

INSPECTION REPORT

Skillnet Vocational Training

15 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 **learnndirect** 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

Skillnet Vocational Training is a privately owned organisation based in Eastcote, Middlesex. It is managed by two partners. Skillnet provides training in West London, Hertfordshire, and for a large national fast-fit motor service retailer. It provides work-based learning for young people in motor vehicle engineering, including light and heavy vehicles, mechanical and electrical repairs, body repairs and body finishing. Skillnet offers learners training towards national vocational qualifications (NVQs) and foundation and advanced modern apprenticeships.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. Work-based learning for young people in motor vehicle engineering is satisfactory overall. Leadership and management are also satisfactory. Equal opportunities arrangements are satisfactory, but quality assurance is unsatisfactory.

GRADES

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Engineering, technology & manufacturing	3
Contributory grades:	
Work-based learning for young people	3

KEY STRENGTHS

- good assessment practices
- good staff review and professional development opportunities
- good understanding of equal opportunities by learners
- effective involvement of work-based staff in training and assessment

KEY WEAKNESSES

- weak initial assessment

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- incomplete quality assurance procedures
- inconsistent internal verification procedures

OTHER IMPROVEMENTS NEEDED

- greater use of collected data
- better management of subcontractors

THE INSPECTION

1. A team of four inspectors spent a total of 16 days with Skillnet in April 2002. They held 29 interviews with managers and with employed and subcontracted members of staff. Inspectors interviewed 43 learners at their work placements. They also interviewed 19 employers and workplace supervisors. Inspectors looked at 28 portfolios of evidence and 33 individual learning plans, as well as other documents, including records of assessment, internal verification documents, reports from awarding bodies, promotional materials, and Skillnet's business plan, policies and procedures, which are held on the internal computer network. They also examined data on recruitment, retention and achievement, and observed and graded three learning sessions. The inspection covered all the areas of motor vehicle engineering in which Skillnet provides training. There are also six learners working towards modern apprenticeships in customer service. This area was not inspected because of the low numbers involved. The inspectors studied Skillnet's third self-assessment report, which was produced in January 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Engineering, technology & manufacturing	0	0	1	2	0	0	0	3
Total	0	0	1	2	0	0	0	3

THE PROVIDER AS A WHOLE

Context

2. Skillnet Vocational Training (Skillnet) was established in 1999, to provide motor vehicle work-based learning in West London and the surrounding counties. Its original location was in Harrow, but it moved in October 2001 to new premises in Eastcote, which include classrooms and offices. The organisation currently contracts with London West and Hertfordshire Learning and Skills Councils (LSCs). It also provides a consultancy service on a commercial basis. The inspection covered only the work-based learning. Most off-the-job training takes place at Skillnet's premises. A small number of learners who live further afield are taught at a further education college, which is subcontracted to provide Skillnet's training. Learners who work for a national fast-fit company receive off-the-job training from Skillnet staff in convenient locations across the country. These learners attend the training centre on day-release once every two weeks throughout the year. Skillnet has 14 full-time and two part-time members of staff and one full-time subcontracted worker. Currently, there are 261 learners on motor vehicle training, and a further six on customer service NVQ programmes. The customer service NVQ programmes were not included in the inspection because of low numbers. Work placements vary from small independent garages to large franchised dealerships. Ninety per cent of the learners are employed.

3. Skillnet draws most of its learners from areas in and around West London and Hertfordshire. These areas generally have buoyant economies, dense populations, and a high level of car ownership, with a consequent high demand for car servicing engineers. Significant economic differences exist between local London boroughs. For example, in Brent, the unemployment rate for 2001 was 5.9 per cent, while in Hillingdon it was 1.4 per cent. The rate for London overall in October 2001 was 3.3 per cent, compared to a national rate of 2.9 per cent. In Hertfordshire, the unemployment rate was 1.2 per cent. Of those unemployed, 21 per cent are aged between 18 and 24 in West London, compared with 19.6 per cent in Hertfordshire. The 1991 census shows that the proportion of people from minority ethnic groups is 20.2 per cent in London and 4 per cent in Hertfordshire, compared with 6.2 per cent nationally. Again, there are considerable variations in the London boroughs from which Skillnet draws its learners. The percentage in Brent is 44.8 per cent, while in Hillingdon it is 12.3 per cent. In 2001, the proportion of school leavers leaving with five or more general certificates of secondary education (GCSEs) at grade C or above ranged from 45.6 per cent in Brent to 57.5 per cent in Harrow for the West London area and 56.3 per cent in Hertfordshire. The national figure was 47.9 per cent. Of those Year 11 pupils eligible to enter employment, 87 per cent in Hertfordshire remained in full-time education. In West London, the staying-on rates varied from 70 per cent in Ealing, to 90 per cent in Hounslow, compared with 71 per cent nationally.

