

TRAINING STANDARDS COUNCIL INSPECTION REPORT
OCTOBER 2000

ADULT LEARNING INSPECTORATE REINSPECTION
MARCH 2002

Haringey Adult Learning Service



ADULT LEARNING
I N S P E C T O R A T E

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.

Grading

In summarising their judgements about the quality of provision in curriculum or occupational areas and about the quality of leadership and management, including quality assurance and equality of opportunity, inspectors use a five-point scale. The descriptors for the five grades are:

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

SUMMARY

The original inspection of Haringey Adult Learning Service was carried out by the Training Standards Council's inspectors. The inspection resulted in less than satisfactory grades being awarded for construction, management of training and quality assurance. These areas have been reinspected against the requirements of the *Common Inspection Framework* by the Adult Learning Inspectorate, which replaced the Training Standards Council on 1 April 2001. The sections of the original report dealing with construction, management of training and quality assurance have been replaced with the findings of the reinspection. Also, the report summary, report introduction and introduction to the inspection findings have been updated and reflect the findings of the reinspection. Sections of the report, dealing with areas which have not been reinspected, have been left in their original form. The amended inspection report is published on the Adult Learning Inspectorate's website (www.ali.gov.uk).

At the time of the original inspection, Haringey Adult Learning Service provided satisfactory training in business administration and foundation for work. Training resources for business administration were good. Retention rates were low on some business administration programmes. The foundation for work programme was organised flexibly to enable learners to work at their own pace. Few learners, however, progressed to further training or work. Haringey Adult Learning Service promoted equal opportunities well and support for learners was satisfactory. Construction training was unsatisfactory. Learners were not set demanding targets during progress reviews and some learners on the electrical programme made slow progress towards achieving their national vocational qualifications (NVQs). Management of training and quality assurance were unsatisfactory. Co-ordination of on- and off-the-job training was poor and there was little analysis and use of data in the planning of improvements. By the time of the reinspection, much progress has been made in all areas and the areas which were reinspected are now satisfactory. On- and off-the-job training are now co-ordinated effectively. Construction learners are given good support. However, poor monitoring of health and safety in council placements and weak co-ordination of key skills provision emerged as weaknesses in this area. Management of training had improved significantly by the time of the reinspection. There is now good management of on- and off-the-job training and there are good work placements for learners. Strategic and business planning are effective. Targets for retention and achievement rates are inadequate.

GRADES

OCCUPATIONAL AREAS	GRADE
Construction	4
Business administration	3
Foundation for work	3

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

REINSPECTION	GRADE
Construction	3

REINSPECTION	GRADE
Management of training	3
Quality assurance	3

KEY STRENGTHS

- ◆ well-planned training at the training centre
- ◆ well-devised training projects in business administration
- ◆ well-structured training and assessment for English for speakers of other languages learners
- ◆ good understanding of equal opportunities on the part of staff
- ◆ good opportunities for learners to receive additional training

KEY WEAKNESSES

- ◆ lack of work-based assessment
- ◆ no clear objectives for learners' progress reviews
- ◆ low retention and achievement rates on some programmes
- ◆ inadequate targets for retention and achievement rates
- ◆ slow progress in use of data to plan improvements

INTRODUCTION

1. Haringey Adult Learning Service (HALS) is part of the Haringey Education Directorate's Services to Students and Communities. HALS was established on May 1st 1998, when Haringey Education Service Training Agency (HESTA), Haringey Adult Guidance Service (AGS) and a number of family learning and regeneration programmes were brought together under one organisational structure. Over the past 10 years, HESTA has provided an average of 500 training places a year, principally for unemployed people wishing to enter or re-enter the labour market. AGS provides information, advice and guidance through over 1000 interviews each year and 70-100 drop-in enquiries each week. In December 1999, HALS was accredited with the Investors in People standard, a national standard for improving an organisation's performance through its people.

2. HALS has undergone several changes since its formation in 1998. Both the organisational structures and the programmes provided have adapted to meet the needs of the intended client group. HALS runs its services through a guidance team, a training team, an employment team and a central team. At the time of the original inspection, there was a total of 56 staff. By the time of the reinspection, HALS had increased this to 44 full-time staff and 23 part-time staff. At the time of the reinspection, HALS was undergoing a further organisational change. A new head of service was appointed in November 2001. A management restructure is taking place and the headquarters and training centre are being moved to Wood Green Central Library and an annexe in White Hart Lane.

3. At the time of the original inspection, HALS had taken over a contract from Haringey Council Corporate Services in April 2000. Learners in construction were originally funded through this contract. In April 2001, HALS's original training contract with North London Training and Enterprise Council (TEC) was replaced by a contract with London North Learning and Skills Council (LSC). At the time of the original inspection, there were 37 young people and 16 New Deal clients on programmes at HALS. There are now 50 work-based learners, of whom five are following modern apprenticeships in construction, 22 are on national vocational qualification (NVQ) training programmes in sports and recreation and business administration, and 23 are modern apprentices in business administration. HALS also has a contract with the Employment Service for New Deal (18-24) and work-based learning for adults.

4. HALS subcontracts off-the-job training to the College of North East London and City and Islington College for construction modern apprentices and to Barnet Council for its sports and recreation programmes. It has its own training facilities for the other work-based learning for young people and New Deal.

