

INSPECTION REPORT

Training 2000 Ltd

14 January 2002



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learn**direct provision
- adult and community learning
- training given by the Employment Service under the New Deals.

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

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

Training 2000 Ltd is a registered charity governed by a non-executive board drawn from its member companies. It has four training centres on a single site in Blackburn where it provides work-based learning for young people in seven occupational areas, six of which were inspected. There are 1,189 learners within the scope of the inspection, of whom 752 are advanced modern apprentices and 297 are foundation modern apprentices. Thirty-nine learners are following other national vocational qualification (NVQ) training programmes and 101 learners are on foundation programmes.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. Training in engineering and foundation programmes is good. Training is satisfactory in construction, business administration, management and professional, information and communication technology, and health social care and public service. The leadership and management of Training 2000 Ltd are good.

GRADES

Leadership and management	2
Contributory grades:	
Equality of opportunity	2
Quality assurance	2

Construction	3
Contributory grades:	
Work-based learning for young people	3

Engineering, technology & manufacturing	2
Contributory grades:	
Work-based learning for young people	2

Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3

Information & communications technology	3
Contributory grades:	
Work-based learning for young people	3
Health, social care & public services	3
Contributory grades:	
Work-based learning for young people	3
Foundation programmes	2
Contributory grades:	
Work-based learning for young people	2
Life Skills	2

KEY STRENGTHS

- clear understanding of strategic direction by staff at all levels
- good use of data for strategic planning
- well-developed quality assurance arrangements
- comprehensive continuous improvement programme
- effective action to increase participation of under-represented groups
- well-supported learners
- well-resourced training centres
- good off-the-job training
- excellent partnerships between employers and training providers

KEY WEAKNESSES

- lack of improvement targets for retention and achievement rates
- slow progress to qualification
- some poor retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- better operational planning
- better setting and monitoring of personal targets
- clearer target-setting in progress reviews

THE INSPECTION

1. A team of 15 inspectors spent a total of 74 days with Training 2000 Ltd (Training 2000) in January 2002. They conducted 85 interviews with managers and staff and interviewed the chairman of the board of directors. Inspectors interviewed 358 learners at the training centres and 125 learners at their work placements. They also interviewed 135 employers and workplace supervisors and visited 14 subcontractors. They examined 136 portfolios of evidence and 155 individual learning plans as well as other documents relating to Training 2000's work. They examined data on retention and achievement rates. Inspectors also observed and graded 37 learning sessions. The inspection covered six of the seven areas of learning provided by Training 2000, representing 99 per cent of the learners on government-funded programmes. The remaining area was not inspected because of the low number of learners. Inspectors studied the company's self-assessment report and action plan which were produced in September 2001.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Construction	0	0	0	2	0	0	0	2
Engineering, technology & manufacturing	0	5	7	8	0	0	0	20
Business administration, management & professional	0	0	3	0	0	0	0	3
Information & communications technology	0	0	1	0	0	0	0	1
Health, social care & public services	2	0	1	0	0	0	0	3
Foundation programmes	0	2	3	3	0	0	0	8
Total	2	7	15	13	0	0	0	37

THE PROVIDER AS A WHOLE

Context

2. Training 2000 was formed in 1989 by a merger between Accrington and District Group Training Scheme and Blackburn and District Group Training Association. Training 2000 is a registered charity governed by a non-executive board drawn from its member companies. It has four training centres on a single site in Blackburn and learners are drawn from across Lancashire. There are currently 151 members of staff, 1,090 learners on work-based learning for young people and 101 learners on foundation programmes. Some of the training is subcontracted to further education colleges and three training providers. Training 2000 also trains some New Deal clients, adult work-based learners and learndirect learners, but they were not inspected. Training 2000 provides commercial training through Training 2000 (Services) Limited which is a wholly owned subsidiary, and Environmental Training Services which is 50 per cent owned by Training 2000.

3. The training is funded by the Lancashire's local Learning and Skills Council (LSC). The largest sectors of employment in Lancashire are manufacturing, distribution, hotel and restaurant, and public administration, education and health. In September 2001, the unemployment rate in Lancashire was 2.6 per cent, compared with 2.9 per cent nationally. There are, however, significant areas of unemployment within the catchment area of Training 2000. The 1991 census shows that the proportion of people from minority ethnic groups is 3.5 per cent in Lancashire compared with 6.2 per cent nationally. In 2001, the proportion of school leavers in Lancashire achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 50 per cent compared with 47.9 per cent nationally. However, in some areas of Lancashire, the achievement rate is significantly lower at 37 per cent.

Work-based learning for young people

4. Learners in engineering produce good-quality work in well-resourced training centres. Learning support is good and progress is monitored well. There are some excellent partnerships with employers and work-placement providers. Learners' progress towards achieving qualifications is slow. There is insufficient involvement of employers in some motor vehicle engineering programmes. Learners on foundation programmes benefit from excellent resources. There are comprehensive initial assessment processes on the work-based learning programme called 'pathfinder', and a high level of pastoral support for all learners. Individual learning plans are poor for learners on foundation programmes. Learners in construction have a wide range of on-the-job training opportunities and learners and employers are well supported. There are poor rates of progress and achievement in electrical installation, and a lack of challenging targets throughout the construction area. In business administration, management and professional, there is good off-the-job training and learners have a wide range of on-the-job learning opportunities. However, retention and achievement rates are poor. Learners produce a good standard of work in information and communications technology (ICT) and are given particularly good support. However, retention and achievement rates are poor. In health, care and public service, there is good achievement of the dental nursing qualification and the off-the-job training across the area is good. Training in hospital care is well co-ordinated and employers give a thorough induction to the workplace. Retention and achievement rates on NVQ training in care are poor.

Life Skills

5. Resources for use in the Life Skills programmes are excellent. Training 2000 has made a considerable investment in providing a good environment for learning. Learners appreciate this, and take good care of the equipment and their surroundings. Learning materials are of good quality, and learners are encouraged to produce work of a similar standard. The initial assessment of learners' needs is good, as is the support that follows. Training 2000 offers good training opportunities in a wide range of occupational areas. Individual learning plans are poor. There is not enough emphasis on monitoring and recording of learners' progress, or what learners do when they leave the training programmes.

LEADERSHIP AND MANAGEMENT

Grade 2

6. Training 2000 has a clear management structure. In September 2001, a management re-organisation was carried out when one of the two joint chief executives retired. The new senior management team consists of the chief executive, four senior managers with operational responsibilities, and the company accountant. There are four operational areas in the company. A team of 13 operations managers and six team leaders/co-ordinators reports to the senior management team and four team leaders/co-ordinators report to the operational managers. There is a range of company policies and procedures including those relating to quality assurance and equal opportunities. Training 2000 achieved an international quality assurance award in 1994 and was accredited with the Investors in People standard in 1995. Both awards are current. The current self-assessment report was produced in September 2001 and is the third report the company has produced.

