clear and comprehensive procedures, particularly for college training and support.

**As a result of the reinspection of Coventry Technical College, the original published report text for hair and beauty and quality assurance has been replaced by new text which makes reference to the original inspection findings. This summary page, the overall report introduction and the inspection findings introduction have also been amended to reflect the findings of the reinspection. All other sections of the original published report, which have not been subject to full reinspection, have been left in their original form.**

### GRADES

OCCUPATIONAL AREAS	GRADE
Agriculture	5
Construction	2
Engineering	3
Business administration	3
Hair & beauty	5
Health, care & public services	2

GENERIC AREAS	GRADE
Equal opportunities	2
Trainee support	3
Management of training	3
Quality assurance	4

REINSPECTION	GRADE
Hair & beauty	3

REINSPECTION	GRADE
Quality assurance	3

### KEY STRENGTHS

- ◆ good links with employers in construction, engineering and care
- ◆ good-quality work placements
- ◆ effective complaints procedure
- ◆ creative off-the-job training in care



- ◆ comprehensive support for trainees
- ◆ good internal auditing

#### **KEY WEAKNESSES**

- ◆ inadequate key skills training in most areas
- ◆ some poor co-ordination of on- and off-the-job training
- ◆ no systematic monitoring of quality of work placements

## INTRODUCTION

1. Coventry Technical College (CTC) is a medium-sized general college of further education. At the time of the first inspection in December 1999, there were 11,038 students at the college, 9,615 of whom were part time. Two hundred and fifty trainees were on programmes funded by Coventry and Warwickshire Chamber of Commerce, Training and Enterprise (CCTE). There are now approximately 11,500 students at the college, 10,300 of whom are part time. Two hundred and thirty-two trainees are on programmes funded by Coventry and Warwickshire CCTE. In 1999, the college employed 153 training staff, and 151 support staff. In addition, there were 134 teaching staff employed on temporary part-time contracts. The college went through extensive restructuring in the 13 months following the first inspection. By the time of the reinspection, the college employed 105 training staff, 176 support staff (including school managers and technicians) and 91 teaching staff employed on temporary part-time contracts. The six schools of study within CTC, which provide training across almost all occupational areas and at levels from basic craft skills through to higher education and professional courses, were reduced to three. There is also a college company and a business development unit. A subsidiary company provides and runs open-learning courses regionally and nationally. In 1999, around 65 per cent of the college's income comes from the Further Education Funding Council (FEFC), and 5 per cent of the remainder of the income was from CCTE-funded training. By the time of reinspection, 4 per cent of the income came from CCTE-funded training.

2. At the time of the first inspection, CCTE-funded training was carried out in five of the six schools of study. Following the restructure, CCTE-funded training is carried out in all three schools of study. Contract management and overall responsibility for the programmes is held by the college's 'Prospects co-ordinator', together with 'Prospects co-ordinators' located in each school of study. The 'Prospects unit' is located within the college's business unit. At the first inspection, 90 per cent of the trainees were employed. Now, approximately 96 per cent are employed. The college subcontracts with five companies and colleges to provide assessment and verification and health and safety services at a small scale. Of the 250 CCTE-funded trainees on the first inspection, 208 were modern apprentices, 19 were national trainees and 23 were on other work-based training programmes. At reinspection, 166 of the 232 CCTE-funded trainees are advanced modern apprentices, 49 are foundation modern apprentices and 17 are on other work-based training programmes for young people. The college no longer offers training in agriculture.

3. New Deal training is also co-ordinated by the 'Prospects' unit and the 'Prospects co-ordinator' is responsible for contractual aspects of the programme. The college offers the full-time education and training option. New Deal clients are integrated into the college and are following a range of programmes. At the first inspection there were eight clients, four of whom were in media and design, which was not part of the inspection. Two clients were training in business administration

and two in construction. There are still eight clients, two of whom are training in construction and three in business administration. There is one client studying in each of the occupational areas of hair and beauty, health, care and public services, and media and design.

4. Coventry is a city with a population of 301,000. Most of the college's students come from Coventry and over 83 per cent of the students are over 19 years of age. Eighteen per cent of the full-time students are from minority ethnic groups. Manufacturing is the dominant employment sector, particularly in the automotive, aerospace and telecommunications industries. Local employment is still concentrated in a relatively few large companies although there has been a recent rise in the number of small and medium-sized companies. Employment has diversified with a considerable increase in the service sector. At the time of the first inspection, unemployment across the West Midlands stood at 5.4 per cent compared with the national average in December 1999 of 3.8 per cent. By the time of reinspection in January 2001, unemployment in the West Midlands had fallen to 3.9 per cent and in Coventry was 3.8 per cent. Both of these rates are still above the national average of 3.3 per cent. Eight wards within a two-mile radius of the college are, with 15 per cent of the population unemployed, among the most deprived areas in England. In 1999, the proportion of school leavers achieving five or more general certificates of education (GCSEs) at grade C and above was 39.1 per cent compared with the national average of 47.9 per cent. In 2000, this proportion had increased to 41 per cent for Coventry, and this was still considerably lower than the national average, which had increased to 49.2 per cent.

## INSPECTION FINDINGS

5. The director of curriculum and quality, a member of the senior management team, had overall responsibility for overseeing the college's self-assessment process, together with the self-assessment management group. The 'Prospects co-ordinator' and the director of marketing and business development had responsibility for self-assessment for inspection purposes, along with the director of curriculum and quality. Heads of school completed the section related to each occupational area in consultation with staff, using feedback from employers and trainees. CTC's staff had training in the self-assessment process. By the time of reinspection, self-assessment had been brought into line with the college cycle, and an updated draft self-assessment report and action plan was available.

6. The first inspection was carried out by a team of seven inspectors, who spent a total of 28 days at CTC during December 1999. The team worked jointly with a team of Further Education Funding Council (FEFC) inspectors during this time, sharing information and findings. The occupational areas inspected jointly were construction, engineering, hair and beauty, and health, care and public services. Inspectors examined company records and awarding body documents. They carried out interviews with 49 trainees and 45 employers and workplace supervisors. Fifty interviews were carried out with the college's staff and 45 sites where training is carried out were visited. Inspectors observed eight assessments, eight reviews and eight training sessions.

