

INSPECTION REPORT

Enfield Training Services

08 April 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 Jobcentre Plus programmes. 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 **learnirect** provision
- adult and community learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of her majesty's Chief Inspector of Prisons.

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 Jobcentre Plus programmes 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

Enfield Training Services is an operational service unit of the London Borough of Enfield. Established in 1983, it operates from premises in Edmonton, North London and provides work-based learning for young people, funded by the London North Learning and Skills Council. Overall, there are 150 learners training in modern apprenticeships, national vocational qualifications (NVQs), and following foundation programmes. There are twenty-six learners on programmes in construction, 42 in business administration, 44 in hairdressing and 23 in Life Skills. The number of learners on programmes in catering, horticulture, information and communications technology, engineering and manufacturing was too small to be inspected.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Training in Life Skills is good. Training in hairdressing is satisfactory. Training in construction and in business administration is unsatisfactory. The leadership and management of Enfield Training Services are unsatisfactory. The arrangements to ensure equality of opportunity are good, but quality assurance is unsatisfactory.

GRADES

Leadership and management	4
Contributory grades:	
Equality of opportunity	2
Quality assurance	4

Construction	4
Contributory grades:	
Work-based learning for young people	4

Business administration, management & professional	4
Contributory grades:	
Work-based learning for young people	4

Hairdressing & beauty therapy	3
Contributory grades:	
Work-based learning for young people	3

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Foundation programmes	2
Contributory grades:	
Life Skills	2

KEY STRENGTHS

- effective initiatives for widening participation
- good off-the-job training in construction and hairdressing
- good guidance and support on Life Skills programmes

KEY WEAKNESSES

- poor achievement rates for modern apprentices
- no effective action to improve achievement rates
- slow progress for some learners
- inadequate quality assurance of most subcontracted training

THE INSPECTION

1. A team of six inspectors spent a total of 24 days at Enfield Training Services (ETS) in April 2002. They visited 18 workplaces and four subcontractors. They interviewed 56 learners and 18 workplace supervisors. Inspectors carried out 24 interviews with ETS staff. They observed learners' progress reviews, and 11 off-the-job training sessions. They examined a range of documentary evidence including 42 learners' portfolios of evidence, learners' records, ETS' plans, policies and procedures, minutes of meetings, internal and external verifiers' reports and promotional literature. They also studied the most recent self-assessment report, produced by ETS in February 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Construction	0	1	1	0	0	0	0	2
Business administration, management & professional	0	0	0	2	0	0	0	2
Hairdressing & beauty therapy	0	0	2	0	0	0	0	2
Foundation programmes	0	0	1	2	2	0	0	5
Total	0	1	4	4	2	0	0	11

THE PROVIDER AS A WHOLE

Context

2. ETS is an operational service unit of the London Borough of Enfield, which operates from premises in Edmonton, North London. It provides work-based learning for young people which is funded by the London North Learning and Skills Council (LSC). At the time of the inspection, there were 150 learners. Of these, 90 were employed. Twenty-six learners were following programmes in construction, 42 in business administration, 44 in hairdressing and 23 in Life Skills. ETS employs 19 permanent and temporary staff. Of the temporary staff, some are employed through agencies, and others are freelance consultants. ETS provides off-the-job training for learners on business administration and Life Skills programmes at its own premises, but subcontracts most hairdressing and construction training to local colleges.

3. Enfield is one of the four boroughs which make up the London North LSC area. The others are Barnet, Haringey, and Waltham Forest. ETS recruits learners from all four boroughs. The unemployment rate in the London North LSC area in October 2001 was 5.2 per cent. In London as a whole it was 3.3 per cent and nationally it was 2.9 per cent. The service sector provides over 84 per cent of employment in London North, with 5.1 per cent in construction, and 9.7 per cent in manufacturing. The 1991 census showed the proportion of the population from minority ethnic groups as 21.1 per cent in the London North area, compared with 6.2 per cent nationally. The proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 46 per cent in the London North area and 47.9 per cent nationally.

Work-based learning for young people

4. Achievement rates on work-based learning programmes are poor. In construction and business administration, no learners have achieved all the requirements of the modern apprenticeship framework in the past five years. In hairdressing, only three out of 194 learners have successfully completed their modern apprenticeship in this period. Achievement levels by learners on NVQ programmes are also poor. On business administration and information technology (IT) programmes, achievement rates were good between 1997-98 and 1999-2000, but have declined since. Some learners on Life Skills programmes make good progress with their key skills training. Retention rates are good on foundation modern apprenticeship programmes in business administration and hairdressing, but poor in construction.