STRENGTHS

- clear understanding of strategic direction by all staff
- productive links with external bodies
- open and consultative management style
- good use of data for strategic planning
- well-developed quality assurance arrangements
- comprehensive continuous improvement programme
- good monitoring of subcontractors
- effective actions to increase participation of under-represented groups
- good use of external funding to support widening participation

WEAKNESSES

- no improvement targets for retention and achievement rates
- insufficient training in equal opportunities for staff
- little analysis of trends from statistical data

OTHER IMPROVEMENTS NEEDED

- better operational planning throughout the organisation
- better monitoring of staffs' personal targets
- better awareness of quality control processes and responsibilities by staff
- clearer identification of equal opportunities on employer's induction checklist

7. Staff have a clear understanding of the company's strategic objectives and the impact of the objectives on their day-to-day work. The plan for continuous improvement is shared by staff who are keen to play their part in the development of the business. Staff

are kept fully informed of planned developments and they receive a useful information file containing details of policies, procedures and strategic objectives. Similar information is found on the company's intranet.

8. The company maintains and is extending its links with external bodies. Members of the senior management team are actively involved with local and national training organisations, committees, working groups, industry bodies and employers. These links ensure that the company is aware of developments in training and of industrial developments in the relevant occupational areas. The company is well supported by employers, who donate equipment for learning and prizes for annual awards ceremonies.

9. Training 2000 has an open and consultative management style. The chief executive works closely with the management team and involves them fully in management decisions. The management team has adopted a similar style. Staff are positive about their working relationships with their managers and the contribution that this makes to the effectiveness of their teams. The informal communications are backed by formal meetings. The senior management team and the operational managers meet each month. Team leaders' meetings, departmental meetings and team meetings take place each month or fortnight and are well recorded.

10. Use of the management information system has been developed and improved significantly since the last self-assessment. Data are used to contribute to key strategic decisions. For example, the company analysed the performance of a subcontractor using achievement data and the analysis showed consistently poor achievement. Training 2000 has stopped using the subcontractor and the training is now carried out at Training 2000's training centre. There are good systems for measuring and monitoring the efficiency of training which is carried out within the organisation or by subcontractors. Cost comparisons are made between the training given by the subcontractors and that which is offered directly by Training 2000. The company plans to carry out full analyses of all its training, including subcontractors, every three years.

11. There are no improvement targets for retention and achievement rates throughout the organisation. Training 2000 does not set targets for retention and achievement rates for the subcontractors, nor do subcontractors routinely set their own targets.

12. Training 2000 does not have a planning process which is consistent across all levels of management. Operational teams are using the self-assessment action plan as their only formal planning process but this means that all actions arise from reviews rather than planning.

13. The company has satisfactory arrangements for managing staff performance. Staff have reviews of their performance each year and actions are carried out and audited. However, the forms which support the system are inadequate. Reviewers are given forms which have neither the space nor the structure to be useful and often result in superficial comments recorded by the reviewer. Reviewers have been trained in the

TRAINING 2000 LTD

system, but staff have not, and staff do not have the opportunity to formally record their views.

Equality of opportunity

Contributory grade 2

14. Training 2000 has a detailed equal opportunities policy, which is regularly reviewed and updated. It is distributed to all staff and learners during their induction programme. Copies of the policy are given to employers and are explained and discussed with them. The policy and procedures are set out in clear language which learners can understand. Prompt cards have been developed and are being piloted to reinforce equal opportunities during progress reviews. Procedures for anti-harassment, bullying and grievance are particularly well covered.

15. Effective actions are taken to increase participation of under-represented groups. Training 2000 has appointed a careers adviser who is dedicated to equal opportunities. She works with local schools which have a high proportion of young people from minority ethnic groups and the local minority ethnic communities to promote work-based learning. Activities include social education lessons, lunchtime surgeries, application sessions, mock interviews, roadshows, parent evenings and industry days. Case study and promotional materials challenge stereotypical images. They feature current and past learners including female engineers and motor mechanics. The proportion of learners from minority ethnic groups who are recruited onto Training 2000's programmes now exceeds that of school leavers in the area. At the time of inspection, 8.6 per cent of learners were from an minority ethnic background. A recent initiative to tackle disaffection and social inclusion is the work with year eleven pupils from a referral unit. Pupils from the unit attend the training centre for one day each week where they are given support to prepare for work experience. In less than three months, 21 out of 30 pupils have been placed in suitable work placements and they are attending regularly. These effective actions were identified in the self-assessment report.

16. Training 2000 actively seeks out and secures additional funding to support widening participation. This strength was only partly identified in the self-assessment report. European Social Funding (ESF) money is used to support foundation training. With the support of Single Regeneration Budget (SRB) funding, Training 2000 has provided learning facilities and resources for members of the minority ethnic community. They also provide multi-lingual male and female trainers. Training 2000 has two training and consultancy companies and surpluses are put into the companies funds to support training. An example of how this money is used effectively, is the operation of their engineering sponsorship programme to encourage suitable applicants from minority ethnic groups. Six learners every year are sponsored, for up to one year, on the full-time engineering programme until a suitable employer is found.

17. Staff training records show that a number of staff have not received any training in equal opportunities during the past three years. A training session on equal opportunities for all staff had been arranged for the week before the inspection but had been cancelled at short notice by the training provider. Some of the progress reviews do not refer to equal opportunities. When there are comments, they indicate that the reviewer has limited awareness of equal opportunities. The lack of training for staff was not identified in the self-assessment report. Employers complete an induction checklist for their learner

TRAINING 2000 LTD

which does not include reference to equal opportunities.

Quality assurance**Contributory grade 2**

18. Quality assurance arrangements are defined within the quality assurance policy and a documented system of procedures and forms. The procedures cover a wide range of training and management activities. Management of quality control is the responsibility of the chief executive and the quality assurance manager. Staff have access to all procedures. The quality assurance system is reviewed and amended at defined periods. There is a quality assurance policy which outlines the company's commitment and objectives and it includes the objectives for self-assessment. Nominated and trained staff carry out the internal verification of NVQ assessments. The organisation's self-assessment and action plan involved all senior management staff and the company's training staff also gave feedback on the processes and service provided. The action plans have been reviewed and updated on a number of occasions. The self-assessment report was an informative and well-structured document and for most of the occupational areas, the strengths and weaknesses were an accurate reflection of the company's processes.