7. The reinspection was carried out by a team of two inspectors, who spent a total of six days at CTC in January 2001. Inspectors interviewed 10 trainees, five workplace supervisors and managers, 14 college staff and one subcontractor. They observed two training sessions. A variety of documents was reviewed including quality assurance procedures, quality surveys, questionnaires, internal verification and assessment records, personal files, trainees' portfolios, subcontractors' agreements and minutes of meetings.

Grades awarded to instruction sessions at the first inspection

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Construction		4				4
Engineering		1				1
Hair & beauty			1			1
Health, care & public services		2				2
<b>Total</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>8</b>

Grades awarded to instruction sessions at reinspection

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Hair & beauty		2				2
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

## OCCUPATIONAL AREAS

### Agriculture

**Grade 5**

8. CTC has 14 trainees in the agricultural sector. Seven are on veterinary nursing programmes, and seven are on small-animal-care programmes. Two are national trainees. Four trainees have been identified as needing extra help to complete their programme. Veterinary nursing trainees are all employed, and attend college once a week for half a day for the theoretical knowledge required on the programme. New trainees are following a new programme in veterinary nursing which includes an NVQ at level 2 in the first year and level 3 in the second year. All assessments take place in the workplace. The trainees on small animal care programmes are based in two placements and all training takes place in the workplace. Since February 1999, the programmes have been co-ordinated on an interim basis. Owing to the restrictions imposed by the computerised system in use, CTC does not have any disaggregated data for this occupational area.

9. The self-assessment report identified significant strengths and few weaknesses. Inspectors identified a significant number of serious weaknesses and awarded a lower grade than that given by CTC.

### STRENGTHS

- ♦ extra-curricular support for veterinary nursing trainees

#### POOR PRACTICE

*At an animal care work placement, disinfectants are kept in store along with animal feed. This contravenes health and safety regulations and is an example of poor work practice for trainees.*

### WEAKNESSES

- ♦ few qualified assessors
- ♦ no accredited centre status
- ♦ poor progress towards NVQs
- ♦ irregular review and monitoring of trainees' progress
- ♦ no formal on-the-job training linked to NVQ
- ♦ missed opportunities for work-based assessment
- ♦ key skills not integrated into vocational training for national trainees
- ♦ some poor portfolios in small animal care
- ♦ poor understanding by staff and trainees of the programmes on offer

10. CTC offers extra-curricular awards for those veterinary nurse trainees who do not have the pre-entry requirements for the Royal College of Veterinary Surgeons. This ensures that trainees have the required entry qualifications to enrol on the Royal College of Veterinary Surgeons programme.

11. In veterinary nursing, monitoring of trainees' progress is carried out during college tutorials. Their progress is reviewed against previously agreed on action points, as well as against their individual training plans. Trainees are slow to complete their portfolios. College staff are unaware of some of the requirements for portfolios, therefore, trainees are encouraged to check each other's portfolios for content. College staff do not visit trainees frequently in the workplace, some have not been visited for over a year. The member of staff with this responsibility left and there are no plans to find a replacement. Reviews of trainees' progress are neither planned nor timetabled, and are irregular. Action points from such reviews as do take place are not followed up. Veterinary nursing trainees attend college for a half day once a week in term time to gain theoretical knowledge. Their training is not specifically linked to any work they are doing in the workplace. Timetables, schedules and training plans are not passed on to the workplace. There is no formal training on the job and the theory training is not sufficient to cover the syllabus thoroughly for the veterinary nursing qualification. CTC has so far, not made adequate arrangements to provide training and assessment for the new NVQ, neither have any future plans been made to address its requirements. The college has organised training to be carried out in veterinary practices for assessors, but these assessors are not yet operational. Opportunities have been missed in the workplace for assessment of naturally occurring evidence.

12. In animal care, the college registered all trainees with a subcontracted college until 1997. When this contract was withdrawn, it had no means of registering trainees. It attempted to become an accredited centre in February 1999, but was not pursued. It did, however, continue to recruit trainees during this time. Therefore, no animal care trainees have been registered for an NVQ with the awarding body for the last two years. The role of co-ordinator in this programme is, at present, filled on a temporary basis by a member of the college's staff. Some training sessions are run by veterinary surgeons or nurses on a session-by-session basis, but there is no occupationally qualified member of the college's staff with any overall responsibility for monitoring trainees currently on programme.

13. Although dates of reviews are set, animal care trainees are not seen in the workplace on a regular basis. Their reviews do not directly involve workplace supervisors, but supervisors are sometimes asked to post their written comments to CTC. Employers can comment on an additional placement-visit form. Some trainees have not had their progress reviewed in the last 10 months. Animal care trainees receive all their training in one of the two work placements. Not all trainees receive any formal training on the job and their progress is slow. Some portfolios are poor, lacking content and structure. Some trainees and staff in work placements do not know which programme trainees are following nor the content of the programme. The new national traineeship programme includes key skills,



but college staff and trainees are unclear how these will be achieved.

14. Of the seven work placements for animal care and veterinary nursing trainees, two have no qualified assessors, one has staff who are working towards the full qualification and four have fully qualified assessors. There is an insufficient number of qualified assessors based in the college with experience in this occupational area, who are available to assess trainees in the workplace.

## Construction

## Grade 2

15. CTC has 91 trainees in construction, 74 of whom are modern apprentices, 10 are national trainees and seven are on other training programmes. All trainees are employed. Eight of the trainees are following general NVQs (GNVQ) in 'Construction and the Built Environment', and the remainder are on NVQ programmes. The school of construction was established in April 1996 as a result of a college re-organisation. NVQs are offered in bricklaying, plastering, painting and decorating, plumbing and carpentry and joinery. Qualified assessors carry out all the assessment. There is no work-based assessment in most areas, although in plumbing, evidence is collected in the workplace and contributes towards assessment. Most trainees spend three days a week in the workplace and attend college for two days a week. The majority of companies employing trainees are small. A placement co-ordinator carries out site reviews at three-monthly intervals in addition to providing help and support to trainees. In 1995, the college established a 'construction employment unit'. This consists of a partnership between Coventry City Council, Coventry and Warwickshire CCTE and the Employment Service. The purpose was to create local employment and training opportunities for the unemployed. Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report, although some of the strengths were considered to be no more than normal practice. Inspectors identified additional strengths and weaknesses. The grade awarded was the same as that given by the college.