5. Off-the-job training in construction and hairdressing is good. ETS subcontracts this training to local colleges. Work placements for learners on Life Skills, hairdressing and business administration programmes are good. However, many business administration learners do not have work placements. Most training is satisfactory or better. Some learners are making slow progress, particularly on hairdressing and business administration programmes. Learners on most programmes receive good, frequent, thorough, progress reviews from ETS staff. However, the targets set for learners at these reviews are often not specific enough. In most programmes, on- and-off-the-job training are not effectively linked.

Life Skills

6. Learners make good progress in acquiring key skills and many start to build portfolios of key skills evidence, which they can use when they progress to other programmes. They are particularly enthusiastic about the IT skills which they have learnt, and are able to demonstrate them with confidence. Learners gain work experience in ETS's offices, or attend short occupational courses. ETS takes great care to ensure that these activities are appropriate for individual learners and reflect their interests and capabilities.

7. ETS provides good guidance and support for Life Skills learners. Tutors demonstrate a genuine concern for learners' welfare and progress. Learners are given a thorough induction and frequent progress reviews. ETS carefully matches learners to work placements or short occupational courses, and learners appreciate the range of choices available. There is insufficient support for learners whose first language is not English. Learning materials are not adequately adapted or explained. Staff are not given enough training to help them meet the needs of these learners.

LEADERSHIP AND MANAGEMENT**Grade 4**

8. ETS is an operational service unit of the London Borough of Enfield. It is headed by a co-ordinator, who is responsible for its overall operational management. The co-ordinator reports to the borough's assistant head of human resources, who manages the corporate development and training unit. ETS operates from premises in Edmonton, North London. It has provided government-funded work-based learning since 1983. Its main focus is on providing training for 16-25 year olds. ETS employs 19 people. The management team consists of the co-ordinator and the manager responsible for finance and administration. Two training assessors and an NVQ consultant direct the work of a team of 10 trainers. Other staff have responsibility for finance and administration and learners' work placements. ETS has contracts with local colleges of further education and other agencies in surrounding boroughs for specialist vocational training. The London Borough of Enfield has an equal opportunities policy which covers all ETS's activities. ETS's promotion of equal opportunities is the responsibility of the co-ordinator. ETS has its own quality assurance manual and procedures which have been updated annually since 1994. The co-ordinator produced the self-assessment report used for this inspection in February 2002, drawing on data and other input from ETS's staff. A previous self-assessment report was produced in 1999.

STRENGTHS

- decisive management action to deal with some issues
- effective initiatives for widening participation
- good use of verifiers' reports by management

WEAKNESSES

- no effective action to improve achievement rates
- overcentralised decision-making
- poor communication with some subcontractors
- inadequate quality assurance of most subcontracted provision
- poor implementation of some quality assurance procedures

OTHER IMPROVEMENTS NEEDED

- better reinforcement of equal opportunities after induction
- more careful monitoring of training materials

9. ETS managers take decisive action to remedy some problems. If staff identify problems with the training provided in the workplace, training centre or subcontracted college, they notify the co-ordinator. If the issues are considered to be important enough, the co-ordinator takes swift and decisive action. Significant improvements have been made as a result. One subcontractor, despite frequent requests from ETS, failed to

provide adequate arrangements for learners to be assessed in their workplace. ETS managers promptly employed peripatetic assessors to carry out this work. ETS monitors thoroughly the health and safety arrangements at work placements. Although there is a shortage of work placements, ETS has been quick to withdraw learners if standards have fallen.

10. Data are routinely collected, and these show that on all the programmes with a significant number of learners, achievement rates have remained low for a number of years. ETS managers are aware of this problem, but have not taken effective action to deal with it.

11. ETS's staff are not sufficiently involved in decision-making processes. The decision-making structure allows for staff to take decisions at team meetings. However, they do not have sufficient confidence to do so, unless the co-ordinator is present. For a protracted period, Enfield Borough Council has been considering the future of ETS. Deadlines to reach a firm decision have been passed without resolution. Significant proposals for improving training at ETS have been held up while the unit's future is decided. For example, the staffing structure at ETS is heavily reliant on temporary staff. This weakness was identified in the most recent ETS self-assessment report.

12. Communication with some subcontractors is poor. ETS has contracts for off-the-job training with a number of colleges. In most cases, the small number of learners involved means that they join existing college courses. In many cases, college staff teaching these courses are unaware of the role of ETS in the learners' training. As a result, colleges sometimes deal directly with the employer and do not keep ETS informed. ETS and its subcontractors have both initiated correspondence about problems with learners, but this has not always resulted in action being taken.