19. There are well-developed quality assurance arrangements. Developments have taken place over the past 18 months through a series of procedural trials and performance reviews. Organisational structures have been put in place where responsibilities for quality assurance are clearly indicated. Training processes have undergone considerable review and are still being developed. Learning sessions in the training centre and training staff are regularly monitored. There are effective systems in place for giving feedback on the quality of materials, resources and teaching. Training staff readily accept positive and negative feedback and initiate improvements. The internal verification process follows the awarding body good practice guidelines across all occupational areas. There are schedules held by each internal verifier which ensure effective sampling of learners' work. Observations of assessment practice are also routinely carried out. There is a comprehensive staff development programme relating to teaching and training skills. Feedback is routinely collected from learners and employers, but this is a new process and results have yet to be fully analysed. Quality assurance procedures have been developed to collect and analyse all future feedback.

20. There is a comprehensive continuous improvement programme in place. The current quality assurance procedures have been reviewed and updated and clearly match current operational practices. The standardisation of documents, procedures and forms is a major improvement. The quality assurance review group effectively reviews and updates generic management and occupationally specific processes and procedures. Continuous improvement in specific training and management processes has been enhanced, particularly in the provision of national vocational qualifications (NVQs). There have been significant improvements made in the recording of the learners' progress and review process. The self-assessment action plan has been frequently reviewed and updated and has become an informative document. Communication of quality assurance initiatives has been improved by the introduction of more formal management and staff meetings.

21. There is good monitoring of most subcontractors. The effective monitoring of further

education and subsequent concerns raised, has resulted in the establishment of vocational education facilities in each of the company's own training centres. Regular and formal observations of training are carried out by the quality assurance monitoring group and constructive and clear feedback is given to individual lecturers. There is an effective process for employers, learners or training staff to highlight any problems or concerns with subcontractors. When problems are identified, a quality concern note is raised against the subcontractor. The records clearly detail the problems, the actions taken and the resulting improvement and corrective action taken by the subcontractor.

22. There is little analysis of statistical data to identify trends. Data collected within the management information system is mostly used to measure performance against financial and contractual targets. However, there has been considerable development and improvement to the data collection process.

Good Practice

Extensive analysis of recruitment data takes place to enable more effective targeting of recruitment activities. The analysis shows applications, initial assessments, interviews with employers, success in interviews and starts on programmes for ethnicity, gender, disability and schools. Trends and patterns have been identified for the past three years.

AREAS OF LEARNING

Construction

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	307	3

23. Training 2000 offers training in a range of construction occupations. There are 135 advanced modern apprentices in plumbing, 58 in electrical installation, 44 in heating and ventilation, 30 in gas services and one in building services. There are 38 foundation modern apprentices. Seventeen are in plumbing, one is in electrical installations, two are in heating and ventilation, one is in plant maintenance and 17 are in air conditioning and refrigeration. One learner is working towards an NVQ in gas services. There are 307 learners in total, and all learners are employed. Most learners are recruited by Training 2000, although employers refer some for initial assessment. All applicants are initially assessed and interviewed to determine the most appropriate employment and training programme. Unemployed applicants are matched with employers offering work placements. Training 2000 currently works with about 150 employers, who range in size from sole proprietors to large contractors and local authorities. Advanced modern apprentices are allowed up to 53 months to complete the apprenticeship framework. Other learners are on programme between two and three years. Off-the-job training and key skills training takes place at eight subcontracted further education colleges. Learners attend off-the-job training on one day each week. Training 2000 has recently gained accreditation as an assessment centre for a number of the occupations, but no assessment has been carried out under this accreditation as yet.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					22		19		15	
Still in training					8	36	15	79	15	100
FMA framework completed					3	14	1	5	0	0
NVQ level 2 completed					16	73	7	37	0	0
Left without completing the framework					11	50	3	16	0	0

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started	69		76		114		98		64	
Still in training	10	14	41	54	78	68	76	78	63	98
AMA framework completed	26	38	9	12	6	5	4	4	0	0
NVQ level 2 completed	43	62	45	59	48	42	4	4	0	0
NVQ level 3 completed	26	38	10	13	9	8	5	5	0	0
Left without completing the framework	33	48	26	34	30	26	18	18	1	2

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started	19		9		3		1			
Still in training	0	0	0	0	0	0	1	100		
Individual learning plan completed	14	74	5	56	1	33	0	0		
Left without completing individual learning plan	0	0	0	0	0	0	0	0		
NVQ level 1 completed	0	0	0	0	0	0	0	0		
NVQ level 2 completed	11	58	6	67	1	33	0	0		
NVQ level 3 completed	4	21	0	0	0	0	0	0		
NVQ level 4 completed	1	5	0	0	0	0	0	0		

STRENGTHS

- wide range of on-the-job learning opportunities
- good support for employers and learners

WEAKNESSES

- slow progress and poor achievement rates in electrical installation
- lack of challenging targets from progress reviews

OTHER IMPROVEMENTS NEEDED

- more effective use of work-based evidence
- increased awareness of the training programmes by employers

24. Learners benefit from a wide range of on-the-job learning opportunities. Employers move apprentices between sites, activities, tasks and projects to develop their knowledge, skills and competence. The good range of work activities is well-matched to the requirements of the NVQs. Learners are placed with experienced and qualified supervisors who are able to offer appropriate training and support. There are good opportunities to gather evidence for key skills. All learners have an induction at their place of employment and Training 2000 also carries out an induction, either in the training centre or in the workplace.

25. Learners and employers are given good support from Training 2000. There are six career development advisers who assess employers to ensure that they can offer the training and support necessary to enable learners to achieve the targets on their individual learning plans. They match learners with employers, carry out progress reviews every 12 weeks and liaise with colleges. Career development advisers can be contacted at any time and they promptly resolve any difficulties. All career development advisers have good occupational qualifications, industrial experience and they all have, or are working towards, assessor qualifications. Career development advisers work in their own occupational areas.

26. The retention rates have improved from 57 per cent in 1997-98, to 69 per cent in 1999-2000. Assessment is satisfactory and is supported by internal verification procedures which meet awarding body requirements. Resources for off-the-job training are satisfactory.

27. There is slow progress and poor achievement rates in electrical installation. Only one-third of the advanced modern apprentices from 1997-98 are still on the training programme and the remainder left without achieving their NVQ. Only 28 per cent of

those who started in 1998-99 have achieved the targets on their individual learning plan, and 42 per cent are still in training. Foundation modern apprenticeship programmes only started in 1999-2000 and there is insufficient data to make judgements on retention and achievement rates. NVQ training programmes have only one learner still in training.

28. There are no targets set during progress reviews and few mention key skills. The lack of clear targets makes it difficult for employers to plan the on-the-job training. Learners who have been given clear, challenging and measurable targets have completed their programme in a shorter time than those who have not.