### STRENGTHS

- ◆ wide range of training facilities effectively and efficiently used
- ◆ good off-the-job training
- ◆ good assessment practice in carpentry, joinery and plumbing
- ◆ innovative partnerships and strong links with employers
- ◆ well-motivated trainees
- ◆ good achievement of modern apprenticeship framework in carpentry and plumbing

### WEAKNESSES

- ◆ low awareness of NVQs by employers

- ◆ underdeveloped key skills training and assessment
- ◆ little work-based assessment in most areas
- ◆ ineffective target-setting in reviews

16. Off-the-job training is effectively planned, standards are specified and learning opportunities are used creatively. Trainees are given opportunities to develop their own training programmes, they know how they are assessed and what is expected of them. Work areas allow realistic assignment work to be carried out. Practical and theory work are well linked and often integrated. Training schemes are available for all programme areas and are well recorded. At the beginning of the programme, trainees have an initial assessment of their numerical and communication skills. Trainees then receive extra support when necessary. The college has a wide range of training facilities which are used effectively.

17. Qualified assessors carry out assessment at the college and the quality varies from satisfactory to very good across the range of skill areas. Good practice is not shared across the department. For example, there is little work-based assessment in most areas using direct observation as a means of determining trainees' competence. The best examples of assessment practice are in carpentry, joinery and plumbing where it is effectively planned, systematically carried out and records are comprehensive and well maintained. Trainees are clear about the standards to be achieved and know how they are progressing. The internal verification process is carried out effectively and meets awarding body's requirements.

18. Strong external links have been developed and innovative partnerships created through the construction employment unit. Training and employment opportunities have been created for 870 people since April 1995, including 230 since April 1999. A local construction charity invests regularly in the school, and an active building advisory committee supports the work of the school.

19. Trainees work effectively on their own and are well motivated. They are encouraged to discuss their needs openly with tutors and receive individual guidance when necessary. They take pride in their work and some of the portfolios contain photographs of projects, which they have previously completed. Placement co-ordinators visits trainees at three-monthly intervals in the workplace to carry out reviews. Notes of these meetings are kept on trainees' files. The review meetings combine pastoral support and a discussion on their progress. There is a lack of short-term target-setting during the reviews.

20. Work opportunities offered to trainees on the job are usually good and varied. However, although employers are very supportive, they are not always aware of what is involved in the training programmes and are, therefore, unable to link the work to trainees' college training. Employers have little awareness of NVQs and how the trainees are assessed.

21. Rates of completion of the modern apprenticeship framework in some areas are high. Seventy-two per cent of trainees in carpentry and joinery and 75 per cent of plumbing trainees complete the modern apprenticeship framework. The majority of trainees are on these programmes. The achievement rate in painting and decorating is lower at 50 per cent. Of the 24 who have left other training programmes, 12 have transferred to modern apprenticeships, two have restarted on the programme and 14 have achieved an NVQ at level 2. Analysis of trainees' retention data is difficult, because many trainees change to different programmes.

22. Teaching and assessment of key skills within the new modern apprenticeship framework are underdeveloped and opportunities are missed both on and off the job for assessing them. The college has plans to develop what is, at present, a new addition to the framework. Emphasis on health and safety is strong in all training programmes, and, in most work placements, trainees are aware of and compliant with the requirements.

## Engineering

## Grade 3

23. There are 92 trainees on engineering programmes, 90 are modern apprentices and two are on other work-based training schemes. All trainees join the college on a full-time course for the first term, until they transfer to the modern apprenticeship programme. Only five of the 22 who started on the full-time programme in September 1999 have yet to secure employment. Most trainees undertake 22 weeks of off-the-job foundation training at CTC to acquire basic engineering skills at NVQ level 2. The remainder of the programme is assessed in the trainee's company, with a day-release session for theory training. On-the-job training and assessment are carried out by employers, which range in size from small partnerships employing less than five people, to large international companies with several hundred employees in the UK. Three occupationally experienced assessors who also monitor the general welfare of trainees, make visits to the workplace. One assessor is employed full time, one is subcontracted and one works part time at the college, also teaching on the engineering foundation courses. Over the last year, of the 26 national trainees who have left the programme 19 have achieved an NVQ at level 2 and, of 38 who have left other work-based training programmes, 18 have achieved at level 2, two at level 3 and five at both level 2 and 3.

24. The self-assessment report included many strengths which were considered to be no more than normal practice. Weaknesses in the report were generally well identified and showed a good deal of reflection on the college's work. Inspectors identified additional strengths and weaknesses and awarded a lower grade than that given by the college.

### *STRENGTHS*

- ◆ excellent links with good employers
- ◆ well-planned and rigorous on-the-job assessment

- ◆ good-quality portfolios

### *WEAKNESSES*

- ◆ low completion rate for full modern apprenticeship framework
- ◆ slow development of key skills

25. CTC has excellent, effective links with engineering employers in the region. Working relationships developed over many years provide opportunities for trainees to gain employment with high-profile companies. Employers who undertake specialist work often allow trainees to visit or undertake short-term placements, so that they can acquire new skills and knowledge. On-the-job training is well planned. Most trainees have a schedule detailing activities in the workplace for the forthcoming year. Many gain additional qualifications, such as computer-aided design, manual handling and in-house specialist courses. Trainees on their first year of off-the-job training are visited regularly by employers, who monitor their achievement and attendance closely. Trainees in many companies are given time away from the business activities to develop portfolios and concentrate on activities that can speed up their progress towards their qualification. On completion of the modern apprenticeship, some employers offer to sponsorship to suitable trainees for full-time degree and many others offer assistance with Open University degrees. One company specialising in robotics has asked a female trainee on the final year of her modern apprenticeship to teach product knowledge courses to international customers. This has helped to further her occupational knowledge and to gain useful evidence towards key skill competencies.

26. Assessment in the workplace is thorough. Assessors, who are either subcontracted or employed by the college, visit trainees every three weeks, spending approximately an hour and a half on each visit. Trainees present evidence from a wide range of sources by a variety of methods. Computer discs containing computer-aided designs are used frequently to prove trainees' competence, along with validated job cards, which record tasks completed, and witness testimony. Assessment is carried out by observing trainees' performance in the workplace or by validating the witness testimonies and job cards. Trainees often keep workplace diaries so that evidence can be cross-referenced to tasks. Trainees are proud of their portfolios and take the initiative in presenting potential evidence to assessors for validation. Portfolios contain photographs, digital images, and detailed drawings showing exactly what trainees have done. Evidence is well tested by assessors who make thorough checks of theoretical knowledge. Assessment plans are detailed, and action plans are produced from each visit. Trainees have a good knowledge of their previous achievements and what they need to do to complete the qualification. Many take the initiative and ask their workplace supervisors if they can switch duties at work when opportunities to gain evidence occur.