Work-based learning for young people

4. Learners on the advanced modern apprenticeship programme began in September 1999, so insufficient data are available to form judgements on the achievement rates. Retention and achievement rates for learners starting a foundation modern apprenticeship in 1999 are poor. The organisation recognised this in its first self-assessment report. Initiatives have been introduced to remedy this and, retention rates have steadily improved since. Learners are now making good progress and many expect to complete their modern apprenticeship frameworks well within the planned timescale.

5. Training is good for most learners. Off-the-job training is provided at the organisation's training centre by Skillnet staff. Work placements have good resources and give learners the opportunity to work with sophisticated diagnostic equipment, as well as providing a wide range of learning and assessment opportunities. All assessment takes place in the workplace. Skillnet assessors visit the workplace monthly to conduct both assessments and progress reviews. Work-based supervisors are actively involved in the review process and receive a copy of the action plan. They also help to set new tasks for the learners in preparation for the next visit.

6. All learners take an initial assessment and diagnostic test as part of the recruitment process. This initial assessment does not cover key skills. The results are used to assess potential learner's suitability for their chosen vocational area. However, the results do not contribute to individual learning plans. The learning plans do not take prior achievement into account and are not kept up to date. The results of assessment are not used to discover the level of support an individual may need. For those learners starting a modern apprenticeship before September 2000, training in key skills was only provided towards the end of the programme. Key skills training was not co-ordinated with the gathering of evidence for NVQs.

LEADERSHIP AND MANAGEMENT

Grade 3

7. Skillnet has operated from its site in Eastcote, Middlesex, since it relocated in October 2001. Two operations and administration directors own and manage the company. They have overall responsibility for management and strategic and financial planning. They are assisted by five operational managers who have responsibility for the day-to-day running of the training programmes. These seven people make up the management team. Skillnet employs 10 staff, two of whom work part time. A subcontractor is also employed full-time as the lead internal verifier, assessor and training centre co-ordinator. A group of seven full-time assessors support learners in the workplace by visiting employers premises at least once a month. One assessor, who works mainly from home, attends the training centre once a month. Three tutors (two full time and one part time) work at the training centre and provide off-the-job training. All assessors and tutors are qualified and occupationally competent. Skillnet has standardised its procedures for administration and quality assurance and these are available on the internal computer network. The audit processes are also given. These processes are shown as flow diagrams and cover the main training processes, including induction training and assessment, internal verification, and satisfaction of learners. Skillnet is registered under BS EN 9001:2000, an international quality assurance standard, and has been accredited as an Investor in People, a national standard for improving an organisation's performance through its people, since December 1999. Skillnet has produced an annual self-assessment report since 2000. The most recent was produced in January 2002.

STRENGTHS

- good staff review and development arrangements
- effective marketing and promotion
- good understanding of equal opportunities by learners

WEAKNESSES

- insufficient monitoring of equal opportunities in the workplace
- incomplete quality assurance procedures
- insufficient analysis of early leaver data
- some inconsistent internal verification procedures

OTHER IMPROVEMENTS NEEDED

- better use of collected data
- better management of subcontractors

8. The two directors of Skillnet prepare an annual business plan linked to the self-assessment report. This document sets targets and priorities for the coming year. Staff

attend monthly meetings to discuss the broad strategy and operational plans described in the business plan and have a good understanding of the priorities of the business. The progress made towards targets is reviewed at monthly staff and management meetings. There are also specific meetings to discuss other aspects of the business, including staff appraisal, assessor, internal verifier, full staff and management meetings. At a more strategic level, quarterly meetings are held by the management team to discuss key performance issues and longer-term prospects for the business. One of the priorities for 2003 is to consolidate the business, limiting growth to allow a greater focus on the standard of training provision.