Equality of opportunity

Contributory grade 2

13. ETS is part of Enfield Borough Council, and conforms fully with the borough's equal opportunities policy and supporting procedures. These are thorough, and regularly reviewed. Equal opportunities forms an important part of induction for all learners. ETS's complaints and appeals procedures are explained fully to all learners at this time. ETS's staff ensure that learners are fully aware of the action they should take if they experience any discrimination or harassment.

14. ETS staff work closely with Enfield Borough Council and the local Connexions service to promote training to all members of the community. They have good initiatives to recruit learners from under-represented groups. These have included a drive to attract more women into construction training and men into hairdressing and business administration. They have also succeeded in recruiting learners from minority ethnic communities. At the time of inspection, 46 per cent of ETS's learners are from minority ethnic backgrounds.

15. The assistant head of human resources at the borough council has management responsibility for ETS, and frequently visits the training centre to discuss emerging issues with the training centre co-ordinator and to monitor policy implementation. ETS plays a major part in the council's successful strategy to meet the needs of the community. The council has gained recognition of this success by winning a national award for diversity. There is a local scheme to promote equality of opportunity in the workplace by encouraging the recruitment and development of staff from under-represented groups. Through this scheme, ETS has employed two trainers, who provide a good role model for learners. There are many employees in the council and local companies who are former ETS learners, and who also act as important role models to current learners.

16. ETS has training premises in Edmonton. This location is convenient for learners, but the training areas are on the first floor of the building and there is no access for wheelchair users. This was recognised as a weakness in the most recent self-assessment report. The ETS development plan includes realistic action to remedy the situation.

17. Learners have a satisfactory understanding of equal opportunities. However, this is not re-emphasised as a matter of course and it is rarely discussed during the frequent progress reviews. The employers and subcontracted colleges are all initially checked to ensure that they comply with ETS's standards for equal opportunities, health and safety and resources.

18. Most of the training material used by ETS's staff is well designed to meet the needs of the learners. However, in one instance, a project involved solving a hypothetical crime, using a list of possible suspects and a set of identifying features. This is not sensitive to the background of some of the learners.

Quality assurance**Contributory grade 4**

19. ETS has a well-documented quality assurance system. However, the quality assurance arrangements have failed to ensure satisfactory achievement rates over the last few years. The quality assurance policy has been in place since 1994 and is updated annually. It is supported by clear procedures, covering most aspects of ETS's work. Management information is gathered from a variety of sources and can be used to plan actions and improve quality. Reports from internal and external verifiers are thoroughly analysed, and the conclusions reported to the unit co-ordinator, who uses them to help improve the training provision. The views of staff, learners and employers are systematically collected using questionnaires.

20. The policy and procedures used by ETS provide details of the arrangements between ETS, employers, and the subcontracted further education colleges. ETS has worked closely with managers and staff in one college to improve the quality of the training provided. There is frequent contact between the two organisations, and ETS staff attend regular meetings to discuss the quality of provision. However, in most of the colleges, only a small number of learners from ETS participate in any given class. The managers and staff at ETS have insufficient influence on the quality of learning at these colleges and no systematic input to these colleges' quality assurance arrangements.

21. The management information system used by ETS is comprehensive, and provides accurate and timely data relating to all aspects of training provision. Details of learners' progress and achievements are readily available and are well known to the co-ordinator and the staff.

22. The quality assurance procedures used by ETS are specific about most aspects of its activities, but are not always fully implemented. The quality of documentation and recording of learners' progress ranges from thorough to inadequate in terms of detail, measurable targets and comment. The annual self-assessment report forms an important part of the quality assurance procedures. However, the report dated February 2002 was the first that ETS had produced for two years. This weakness was noted in the self-assessment report.

AREAS OF LEARNING

Construction

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	26	4

23. There are 26 learners on construction programmes. Fifteen are advanced modern apprentices, nine are foundation modern apprenticeships, and two are on other work-based learning programmes. Fifteen learners are training in electrical installation, four in wood occupations, three in plumbing, one in gas installation, two in building studies, and one in bricklaying. Learners are training in NVQs at level 2 and 3. The main focus of the inspection was on learners training in electrical installation. All the learners are employed locally. Their employers range from sole traders to a large manufacturing organisation. ETS subcontracts off-the-job training, including key skills and background knowledge training, to a number of local colleges. Each learner receives an initial assessment and an induction to training. Learners attend college on a day-release basis. A part-time member of ETS's staff oversees construction training. ETS staff regularly visit learners at their workplaces to review their welfare and progress. All learners have an individual learning plan.