27. Key skills development has been slow. Many trainees in the third year of their modern apprenticeship have only recently heard of key skills and few know about the requirements in any depth. Key skills tasks are undertaken daily by trainees in the workplace, but few record the details of the tasks or actively seek out opportunities to gain further evidence. Trainees nearing the end of the training

programme have difficulty in appreciating the need to gain key skills evidence, and are frustrated that they have to repeat tasks they have been undertaking for considerable periods of time. No trainees have yet achieved the full framework for the modern apprenticeship. The college has appointed a person with cross-college responsibility for key skills to tackle this issue.

## **Business administration**

## **Grade 3**

28. There are 18 trainees in this occupational area, of whom 15 are modern apprentices comprising eight in accountancy and seven in administration. There are also two national trainees in administration and one on other work-based training in accountancy. All are employed and attend college one day each week for off-the-job training and assessment. All administration trainees are working towards NVQs at levels 2 or 3 in business administration. Those training in accountancy are working towards NVQs at levels 2, 3 and 4 in accounting. CTC also offers NVQs at levels 2 and 3 in information technology, but there are no work-based trainees on these programmes at present.

29. Nearly all trainees are referred to CTC through the careers service or by their employer. A few apply directly. Initial assessment is carried out to identify any learning support needs. Trainees then join the business administration school where testing is carried out by the curriculum team of the occupational area, who then help trainees select the appropriate NVQ course/level and provide a comprehensive induction. Most trainees join the college in September and are put on a full-time programme until a placement is found. Training and assessment take place at the college and are carried out by staff employed by the college. All seven staff involved are qualified to train and have assessor qualifications. The two without an internal verifier qualification are working towards the award. Resources at the college are good, both in terms of equipment, facilities and availability.

30. The self-assessment report listed several examples of strengths, some of which inspectors considered to be no more than normal practice. The report did not identify some of the strengths. Inspectors identified three additional weaknesses, and awarded a lower grade than that given by the college.

### ***STRENGTHS***

- ◆ good, supportive work placements
- ◆ additional qualifications available in administration
- ◆ good internal verification practices

### ***WEAKNESSES***

- ◆ key skills not fully integrated into vocational training
- ◆ low rate of achievement

- ◆ missed opportunities for work-based assessment
- ◆ limited planned on-the-job training

31. Work placements offer a broad range of interesting activities, which enable trainees to gather good evidence of their competence. Employers are fully supportive of trainees and encourage them to attend and participate in the off-the-job training which is held one day a week. Some simulation of work situations is used in accountancy training to help trainees gather evidence for their portfolios but not in administration. Accountancy trainees benefit from additional training courses, which are arranged and funded by their employers, and from the free courses offered by the college on an appropriate accounting software package. Many administration trainees take up the opportunity to gain free additional qualifications such as computer literacy and information technology (CLAIT) and text processing through the college.

32. All trainees are set regular action plans as part of their three-monthly reviews. These are sometimes created by the assessor in the presence of the trainee or are done by the trainee alone. These are satisfactory for the purpose and are referenced at subsequent meetings. Comments from both the assessor and the trainee are included, but not the employer whose comments are recorded on a placement visit report. Achievements are recorded by the tutor/assessor only at the college on the one day each week for which the trainee attends.

33. At first, administration tutors complete the trainees' assessment records but trainees are encouraged to attempt this for themselves as they progress, so ensuring that they understand the NVQ process and begin to take responsibility for their own learning. The assessor signs off individual elements of the NVQ as they are completed, and trainees keep their own assessment records so that they know what they have completed. Internal verification is good. It is thorough, ongoing and the planning records are used which ensure that the appropriate sampling of the NVQ units takes place.

34. Key skills work is not fully integrated into administration or accounting training programmes. Integration of key skills was started last year in administration but few key skills were completed. The college has plans to integrate key skills into accounting training in the current year. At present, the administration tutor teaches key skills with the support of a key skills specialist and separate sessions help trainees to gather evidence for key skills. In addition, there are sessions with the key skills specialist to help trainees to gain the communication and application of number key skills. Achievements over the last three years have been poor, although those completing the programme have increased from none in 1996-97, to 17 per cent in 1997-98 and 27 per cent in 1998-99. Similarly, the percentage of trainees leaving with an NVQ has increased from none to 33 per cent and 40 per cent over the same period. Over the last three years, 26 of the 41 trainees who have left have not gained a qualification.



35. Assessment visits to the trainees in the workplace are infrequent and trainees are rarely assessed by direct observation in the workplace. Additional evidence has to be collected by the trainee and their progress is slowed. Workplace supervisors are involved in portfolio building by approving the collection of evidence, and they contribute to assessment by confirming personal statements. Witness statements are effectively used but this practice is not extensive. Several employers have a lack of knowledge about the off-the-job training, and so do not arrange work schedules for their trainees to reinforce the topics they are being taught in the college. Similarly the on-the-job training lacks planning and co-ordination.

### **Hair & beauty**

### **Grade 3**

36. There are 15 trainees working towards NVQs in hairdressing at level 2, all of who are foundation modern apprentices. There is also one New Deal client on the full-time education and training option. All trainees take an NVQ at level 1 in hairdressing during the first three months of their programme on a full-time basis at college. Trainees have an initial assessment of their basic skills, which determines any additional support needs. Induction is held at both the college and in the workplace. Once trainees complete the level 1 NVQ they are able to join the CCTE-funded programme and a further assessment determines which programme they will follow. All trainees are employed in one of 12 salons in the Coventry area with which CTC has links. Where they are not already in employment, trainees and the 'Prospects co-ordinators' for hairdressing identify an appropriate salon for the trainee to be placed. The 'Prospects co-ordinator' visits trainees in their workplace every three months to monitor and review their progress. Trainees attend off-the-job training at college one day a week, where they receive theory and practical training. Assessment takes place mainly at college, although a few trainees are assessed in the workplace. There are now three work-based assessors, but only one is in a salon where CCTE-funded trainees are placed. In its self-assessment report for the first inspection, CTC did not accurately identify the strengths and weaknesses, inspectors identified additional weaknesses and did not agree with some of the strengths.