5. At the time of the original inspection, Haringey had one of the highest levels of unemployment in the country. In January 2000, 10 per cent of Haringey's

population were unemployed, compared with 5.6 per cent in Greater London. By the time of the reinspection, the rate of unemployment in Haringey was 8.8 per cent, compared with the national average of 2.9 per cent. Haringey still has an acute problem of long-term unemployment. There is a large difference between east and west Haringey in relation to employment, pay, qualifications and skills levels. The wards in the west are relatively affluent. The unemployment rate there is low and they have a higher number of well-qualified residents. The wards in the east are among the most deprived in the country. Twenty-nine per cent of Haringey's population are from minority ethnic groups. Refugees face particular difficulties and 80 per cent of refugees of working age are unemployed.

6. In 1999-2000, the proportions of Haringey's 16 and 17 year olds staying on in full-time education were 69 per cent and 57 per cent, respectively. At the time of the original inspection, the proportion of 16 year olds in Haringey who achieved five or more general certificates of secondary education (GCSEs) at grade C or above was 30 per cent, compared with the national average of 49.2 per cent. When HALS was reinspected, just 31 per cent of school leavers in Haringey achieved five or more GCSEs at grade C or above, compared with a national average of 47.9 per cent for 2001.

Number of learners at the time of the original inspection

PROGRAMME	Modern Apprenticeships	Other Work-based Training	New Deal	Totals
Construction	9			9
Business Administration	6	11	5	22
Foundation for work		4	11	15
Sport & recreation	6			6
Retail & customer service	1			1
Totals	22	15	16	53

INSPECTION FINDINGS

7. HALS began its self-assessment process in December 1999. In March 2000, the TEC arranged for a consultant to visit HALS and produce a report on how HALS's services might be improved. The self-assessment process involved staff teams and learners, and included feedback from employers. A draft report was produced and circulated to the staff. The first self-assessment report was finished in September 2000 in time for the original inspection. It was detailed and contained a lot of background information about the way HALS operates. Inspectors found it helpful in planning the original inspection. Inspectors identified additional strengths and weaknesses. They matched all the grades in the self-assessment report, except that for equal opportunities. The grade they awarded for equal opportunities at the original inspection was higher than that given in the self-assessment report. HALS's second self-assessment report was produced in September 2001. HALS employed an external consultant to interview learners and staff as part of the self-assessment process. A progress report was prepared in January 2002.

8. The original inspection was carried out by a team of five inspectors, who spent a total of 13 days at HALS in October 2000. They interviewed 30 learners, 14 staff, six members of subcontractors' staff and eight workplace supervisors and employers. They visited 10 work placements. They observed and graded five learning sessions, two assessments and two progress reviews. The grades awarded at the original inspection are given below. Inspectors examined learners' individual learning plans, progress review records, files and portfolios. A wide range of other documents was examined, including contracts, external reports, internal reports, minutes of meetings, personnel records, policies and procedures.

9. The reinspection was carried out by two inspectors, who spent a total of six days at HALS in March 2002. Inspectors had previously evaluated HALS's self-assessment report and reviewed data. They interviewed 20 learners, and 10 of HALS's staff, and visited three training sites. They interviewed seven employers and observed three learning sessions. The learning sessions were not graded. They observed one progress review, and examined 12 individual learning plans, seven portfolios and eight learners' files. They also examined the organisation's plans, policies, procedures and employer surveys.

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Grades awarded to observed sessions at the original inspection

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Construction						0
Business administration			4	1		5
Foundation for work	1	1	1	1		4
Total	1	1	5	2	0	9

OCCUPATIONAL AREAS

Construction

Grade 3

10. There are five learners on modern apprenticeships in construction. Two are receiving training in wood occupations, two in plumbing and one in electrical installation. Haringey Council's Corporate Services department employs them all. The learners' range of work includes maintenance and adaptation of housing, commercial and, to a lesser extent, industrial premises. HALS subcontracts all the training, assessment and verification to two local colleges of further education. Learners attend off-the-job training on one day each week during term time. All assessment takes place at the college. In April 2000, HALS took over the modern apprenticeship contract from Haringey Council. Since that time, no new learners have started the programme. Since 1998, 10 learners have begun the programme but none has achieved all the objectives in their individual learning plans. Of the five learners who have left the programme, three achieved an NVQ at level 2, one achieved units of an NVQ and one left to pursue employment, without any achievement. Of the three learners who left having achieved an NVQ at level 2, one is still employed by the council. HALS's programme support officers carry out workplace progress reviews. Both HALS's staff and college staff carry out off-the-job progress reviews. Inspectors agreed with one of the weaknesses identified in the self-assessment report. They identified additional strengths and weaknesses.

At the original inspection, the main weaknesses identified were:

- ◆ no co-ordination of on- and off-the job training
- ◆ missed opportunities for collection of work-based evidence
- ◆ failure to set trainees demanding targets in their progress reviews
- ◆ slow progress of some electrical trainees towards achieving the NVQ

11. HALS has made good progress in dealing with these weaknesses. However, the ineffective management of the work-based recording process continues to hold back learners' progress and rates of achievement.

