

# INSPECTION REPORT

## TEAM Wearside

21 May 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
- **learndirect** 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

- more than one third 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

Training, Education, Achievement and Motivation, Wearside, is a charitable company limited by guarantee, based in Sunderland, Tyne and Wear. It provides work-based learning for young people with additional learning and social needs in information and communications technology and retailing. It also provides a Life Skills programme. There are currently 78 young people on these training programmes. In addition, the company provides an independent initial assessment programme for New Deal clients as part of Jobcentre Plus Gateway provision and basic skills assessments for Jobcentre Plus.

### Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, training in all occupational areas is satisfactory and leadership and management are also satisfactory.

### GRADES

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

Retailing, customer service & transportation	3
Contributory grades:	
Work-based learning for young people	3
New Deal 18-24	None

Foundation programmes	3
Contributory grades:	
Work-based learning for young people	None
New Deal 18-24	None
Life Skills	3

### **KEY STRENGTHS**

- good learner support
- good internal and external communications
- extensive social and learning opportunities for disadvantaged learners

### **KEY WEAKNESSES**

- no co-ordination between on- and off-the-job training
- ineffective target-setting and reviews
- inadequate reinforcement of induction activities

## THE INSPECTION

1. A team of five inspectors spent a total of 20 days at Training, Education, Achievement and Motivation (TEAM) Wearside in May 2002. They visited 17 workplaces, interviewed 30 learners, 17 workplace supervisors and employers, and carried out 40 interviews with staff. Eight training sessions were observed and graded, and progress reviews and assessments were also observed. A range of documentary evidence was examined, including 27 portfolios of evidence, 31 individual learning or development plans, training materials, quality assurance policies and procedures, and key documents. They also studied the current self-assessment report, which was produced in March 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Retailing, customer service & transportation	0	0	0	1	0	0	0	1
Foundation programmes	0	0	0	7	0	0	0	7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

## THE PROVIDER AS A WHOLE

### Context

2. TEAM was established in 1991 as part of a local company to provide work-based learning for learners with additional learning and social needs. It became a separate company limited by guarantee and a charity, in 1999 and 2000 respectively, when its parent company ceased trading. TEAM has two sites in the centre of Sunderland, Tyne and Wear. It provides work-based learning for young people in retailing and distribution and information and communications technology (ICT). It also provides full-time education and training for New Deal clients and a Life Skills programme for young people. All learners have a work placement. Training is provided on the job and in TEAM's training centre. All learners have access to basic skills support. In addition, TEAM provides an independent initial assessment programme and basic skills assessments for New Deal clients as part of Jobcentre Plus Gateway provision. TEAM employs 17 staff. It has an executive manager who reports to the board of trustees. Five functional managers report directly to the executive manager. The training is funded by Tyne and Wear Learning and Skills Council (LSC). This is part of the New Deal Gateway provision and is funded by Northern Region Jobcentre Plus. Approximately 240 clients are referred for assessment each month.

3. In April 2002, the unemployment rate in Tyne and Wear was 5.4 per cent, compared with the national average of 3.1 per cent. The proportion of the local population from minority ethnic groups in Tyne and Wear and Sunderland are 1.8 per cent and 1.1 per cent, respectively, compared with the national average of 6.2 per cent. In Sunderland, 3.4 per cent of pupils in maintained schools have a statement of special educational needs, compared with 3.1 per cent in the Northeast and in England as a whole. Almost 29 per cent of the local population have poor literacy skills and 31 per cent have poor numeracy skills, compared with a national average of 24 per cent. The proportion of school leavers who gained five or more general certificates of secondary education (GCSEs) at grade C or above in 2001 in Sunderland was 39 per cent, compared with the national average of 47.9 per cent.



### **Work-based learning for young people**

4. Of those learners who started training programmes in retailing, customer service and transportation in 1999-2000 and 2000-01, 100 per cent and 45 per cent respectively achieved their qualifications. Learners are currently completing the training programmes for 2000-01 and 2001-02. Of those learners who started information technology training programmes in 1999-2000, 75 per cent achieved their qualifications. None of the learners who started their training programmes in 2000-01 and 2001-02 have achieved their qualifications, however, 60 per cent and 50 per cent respectively are still in training. There is good achievement of additional qualifications. For example, of those learners on work-based training programmes in retailing, customer service and transportation, 22 have achieved their basic health and safety certificate and three have achieved their safe manual handling certificate. One learner has achieved a first-aid qualification.

5. Learner support is particularly effective. Work placements are good and employers provide relevant on-the-job training. There is good pastoral support and all learners have access to additional basic skills support. Induction activities are not adequately reinforced throughout the training programme or during progress reviews. Some learners do not know which NVQ they are working towards or at what level they are working at. For learners working towards NVQs at level 1 in information technology, progress reviews are not effectively linked to their individual learning plans. Short-term targets are not set and there is no effective co-ordination between work placements and the requirements of the NVQ.