At the first inspection, the main weaknesses identified were:

- ◆ unqualified work-based assessors
- ◆ little support for work-based assessors
- ◆ insufficient sampling of assessment practice in the workplace
- ◆ no assessment in the workplace for some trainees
- ◆ slow progress for some trainees
- ◆ unit achievement not targeted
- ◆ some poor portfolios
- ◆ poor trainees' retention and achievement rates

37. Using its action plan drawn up following the first inspection report, CTC has rectified some of the main weaknesses. However, some of the actions specified in the action plan are long term and some weaknesses remain. The work-based assessor is now fully qualified and CTC shadows this assessors' work within the college's salons. There have been additional meetings with assessors and employers from industry. Guidelines on assessment are now given to work-based assessors. The grade awarded for the reinspection is the same as that given by CTC in the recent self-assessment report.

### *STRENGTHS*

- ◆ thorough diagnosis of trainees' occupational skills on entry
- ◆ excellent work placements
- ◆ good pastoral support
- ◆ good off-the-job training
- ◆ good, well-integrated key skills training

### *WEAKNESSES*

- ◆ lack of work-based assessment
- ◆ slow progress for some trainees
- ◆ poor retention and achievement rates

38. On joining the college, all trainees take an NVQ in hairdressing at level 1, which is usually achieved within their first three months at college. Trainees have an assessment of their basic skills at the beginning of the programme and additional support in literacy and numeracy is then offered where appropriate. A computer-based test is also used to assess trainees' entry-level key skills. Trainees' performance during this first three months, along with basic skills testing, is used to ensure that they are placed on realistic and appropriate programmes. For trainees who have achieved a level 1 qualification, this is accredited and used towards their level 2.

39. The salons used for work placements are carefully selected by the 'Prospects co-ordinator' based on trainees' learning needs. They are of a good quality and are well resourced. Trainees have a range of opportunities to develop their skills in a commercial environment. They are able to gain experience of industrial methods and develop up-to-date good practice and expertise. There is a high standard of equipment and a full range of current commercial products within the work placements. Trainees receive additional training sessions in the salons and have opportunities to observe and practice a diverse range of hairdressing methods. Managers and supervisors are highly supportive of both trainees and CTC's training programme.

40. Trainees receive good pastoral support in the workplace and at college. Salon supervisors and trainees work well as a team and trainees are highly valued in the salons. College staff take a keen interest in trainees' progress. Effective one-to-one



support is available to trainees during on- and off-the-job training. The 'Prospects co-ordinator' reviews trainees' progress regularly. Realistic short-term targets are agreed and recorded during the review process.

41. Off-the-job training sessions are now effectively taught. The sessions are interactive and trainees are enthusiastic and keen to learn. There are well-planned schemes of work and lesson plans. Trainers are well qualified and are experienced hairdressers. Instruction is lively and relevant, making good use of question and answer techniques to share information and check trainees' understanding. Trainees are assessed during these off-the-job training sessions, which are appropriately linked to the NVQ and key skills requirements. Trainees are given regular feedback from trainers.

42. Key skills work is now well integrated into trainees' off-the-job hairdressing training sessions. College support staff, who hold basic skills teaching qualifications, are available during these sessions to help trainees with additional learning needs. Trainers and trainees have a good understanding of key skills. Key skills are promoted by staff as a relevant and important part of the foundation modern apprenticeship programme.

43. There is only one salon with a qualified work-based assessor. Most trainees are assessed in the college's salon. Additional sessions are now offered for assessment in the college's salon, and trainees take up this additional opportunity. Trainees do not always have the opportunity to use naturally occurring evidence from work. Visits by the 'Prospects co-ordinator' to trainees in the workplace focus on reviews rather than assessment. Trainees are assessed working on models who are found by the college for the off-the-job training day. The college does not always attract a broad enough range of models to provide a variety of work for trainees and some, who are capable of moving quickly through the qualification are held back. Most employers have little understanding of the role they could play in assessment.

44. Trainees' progress is slow in the salons where there are no work-based assessors. Although trainees have work logs to record what happens at work, they rarely use them. Where work logs are used, these are often incorrectly referenced against the NVQ criteria. Trainees do not have sufficient evidence in their portfolios to reflect their time in the industry and on the programme. Evidence is not always used to support assessors' observations.

45. Although some trainees have now achieved NVQs, overall retention and achievement rates are still unsatisfactory. In the last three years, only six (12 per cent) of the 49 trainees who have started programmes have achieved the qualifications on their individual training plan. Thirty-one (63 per cent) of the trainees have left early without an NVQ. At the first inspection no trainees had achieved the qualifications on their individual training plans. However, CTC has since introduced strategies through its action plan to monitor their progress more closely, to develop key skills training methods and set better targets for trainees and staff, and trainees are now achieving full qualifications, including key skills. Information produced by Coventry and Warwickshire CCTE is used to compare

achievement rates for hairdressing with other local training providers and indicates that CTC is in line with the regional average. The proportion of trainees leaving programmes early has also improved over the last three years, from 95 per cent to 63 per cent.

## Health, care & public services

## Grade 2

46. There are 26 trainees following programmes in this occupational area, all of whom are modern apprentices working towards NVQs at levels 2 and 3 in care or early years care and education. Eighteen trainees are in care and eight are in early years care and education. The NVQ in care has only been running for six months. Care trainees are employed in residential homes and trainees in childcare are employed in nurseries and day-care centres. Trainees' progress is monitored regularly by the school's 'Prospects co-ordinator'. Trainees are trained and assessed in the workplace by qualified assessors for childcare. Assessors for care are working towards assessor qualifications. Trainees are well supported by both their employers and the college. In addition to scheduled training, trainees are encouraged to attend short courses routinely provided by the college on topics such as first aid and child protection. Much of the college's self-assessment report related to the dental nursing programme which was not inspected. Inspectors agreed with some aspects of the report, however, and awarded the same grade as that given in the self-assessment report.