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

Work-based learning for young people																	
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	6		7		16		21									
Retained*	0		0	0	0	0	8	38									
Successfully completed	0		0	0	0	0	0	0									
Still in learning	6		2	29	4	25	3	14									

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	2		8		3		8									
Retained*	0		0	0	0	0	0	0									
Successfully completed	0		0	0	0	0	0	0									
Still in learning	2		4	50	3	100	0	0									

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
NVQ Training	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	6		12		4		6									
Retained*	3		0	0	0	0	1	17									
Successfully completed	0		0	0	0	0	0	0									
Still in learning	1		1	8	0	0	0	0									

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

STRENGTHS

- good off-the-job training
- good pastoral support

WEAKNESSES

- no achievement of modern apprenticeships
- some learners not registered for NVQs
- poor links between on- and off-the-job training

OTHER IMPROVEMENTS NEEDED

- better distribution of completed progress review documents

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24. Good off-the-job training takes place in the subcontracted colleges. The colleges have good-quality workshops and classrooms. One college is a centre of vocational excellence in gas occupations. Learning materials used in off-the-job training are of a good standard. There are effective systems for monitoring learners' progress. Learners with additional learning needs are effectively supported. For example, a learner with dyslexia has been provided with literacy support for the written sections of the course. The college has arranged for the same support person to be available throughout, to maintain continuity and give the learner confidence. ETS funds this support. Learners and employers are very positive about the importance of off-the-job training. Employers make considerable efforts to ensure that their learners attend day-release courses.

25. Learners in construction are given regular progress reviews. These reviews are comprehensive and fully documented, but focus on pastoral matters and not on learners' progress towards achievement of their qualification. ETS's staff place great emphasis on supporting the learner and make a considerable effort to resolve any difficulties with employers, subcontractors and other agencies. Clear targets are agreed during progress reviews, but in many cases, these do not focus on progress towards NVQ or key skills qualifications. Although all learners and employers should receive a copy of the review documents shortly after the review takes place, some do not. Learners often do not remember targets set at progress reviews, since they have no written record of them.

26. No learner has achieved the full modern apprenticeship framework. Since 1997-98, 120 learners have been recruited to the programme. None has achieved the key skills qualifications necessary to complete the framework. Only 13 have achieved an NVQ. ETS subcontracts all the training of construction learners to local colleges. The contracts for electrical installation training have largely been confined to courses covering background knowledge.

27. Some learners are not registered for an NVQ or for key skills qualifications. ETS has recognised this problem and is making efforts to resolve it. However, a large number of learners have already left the programme with only a certificate in background knowledge. Many learners are in the second or third year of their apprenticeship and have not had the opportunity to collect any evidence towards their NVQ during this time. Many employers and learners do not know which programme the learner is on. They do not know that it is necessary to achieve an NVQ and key skills qualifications in order to successfully complete a modern apprenticeship. Those learners who are registered for an NVQ have been registered by the subcontracting college. ETS does not hold accurate records of registration numbers, or awarding body documentation. Some learners are attending a college which is not registered to deliver NVQ programmes. These learners will not be able to achieve their target qualification.

28. There are poor links between on- and off-the-job training. ETS has designated a specific member of staff to liaise with subcontractors. However, there is confusion between ETS and the subcontractors as to who has responsibility for learners.

Sometimes employers make direct contact with the subcontractors. ETS is not necessarily aware that this contact has taken place.

Good Practice

A group of learners were attending a key skills class in application of number as part of their day-release programme. Throughout the session, the teacher checked the learners' understanding by asking frequent questions directly relevant to their work experience. This ensured that all the learners participated in the lesson actively and with enthusiasm.

Poor Practice

An ETS trainer made a visit to a college to review a learner's progress. The college was the subcontractor responsible for all the learner's off-the-job training. The visit was not arranged with the college, or with the tutor responsible for the learner. The ETS trainer arrived unannounced, and the review took place during a lunch break, without the college tutor being present. This meant that the tutor could not give his perspective on the learner's progress and attendance, or express any concerns.