### **New Deal 18-24**

6. Of the 21 clients who started New Deal training programmes in 2002, 10 per cent have achieved their training programmes, 14 per cent have gained jobs and 52 per cent are still in training. Training includes a good range of short courses, jobsearch and work placements. There is inadequate measuring of clients' learning outcomes from the work placements. Progress reviews and monitoring visits do not link clients' individual learning plans and basic skills plans with their tasks and achievements in the workplace.

## Life Skills

7. Achievement rates are improving. Of those learners who started training programmes in 1999-2000 and 2000-01, 25 per cent and 36 per cent, respectively, achieved a successful outcome, either moving into jobs, training, further education or successfully completing the targets on their individual development plans. In the current year, 49 per cent of leavers were successful and 10 learners are due to move onto an NVQ training programme. Attendance is excellent, with average attendance of 93 per cent over the past eight months.

8. There is good learner support and there are good working relationships between work-placement providers and staff. Employers and staff work effectively to ensure that work placements are good. Staff help learners to effectively tackle additional social, personal and learning needs. A range of additional social activities are provided to help learners improve their self-confidence. The initial assessment process includes a detailed and thorough induction, which covers basic skills needs, learning styles and identification of additional learning and social needs. However, individual targets for basic skills are poor. Learners are not given specific targets for group or individual work. Many learners do not know that their individual learning plans are updated to take account of their progress and achievements. Many learners do not recognise the link between their activities on the training programme and their overall career aims.

## LEADERSHIP AND MANAGEMENT

## Grade 3

9. TEAM is a charitable company, limited by guarantee, operating in Sunderland. It specialises in working with local young people with additional learning and social needs. The charity is overseen by a board of trustee directors and an executive manager. The executive manager is responsible for the day-to-day running of TEAM and for introducing and monitoring policy decisions. TEAM currently employs 16 full-time and one part-time member of staff. Five functional managers report directly to the executive manager and are responsible for finance and administration, basic skills, New Deal full-time education and training, quality assurance and NVQ training provision. All managers, except the finance and administration manager and the quality assurance manager, have staff reporting directly to them. TEAM has an equal opportunities policy which is the responsibility of the executive manager. There are clear anti-bullying and anti-harassment statements. Learner data are analysed monthly against variables for age, gender and ethnicity. Work-placement providers' equal opportunities policies and procedures are checked before learners start their work placements. There is an established complaints procedure. The quality assurance is accredited with a national quality assurance standard. TEAM is accredited with the Investors in People standard, a national standard for improving an organisation's performance through its people. TEAM's first self-assessment report was produced in 1998. The latest self-assessment report was produced in March 2002 and included the action plan.

### STRENGTHS

- good internal and external communications
- good support for staff development
- effective management of rapid business growth
- good range of learning experiences for disadvantaged learners
- effective promotion of equal opportunities
- good involvement of staff in the quality assurance process
- effective self-assessment process

### WEAKNESSES

- ineffective target-setting
- inadequate understanding of training requirements and learners' needs by employers
- insufficient co-ordination of on- and off-the-job training
- lack of an established system for managing equal opportunities
- insufficient equal opportunities training for staff
- incomplete quality assurance systems

## OTHER IMPROVEMENTS NEEDED

- better co-ordination of data on management information system
- clearer identification of action points after meetings
- better targets to broaden social inclusion
- better equal opportunities messages in all company literature
- better referral and support mechanisms for ESOL learners
- better formal recording of meetings between internal verifiers and assessors

10. There are good internal and external communications, a strength was acknowledged in the self-assessment report. Internal and external communication is well managed. Regular meetings all have formal agendas and are minuted. The executive manager and the board of trustees meet quarterly. The trustees receive management reports and financial accounts before meetings and the executive manager communicates weekly with the chair of trustees. The trustees and the executive manager maintain and monitor financial control and resources. Policy and strategy are set at these meetings and the executive manager informs managers and staff. There are fortnightly management meetings between the executive manager and the functional managers. Each manager prepares a report for the meeting and TEAM's performance against local LSC and Jobcentre Plus targets are reviewed. Other development issues and concerns are also discussed at these meetings. Management information prepared for these meetings is held centrally on computer or on paper. Managers maintain and monitor learners' databases in their own areas. Management information is satisfactory, but the storage and gathering of data is not well co-ordinated. A full staff meeting takes place every month with a one-hour updating session before the meeting. The updating sessions cover issues such as local initiatives, self-assessment and new developments. Agenda items for these meetings include resources, training and development, health and safety and quality assurance. Quality assurance audits and systems improvements are discussed at three-monthly quality assurance review meetings. Although all meetings are minuted and actions agreed, no action points are identified and there is no recording of actions which have been carried out.