STRENGTHS

- ◆ effective co-ordination of on- and off-the-job training
- ◆ good off-the-job training facilities
- ◆ good support for learners

WEAKNESSES

- ◆ poor monitoring of health and safety in council placements
- ◆ ineffective management of the work-based recording process
- ◆ weak co-ordination of key skills training

12. Significant progress has been made in improving the co-ordination of on- and off-the-job training since the original inspection. Regular meetings are held between employers, college staff and HALS's staff to plan on- and off-the-job training. Communication is regular and effective. The colleges give workplace supervisors information on NVQs, learners' progression and learners' attendance. The workplace supervisors have a basic understanding of NVQ requirements and learners are deployed in a wide range of work activities. College staff visit the workplace to meet the learners' supervisors and discuss future arrangements for training. Learners receive off-the-job training relevant to the work activity. Workplace supervisors try to meet learners' training needs and recognise the importance of making time for on-the-job training. Workplace supervisors have been invited to visit the colleges to view facilities and the learners' work. One of the subcontracting colleges plans to train workplace supervisors to become work-based recorders.

13. The workshops and classrooms used for off-the-job training provide a good learning and assessment environment. Carpentry workshops are spacious, well maintained and well organised. There are separate wood machining workshops, which have good-quality, modern equipment that is well maintained. The equipment allows all the requirements of the courses to be met. Plumbing workshops are well equipped, spacious and well organised. There are separate, roomy assessment booths, which are divided into sections for kitchen and bathroom installation work. There is a large plumbing store in the workshop area, which is well controlled and well stocked. One of the colleges has set up a **learnndirect** centre, which has excellent information technology (IT) resources and space for 50 learners. Construction learners have made good use of this facility and the well-equipped IT suites at the same college.

14. Learners are given good support in college and in their workplaces. HALS's programme support staff visit learners on-site and at college every four to six weeks. These visits are for both formal progress reviews and for less formal chats to ensure that the learner is well supported and is being given adequate opportunity to achieve targets. Senior site supervisors have responsibility for the learners during their time in the workplace and are involved in progress reviews. In addition to the reviews carried out by HALS's staff, the senior site supervisors carry out regular progress meetings with the learner to discuss progress, standards of work and future training needs. All learners are paired with a senior qualified tradesperson at work. The employer issues all learners with personal protective equipment. The employer also provides health and safety training for all learners. This training includes manual handling and kinetic lifting techniques and safe handling and disposal of asbestos.

15. There is a wide range of work activities on the work placements. Supervisors give learners a variety of tasks and demanding targets to ensure that they acquire a range of competences during their on-the-job training. If, during their progress reviews, it becomes apparent that a learner is not covering all the required work activities, the employer will move the learner to another type of contract work

whenever possible. Learners value their workplace training and experience and take pride in the standard of work they are producing. The sites inspectors visited provided a safe work environment for learners, and learners were well deployed, carrying out the same tasks as other employees.

16. There is poor monitoring of health and safety in council placements. The procedures for monitoring and assessment of health and safety in the workplace are not being followed in construction. There is no risk assessment currently being carried out by HALS on Haringey Council, where all learners are employed. Regular monitoring of health and safety compliance does not take place. There is very little discussion of health and safety issues during learners' progress reviews. There are no records to indicate which equipment the wood occupation learners are competent to use.

17. Management of the work-based recording process is weak. Although learners are encouraged to gather evidence from the workplace in various forms, this is not enforced. Learners are given work-based recording packs, but most learners do not bring them to the workplace. They choose to complete the packs at home and little evidence is actually recorded. The main source of work-based evidence is in the form of photographs signed by the workplace supervisor. Where these and any witness testimonies are used as evidence they are not being validated by assessment staff. No work-based assessment currently takes place.

18. Learners do not fully understand key skills, and most see them as separate to the NVQ. Many learners are unsure of the level of key skills they are working towards and, in some cases, learners do not know what the actual key skills are. Training in key skills is introduced late in the learners' programme, and little or no evidence is generated from the workplace. In some instances, learners have been entered for key skills external testing at the same time as they are due to complete their NVQ level 3 programme. The learner in electrical installation is due to start the key skills programme on completion of the level 3 NVQ.

Business administration

Grade 3

19. The organisation has 17 trainees and five New Deal clients in this occupational area. Eleven trainees are on other work-based training for young people and are working towards an NVQ at levels 1 and 2 in information technology. All these trainees are endorsed as requiring additional learning support in order to achieve their NVQs at level 1. These trainees are on a 16-hour training programme. They spend their first 10 weeks in the training centre and then go out on a work placement. They attend the training centre for one day a week and spend two days a week in their work placements. The five New Deal clients are on the full-time education and training option and are working towards a computer literacy and information technology certificate. Six trainees are on the business administration modern apprenticeship programme. These six trainees are all employed within Haringey Council and their training and assessment are managed

by a subcontractor. Training staff are all qualified trainers and/or assessors who have completed extra training to upgrade their occupational skills. HALS staff carry out all internal verification. Trainees are allocated a programme support officer who keeps in close contact with them and is responsible for aspects of their programme other than assessment, such as guidance and support, job search and liaison with the trainees' work placements. They also provide some of the additional training trainees receive, such as training on equal opportunities and health and safety during the induction programme. Out of 23 trainees who joined other work-based training programmes 13 months ago, two have carried out their individual training plans in full, and six have achieved an NVQ at level 1. One has left to take up a job, one has progressed to further education and 11 trainees are still on the programme. Out of 10 trainees who have joined the modern apprenticeship programme in the last four years, two trainees have fulfilled the objectives in their individual training plan, six have achieved an NVQ at level 2 and two trainees have achieved an NVQ at level 3. Seven trainees are still in training. Out of 22 New Deal clients who have left, 13 have carried out their individual training plan in full. Inspectors considered many of the strengths in the self-assessment report to be no more than normal practice and the weaknesses more relevant to generic areas. They identified additional strengths and weaknesses and agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ well-structured off-the-job information technology training
- ◆ good training resources
- ◆ well-devised business administration projects