Business administration, management & professional**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	42	4

29. There are 42 learners on business administration and accountancy training programmes at ETS. Four are advanced and 10 are foundation modern apprentices. The remaining 28 are working towards NVQs at levels 1 and 2. Sixteen of the learners are men and 26 are women. Twenty-two learners have been identified as having additional learning needs and 11 have additional social needs. One NVQ learner, four advanced modern apprentices, and eight foundation modern apprentices are employed. Of the 29 non-employed learners, 25 do not have a work placement. Learners are referred to ETS by the local careers services, directly by employers or by personal contact. ETS assesses learners' basic and key skills and interviews them. Learners accepted onto the programme are given a two-day induction and an introduction to their NVQ. Employers also give their learners an induction to the workplace. ETS provides off-the-job training for business administration at its own premises. This includes key skills sessions for learners recruited in the year 2001-02. Learners collect evidence for their NVQ in the workplace then bring it to ETS for assessment and verification. ETS staff visit learners regularly in their work placements, and carry out progress reviews at least quarterly.

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

Work-based learning for young people																
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000		1998-99		1997-98							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	4		5		18		27		9						
Retained*	0		4	80	14	78	18	67	4	44						
Successfully completed	0		0	0	0	0	0	0	0	0						
Still in learning	3		1	20	0	0	0	0	0	0						

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99		1997-98								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	9		5		3		18									
Retained*	0		3	60	3	100	11	61									
Successfully completed	0		0	0	0	0	0	0									
Still in learning	9		1	20	0	0	0	0									

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																	
NVQ Training	2001-02		2000-01		1999-2000		1998-99		1997-98								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	35		62		13		6		57							
Retained*	1		50	81	8	62	5	83	43	75							
Successfully completed	1		26	42	5	38	4	67	29	51							
Still in learning	21		7	11	0	0	0	0	0	0							

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

STRENGTHS

- very supportive employers
- good inductions

WEAKNESSES

- no achievements of full modern apprenticeship frameworks
- inadequate target-setting
- slow progress for some learners

OTHER IMPROVEMENTS NEEDED

- more employer involvement in gathering workplace evidence for NVQs

30. Employers are very supportive towards their learners. They allow them plenty of time during the working day to gather evidence for their NVQs, build their portfolios, and work on their assignments and key skills projects. Some employers take a particularly keen interest in the learners' development. They visit the ETS training centre with the learner to discuss and agree a learning programme, when, for example, a learner moves from one NVQ level to another. Many employers arrange for learners to participate in useful work-related training events which help to improve their employability and give them the chance to gain additional qualifications. These include nationally recognised IT qualifications, and first-aid certificates. Employers are sensitive to learners' needs. One supervisor is trained in signing for hearing impaired people, and has trained a learner in these skills. Another is training for an assessor's award in order to help her learners gather evidence for their NVQs in the workplace. Recently ETS helped a learner with additional learning and social needs to obtain a work placement on merit, despite facing competition from learners without such needs. The involvement of employers and the good support for learners with additional learning and social needs were identified as strengths in the most recent ETS self-assessment report.

31. ETS gives learners a good induction to their training. ETS staff effectively use a wide range of teaching methods when covering important topics such as health and safety, and equal opportunities. They plan carefully and use activities such as debates and discussions to maintain learners' attention and interest. There are well-structured training sessions to help learners understand how to approach interviews with employers. Staff use well-designed and clearly written handouts when teaching most topics. Learners refer back to these for more detailed information if they need to. When interviewed, learners were able effectively to recall and describe their induction programmes.

32. Retention rates have improved across all business programmes. Retention rates for advanced modern apprentices rose from 44 per cent in the year 1997-98 to 80 per cent in the year 2000-01. For NVQ learners, the retention rate rose from 75 per cent in 1997-98, to 81 per cent in 2000-01. The rate for foundation modern apprentices is also consistently high. The good retention rate is identified in the self-assessment report as a strength.

33. No learner has yet achieved all the targets of their modern apprenticeship framework. Over the past five years, 98 learners have been recruited to modern apprenticeship programmes. Fourteen of these are still in learning. Of the 63 advanced modern apprentices who started training, only 17 achieved a level 3 NVQ, and four are still in training. Of the 35 learners starting foundation modern apprenticeships over the past four years, 11 have so far achieved a level 2 NVQ and 10 learners are still in training. Among learners following NVQ programmes, achievement has fallen appreciably since the qualifications changed. Between 1997-98 and 1999-2000, significant numbers of learners in this area worked for NVQs in using IT at levels 1 and 2. At that time, the IT NVQ was classified as a business administration qualification and

achievement rates were good, ranging between 49 per cent and 89 per cent. Modern apprentices recruited in the year 2001-02 are now being taught key skills from an earlier stage of their training.