9. Skillnet's procedures for staff induction, appraisal and development are shown on the computerised flow diagrams. They apply to all staff in the organisation. All staff have clear job descriptions which define their role and areas of responsibility. Staff are appraised once a year. The appraisal process reviews individual staff performance, and identifies the staff development needs of both Skillnet and the individual. These are written up as a training plan, which is monitored by the administration director to find out whether the objectives are met. These objectives are intended to not only meet the immediate development needs of the individual, but also Skillnet's long-term objectives. The organisation reviewed all staff against a set of defined occupational competences. Recruitment, where undertaken, has focused on filling gaps in experience and qualifications. Skillnet encourages staff to undertake a range of job-specific training and development activities. All assessors have received training in the new automotive qualification standards. Strong policies on continuous professional development encourage staff to benefit from a variety of career opportunities, including refreshing practical knowledge of their industry, and keeping their occupational qualifications up to date. Training in equal opportunities and promoting diversity is a priority. All staff have attended both internal and external training courses in these areas. These particular training and development activities are not formally evaluated. The two directors are not included in the staff appraisal process.

10. Skillnet has systems in place for collecting data. Summarised data include retention and achievement rates, which are used to make short- and long-term forecasts of performance. Skillnet also collects information on learners' progress, attendance at off-the-job training sessions, learners' satisfaction and destinations. Progress against the LSC contract is also measured. However, these data have not been used to contribute to planning. For example, equal opportunities monitoring data are routinely collected and summarised in a report for the quarterly management meetings, but this is not then used systematically in planning or to identify trends.

11. There is a need for improved management of subcontractors. Although some formal agreements exist between Skillnet and the internal verifier and employers, these are not formally monitored. Directors monitor the subcontracted lead internal verifier by examining the external verifiers' reports and through appraisal. The methods used to monitor the internal verification process are inappropriate. Internal verification procedures are inconsistent, which was identified by Skillnet in its self-assessment report and the inspectors. Similarly, there is no formal agreement between the college that

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provides some of the off-the-job training. There is no clear stipulation of the services to be provided, the required quality assurance standards, or methods of monitoring.

Equality of opportunity**Contributory grade 3**

12. A new set of policies has been prepared in an easy-to-understand pack for use by new learners, employers and staff. Staff receive regular updating and equal opportunities training. Skillnet is working to rectify the under-representation of women and learners from minority ethnic groups on its programmes and has redesigned its recruitment and advertising materials to encourage applications from these groups. Targets are set and the data reviewed at quarterly management meetings.

13. Learners have a good understanding of equal opportunities. As a rule, Skillnet's induction activities include a video on racism, harassment and bullying that is used to promote awareness of equal opportunities issues. Learners are encouraged to consider their own attitudes and behaviour and develop their understanding while being constructively challenged. Learners who receive a short induction in the workplace are not shown the video.

14. Skillnet has developed a set of comprehensive marketing and promotional materials that are used for a variety of contacts. There is a well-developed corporate image, which is used on all publications. The materials are widely distributed to schools, employers and careers, and community organisations. They are also designed for use by staff who are promoting Skillnet's initiatives. The materials have positive and un-stereotyped images of current learners on programmes, and include samples of learning and study materials. All the packs contain references to equal opportunities and the subject is highlighted during promotional talks. Since the packs were introduced, there has been a steady increase in the number of women and learners from ethnic minorities. Overall participation rates by learners from minority ethnic groups is 12 per cent, compared with 7 per cent in 1999 and 2 per cent women, compared with 0.5 per cent in 1999. The management team regularly reviews the effectiveness of the promotional activities and sets challenging, but realistic targets at the quarterly meetings.

15. There is insufficient monitoring of equal opportunities on employers' premises. If an employer has an equal opportunities policy, this is checked at the beginning of the programme. If they do not have one, they are required to sign up to Skillnet's policy. Skillnet's agreement with employers makes clear the employer's role and responsibility in ensuring equality of opportunity for learners, but there is insufficient reference to equal opportunities beyond this initial stage. Employers are not checked subsequently for compliance with the requirements. Although their awareness of equal opportunities issues is examined at the start of the programme, this is not always followed up when there is a change of supervisor at the workplace.

16. Skillnet maintains comprehensive records of all complaints and generally responds to rectify individual problems quickly. However, although these complaints are reviewed at management meetings, there is insufficient systematic analysis of them to highlight trends or to identify troublespots.

Quality assurance

Contributory grade 4

17. Skillnet has a quality assurance policy statement which is based on, and contributes to, the organisation's mission statement to establish itself as a high-quality training provider and to be recognised as a centre of excellence for motor vehicle training within West London and the surrounding counties. Its quality assurance system complies with BS EN 9001:2000.