### *STRENGTHS*

- ◆ excellent working relationships among trainees, assessors, employers and the college co-ordinator
- ◆ effective on-the-job training
- ◆ creative use of off-the-job training
- ◆ regular monitoring of trainees' progress

### *WEAKNESSES*

- ◆ some slow progress by trainees

47. Trainees enjoy their training and feel confident within their individual environments. Training is a continuous process within the workplace. As a new topic arises, time is allowed to explain the theory, then, when it next arises, the trainee is questioned to determine the extent of their understanding. Assessment is carried out when trainees consider that they are ready but they are encouraged to progress at a satisfactory rate by the college co-ordinator, who visits regularly every two months. Employers, work colleagues and the co-ordinator offer high levels of support by working well as a team.

48. The college provides a number of short courses on such topics as Parkinson's disease, child protection and moving and transferring of loads. These courses are published well in advance, paid for by the employer and attended by trainees to learn theoretical knowledge. Assessors and employers also attend them in order to keep their knowledge up to date. Back in the workplace, trainees are questioned about the training and are able to build on it in their portfolios.

49. Individual training plans are reviewed and updated on a regular basis. The college co-ordinator is occupationally experienced and talks in detail to trainees about the evidence in their portfolios. The co-ordinator finishes the review with a discussion on what the trainee wishes to cover next and sets the target and the date for the next review. Only rarely are these dates altered. The co-ordinator suggests that trainees visit the college for key skills support, in particular, for information technology. Key skills training and assessment is satisfactory.

50. The childcare programme has been running for less than a year and the care programme for only a few months. This means that achievement data are not available. The progress of the eight trainees on the childcare programme is adequate, but in care, the shortage of qualified assessors in the workplace has slowed the process down. Every workplace which does not have a qualified assessor has assessors working towards the qualification. Trainees in workplaces where their assessor is studying for assessor qualifications participate in the assessor training to aid their understanding of the assessment process.

## GENERIC AREAS

### Equal opportunities

### Grade 2

51. The college's equal opportunities policy is included in the staff and student handbooks. The policy is reviewed every three years, the latest review took place earlier in the current term. The policy is in the process of being updated to include aspects of *Widening Participation* and *Inclusive Learning*. The college collects and analyses data on ethnicity, gender and age. Those with hearing and visual disabilities are well supported. There is access for wheelchair users. Trainees are actively involved with equal opportunities in the workplace. In many workplaces, the equal opportunities policies are updated annually or at least every 18 months. Equal opportunities are discussed openly and widely in all aspects of training. Trainees with learning difficulties and/or disabilities are well supported by CTC. Inspectors agreed with the strengths and weaknesses in the self-assessment report and awarded the same grade.

### STRENGTHS

- ◆ effective promotion of equality of opportunity
- ◆ good understanding by trainees of equal opportunities policy and procedures

- ◆ well-recorded and regularly reviewed action plans for equal opportunities
- ◆ effective complaints procedure

### *WEAKNESSES*

- ◆ failure to attract trainees from under-represented groups

52. Staff, students and trainees are made aware of the college's grievance and appeals procedure at induction. A handbook is issued which includes the policy and procedures. Complaints are dealt with promptly. The 'Prospects co-ordinator' deals with complaints and records and analyses each one.

53. The largest minority ethnic group in the local area is Asian. In order to target this group, part of both the full- and part-time prospectus is written in all five of the Asian languages and prospective clients are told how to request further information in their own language. Minority ethnic groups are also targeted with mail shots. Innovative methods are used to attract the attention of the parents of minority ethnic youngsters in the community. For example, the college supported an event for parents of year-11 leavers put on by the Chamber. Letters were sent to the parents of all year-11 pupils inviting them to a presentation about modern apprenticeships. It was expected to attract a maximum of about 50 people, but in total around 1,000 came, including a wide range of minority ethnic groups. Minority ethnic working groups are well established and regular discussions take place. The college also attempts to address any gender imbalances, for example, by using direct marketing for specific occupational areas such as attracting women into construction.

54. The college has been converted to provide excellent wheelchair access with low level controls for lifts and automatic doors at strategic points. There is an induction loop sound system linked to the theatre sound and a new fire alarm system with a visual system to alert deaf trainees. Trainees with learning difficulties and/or disabilities are offered the same learning support as other students, and are able to request extra support for key skills. Support is also available to help with such things as portfolio building and report writing.

55. Most of the college's advertising literature includes an equal opportunities statement. However, the course-specific leaflets do not include one. The college's promotional video highlights the additional support available. The disability statement is a comprehensive statement of what help is available. Trainees have copies of the college's policy and the workplace policy, they know their rights and how to register a complaint. The college analyses its equal opportunities data in detail. However, data are not recorded in such a way as to distinguish between students and trainees. The data collected specifically for trainees are not subject to the same rigorous analysis and the college has failed to meet its targets for recruiting trainees from minority groups.

## Trainee support

## Grade 3

56. Support systems in the college are the same for work-based trainees as they are for full-time students. The college provides a wide range of services, with specialist staff available to offer guidance, counselling and extra study support. Trainees have access to all of the college's facilities and are encouraged to use them through information contained in induction booklets, leaflets and posters on display around the college. The college has links with schools and the careers service, and trainees are able to access advice on courses, employment and progression into higher education. Trainees are introduced to the college in a variety of ways. Some are already employed before enrolling, others are referred by the careers service or through school links. The college assists in finding placements for those who do not already have a job. Trainees take an initial assessment to determine their level of basic skills before starting on any programme. Extra support is available for all trainees, either in the student support unit or through additional specialist help in the classroom. College representatives make visits to the workplace to review trainees' progress, and, in some occupational areas, to carry out assessments.

57. The self-assessment report included several strengths which were considered to be no more than normal practice. Weaknesses identified in the report were accurate. Inspectors awarded a lower grade than that given in the report.

### STRENGTHS

- ◆ effective basic skills support
- ◆ comprehensive specialist support and referral systems
- ◆ good advice on opportunities for progression and employment
- ◆ access to hardship funds for trainees

### GOOD PRACTICE

*A profoundly deaf trainee on a business administration programme is supported during off-the-job training sessions by specialist staff and equipment. This support is extended to the workplace. College staff spent a day in his workplace raising awareness and training staff in strategies to help him to learn in the workplace.*

### WEAKNESSES

- ◆ little use of accreditation of prior learning
- ◆ individual training plans not regularly updated
- ◆ no induction for some trainees
- ◆ no assessment of trainees' key skills on entry

58. Trainees have an assessment of their basic skills at the beginning of the programme and additional support in literacy and numeracy is offered to those with an identified need for it. Additional support is provided either in the classroom during normal lessons or at separate sessions in the student support unit. There are good links between occupational tutors and those giving additional support to ensure that any literacy and numeracy sessions are related to the trainee's vocational programme. Good support is given to trainees who have mobility

difficulties or sensory impairments. Profoundly deaf trainees have been given specialist support to enable them to achieve and, subsequently, to gain employment.