WEAKNESSES

- ◆ insufficient assessment of trainees carrying out everyday tasks
- ◆ inflexibly arranged other work-based training programme
- ◆ some low retention rates

20. Trainees on the other work-based training for young people spend their first 10 weeks in the training centre. They receive intensive training in information technology which equips them with the skills needed to prepare them for their work placements. They are given projects and activities to carry out and they receive individual support and tuition from the staff. Once trainees are in their work placements, they attend the training centre on one day a week. The training programme is well-planned and effective. Staff have carefully identified the competencies the trainees need to acquire. They have devised projects for them through which the trainees are able to produce evidence for their portfolios of their acquisition of these competencies. New Deal clients have access to a workshop where they receive flexibly arranged training tailored to meet their needs.

21. The training resources at the training centre are good. The training rooms are large and well lit and have plenty of space. The information technology training

rooms are well equipped with industry-standard hardware and software similar to that trainees use in the workplace. There are plenty of computers and printers and these are well-maintained. Trainees have good work placements. These include work placements at HALS itself. The work trainees undertake in work placements enables them to develop and use a wide range of skills.

22. The training and assessment for the modern apprenticeship programme are subcontracted to a private training company. The trainees attend the training centre for one day a week. Trainees are encouraged to take responsibility for compiling their own portfolios and the evidence in them which is related to their individual workplaces. Training in key skills is integral to the trainees' programme. Trainees know what key skills are. They understand the relevance of key skills to the workplace and how they can develop them through their work for the NVQ. Employers play a full part in trainees' progress reviews. They have in-depth understanding of the NVQ process and are able to help trainees identify opportunities for assessment in the workplace.

23. The assessors monitor the progress of youth trainees on other work-based training programmes. Trainees do not take their portfolios out of the training centre except by special agreement. Action plans to help trainees gather specific evidence are drawn up every few weeks. Trainees keep a copy of the specification of NVQ standards in their portfolios. They do not have access to a copy in their work placements, however, to enable them to check that the evidence they gather at work is relevant to the standards. The assessor does not necessarily assess the trainees as they carry out tasks in the course of their normal work. Instead, the assessor may ask the trainees to repeat tasks, for assessment purposes, under simulated work-based conditions. All trainees have to work at the same pace towards achievement of the NVQ. Some more able trainees are demotivated by not being allowed to progress at a faster rate, while other trainees find it difficult to keep up.

24. There have been two intakes of trainees to the other work-based training for young people programme. One was in September 1999 and the other in July 2000. There have been some early leavers. New trainees who start after the beginning of the programme have to catch up with the other trainees. They are not given an individual programme to meet their needs. They are given extra support, however, and some of them have a work placement in-house to help them catch up with the other trainees. After a certain point in the programme, it is essential that any late entrants who join it already have some significant degree of expertise in information technology. For some late starters, however, an NVQ at level 1 is not necessarily an appropriate qualification for them to work towards.

25. Of the 23 starters trainees who began the programme 13 months ago, nine have left early. Five of these had no qualifications and four had some. The reasons for trainees leaving early are varied. One trainee achieved higher GCSE results than expected and returned to school. Another trainee had been used to receiving individual tuition and could not cope with learning in a group at the training

centre. The dropout rate within the first three months of the programme was 35 per cent. Under the terms of its contract with the TEC, HALS may only accept trainees endorsed as requiring additional learning support to help them achieve an NVQ at level 1. Some of the trainees, however, have experience of, and qualifications in, information technology and do not require help with basic skills. Some trainees are working at a level below that of their ability and the targets they are given are not sufficiently demanding.

Foundation for work

Grade 3

GOOD PRACTICE

Members of the ESOL team are active members of an ESOL Network. This brings training providers together to share good practice. It has developed a directory of training, a method of initial assessment, and guidance on good practice in ESOL. It is establishing a website which aims to facilitate referral of trainees to appropriate training providers with training vacancies. Through this network HALS is also able to tap into other London-based and national networks in order to share good practice.