18. The self-assessment process has been in place since 1999 when Skillnet was established. The most recent self-assessment report (produced in January 2002) was the first to be modelled on The Common Inspection Framework. Each self-assessment report has been followed by an action plan based on the identified strengths and weaknesses of the organisation. The progress of corrective actions is monitored and reviewed at quarterly management meetings, so that improvements can be measured. Learner satisfaction questionnaires show evidence of the improvements. All staff are involved in the production of the self-assessment report and resulting action plan. The management team develops the report and staff are prompted to comment on it. Amendments are made, if necessary, and the final report is discussed at a full team meeting.

19. Skillnet has identified the key quality processes and the way that they are recorded using process mapping software on the internal computer network, making it available to all members of staff. However, the procedures supporting these processes are incomplete. There is no proper basis for ensuring consistency or establishing standards from which measurable improvements might be made. For example, there are no documented procedures for initial assessment or discovering the support needs of individual learners. Where additional support is given, it is the decision of individual tutors, based on their experience and understanding of the current requirements of the programmes. Similarly, there is no procedure for assessing the learners' current level of attainment of key skills. Regular auditing of the processes is planned and completed annually. However, some key processes are not scheduled for audit, and those without written procedures cannot be audited at all. The project manager and operations director carry out the audits and keep the records.

20. Skillnet collects information about its learners, including data on ethnicity, gender, results of initial assessment, complaints and reasons for leaving the programme early. The analysis of these data is inadequate. For example, there are records of early leavers, but these provide little information, other than the reason for leaving. The data have not been analysed to identify trends or to provide the basis of action-planning.

21. Internal verification of on- and off-the-job training is carefully planned. Portfolios of evidence for the NVQ are regularly verified and assessments and assessors are also verified in the workplace to a pre-planned schedule. All assessors are verified at least twice a year, with newer assessors being verified more frequently. There are currently two internal verifiers, soon to be increased to three. One internal verifier is also the training centre co-ordinator and a key assessor for a national contract, and so spends much of his time out of the office. There are inconsistent practices, especially in the

feedback to individual assessors. Some feedback is comprehensive, helpful and supportive, but in other cases, feedback is brief and little more than an acknowledgement that the assessment has taken place. Learners' portfolios of evidence do not record the fact that internal verification has taken place. Learners lack a clear indication of the quality of their evidence.

Good Practice

Skillnet conducted a learner satisfaction survey which revealed dissatisfaction with the standard of off-the-job training. Skillnet responded by moving off-the-job training to purpose-built premises where it could exercise better control over the quality of the training provision. The improvements were approved by learners, as expressed in surveys and verbally to inspectors.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	261	3

22. Skillnet specialises in providing modern apprenticeship training for the automotive engineering sector. The organisation offers training leading to NVQs at level 2 and 3 in two main areas, vehicle body repair and paint, and automotive engineering. There are currently 131 advanced modern apprentices and 130 foundation modern apprentices. Of these, 235 are employed and the remaining 26 are in work placements. Work placements range from garages operated by large franchised dealers to small independent concerns. Learners are recruited through schools, the careers service and by direct referral from employers. All learners, except those on the fast-fit programme, complete a one-day induction at the training centre. Further induction to the workplace takes place on the employer's premises. Learners on the fast-fit programme are inducted and trained at their workplace. Off-the-job training for the remainder is carried out at the Skillnet training centre, where learners attend for one day every two weeks. Workplace assessment and reviews are carried out every four weeks by Skillnet's seven appropriately qualified assessors. Three members of staff possess internal verifier qualifications. Two training centre tutors teach background knowledge and key skills, supported by a part-time tutor and members of the assessment team. Key skills are taught with the off-the-job training programme. A single awarding body is used for vocational qualifications and key skills accreditation.

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										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Number of starts	60		93		95										
Retained*	0		50		33										
Successfully completed	0		0		4										
Still in learning	52		50		29										

*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											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	33		150		68											
Retained*	0		86		17	25										
Successfully completed	0		0		2	3										
Still in learning	29		86		15	22										

*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 assessment practices
- effective involvement of work-based staff in training and assessment
- comprehensive study packs

WEAKNESSES

- poor use of initial assessment
- delays in key skills training for some learners
- poorly managed fast-fit training

OTHER IMPROVEMENTS NEEDED

- more appropriate and up-to-date visual aids
- better range of practical resources

23. All assessment takes place by direct observation of the learner in their place of work, by Skillnet assessors. Assessment is carried out at the same time as learners' progress reviews. Skillnet assessors visit learners every four weeks in the workplace. The assessments meet awarding body requirements and the necessary paperwork is completed as the assessment progresses. When the assessment is complete, copies of the assessment record are given to the learner, the workplace supervisor, the assessor, and a copy is placed in the learner's file. The vehicle job card for the completed assessment, forms part of the learner's evidence towards their NVQ. The results of the

assessment are discussed with the learner's work-based supervisor immediately after it has taken place. At this stage, the assessor also takes the opportunity to discuss training targets to be achieved before the next visit. Some pieces of evidence needed for the learners' portfolio may be difficult to obtain because some jobs are not done routinely. In these circumstances, the learner can telephone the assessor to arrange an assessment when the task becomes available. It is significant that all assessments are carried out in the workplace, although this practice was not recognised as a strength in Skillnet's self-assessment report.