59. Specialist counselling and referral systems are available for all trainees. Trainees who have particular difficulties which the college cannot deal with directly are promptly referred to the appropriate external agency. All support staff have a good awareness of the services available, and know when and where to refer trainees who have particular needs.

60. Trainees are given good advice on progression and employment. Staff give accurate and current advice on options and programmes which link to the aspirations of trainees. Potential trainees wishing to pursue careers for which they are not yet qualified are given realistic advice on how to gain appropriate entry qualifications or information on related jobs. Trainees nearing the end of their programmes are clear on opportunities in further and higher education, and opportunities within their chosen career.

61. A hardship fund is available for trainees to secure support if they experience financial difficulties. Funds are used to support trainees who experience difficulties with accommodation and transport matters. This extra support has enabled trainees to attend and succeed on programmes they might otherwise have withdrawn from. Availability of the hardship fund service is well publicised in material given to trainees on induction.

62. Trainees are not always accredited for their previous experiences and qualifications. Trainees with considerable occupational experience often start programmes at the same stage as those who have just left school, and some trainees with recognised qualifications repeat previously acquired NVQ units and elements. Little attempt is made to cross-reference previously acquired core and common skills against key skills criteria.

63. There is no initial assessment of trainees' key skills when enrolling on work-based programmes. Key skills training varies throughout the occupational areas at the college. The lack of focus at the outset of the programme means that the importance of key skills for modern apprentices and national trainees is not made clear to them.

64. The induction process is thorough in its content and emphasises administrative, pastoral and occupational issues. Although a full induction is planned to be offered throughout the academic year some trainees who enrol on courses at times of the year other than September either do not have an induction or have an induction that lacks detail.

## Management of training

## Grade 3

65. CTC is organised into six schools of study: arts, business, construction, engineering, languages and science together with the student access and support Unit (SASU). Contract management and overall responsibility for these programmes lies with the college's 'Prospects co-ordinator', together with the 'Prospects co-ordinators' located in each of the schools of study involved. Responsibility for securing placements for trainees lies with the 'Prospects co-ordinators' within curriculum areas, who also visit workplaces to build links with employers. They are responsible for designing the training programme and overseeing the assessment and internal verification for their curriculum area. The 'Prospects unit' is located within the college's business unit. Coventry College Training Services (CCTS) and the 'prospects' handbook details the management of work-based trainees. New Deal training is also co-ordinated by the 'Prospects unit' under the direction of the college's New Deal co-ordinator. There are regular meetings between the 'Prospects co-ordinator' and staff responsible for the trainees within each school of study. All work-based trainees, together with applicants who do not start, are recorded on the 'Prospects' database, with details of their ethnicity, gender and programme. This allows sorting and analysis for recording purposes and the monitoring of trainees' review dates. CTC achieved both the Investors in People Standard and a Charter Mark for excellence in customer service in 1995. Both awards were re-accredited in 1999.

66. The self-assessment report identified many strengths, some of which inspectors did not agree with. Inspectors identified an additional strength and additional weaknesses and awarded a lower grade than that given in the self-assessment report.

### *STRENGTHS*

- ◆ effective staff appraisal and development scheme
- ◆ good formal and informal internal communication

### *WEAKNESSES*

- ◆ little use of management information system to monitor performance
- ◆ poor co-ordination of on- and off-the-job training

67. Appraisal is detailed and regular. Staff development needs are identified and are linked with the college's strategic objectives. Observation of their work is carried out by their line manager as part of each appraisal. Staff are able to recall the date of their next staff appraisal. Internal communication both formal and informal is good. Meetings are held at least monthly and they are well attended. Minutes are taken. Discussion is mainly focused on business targets. There are regular communications between staff through memorandum and electronic mail regarding trainees' progress.



68. Trainees' retention and achievement data are analysed routinely by the college, both at an aggregate level and within occupational areas. However, analysis is not done in a format which separates the government-funded trainees from other students in the college, other than using attainment of NVQs per 100 leavers. Data are sometimes inaccurate. There is little analysis and evaluation of trainees' destinations. The schools of study in the college individually monitor and keep records of trainees' progress to varying degrees, but is not monitored by the 'Prospects co-ordinator'. There is no formal mechanism to ensure that the 'Prospects co-ordinator' is informed of trainees' progress on an ongoing basis and the co-ordinator is frequently unaware of trainees' progress and emerging trends in achievement.

69. Schools of study within the college carry out off-the-job training. There is little management of on-the-job training and learning in the workplace is often not planned. The level, frequency and structure of training at work, are, except in engineering, at the employer's discretion. The school 'Prospects co-ordinator' visits employers and carries out reviews with trainees. Frequency and content of workplace visits is different in each department. On-the-job training is also monitored to different degrees. In engineering and care, on-the-job training is good, it is well planned and recorded. In construction, business administration, hair and agriculture, however, it is often poor. The reviews do not always contain an action plan for the development of specific skills or the gathering of portfolio evidence in relation to specific NVQ units. Levels of involvement by employers during the reviews also differ and most discussions are informal. A separate form is used to record contact with employers. Employers are often unaware of trainee's programmes and some have little awareness of what trainees need to do to achieve their qualifications. There are no plans to ensure that on-the-job work complements off-the-job training. Tasks are duplicated and resources and time are not used efficiently.