26. There are four trainees on the other work-based training for young people and 11 New Deal clients on the full-time education and training option. The youth trainees are on a two-year programme consisting of 16 hours of training each week. They are working towards an NVQ in information technology at level 1. Their programme includes two days a week in a work placement and one day in the training centre where they develop information technology and English language skills. Trainees who require additional learning support spend their three days in the training centre improving their skills in English for speakers of other languages (ESOL), numeracy and information technology, and may continue to do so for up to a year. Ten of the 11 New Deal clients are in the training centre for four days a week working on ESOL, numeracy and information technology. They also have one day of guided private study. Clients spend from six to 12 months on New Deal, according to their needs. Clients who receive training in ESOL also engage in jobsearch. They do not have any work experience. One New Deal client is working towards an NVQ in industrial sewing at level 2. All trainees and New Deal clients are working towards wordpower at entry level or level 1. Staff are suitably experienced and qualified to carry out training and assessment in ESOL. Fifteen trainees have joined the other work-based training for young people programme in the last 13 months. One trainee has carried out his individual training plan in full, one trainee has achieved an entry level qualification, one trainee has progressed into further education and 10 trainees have left early. Inspectors agreed with two of the strengths in the self-assessment report but did not agree with any of the weaknesses. They identified additional strengths and weaknesses and agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ well-structured training in English language
- ◆ good learning materials
- ◆ flexibly arranged training to meet the needs of individual trainees

WEAKNESSES

- ◆ failure to make training in numeracy integral to programmes
- ◆ few opportunities for trainees and clients to receive individual tuition

- ◆ little progression of trainees and clients to further training or work

GOOD PRACTICE

Three New Deal ESOL clients have joined an industrial sewing training programme at the training centre. Language support, information technology and numeracy are an integral part of their training and New Deal clients receive additional tuition. Clients go out to work placements to work towards an NVQ at level 2, with continued support. Work placements are selected carefully with the aim of preparing clients for employment. One woman with a young baby has been able to make good use of her vocational training and work from home.

27. Trainees and New Deal clients undergo a locally devised initial assessment in order to find out the level of their ESOL skills. They are then placed in an ESOL group which is appropriate for them. Training in English language is planned systematically to cover the skills of listening, speaking, reading and writing. A good range of training methods is used, and there is some very lively and effective teaching. Trainees work hard and co-operate well in pairs and groups. At the training centre, staff and trainees are expected to value cultural diversity and demonstrate mutual respect. Learning priorities are negotiated between the trainer and each group at three-monthly intervals. They relate to a core set of topics covering areas such as health, education, jobs and travel. Much of the material focuses on the local area and its community, and is used as a means of teaching language. The materials, however, are insufficiently topical. Although clients and also trainees receive good training in jobsearch, the expertise of some staff at HALS in jobsearch is not used to the full. Assessment and verification are carried out well according to a clear set of internal guidelines. Trainees and clients are credited with NVQ units as they obtain them and those who leave early have something to show for their training.

28. Staff work together closely to develop good learning materials. Tutors for each group develop detailed schemes of work and co-ordinate the weekly timetables of the staff involved. These weekly timetables aim to ensure that the learning priorities, agreed by the trainer and each group, are met. The importance of health and safety, for example, is emphasised in the sewing and information technology sessions. Trainees and clients gather evidence for their wordpower portfolios through their work in supervised and individualised tasks in the training centre. Trainees are able to work at their own pace. With additional help from their trainer, they can accelerate their progress through entry level, to level 1. In the first 13 months of the other work-based training for young people programme, 10 out of 11 achieved either some wordpower units or the full award. Since 1998, 20 New Deal clients out of 29 leavers have achieved either some wordpower units or the full award.

29. Trainees are not placed in numeracy groups on the basis of their aptitude for numeracy, but rather because of their performance in language. In some instances, the trainees' learning needs in numeracy are not fully met. Numeracy training is not an integral part of training programmes. There are no effective learning materials for numeracy to meet the individual needs of trainees and clients. Training in numeracy is not managed well. All trainees and clients work on the same tasks, irrespective of their ability and aptitude. They are not given individual learning assignments in numeracy to suit their particular needs.

30. All trainees and New Deal clients receive a great deal of individual help in the classroom and their progress is monitored carefully. They are not given, however, individual learning programmes to help them work on their own, overcome specific language difficulties and become more employable.

31. New Deal clients are frequently referred to ESOL training without an initial Gateway period of diagnostic assessment and in-depth vocational guidance. The vocational guidance which takes place during the training is not adequately recorded. Although 48 per cent of New Deal clients have fulfilled all the objectives in their training plans, only 14 per cent have progressed to further training or have gained jobs. Two out of 29 clients have taken up jobs and two have progressed to further training. Work placements are only available to those New Deal clients who are receiving training in sewing. No youth trainees have yet achieved the information technology NVQ at level 1. Many of the youth trainees are refugees who have housing, financial and personal problems and leave their programmes early.

GENERIC AREAS

Equal opportunities

Grade 2

32. All employees of Haringey Council receive a copy of the council's equal opportunities policy. HALS has a shortened version of this policy and this is given to all trainees at induction. There is also a trainees' charter and a complaints procedure. All the training programmes and services at HALS aim to promote social inclusion. The organisation has links with local community groups. The organisation advertises its services to local community groups and through the media. Sixty-six per cent of trainees and clients are men. Sixty-six per cent of trainees and New Deal clients are from minority ethnic communities. Some are refugees. One trainee is disabled. Inspectors agreed with all the strengths stated in the self-assessment report and identified an additional strength. They agreed with two of the weaknesses and identified one additional weakness. Inspectors awarded a grade higher than that given in the self-assessment report.