29. Some employers have insufficient details of the off-the-job training to enable them to co-ordinate the on- and off-the-job training effectively. A number of employers do not understand how they can help their learners with work-based evidence. Some learners have work-based evidence but still have to repeat tasks under simulated conditions in the colleges.

Good Practice

Four advanced modern apprentices who were made redundant by their employer, gained further employment within 24 hours with the help of Training 2000's staff.

Engineering, technology & manufacturing**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	564	2

30. Training 2000 has 564 learners in engineering, following programmes in motor vehicle trades and in engineering manufacturing and technology. They are recruited from a number of sources including employers, schools and the careers service and all applicants are interviewed. Confidential school reports are considered, initial assessment tests are carried out and all learners receive feedback. There are 351 advanced modern apprentices, 197 foundation modern apprentices and 16 learners on other NVQ programmes. All of the modern apprentices are employed. Advanced modern apprentices in engineering manufacturing and technology attend their first year at the Training 2000 training centre full time, and work towards a level 2 NVQ in engineering foundation. Three key skills units are also completed during the first-year foundation programme. The remaining three years is in the workplace where the level 3 NVQ and the remaining key skills units are completed. Foundation modern apprentices in engineering manufacture and technology undertake a series of blocks of off-the-job training amounting to 12 weeks at the training centre during the early stages of their first year. During that time they work towards the level 2 NVQ and some key skills units. The rest of their training and assessment is at work as they work towards an occupationally specific NVQ at level 2. Two hundred and six local companies provide on-the-job training for motor vehicle learners in seven vocational programme areas. They include main franchise dealerships, large accident repair centres and independent employers. Off-the-job training is either carried out by Training 2000 or subcontracted to local colleges. Training 2000 has accreditation for the delivery of NVQ levels 2 and 3, and key skills levels 1, 2 and 3. For motor vehicle trades, occupational assessment is carried out in the workplace. An exception to this is in the body and paint programmes where some assessment is carried out within a realistic working environment. Most learners attend for day-release off-the-job training at either Training 2000 or local further education colleges. Some learners continue attending college on day-release for four years and progress to higher national qualifications.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					101		115		84	
Still in training					44	44	76	66	77	92
FMA framework completed					6	6	0	0	0	0
NVQ level 2 completed					45	45	20	17	0	0
Left without completing the framework					51	50	39	34	7	8

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					121		307		99	
Still in training					65	54	192	63	94	95
AMA framework completed					11	9	15	5	0	0
NVQ level 2 completed					52	43	137	45	0	0
NVQ level 3 completed					16	13	29	9	0	0
Left without completing the framework					45	37	100	33	5	5

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					15		12		7	
Still in training					5	33	6	50	5	71
Individual learning plan completed					2	13	0	0	0	0
Left without completing individual learning plan					8	53	6	50	2	29
NVQ level 1 completed					0	0	0	0	0	0
NVQ level 2 completed					1	7	0	0	0	0
NVQ level 3 completed					1	7	0	0	0	0

STRENGTHS

- good recruitment practice in motor vehicle engineering
- excellent partnership with employers in engineering, manufacture and technology
- good monitoring of progress in engineering, manufacture and technology
- well-resourced training centre for engineering, manufacture and technology
- enthusiastic and knowledgeable learners
- excellent portfolios in engineering, manufacture and technology
- well-supported learners
- good work placements in motor vehicle engineering

WEAKNESSES

- slow progress towards achievement of qualifications
- insufficient involvement of employers in motor vehicle engineering programmes

OTHER IMPROVEMENTS NEEDED

- more measurable target-setting during progress reviews

31. Recruitment practice in motor vehicle engineering is good. All applicants undergo psychometric tests and confidential assessment reports from school are also taken into consideration before applicants are offered an interview. Successful interview candidates are recommended for appropriate vocational programmes and qualifications. The training provider's staff then arrange an interview in the type of workplace required and location of their choice. Employers have very good working relationships with Training 2000 and strong links have been established with the motor industry. Learners who are recruited directly by companies, still undergo the same process. Employers express a great deal of satisfaction with the way applicants are tested before selection and recruitment take place. All applicants are employed. Good recruitment practice was not identified as a strength in the self-assessment report, but Training 2000 have identified employment levels as a strength.

32. The partnership between Training 2000 and employers is excellent. Employers have immediate and open access to Training 2000's premises and visit frequently to check on the progress of their learners. Training 2000 produces regular and comprehensive reports on all training and development activity undertaken by learners. Employers are actively involved in the identification and selection of optional and additional NVQ units and this leads to individual programmes being well matched to employers' needs. Employers allow learners to work on real projects, supported in most cases by a

designated mentor and operational manager. Many learners are given personal development opportunities, which are readily taken up. Training 2000 has recently developed a formal customer satisfaction questionnaire, but it is too early to judge its effectiveness. Some employers carry out formal reviews of the services offered by Training 2000.

33. The monitoring and recording of progress during on- and off-the-job training is good. During the first-year foundation programme, each learning and assessment task carried out is clearly recorded on a programme chart. Learners are encouraged to assess their own progress and performance. The off-the-job training tutor, the supervisor or the careers development adviser also carries out an assessment either confirming or amending the learner's judgement. During progress reviews and additional support visits, the learner and the workplace adviser record the assessed unit of competence in well-constructed portfolios of evidence. A grade figure is also given on the achievement to date. Learners are clear about their achievements and the future work required for the successful achievement of the qualification. The monitoring system is also effectively used when measuring the progress of groups of learners.

34. Training 2000 has a well-resourced training centre which is clean, spacious and well maintained. A great deal of attention is paid to health and safety in the workplace, particularly to the safety of learners. The training covers traditional, manual skills as well as the more advanced technical competences such as computer numerical control machining and other computer-aided disciplines. Training 2000's staff are appropriately qualified to train and assess and there is a positive rapport between staff and the learners.

35. Learners are extremely enthusiastic and knowledgeable about their training and development. They demonstrate full understanding of their frameworks and the individual components of the apprenticeships. Learners speak openly of their aims and can define the contributions made by Training 2000 to their achievements. There is a clear understanding of individual responsibilities for support. Learners readily accept challenge and many are working on complex business projects. Most learners take up the opportunities offered for additional and higher level qualifications.

36. Portfolios of evidence in engineering technology and manufacturing are excellent. Evidence is comprehensive, collated and cross-referenced to the qualifications. They contain clear technical specifications and references, reports on activities undertaken and digital photographs of the learner at work and of the product being manufactured. All competences are meticulously recorded and the overall quality far exceeds the requirements of the qualification. Vocational skills and education and key skills are well matched to individual units of learning. Records of all assessments are held and learners are able to accurately identify how far they have progressed towards achievement of their qualifications.