34. ETS does not set adequate targets for learners. ETS staff carry out progress reviews with learners in the workplace at least quarterly, and often much more frequently. However, staff pay insufficient attention to setting learners meaningful and specific targets. During the reviews, staff identify tasks for learners, but no timetable is agreed for their completion. Often the tasks are not specific enough for it to be clear when the learners have finished. Tasks are not always sufficiently appropriate to the relevant NVQ, and learners are not well motivated by them. Progress reviews are seldom used to record learners' achievement of units, or to identify the units and elements being undertaken. There have been recent improvements to the way in which staff set targets.

35. Some learners make slow progress. Many do not obtain a work placement until months after they start their programme. There are currently 25 learners who have either been on a work placement and returned, or have yet to start a work placement. These learners still attend the training centre and receive relevant training in key skills and some aspects of their NVQ. However, their experience of work is restricted to planned tasks at the training centre. It is not possible for them to complete their NVQ in this way. ETS has made significant changes to the timing of off-the-job training for learners currently in work placements. The number of visits learners make to the training centre has been reduced, to enable ETS staff to carry out more workplace observations. This has meant that many learners previously released by their employers for one day a week have not attended the training centre for a number of months. Learners use the training centre sessions to check the evidence they have gathered for their portfolios, and make sure it meets the NVQ criteria. They are also given advice and feedback at these sessions, which helps them to monitor their own progress.

36. Employers are not sufficiently involved in the gathering of workplace observation evidence. ETS staff make regular visits to learners in the workplace to observe them carrying out work tasks. Employers have little involvement in the planning of these observations. They are unable to ensure that, during the visit, learners are carrying out work-related tasks that will provide evidence towards the NVQ .

Good Practice

A learner who thought that she might be dyslexic was encouraged by ETS staff to research the condition. She made effective use of the Internet and a telephone directory to identify a local company that could give her information on this topic. Using the information she received, she wrote a paper about dyslexia. She then developed a presentation on dyslexia for her fellow learners and ETS's staff, including transparencies and handouts. She is currently holding lunchtime sessions to help fellow learners who have difficulties with reading and/or writing, and think they may be dyslexic. At these sessions she gives out information leaflets and the contact names and numbers of relevant agencies.

Hairdressing & beauty therapy**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	44	3

37. ETS offers foundation and advanced modern apprenticeships in hairdressing, and NVQ training at level 1 and 2. Learners may join the programmes at any time of the year. The programmes are planned to allow most learners to complete the foundation modern apprenticeship within two years. Thirty-nine learners are foundation modern apprentices working towards NVQs at level 2 and key skills qualifications. There are no advanced modern apprentices. Five learners are working towards NVQs at level 1 and 2. Learners have work placements at 32 salons in Enfield, Haringey, Barnet and Waltham Forest. These range from small to medium-sized businesses. Most learners are employed. Employers, ETS and the careers service carry out recruitment. ETS gives initial assessment tests to all prospective learners to identify specific learning or other support needs. ETS provides inductions for small groups of learners or individuals. These cover the structure of NVQs and key skills, health and safety issues, the appeals procedure and equality of opportunity. Learners also have a structured induction into their work placement. ETS subcontracts most off-the-job training to a local college. The training is at two different levels, and offered on three days each week, allowing learners some flexibility as to which day they attend. Most learners working towards foundation modern apprenticeships attend off-the-job training for six hours on one day each week. During this time, they receive training in background knowledge, as well as portfolio-building, practical and key skills sessions. ETS has recently started to provide weekly key skills training at its own premises, for learners awaiting college places for their off-the-job training. Learners are assessed, and receive one-to-one support in the workplace, from a member of ETS staff or from work-based assessors. All ETS and college staff hold relevant teaching and assessor qualifications.

ENFIELD TRAINING SERVICES

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

Work-based learning for young people																
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000		1998-99		1997-98							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts			1		3		7		7						
Retained*			0	0	0	0	0	0	0	0						
Successfully completed			0	0	0	0	0	0	0	0						
Still in learning			0	0	0	0	0	0	0	0						

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99		1994-95							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	17		33		46		80								
Retained*	0		7		26	57	39	49								
Successfully completed	0		0		3	7	0	0								
Still in learning	17		20		2	4	0	0								

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
NVQ Training	2001-02		2000-01		1999-2000		1998-99									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	10		57		23		9								
Retained*	1		19	33	9	39	4	44								
Successfully completed	1		12	21	4	17	1	11								
Still in learning	4		1	2	0	0	0	0								

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

STRENGTHS

- broad range of salons
- good frequent reviews
- good on- and off-the-job training
- good retention rates for foundation modern apprentices

WEAKNESSES

- poor achievement of modern apprenticeships
- slow progress for some learners

OTHER IMPROVEMENTS NEEDED

- better co-ordination between on-and-off the job training

38. There is a broad range of salons for work placements. ETS carefully matches learners with the most suitable salons, to ensure that they receive the appropriate training and support. Learners work in good-quality salons which have a good level of resources and modern equipment. The salons promote good standards of technical skill and professionalism. The training salons at the college used for off-the-job training also have good training facilities and resources, and offer a realistic working environment.