24. Skillnet encourages employers to help in the planning of training and gathering of evidence. A comprehensive pack of related materials has been given to each employer to promote understanding of the learners' NVQ programmes. This pack includes two computer disks. One contains notes on health and safety, the other has details of the training programme and the portfolio and assessment requirements of the awarding body. Other information supplied to employers includes, schemes of work for off-the-job training and the attendance requirements for the learner. Supervisors are encouraged to help ensure that the learner meets the training targets before the next assessor's visit. One employer holds information sessions with his learners, for one hour every week to monitor their progress. Several workshop technicians and some supervisory staff have achieved NVQs and are able to help learners with their collection of evidence. In some workplaces, quiet periods are used to teach learners additional skills, including welding, paint spraying and mechanical work.

25. Learners are issued with a comprehensive study pack at the beginning of their NVQ programme. The pack contains explanatory notes on the NVQ, a wide range of carefully prepared assessments and a text book covering the background knowledge requirements of the programme. Other items of information supplied include schemes of work, vehicle systems study arrangements, and a matrix for recording unit achievement and practical evidence obtained in the workplace. All learners are able to use the facilities in the modern computer suite.

26. Data are available for the past three years. Of those learners that started in 1999-2000, 3 per cent achieved their foundation modern apprenticeship framework and 4 per cent achieved their advanced modern apprenticeship framework. For those still in learning, the maximum possible number that could achieve their intended programme aims are 25 and 35 per cent respectively. Of those learners that started their programmes during 2000-01, none have yet achieved their qualification aim. However, from the portfolios seen by inspectors, these learners are making good progress and many are close to achieving the modern apprenticeship framework within the planned timescale.

27. Retention rates have improved since Skillnet began in 1999. The initial learners were inherited from other training organisations that had ceased operating. Many of these learners had received inadequate support and guidance. Skillnet has put in place improved selection procedures and more thorough monitoring of learning. The recent introduction of specialised off-the-job training, the reduction in the use of subcontractors

and more structured NVQ training have contributed to the improvement in retention rates.

28. The initial assessment of learners' basic skills takes place during the induction period at Skillnet's premises. There is no initial assessment of key skills. The results of the basic skills assessment are not routinely used to prepare the individual learning plan and support needs are not identified as a result of the assessment. Where support is given, this is not recorded in the learner's file and some staff are not aware of the needs of individual learners. Some learners are identified as needing support to complete their qualifications, but this is provided on a casual and inconsistent basis. Learners' individual learning plans are kept up to date to record progress and achievement. The contents of the plans are not individualised, and they do not have interim target dates.

29. Training in key skills has been introduced for learners who started their programme after 2001. Learners who started their programme during or before 2000 did not receive training or assessment in key skills until recently. Some learners who have completed an NVQ at level 2 are just starting to work towards the key skills qualification.

30. The fast-fit programme was designed for a national chain of garages. It was intended to have three blocks, comprising two days of training in background knowledge. The training was provided at a number of locations close to where learners live, using garage premises and Skillnet staff. The programme had not been matched to the training that was already being provided by the employer and the quality of materials produced was not consistent with other areas of Skillnet's training provision. The programme was stopped early as it was not as successful as had been hoped. A new plan for providing training in this context has been developed, but has not yet been introduced. As a temporary measure, staff from Skillnet visit the learners for progress reviews and assessment purposes and to help teach the background knowledge required to achieve their qualifications.

31. The visual aids on display on the walls of Skillnet's training centre are adequate, but a wider range is needed to reflect more recent changes in technology. The range of practical resources to support off-the-job training at the training centre is too narrow. A wider range of vehicle components reflecting modern technology is required.

Good Practice

Off-the-job training plans are structured in colour-coded blocks. All the materials relating to these blocks are similarly coloured, including teaching materials, assessment packages, information packs for learners and employers, and calendars showing key dates.