37. Learners are given good support. When learners start a programme late, they are given particular support to enable them to catch up. The careers development advisers

work closely with employers. Learners are given a helpline telephone number which allows them to contact an adviser at any time to discuss problems. The careers development adviser and the employer give good support and pastoral care to the learners. Learners are visited frequently and their progress is reviewed. Qualified and occupationally competent training staff visit each learner at work, at least every four to six weeks, to carry out progress reviews and assess NVQ and key skills evidence. Regular assessments are scheduled, but learners can request an assessment at any time. Initial assessment of key skills is now taking place for new learners. Analysis has shown that there is a range of needs and specialist key skills classes have been organised. A qualified counsellor is available to deal with personal and social problems.

38. Work placements in motor vehicle engineering are good. All employers support their learners and offer a wide range of experience from a small garage to a multi-national manufacturer's main agent. The resources are good and learners can use a range of modern equipment. The learners are trained by experienced staff on a one-to-one basis, and within a year they carry out unsupervised real work for customers.

39. Arrangements for training are very flexible. There are examples where learners have been made redundant and the training provider's staff have arranged other employment with minimum disruption. Similarly, training organisations have stopped trading and the training provider has readily accepted the learners and assumed responsibility for their training. When learners show a preference for a different off-the-job location, staff make alternative arrangements and employers are kept informed.

40. Progress towards completion of the advanced modern apprenticeship framework is slow, resulting in poor achievement rates. For example, only 37 per cent of the 1997-98 mechanical engineering and production learners have achieved all parts of their qualification. A further 33 per cent are still in training. In this area, subsequent starters are still within the four years allowed for the completion of their programme. Twenty-five per cent of learners who started in 2000 transferred to their employer's own training school after their first year. The other groups have retained 70 per cent or more of the learners. The average retention rate for engineering learners over the past three years is 69 per cent. Improved processes for collating information and improvements to work-based and vocational training over the past three years, indicates that current learners are on schedule to complete their programmes in the required timescale.

41. There is insufficient involvement of employers and understanding in motor vehicle engineering. Some supervisors understand the NVQ structure and they are able to encourage and participate in the education of the learner. Other supervisors show little or no knowledge, and they are unable to help with the collection of the practical evidence. This weakness was identified in the self-assessment report.

42. Some of the progress reviews lack targets for the achievement of the NVQ. Observation and review visits do not always identify specific actions which can be linked to the NVQ. In vehicle body repair, paint and commercial bodybuilding, progress reviews do not show that previously identified actions have been satisfactorily

completed. In motor vehicle, key skills for learners in second, third and fourth years have been assessed and a schedule of specific training has been set up to deal with the deficiencies. Key skills assessments are mechanistic and some of the learners' everyday tasks are not used for assessments. Key skills training for the commercial vehicle bodybuilder course is not an integral part of the NVQ training. There is no system for monitoring NVQ progress on the commercial vehicle bodybuilding course, either by the learner or the staff.

Good Practice

Success is celebrated during an annual awards event where learners' parents and employers attend an evening ceremony. Awards are presented by celebrities, including international footballers. Employers value this as it generates exposure in the local press and in employers' newsletters, including one which is produced internationally by a major manufacturer.

Business administration, management & professional**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	144	3

43. Training 2000 offers training programmes for business administration and accounting. There are 95 advanced modern apprentices, of whom 55 are in business administration and 24 are in accounting. All the accounting advanced modern apprentices are working towards an externally accredited accounting qualification. Of the 47 foundation modern apprentices, 46 are in business administration and one is in accounting. There are two NVQ learners, of whom one is working towards a level 3 NVQ in business administration and one is working towards the externally accredited accounting qualification. Some accounting learners progress on to level 4 of the accounting qualification. Learners may join at any time of the year. Advanced modern apprenticeships are planned to enable most learners to complete the qualification in three years. Recruitment is by direct application to the training provider, referral from the careers service or is initiated by the employers. All applicants are initially assessed using a psychometric test to determine the applicant's aptitude and suitability and this is followed by an interview. Once selected, the learners are given a one week induction before joining their companies. All learners attend one day a week off-the-job training. Off-the-job training was subcontracted until September 2001, but now Training 2000 carries out half of the off-the-job training. The subcontractor carries out assessments and on- and off-the-job training for all the accounting learners, and off-the-job assessment only for the business administration learners who are attending subcontracted day-release courses. Six careers development advisers assess on- and off-the-job training for the rest of the business administration learners. All staff are occupationally competent and have assessor and internal verifier qualifications. Training 2000 works with approximately 100 employers from a range of businesses such as solicitors, car manufacturers, newspaper offices, a wallpaper manufacturer and the local authority.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					43		41		24	
Still in training					6	14	20	49	21	88
FMA framework completed					7	16	1	2	1	4
NVQ level 2 completed					16	37	4	10	2	8
Left without completing the framework					30	70	20	49	2	8

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			65		54		56		43	
Still in training			5	8	13	24	39	70	38	88
AMA framework completed			17	26	10	19	0	0	0	0
NVQ level 2 completed			35	54	23	43	10	18	0	0
NVQ level 3 completed			27	42	16	30	1	2	0	0
Left without completing the framework			43	66	31	57	17	30	5	12

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			29		13		13		1	
Still in training			1	3	0	0	0	0	1	100
Individual learning plan completed			13	45	8	62	1	8	0	0
Left without completing individual learning plan			15	52	5	38	12	92	0	0
NVQ level 1 completed			0	0	0	0	0	0	0	0
NVQ level 2 completed			13	45	8	62	0	0	0	0
NVQ level 3 completed			4	14	2	15	0	0	0	0
NVQ level 4 completed			0	0	0	0	1	8	0	0

STRENGTHS

- good selection and induction process
- wide range of on-the-job learning opportunities
- good off-the-job training

WEAKNESSES

- poor retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- better monitoring of internal verification procedures of the subcontractor

44. Training 2000 has a good selection and induction process. Most learners are recruited by Training 2000 and all learners are initially assessed to ensure that appropriate qualifications and levels are identified. Unemployed applicants are matched with employers who are advertising for jobs, and interviews are arranged. The recruitment process is well recorded. When an applicant does not meet the criteria to be a foundation or advanced modern apprentice they are referred to other departments of the organisation for guidance and alternative programmes are offered at this stage. Training 2000 has a good reputation with employers who sometimes approach them for training for their newly recruited employees. Training 2000 checks the employers for their commitment to training and their ability to offer work-based learning before sending any candidate for interview. Learners are given a comprehensive induction in the first week. The induction plan is detailed and flexible and includes an introduction to the procedures and policies of the employer and the training provider. Particular emphasis is placed on equality of opportunity and health and safety. The induction programme is flexible enough to accommodate the needs of individual employers. Separate tests are used to identify additional needs for key skills. Learners are given additional training in basic text processing skills.