## Quality assurance

## Grade 3

65. Quality assurance is managed by the director of planning and quality and the 'Prospects co-ordinator'. Both have cross-college links with the three managers and teams of internal verifiers for each school of study. The director of planning and quality takes specific responsibility for internal verification, inspections, quality monitoring, self-assessment and action plans. He is supported by a manager, who helps to co-ordinate the quality assurance systems, including questionnaires, surveys and appraisals. The 'Prospects co-ordinator' monitors the effectiveness of each of the groups of trainees through monthly one-to-one and team meetings with the 'Prospects co-ordinators'. During these meetings, trainees' progress, achievement rates and early leavers are monitored and short-term action plans are drawn up. Three-monthly internal audits of trainees and employers' files are carried out by the 'Prospects co-ordinator'. Questionnaires are given to trainees following induction, during and at the end of the academic year. There is an additional questionnaire which includes trainees' views about the workplace and



the support from their 'Prospects co-ordinator'. There is also a survey for employers and work placement providers, which is carried out annually. All of the surveys are evaluated and the results printed in the college's report on government-funded training, which is also passed on to the 'Prospects co-ordinators' and heads of school.

At the first inspection, the main weaknesses identified were:

- ◆ no service level agreement with subcontractors
- ◆ some poor internal verification
- ◆ arrangements fail to consistently assure quality of training
- ◆ lack of monitoring of action plans produced as a result of surveys

66. Two of the original weaknesses have been rectified, with service-level agreements being devised in conjunction with the subcontractors and action plans being written and monitored on a monthly basis. Significant efforts have been made to monitor the quality of training, but there is still no systematic monitoring of trainees' workplaces. In its action plan CTC recognises that issues surrounding internal verification will not be addressed fully by the time of reinspection and includes long-term actions. The strengths identified at the first inspection remain. The revised self-assessment report is fairly accurate, although it does include strengths which are no more than normal practice. Inspectors agreed with the grade given by CTC.

### *STRENGTHS*

- ◆ clear and comprehensive quality assurance documents
- ◆ good internal audit procedures
- ◆ good arrangements for monitoring quality of college training and support

### *WEAKNESSES*

- ◆ some poor internal verification
- ◆ no systematic monitoring of quality of work placements

67. The 'Prospects co-ordinator' has a thorough quality audit system. Every three months a sample is taken across all of the programmes of both trainees and work placements' files, usually of 10 per cent. Any issues arising are addressed by the 'Prospects co-ordinator' for that area and are reported using a corrective action document. These are later audited to ensure compliance. Issues with specific files are taken up by telephone with the employer and trainee, and records of agreed actions are maintained.

68. CTC has a comprehensive file of its procedures, which is issued to all co-ordinators and heads of schools. These arrangements are also held on the college's intranet system. They include procedures for initial contact with potential trainees through to when they leave the programme and job-search activities. It is regularly

updated and presented in clear language. An employers' handbook has recently been revised and is a concise yet informative guide to all aspects of the training programmes.

69. Since the first inspection, CTC has developed good assurance arrangements which cover the college-based activities of its programmes. Lessons and progress reviews are observed by managers and peers. These observations are used as the basis for self-assessment and appraisal. Each trainer is observed at least three times a year, which results in action and development plans being produced and training needs being identified. A survey has been carried out by senior managers using internally written quality statements to evaluate trainees' experiences. The survey is based on lesson observations, trainees' interviews and analysis of data and records. Areas for development have been identified with internal verification, target achievement dates, monitoring of progress and operational issues around training sessions. Staff have a good awareness of the results of the survey and the actions required.

70. The results of questionnaires are discussed at meetings and areas for improvement are identified. Many aspects of the CCTE-funded training have been developed over the last year, including ways of increasing employers' awareness of and restructuring the timetables for off-the-job training sessions. Trainees have also benefited from changes made to support services and induction, following responses from questionnaires. These changes are evaluated and the follow-up survey shows an increased awareness in the support arrangements among trainees.

71. In the last four months, monthly one-to-one meetings have been held between the college's 'Prospects co-ordinator' and the co-ordinators from each school of study. These are closely linked to the team meetings and identify specific actions for individual and groups of trainees. Focused action planning is followed up at each subsequent meeting and discussed with each of the 'Prospects co-ordinators'. Good practice is shared at team and one-to-one meetings. For example, information packs for employers to increase their awareness of training programmes have been proposed by the hairdressing team and subsequently used by all areas. There has not yet been sufficient time to establish whether these packs have improved employers' awareness.

72. A director of planning and quality was appointed shortly before reinspection, with responsibility for developing good practice in internal verification across the college. However, few improvements have been made in this area since the first inspection. Although meetings between co-ordinators and internal verifiers were held between January and October 2000, few improvements have been made. Minutes from meetings are brief and action points are not always clearly given to an individual for them to follow up. Actions from one meeting are not always addressed at the next. Three meetings have been held in the last three months between co-ordinators and internal verifiers and these have been used to action plan in more detail. A pilot internal verification policy and system have been introduced, but these have not been implemented in all occupational areas. There is little planning of the sampling of internal verification in some occupational areas.

This has been raised by external verifiers in these occupational areas and has not yet been resolved. There are inconsistencies in the way internal verification is carried out across the programmes and this results in some poor practice. In hairdressing, there has been no internal verification of the work-based assessor's work for 17 months. Identical feedback has been given by an internal verifier in care to an assessor for three separate trainees' portfolios. The feedback given to the assessor is of poor quality and does not help with their professional development.

73. Trainees' experiences at work are discussed during progress reviews and are included within the questionnaire. CTC does not, however, systematically monitor the quality of trainees' workplaces. In childcare, the 'Prospects co-ordinator' assesses each placement as to its suitability as a learning environment for young people. This is not done in other programme areas. The 'Prospects co-ordinators' carry out trainees' reviews in the workplace. However, two of them are not occupationally qualified or experienced and are unable to make judgements on the suitability or appropriateness of the placements. On-the-job training is discussed but not monitored by CTC. Some trainees have not had a workplace induction and CTC has no system to ensure that a workplace induction takes place or to monitor what is included within this induction. Health and safety checks are carried out when a work placement provider or employer is first used and then on an annual basis. Occasionally an action plan is written, with actions that the employer is required to address within three or six months. CTC does not adequately monitor these action plans and one employer has been left for a year without being reminded to address the issues on the action plan.

74. The college's self-assessment report is a comprehensive document and forms part of its self-assessment cycle. The self-assessment report produced for the first inspection was very long and, in most areas, it contained many strengths and few weaknesses. For reinspection, a more accurate self-assessment report and action plan was devised. Judgements are supported by evidence. CTC drew up an action plan to address the weaknesses identified and build on its strengths. By the time of the reinspection, some weaknesses had been addressed. Some of the long-term actions in the action plan have not yet been implemented.