STRENGTHS

- ◆ comprehensive policies and updated guidelines on their implementation
- ◆ good training for staff on equal opportunities
- ◆ effective working groups on equal opportunities
- ◆ effective complaints process

WEAKNESSES

- ◆ no systematic analysis of data in planning improvements
- ◆ little monitoring of the promotion of equal opportunities in the workplace
- ◆ no explicit promotion of equal opportunities in marketing materials

33. The equal opportunities policy provides a very broad definition of equality. The Haringey Council's policy is to make implementation of equal opportunities the responsibility of every employee. The policy is accompanied by detailed guidelines on the rights and responsibilities of those working in education and

training. The guidance is practical and current. The guidelines include a recent circular on the implications of the *Human Rights Act, 1998*. HALS has its own policy on equal opportunities. This has been adapted for trainees, and is under review. It is intended that the revised policy will include a definition of behaviour that is unacceptable during training and that its language will be easily understandable to all those on ESOL programmes. All trainees receive a copy of the policy in their induction pack. Workshops held during the first 10 weeks of information technology training use case study material to focus on issues related to race, gender, disability and grievance, in an informal but effective way.

34. Staff have a sound understanding of equal opportunities and seek to build upon it. In 1999-2000, staff were trained in working with refugees, working with disadvantaged young people, understanding barriers to employment for minority ethnic groups and in dyslexia awareness. HALS also arranges training sessions in which staff can share their expertise on, for example, ways of helping trainees and clients improve their basic skills. HALS is engaged in a range of initiatives aimed at widening participation. This includes a single regeneration fund project to provide training for young African and Kurdish men who have an exceptionally high rate of unemployment. Half the members of staff are from minority ethnic groups. Some staff members speak local community languages and can serve as interpreters.

35. Two working groups are addressing the practical implications of the equal opportunities policy. One is developing procedures for dealing with unacceptable behaviour. These procedures cover risk assessment and incident reporting on each site and further measures to ensure the personal safety of all staff and trainees. The second group is developing strategies for the more effective recruitment and support of trainees with special needs, to meet the requirements of the *Disability Discrimination Act, 1995* and to increase the current low participation of trainees with a disability. Staff at a number of levels in the organisation are fully engaged in the work of these groups. The groups have made recommendations which are detailed and comprehensive. Trainees have made effective use of the complaints procedure. Complaints relating to bullying or harassment have been dealt with promptly. The management team checks that all complaints are dealt with properly.

36. Data on trainee recruitment, retention and progression are collected routinely and submitted to the local authority. There is, however, no systematic process for analysing these data, identifying trends and taking the findings into account when setting targets for improvement. Data are used at staff and management meetings when making decisions, but have not yet been used in course reviews. There are no established systems for monitoring the promotion of equal opportunities in the workplace. Employers, however, are told that they must uphold equality of opportunity and trainees are made fully aware of the importance of the promotion of equal opportunities in the workplace. The promotion of equal opportunities in the workplace is monitored informally by staff and their action is recorded in the minutes of staff team meetings.

37. Marketing materials are distributed widely through schools, youth clubs, snooker halls and community groups, and advertisements are placed in the local community press. None of these materials or advertisements include a clear statement about equality of opportunity or use visual material effectively to promote equal opportunities. HALS is already planning to produce promotional material in community languages and in large print format to rectify this weakness. Publicity stands at careers and promotional events include photographs of the activities at HALS and these promote a positive image of the cultural diversity of the staff, trainees and clients.

Trainee support

Grade 3

38. Most trainees are recruited through referrals from the careers service, local promotions and 'word of mouth' recommendations. New Deal clients are referred from the Employment Service. All the modern apprentices are employed by Haringey Council Corporate Services. Potential trainees attend an open day or have an appointment with a member of staff to learn more about the training available to them. All trainees have an initial interview and receive an initial assessment of their basic skills. Trainees often have to wait for a course to start. They have a course tutor and are also allocated a programme support officer who is responsible for their induction, reviews and work placements. Induction is spread over a four-week period. Most trainees carry out job search towards the end of their programme and makes use of the facilities at HALS job shop. Jobsearch for New Deal clients, and also trainees, who are learning ESOL, is an integral part of their training. Inspectors agreed with the strengths in the self-assessment report and identified an additional strength. They agreed with one of the weaknesses and identified additional weaknesses. Inspectors agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ good support for individual trainees
- ◆ effective links with external agencies
- ◆ good provision of additional training to meet identified needs
- ◆ good facilities for job search

WEAKNESSES

- ◆ no clear objectives for progress reviews
- ◆ no systematic recording of trainee support
- ◆ no updating of individual training plans

39. The programme support officers and trainers work closely together and share information about groups and individuals. The first four weeks of a course are treated as an induction and assessment period during which the individual needs of

trainees are identified. Some trainees have an identified learning difficulty, others are recovering from mental illness, others have behavioural problems or dyslexia. Staff are able to win the trust of the trainees and break down barriers. They find out how much support the trainees need and agree a course of action with them to provide it. Where staff cannot provide all the support needed, advice is sought from specialist organisations or specialists are brought into the training centre. If they wish, trainees can obtain counselling on one afternoon each week from a qualified counsellor who has many years of experience dealing with victim support. This service is particularly aimed at refugees who are experiencing problems associated with displacement, exile, bereavement, suffering the after-effects of being tortured in their own country, and having to adjust to living in a foreign environment. Help is also provided in other areas such as health, housing and education. A lone-parent advisor visits the main training centre one afternoon a month to provide confidential advice on employment and benefits.