39. Learners receive effective, frequent, detailed progress reviews. ETS staff carry out monthly reviews with learners, and in some instances more often. Employers are involved in the reviews. Staff make good use of monitoring sheets from the learner's portfolios to set and monitor targets. Records of past reviews are used effectively to identify which targets have been met, and whether learners need more time to complete what was agreed. Learners are encouraged to set themselves specific targets for the completion of elements of their on- and off-the-job training. In some cases small, easily achievable targets are set to maintain the learner's motivation.

40. Learners receive good on- and off-the-job training. Most learners receive weekly, structured training in the workplace, usually over one whole or two half-days. In some workplaces, several salon staff with a range of expertise provide the training, giving the learner a good, broad skills base to learn from. Most employers send learners on colouring and cutting courses early in their training. This enhances and develops their technical skills. There are newly developed detailed schemes of work for off-the-job

training, which effectively incorporate key skill sessions into the programme. The practical and background knowledge sessions are well structured and well planned, with good links between them. Learners use a wide range of evidence in their portfolios. Most learners make good use of photographs, client analysis sheets, and witness testimonies as evidence. Learners waiting for a place in a college day-release group attend ETS's training centre for weekly key skills training sessions. Tutors have designed comprehensive, detailed schemes of work and lesson plans for these sessions, covering a 12-week period. Learners are given regular tests, and the scores show good levels of improvement in their understanding and abilities.

41. There are good retention rates for foundation modern apprentices. The proportion of learners leaving their programmes before the planned completion date has fallen from 51 per cent in 1998-99 to 18 per cent in 2000-01. So far, there have been no learners leaving the programme early in 2001-02.

42. Achievement levels for the modern apprenticeship framework are poor for the advanced modern apprenticeship. No learners have achieved an NVQ or completed their key skills qualifications during the past four years. Of the foundation modern apprentices, only three out of 176 learners starting the programme since 1998 have achieved the full modern apprenticeship framework. Only 29 per cent of these learners have gained an NVQ at level 2. The completion of key skills awards has been particularly poor. Learners have not been given IT training until the end of their programme, unless they have chosen it as an option on their NVQ. Some learners have insufficient understanding of what they need to cover in application of number. For many learners, English is their second language and they have had difficulty in achieving their communication key skills award.

43. Some learners make slow progress. Most learners' individual learning plans set targets that do not sufficiently stretch or motivate them. Most NVQ units are timetabled for completion in the second year of training, although they could be achieved much sooner. Some learners have taken a long time to achieve units which relate to their daily work. For example, one learner took 11 months to achieve the shampooing unit, and 10 months to achieve the reception and health and safety units. Another learner was only assessed for the shampooing unit nine months after starting the programme. Until recently, learners have received insufficient work-based assessments and there have been unnecessary delays in the assessment process for the NVQ and key skills qualifications. Some learners have not been given credit for successful assignments. This gives the learners the impression that they have not completed the unit, when in some instances, they have. Some learners have to wait a long time before a college place is available for them to start their off-the-job training. Some have waited as long as seven months. This delays their progress.

44. There is weak co-ordination between on- and off-the-job training. Employers are not sufficiently aware of what training has taken place off the job. Information is not given directly to the employer, and in most cases is given by the learners themselves. Information about learners' on-the-job training is not used directly to plan their off-the-

job training. Employers do not have copies of schemes of work, or direct contact with the college. Employers, the college and learners do not all receive copies of the completed review documents. They do not all have the same understanding of the learner's training needs.

Foundation programmes**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Life Skills	23	2

45. Life Skills training at ETS is designed to help learners develop their key skills, and to progress into employment, work-based learning or further education. Currently, there are 23 learners on the programme. Learners are referred to ETS by the local careers office, or hear about the programme through personal contacts. All learners have an initial interview with careers and ETS staff. Training lasts for 19 weeks, but is extended for some individuals. Some learners progress to other programmes before the end of the training. Learners attend for between 16 and 20 hours per week. They are taught the key skills of IT, application of number and communications, and jobsearch skills. There are additional classes for learners for whom English is not their first language. All learners are either offered work experience placements at ETS offices, or short courses designed to introduce them to particular occupational areas. These short courses are offered by other training providers or subcontractors. Three full-time and four part-time staff are directly involved in Life Skills training.