45. Learners are offered a wide range of on-the-job training. Assessors work with employers and workplace supervisors to identify learning opportunities which allow learners to develop a wide range of skills. In many cases, learners spend time in different departments within the company which helps with skill development and gives additional assessment opportunities. The employers take an interest in their employee's training programme, attend the progress reviews and keep in touch with the training provider. Training 2000 sends the personal details of learners along with the results of the initial assessment to the employers. Tutors monitor the learners' progress and advise on how to collect evidence from the workplace.

46. Off-the-job training is good. Training 2000 has well-equipped training suites for general training and for information technology (IT) training. The IT suite is used for computer-based training and for the additional training in text processing. An internationally approved computer qualification is offered to enhance the IT training. For the 2001 learners, Training 2000 is carrying out the off-the-job training on its own premises to four groups of business administration learners. At present, the retention rate is showing a significant upward trend.

47. Individual learning plans are satisfactory. The six career development advisers visit learners in the workplace every month to assess and plan action and every 12 weeks to review their progress. During these visits the individual learning plan is reviewed and updated. The learner, career development adviser and the employer sign the individual learning plan and all are aware of the training needs and progress of the learner. Additional learning support is offered when necessary.

48. Assessment is thorough and comprehensive. Learners and assessors plan activities for each unit of the NVQ to enable them to produce appropriate evidence. Realistic timings for the completion of activities are agreed and recorded. Evidence from the workplace is kept in well-structured portfolios which contain a wide range of evidence such as computer printouts, and copies of letters and documents. Witness testimony from supervisors/managers which confirms that learners have undertaken tasks and shown initiative in the workplace, are also included. Learners are observed regularly at work and clearly written records of observations are kept. Internal verification is carried out by Training 2000's staff or by a subcontractor and is satisfactory.

49. Retention and achievement rates are poor. The achievement rates for foundation and advanced modern apprenticeships have shown a downward trend for the past three years. Thirty per cent of the advanced modern apprenticeships, 49 per cent of the foundation modern apprenticeships and 92 per cent of NVQ learners left without completing the framework or achieving the targets on their individual learning plan. Training 2000 is aware of this weakness and is monitoring the subcontracted work on a regular basis. Training 2000 is now carrying out all of the off-the-job training in business administration. This is a new development which started with the 2001 intake and its impact has yet to be fully evaluated.

Good Practice

One learner prepared a presentation of the company's history and management structure. The company agreed to use the information, with minor amendments, for the company induction. Another learner prepared an induction manual for new employees, and another prepared a computer presentation for the line manager to use as a presentation to the board.

Information & communications technology**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	15	3

50. Training 2000 offers training programmes for using IT and for installing and supporting IT systems. There are 11 advanced modern apprentices, five of whom are in IT and six in installing and supporting IT systems. There are four foundation modern apprentices, one in using IT and three in installing and supporting IT systems. Two learners are working towards NVQs at levels 2 and 3. All learners on the work-based learning programmes are employed. Training 2000 recruits young people directly for the work-based programme and then matches them with potential employers. All employers are checked for suitability and health and safety. Learners normally attend off-the-job training at the training centre for one day each week, although other arrangements are made to meet the individual needs of learners and employers. All learners on the IT programmes work towards an internationally accredited computer qualification in addition to the NVQ. Learners who are working towards the installing and supporting IT systems, undertake a nationally recognised IT systems support technicians award as a part of their NVQ.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					10		8		2	
Still in training					0	0	3	38	1	50
FMA framework completed					2	20	2	25	0	0
NVQ level 2 completed					5	50	2	25	0	0
Left without completing the framework					9	90	3	38	1	50

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			9		5		13		3	
Still in training			0	0	1	20	7	54	3	100
AMA framework completed			3	33	1	20	0	0	0	0
NVQ level 2 completed			5	56	1	20	0	0	0	0
NVQ level 3 completed			7	78	4	80	0	0	0	0
Left without completing the framework			6	67	3	60	6	46	0	0

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			1		4		3		2	
Still in training			0	0	0	0	1	33	1	50
Individual learning plan completed			0	0	2	50	0	0	0	0
Left without completing individual learning plan			1	100	2	50	2	67	1	50
NVQ level 1 completed			0	0	0	0	0	0	0	0
NVQ level 2 completed			0	0	3	75	0	0	0	0

STRENGTHS

- good standard of learners' work
- particularly good support for learners

WEAKNESSES

- poor retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- better communication with employers about off-the-job training
- more comprehensive individual learning plans

51. The work which is produced by learners is of a high standard. Portfolios are well

structured with large amounts of evidence from a wide range of sources. Evidence is clearly cross-referenced to the occupational standards and is very well presented. Learners are confident users of many software packages and use them to produce work of a good commercial standard. Practical work is also good and learners are skilled and highly motivated. Key skills training is an integral part of the vocational training. When there are insufficient opportunities to assess key skills within the NVQ, assessors use a specifically designed key skills assessment.

52. Learners receive particularly good support. The recruitment process identifies individual needs and includes an assessment of aptitude. The results of the assessment are discussed with the applicant to identify the type of programme which meets their needs. Basic skills needs are identified at this stage and arrangements are made for the support to be given. Learners are given particularly good pastoral support during their learning programme. Training 2000's staff know their learners very well. They can clearly identify individual learner's needs, both pastoral and training, and deal with the needs sensitively and effectively. External agencies are used to good effect when learners need support beyond the expertise of Training 2000's staff.

53. Learners benefit from a wide range of training in the workplace. Career development advisers work with employers and learners to put together a learning programme. Employers work with Training 2000's staff to ensure that learners are covering the full range of work required by their NVQ. Employers are fully involved in progress reviews and often vary the work schedule to meet the training needs of learners.

54. Training resources are satisfactory with sufficient computers in each room for the group sizes. The computers are all recent machines with appropriate software and access to the Internet. Staff are well qualified and have appropriate experience.

55. Progress reviews take place every 12 weeks. Targets are sufficiently challenging and the learners' progress is well monitored. Individual learning plans are amended and updated, but some aspects of the training are not included.

56. Assessment is satisfactory and is supported by good internal verification. Assessors plan assessments to cover each unit of the learners' NVQs and share their plans with learners and employers. Assessors check that assessment activities fit in with the proposed schedule in the workplace. Employers often amend work schedules to accommodate planned assessments. All internal verifiers are appropriately qualified and the policy is strictly adhered to. Sampling is well planned and covers assessors, learners, programmes and assessments.