40. Trainees who have identified weaknesses in basic skills are offered training to help them to carry out their jobs properly and work towards their qualification. Trainees who attend the training centre for one day a week can receive two hours of this additional learning support. It was identified that one group of trainees would increase their motivation to learn if they could manage conflict and anger. A specialist organisation was contacted and it ran sessions on management of conflict and anger. Trainees' motivation and behaviour improved following these sessions. These sessions are now included in courses as part of training in personal development and leadership.

41. The programme support officers provide structured jobsearch training that is an integral part of personal effectiveness training. Trainees also receive help with job applications and mock interviews. Trainees who are still not employed by the later stage of their training programme attend the HALS job shop facility in a local library. This provides weekly workshops and one-to-one counselling in a friendly environment. The job shop co-ordinator works closely with local employers to identify job vacancies and help trainees to apply for them. The job shop facility can be used by trainees up to six months after they finish their training. Many trainees make good use of the job shop.

42. Trainees are involved in various types of reviews. Subcontractors have their own system of reviews. Trainees based at HALS have at least five types of review: an assessment review undertaken four weeks after the trainee has started on a course; a pre-placement review; a placement review; an in-house review and a review when they leave. Most of these reviews are carried out by the programme support officers. Trainers also undertake assessment reviews with the trainees during the training programme and while the trainee is on a work placement. There is a different form for recording the findings from each type of review. There is a form for recording a trainee's progress on a course, another for recording a trainee's progress towards achievement of the NVQ, and another for recording progress in implementing the trainee's last action plan. There is, however, no systematic co-ordination of the various types of review to help the trainees identify

clear learning goals for themselves and monitor their progress towards achieving their qualifications.

43. Staff carrying out the reviews focus on the trainees' personal development and general progress towards the achievement of all the objectives in his or her individual training plan, rather than on the achievement of specific targets. During their reviews, the trainees do not engage in action planning to improve their performance. They regard the reviews as an opportunity to meet and talk with their programme support officer, rather than an opportunity for rigorous identification of how much progress they have made. Some staff are more thorough than others in their recording of the outcomes of reviews on the relevant forms. Some tutors or workplace supervisors do not enter any comments on the forms.

44. Trainees receive a great deal of support but much of it is given informally. Most trainees have frequent contact with their trainers and programme support officers and receive appropriate support when they need it, but details of this are not always recorded in the trainees' files. The individual training plans are not always updated and details of the additional support provided is not always recorded on them.

Management of training

Grade 3

45. The head of HALS reports to the deputy director of education of Haringey Council, who is responsible for regeneration, community and lifelong learning. Currently, the head of HALS manages four teams of staff. The training team has three sections. Vocational training is based at the main training centre, ESOL and family learning are based at the annexe and in schools, and computing takes place in the suite at the central library. The guidance team is based at the central library and the employment team is based at the main training centre and in the job shop at the central library. The central team is responsible for business and finance and is based at the main training centre. The management team is currently being restructured and HALS is moving to new headquarters at Wood Green central library. It is a period of considerable change for the organisation.

46. The LSC-funded training is managed by the training and employment team, which uses the services of the adult guidance team. The management team meets weekly. Co-ordinators for each area of activity attend, and take information back to their teams. The management meetings include discussion on strategy. The teams are then involved in the setting of objectives and targets for the business plan. There is a formal staff recruitment and selection procedure. Induction follows Haringey Council's procedures. There is a staff appraisal and development process. In December 1999, HALS was recognised with the Investors in People award, a national standard for improving an organisation's performance through its people.

At the original inspection, the main weaknesses identified were:

- ◆ some ineffective operational management
- ◆ poor management of modern apprenticeship programme
- ◆ insufficient co-ordination of on- and off-the-job training

47. Following the original inspection, HALS drew up an action plan to remedy these weaknesses and they have been largely rectified. HALS now provides good management of on- and off-the-job training. Inspectors identified two new strengths and two new weaknesses in the management of training.

STRENGTHS

- ◆ effective strategic and business planning
- ◆ good management of on- and off-the-job training
- ◆ good employer placements

WEAKNESSES

- ◆ inadequate targets for retention and achievement rates
- ◆ insufficient integration of key skills training with work-based learning

48. Strategic and business planning is effective. Haringey Council's planned provision falls into the four main programme areas of family learning, widening participation, neighbourhood renewal and workforce development. The learning programme deals with the specific issues facing the people of Haringey and is in line with the borough's strategies for regeneration and raising achievement. Development and business planning is set firmly in this strategic context. There are strong partnerships with a range of organisations. Business planning, in the form of operational plans, is well integrated with the borough's strategic planning process. These plans are reviewed annually, and clear targets and action plans are developed. Teams meet regularly. Clear objectives are set, and minutes of meetings are detailed. The minutes are available to all staff on the shared drive on the computer system. Staff have been involved in discussions about the changes to the learning programme. HALS has recently adopted the council's corporate appraisal scheme. The new system includes the introduction of competences. The appraisal process includes a mid-year progress review, end of year progress review and regular progress review meetings every six to eight weeks.

49. There is good management of on- and off-the-job training. The current procedures are designed to develop the capacity of the training programme and set up a more effective management system. Since the original inspection, HALS has developed the administrative support for the work and services it provides, including the modern apprenticeship and NVQ programmes. Programme support officers are managed effectively by the employment manager, who also works closely with co-ordinators in the training team. Further changes to the management structure are planned.