STRENGTHS

- good guidance and support
- some good progress in key skills
- careful matching of learners to workplaces and short courses

WEAKNESSES

- inadequate provision for learners with additional language needs

OTHER IMPROVEMENTS NEEDED

- better target-setting
- broader range of off-the-job training

46. Learners receive good guidance and support. Learners' career plans, prior experience and qualifications are considered carefully at initial interviews with ETS staff. At interview and during their inductions, learners' basic and key skills are assessed. The information gained is used effectively to place learners on suitable training programmes. Learners receive a thorough two-day induction. During the induction, and for the following two weeks, tutors continue to monitor the learners closely. Adjustments are made to their programmes if necessary. Tutors review progress with learners frequently. Learners have individual progress reviews with tutors at least fortnightly. All these meetings are routinely minuted on standard review documents. However, most review documents do not contain clear targets for learners. Targets are not usually broken down into achievable units, and dates are not set for their achievement. Tutors quickly get to know the learners and develop a good understanding of their needs. They have a genuine concern for learners' welfare and progress. Learners greatly appreciate the reviews and the support they receive from tutors.

47. Learners on the Life Skills programme are making some good progress in key skills. Learners are given training in IT, communication and application of number. They are enthusiastic about the training and many are able to talk with confidence about what they have learnt. They clearly feel that they are making good progress and their tutors confirm this. Learners are particularly motivated by the IT training, and are able to demonstrate effectively the new skills which they have acquired. Many learners start building portfolios of evidence of their achievements in key skills, which they can use when they progress to other programmes. Most learners' attendance at key skills classes is good.

48. ETS staff ensure that learners are carefully matched with their work placement or short course. Many learners have appropriate work placements. Others follow well-structured short courses designed to introduce them to particular occupational areas. More than half the learners interviewed expressed a strong interest in office work. ETS has a well-developed work-experience programme for learners based in its own offices. Tutors draw up timetables for individual learners, which ensure the amount of time a learner spends on work-experience is properly matched to their capabilities. ETS administration staff allocate a good range of basic office duties to learners once they are on the work placement. The staff members routinely check the log of activities that each learner completes daily, to confirm the learner's achievements. When individuals make good progress they are given more challenging tasks. Learners speak with enthusiasm about this programme. Other learners choose from a wide range of occupational short courses. One subcontractor offers introductory courses in construction skills, such as painting, or electrical installations. Others offer motor vehicle training. Learners are very appreciative of the choices they are offered. If learners have specific learning or behavioural needs, staff make additional efforts to ensure that they follow a suitable option.

49. There are inadequate facilities for learners who need training or support in English. English is not the first language of approximately 40 per cent of the learners on the Life Skills programme, but language needs are not formally assessed at interview or

induction. Learners who have obvious difficulties with English are given specific classes in English for speakers of other languages (ESOL), in place of some of the key skills training. At the time of inspection, there were seven of these learners. The tutors have insufficient experience in teaching ESOL in an inner city environment, and have only initial ESOL teacher training qualifications. Inspectors observed one ESOL lesson and graded it as poor. There are other learners with additional language needs who are following the key skills programmes and have not been offered any specialist language support. Staff teaching key skills programmes are not sufficiently aware of the needs of learners whose first language is not English. They do not adapt their teaching methods or the language they use. Learners with additional language needs cannot always participate effectively in classes. Learning materials are inadequately adapted or explained. For example, learners in one IT key skills session were copying information they did not understand from a worksheet into a database. Staff do not receive support or development to help them meet the needs of ESOL learners.

50. There is a narrow focus to off-the-job training. Most learners have timetables of 16 hours per week, consisting of key skills and jobsearch skills classes. Few learners take part in additional classes or enrichment activities. There are no facilities at ETS for them to study independently. ETS does not offer Life Skills learners the opportunity to gain any qualifications. However, a varied programme was specifically designed for five learners with profound learning or social needs which successfully met their needs. Some of the improvements needed were identified in the self-assessment report.

Good Practice

A learner with Downs' Syndrome has joined the Life Skills programme. He expressed an interest in horticulture. After intensive efforts, his tutor has found him a work placement in a public garden managed by the local council, close to his home. The learner is very happy with the work placement, and is making good progress.