57. Retention and achievement rates are poor, but the self-assessment report did not identify these as a weakness. Retention rates over the past three years have averaged 38 per cent and achievement rates have averaged 28 per cent for 1999-2000 and 2000-01. The retention rate for the year 2000-01 was 54 per cent. Training 2000 has tried to improve the poor retention rates by improving support for learners, but it is too early to

determine how effective the measures are. Some employers are not adequately informed about the structure of the off-the-job training.

Good Practice

One learner was identified as having significant personal problems and had left the training programme. Training 2000 arranged for its qualified counsellor to work with the learner over an extended period of time and arranged additional support from a careers service key worker. The learner has now rejoined the training programme.

Health, social care & public services**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	58	3

58. Training 2000 offers training programmes for hospital care, elderly care, dental nursing, dental technician, and pharmacy technicians. There are 29 advanced modern apprentices, of whom 27 are working towards a level 2 and 3 NVQ qualification in care with options specifically related to hospital care and two are working towards an NVQ at level 3 in pharmacy services. There are 11 foundation modern apprentices. Three are working towards level 2 NVQ in care with options related to hospital care and one is working towards level 2 NVQ with options related to elderly care. Seven foundation modern apprentices are working towards a dental nursing certificate with customer service level 2. There are 18 learners undertaking NVQ training. Six are working towards level 2 NVQ in elderly care, two are working towards dental technology, and 10 are working towards an NVQ in oral health care support. Recruitment is by direct application to the training provider or by referral from the careers service. Recruitment and selection to the hospital care, dental nursing, pharmacy technicians and dental technicians is dependent on GCSE grades in specified subjects. All applicants are initially assessed to determine aptitude and suitability for the programme, followed by an interview. Basic skills initial assessment takes place if the GCSE results and those from the aptitude test indicate that additional support may be required. Induction is carried out by Training 2000, the employer and by the subcontractor responsible for the training. All training and assessment, with the exception of dental nursing, is subcontracted to other training providers. They include a local further education college and university, the local NHS trust and another training provider. Off-the-job training takes place each week on all programmes. All assessments are carried out in the workplace. Training 2000 has one career development adviser who assesses the NVQ in oral health support and one tutor. Both are occupationally qualified and experienced and have assessor qualifications. A career development adviser has responsibility for the hospital care programme. All of the subcontractors' staff are occupationally qualified and have assessor and internal verifier qualifications.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started					12		21			
Still in training					0	0	11	52		
FMA framework completed					0	0	0	0		
NVQ level 2 completed					8	67	16	76		
Left without completing the framework					12	100	10	48		

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			10		17		14		13	
Still in training			1	10	4	24	11	79	13	100
AMA framework completed			6	60	3	18	3	21	0	0
NVQ level 2 completed			8	80	15	88	0	0	0	0
NVQ level 3 completed			6	60	6	35	0	0	0	0
Left without completing the framework			3	30	10	59	0	0	0	0

NVQ Training										
NVQ Training										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started	17		18		27		1		15	
Still in training	0	0	1	6	1	4	1	100	15	100
Individual learning plan completed	11	65	10	56	6	22	0	0	0	0
Left without completing individual learning plan	6	35	7	39	20	74	0	0	0	0
NVQ level 1 completed	0	0	0	0	0	0	0	0	0	0
NVQ level 2 completed	6	35	8	44	5	19	0	0	0	0

STRENGTHS

- thorough induction to the workplace by employers
- well co-ordinated training in hospital care
- good off-the-job training
- good achievement of dental nursing qualification

WEAKNESSES

- slow completion of NVQ in hospital care
- no completion of foundation modern apprenticeships
- poor retention and achievement rates on NVQ training

OTHER IMPROVEMENTS NEEDED

- clearer recording of additional needs on individual learning plans
- clearer target-setting in progress reviews
- better communication of off-the-job training to employers

59. The employer gives a good two-week induction to learners working towards the NVQ in hospital care. It includes a good introduction to working in a hospital environment and covers confidentiality, basic nursing care and mandatory training on moving and handling, and health and safety. Learners are given an induction relevant to the work on each ward and any additional training such as dealing with challenging behaviour. Elderly care employers have detailed written induction programmes which includes basic training for working in the care environment. Dental nurses undergo a full induction into different aspects of work, covering health and safety, stock location, introduction to relevant clinical terminology and dental instruments. One dental employer has developed a CD-ROM for use at induction.

60. The on- and off-the-job training in hospital care is well co-ordinated. Tutors from the NHS training department liaise closely with the ward staff. Four weeks before the start of a work placement, the ward managers are fully informed of a learner's training needs and the contents of the off-the-job training. Learners give a presentation of their experience on a ward as part of the planned off-the-job training programme and this is also used as evidence for key skills. Tutors monitor the training and learning that has taken place during these sessions and develop it further. Training 2000's staff visit dental and elderly care employers and keep them fully informed about attendance at off-the-job training sessions, the units the learner is working towards and about any training or evidence required. However, this is an informal process and there are no written copies of off-the-job training for the employers to allow the planning of the on-the-job

training.

61. Off-the-job training sessions are well planned and well structured. Groups of learners are given clear instructions on their work and tutors encourage learners to reflect on their learning and apply it. Feedback from the group activities is well managed and tutors have good questioning skills. Key skills training is an integral part of the vocational qualification and evidence gathering is a planned part of the off-the-job training programme. Training 2000 has equipped a room specifically for dental nurse training and learning packages in care are available to support learners with their background knowledge.

62. Assessment practices are satisfactory and are supported by clear internal verification strategies. Learners have a good understanding of the NVQ and are fully aware of their progress. Portfolios are well organised, individualised and include a good range of evidence. Achievement rates of the dental nursing qualification are good with 89 per cent of the learners passing the examination in May 2001.

63. Achievement of the NVQ in hospital care is slow. Three learners who have been training since October 1999, have not completed the level 3 as yet. One learner has only achieved four of the 12 units and two of these have been cross-referenced from the level 2 qualification. Only one of the 10 learners who started working on the level 2 as part of the advanced modern apprenticeship framework in October 2001, has achieved the qualification and two learners have not achieved any of the units.

64. None of the foundation modern apprentices have completed the framework. In 1999-2000 and 2000-01, a total of 12 learners started on a foundation modern apprenticeship in elderly care. None of the learners completed the framework and only two achieved the level 2 qualification. Training 2000 identified that learners who had significant additional learning or social needs found it difficult to deal with the NVQ qualification and the key skills, and have since been moved onto NVQ training. In 1999-2000, eight learners started working towards a foundation modern apprenticeship in customer service and the examination based dental nursing qualification. The training was undertaken by a subcontractor and although six of the eight learners successfully gained the dental nursing qualification, none completed the framework. Training 2000 identified problems with the training of key skills and has since appointed qualified staff to carry out the training themselves.