50. Programme support officers are members of the employment team. They are responsible for co-ordinating the learners' training programmes. They work closely with learners, trainers and employers. They are involved in learners' progress reviews, meet learners and employers and give effective support to learners. They have developed a close relationship with trainers and employers and give learners more effective support than at the time of the original inspection. Programme support officers maintain an overview of learners' progress. There are clear contracts with the subcontractors that provide off-the-job training. Learning sessions are observed and there are regular meetings with college staff. The modern apprentices' off-the-job training in business and administration is now being given by HALS at the training centre. The programme is now more manageable and there has been an improvement in the quality of training for learners.

51. There is good involvement of employers in the training. Strong links have been developed between on- and off-the-job training in the workplace. Workplace supervisors are fully involved in learners' progress reviews and frequent discussions are held to ensure that learners are offered sufficient opportunity to collect workplace evidence for assessments. Learners are pleased with their work placements and the support they are offered by both HALS staff and employers. There is a wide range of placements including the British Red Cross, Sainsbury's, the local health trust and Haringey Council.

52. Target-setting for retention and achievement rates is inadequate. Although each learner has targets set on their individual learning plan, many of these are not signed off. The key skills target dates for most learners coincide with the end dates of their programmes. Some learners are not sufficiently challenged to complete NVQ units. This has an impact on motivation and retention rates. There are no overall retention and achievement rate targets for the modern apprenticeship and NVQ programmes.

53. There is insufficient integration of key skills training with work-based learning. Many learners are unclear about what is involved in acquiring key skills and there is insufficient focus on integrating key skills training with on- and off-the job training.

Quality assurance

Grade 3

54. HALS has developed a number of policies and a series of standard documents that shape the work of the organisation. These include council public service standards, Guidance Council Quality standards, Investors in People and statutory obligations for financial management. HALS's quality assurance policy and procedures operate in accordance with the new policies and standards. There is an internal verification system involving regular observations of assessment and training. Feedback from learners who have left the programme is collected by post

and telephone. The self-assessment report prepared for the reinspection was the second produced by HALS. The self-assessment report used the *Common Inspection Framework* as a basis for reporting, although the section on leadership and management was omitted. There was no development plan, but a progress report on actions was prepared in January 2002. This largely related to management of training issues.

At the original inspection the main weaknesses identified were:

- ◆ inadequate quality assurance arrangements
- ◆ insufficient understanding of government-funded training by trainees
- ◆ little analysis and use of data in planning improvements

55. Following the original inspection, HALS drew up a development plan to remedy the weaknesses that were identified. Some progress has been made although target dates for completion have not yet been reached for some of the points on the action plan. Inspectors agreed with the findings of the quality assurance section of the self-assessment report but found some of the strengths to be no more than normal practice.

STRENGTHS

- ◆ effective quality assurance for training programmes
- ◆ good understanding by employers of their responsibilities to learners

WEAKNESSES

- ◆ inconsistent use and monitoring of quality assurance systems
- ◆ slow progress in use of data to plan improvements

56. There is an effective quality assurance system for training programmes. The programme support manual and trainer information files contain procedures, guidelines and support information for all staff involved in the training programme. All aspects of the training programme are covered, from recruitment to progress reviews and exit interviews. A new system of observing learning has been introduced, taking account of the *Common Inspection Framework* and introducing gradings for observations. It is too early to judge the impact of this system. Systems are well developed to ensure regular observation. The assessment and progress review systems have been significantly improved. There are effective systems for induction and initial assessment including basic skills assessment. Learners are offered good support. The progress review process is effective and includes work-placement supervisors although learners are not sufficiently encouraged to be self-critical.

57. Inspectors found that employers had a good understanding of their responsibilities to learners. They recognised the learners' need to practise and develop competences to meet the evidence requirements for assessment and achievement. Learners feel that they receive good support in the workplace. The

programme support team has developed an information pack for employers to tell them about their responsibilities and the requirements of the modern apprenticeship and NVQ programmes. The pack is proving useful and links between on- and off-the-job training have improved. The presentation of the pack is not entirely suitable for its intended audience.

58. Quality assurance systems are not used or monitored consistently. Many of the systems are relatively new and the results of monitoring and evaluation are not used sufficiently to make improvements. Portfolios are thoroughly sampled as part of the internal verification process but observations of assessors are not held regularly. There is no evidence of long-term internal verification scheduling. Inspectors found that health and safety checks on council placements were inadequate.

59. There has been slow progress in the use of data to help make improvements. Currently, HALS uses a number of different data systems, and staff are unable to collect data effectively and use this to analyse issues. This weakness was recognised in the self-assessment report. A new system is to be introduced which will improve data collection and give managers more involvement in the management information system. Overall retention and achievement rates are not analysed or discussed regularly and there is currently no effective process to report on learners' destinations. However, HALS does have some well-established practice for gaining feedback and evaluations from learners. Feedback is collected after induction, mid-course and at the end of training. Employers are invited to provide feedback during employer monitoring visits. A pilot evaluation scheme was recently carried out with different groups of learners. It looked at aspects of the learning programme such as recruitment and assessment, induction, training, assessment, work placements and progress reviews. The pilot allowed for individual and group feedback and has produced some good discussion and pointers for future action. HALS has also recently commissioned a survey of learners' views to help improve the quality of learning programmes and identify and develop new courses.