65. Retention and achievement rates on NVQ training are poor. The number of early leavers has increased from 35 per cent in 1997-98 to 74 per cent in 1999-2000. Achievement rates have also declined over this period. Achievement of level 2 NVQs has declined from 35 per cent in 1997-98 to 19 per cent in 1999-2000.

66. Learners are reviewed frequently. Progress is monitored and targets set, but some of the targets do not give specific completion dates. Individual learning plans have been changed to give more specific and individual targets for unit completion. However, they do not identify how learning and support needs will be met.

Good Practice

Learners on the newly introduced NVQ in oral health care support are working towards key skills as additional qualifications even though a modern apprenticeship framework is not yet in place.

Foundation programmes**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	90	2
Life Skills	11	2

67. Training 2000 offers two foundation training programmes, work-based learning for young people, called pathfinder, and Life Skills as part of the Learning Gateway. The pathfinder programme is designed for young people who need additional support to move into mainstream training. Learners attend the training centre for four days each week for four weeks at the start of their training programmes. Learners also take part in a range of training sessions designed to increase their awareness of employment. Work placements are also identified during this period and on successful completion of their training, learners attend a work placement for four days each week and are able to work towards the achievement of an NVQ at level 1. NVQs are available in six occupational areas covering performing manufacturing operations, housekeeping, administration, retailing, stores and warehousing and specialised plant and machinery operations. The average length of stay on the programme is 24 weeks and there are currently 90 learners taking part. The Life Skills programme is designed to assist young people who lack the skills and attitudes needed for many learning opportunities and the world of work. Learners attend the training centre for up to 21 hours each week and take part in a range of activities which are designed to increase their progression opportunities. The average length of stay on the programme is 19 weeks and there are currently 11 learners taking part. Most learners are referred by the careers service and personal advisers maintain contact with learners during their time on the training programmes. Progression routes for both of the training programmes include employment with training, work-based learning and further education.

The following table shows the achievement and retention rates available up to the time of the inspection.

Foundation Programmes										
Foundation Programmes										
	1997-98		1998-99		1999-2000		2000-01		2001-02	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started			65		303		207		139	
Still in training			0	0	1	0	15	7	85	61
Gained job with training/progressed to further training and/or planned learning completed			74	114	270	89	165	80	56	40
Left without either			0	0	32	11	39	19	24	17
Gained job with training			30	46	80	26	68	33	37	27
Progressed to further training			8	12	33	11	18	9	6	4
Planned learning completed			36	55	157	52	79	38	13	9

STRENGTHS

- excellent resources
- comprehensive initial assessment processes on pathfinder programme
- wide range of learning opportunities on pathfinder programme
- high level of pastoral support

WEAKNESSES

- insufficient focus on identifying learners' progress
- poor individual learning plans

OTHER IMPROVEMENTS NEEDED

- wider range of off-the-job practical learning activities
- more effective induction

68. Learners benefit from excellent resources at Training 2000. Staff are aware of the importance of a good environment for learning and have ensured that the facilities are of an extremely high standard. The training rooms are well decorated and well furnished and are equipped with a good range of training resources. Learners also have the use of a fully equipped ICT suite within the training centre. Staff ensure that all learning

support material, including handouts and worksheets, for example, are good quality. Learners are encouraged to produce their work to a similar standard and as a result, portfolios and other records of their work are also good. Learners make very good use of photographic evidence in their portfolios, clearly showing specific tasks they have carried out.

69. There are comprehensive initial assessment processes on the pathfinder programme. Staff use information gathered during the first four weeks of the programme to advise and agree training routes with learners, and to help develop the individual learning plan. A wide range of assessment methods is used during this period to ensure that all additional learning and social needs are identified. All learners undertake an approved literacy and numeracy assessment. Psychometric tests are also used, together with a series of practical and mentally challenging activities. Good use is made of initial and subsequent interviews with staff and relevant information from careers advisers. Learners are closely monitored during their training. Trainers report on ability and attitude during training sessions, how learners operate within a group and general areas such as absenteeism and timekeeping.

70. There is a wide range of learning opportunities on the pathfinder programme. Learners are able to make their occupational choice, take up a relevant work placement and take part in training leading to the achievement of a NVQ at level 1. There are qualifications in performing manufacturing operations, housekeeping, administration, retailing, stores and warehousing or specialised plant and machinery operations. Learners can also work towards other awards including health and safety, first aid, Wordpower, manual handling and key skills. Training 2000 currently has in excess of 300 employers, who are willing to offer work experience to learners. There are a wide range of occupational areas available and staff try to match work placements with learners' aims. Work placements include a tree surgeon, a water sports facility, a riding school, a wrought ironworker and a company supplying indoor plants to offices.

71. There is a high level of pastoral support for learners in the training centre and at the workplace. Many learners are identified as having additional social needs and staff monitor their progress and a learning support team leader co-ordinates the process. In some instances, staff are able to offer support and advice, but some learners are referred to specialist external agencies. The training provider has effective links with many external support agencies to deal with problems such as pregnancy and claiming housing benefits.

72. There is insufficient focus on identifying and recording learners' progress and destinations at the end of their training programme. There is too much emphasis on the achievement of the NVQ, key skills and other qualifications as indicators of the success. Progress and destination data are not routinely collected and analysed and staff are unable to identify any negative trends. To some extent there is a natural progression route within Training 2000's overall training provision. Some learners progress from Life Skills to pathfinder and on to modern apprenticeship training. In the year 2000-01, 42 per cent of starters on the pathfinder programme and 41 per cent of Life Skills starters

progressed to employment with training or further education and 38 per cent and 50 per cent, respectively, completed their planned learning. Fifty-one per cent and 59 per cent respectively left the training programmes with no identified progression.

73. Individual learning plans are poor and do not accurately reflect the full range of training undertaken. Target dates for the achievement of the NVQ are usually the anticipated completion date of the training programme and no target dates are set for the achievement of NVQ units. Additionally, there are no target dates for the achievement of key skills and it is sometimes not clear which key skills learners are working towards. Learning plans do not show additional support needs or how it would be given. Training sessions attended or qualifications gained are not shown. The content of the induction programme is satisfactory but the training sessions do not always keep the learners' attention and do not reinforce understanding.

Good Practice

Training 2000 work in conjunction with a local teacher training institute and offer students the opportunity to experience teaching practice at the training centre. Five students have so far taken advantage of the initiative which includes six hours a week training and four hours in departmental activities. Training 2000 has an accredited assessor who carries out session observations for the institute.