11. TEAM produces a quarterly newsletter which has a large circulation, including all staff, learners, partner organisations, trustees and employers. The newsletter contains a range of information, including, new staff, celebrations of learners' successes, new developments, course information and articles from learners. TEAM has extensive links with external partner organisations. TEAM's staff work closely with local schools. The deputy head of one local school is also a trustee. These arrangements ensure close and effective links at both a strategic and operational level. TEAM organises training sessions to update careers' staff on training for learners. Representatives from TEAM attend local training provider networks and are currently taking part in a benchmarking project with a local university, other training providers and the local LSC.

12. TEAM encourages and supports staff development financially and by giving staff time off to study. Staff development is part of the annual staff appraisal process and

short courses and awareness-raising sessions are available throughout the year. At induction, staff are given an employee handbook which contains TEAM's training policy on career development training and personal development training. Staff are currently being trained in basic skills and teaching adults, counselling, accounting and formal health and safety qualifications. Staff also have in-house training on, for example, appraisal and managing people.

13. TEAM has effectively managed its rapid growth. In the past 12 months, TEAM has doubled the number of learners on its LSC contract and has taken on a range of contracts from Jobcentre Plus and New Deal full-time education and training. Staff have increased from four to 16 and new premises and resources have been acquired. The rapid change has been well managed and TEAM has ensured that learners have not been disadvantaged during the process.

14. The action plan, produced after the self-assessment process, is comprehensive, but some of the targets are not effective and are not reviewed within the recorded deadlines. There is no system to measure the achievement of some of the targets.

15. Employers have an inadequate understanding of the training requirements and learners' needs. Many employers do not know which NVQ learners are working towards or the content of the NVQ. Employers are unable to ensure that learners' on-the-job training matches their qualification requirements. There is no effective system to pass on information on learners' needs to employers and work placement supervisors. Employers are not systematically given basic skills information about learners. Progress reviews generally cover pastoral rather than training issues and employers do not have a copy of the review sheet. As no file was kept in the workplace, staff at one employer were not aware that one young person was a learner.

16. There is insufficient co-ordination of on- and off-the-job training, a weakness acknowledged in the self-assessment report. Communication is ineffective between some staff in different areas of work. Basic skills tutors do not have a copy of the NVQ requirements for the distribution occupational standards and do not liaise with assessors to identify learners' needs. Basic skills tutors do not know what type of tasks learners do at their work placements. Basic skills activities are not relevant to learners' job roles. Basic skills support is not linked to the requirements of learners' training programmes. TEAM is planning to send basic skills tutors to visit work placements to gain a better understanding of learners' needs, but this has not been carried out.

**Equality of opportunity****Contributory grade 3**

17. Equality of opportunity is effectively promoted. At the main training centre, there are displays of photographs of former learners carrying out relevant work. Equality of opportunity is promoted effectively during basic skills training. For example, a group of mixed-ability learners planned a trip to Newcastle airport, which involved planning, numeracy, literacy and communication skills. The tutor ensured that the whole group understood the aims of the trip and explored the issues of learners with disabilities going on the trip. Learners are given opportunities to take part in activities, such as attending Premiership football matches, which they may not normally attend because of financial reasons. Learners' social skills are enhanced by these activities.

18. Equal opportunities resources are effective and learners can use a local resource centre for videos and other resources. The health and safety induction material has been redesigned recently to make it clearer, more interesting and accessible to learners with poor literacy skills. There are insufficient specialist resources for learners who speak English as an additional language. Learners who require English for speakers of other languages (ESOL) training, are not referred to other training providers for this training. The main training centre is not accessible to people in wheelchairs.

19. TEAM has not fully developed a system for the management of equal opportunities. The equal opportunities and anti-bullying and anti-harassment policies are not sufficiently detailed. The equal opportunities policy states that the monitoring and review of equal opportunities take place, but there are no details of how this is carried out. The equal opportunities policy is not reviewed systematically. No specific member of staff is responsible for managing equality of opportunity. Equal opportunities is not a standard agenda item at management or quality assurance meetings. Equal opportunities is sometimes a topic in staff workshops before monthly quality assurance meetings. There is no procedure to monitor work placement providers' understanding of, and commitment to, equality of opportunity. Data about learners' age, gender and ethnicity are collected and analysed monthly, but the information is not used to identify trends or for continuous improvement. There are no specific targets to promote training to under-represented groups. Promotional materials are being translated into other languages but no discussions have taken place with relevant groups. Staff are told about the equal opportunities policy at induction and are given a staff handbook which includes the policy.

20. There is insufficient equal opportunities training for staff. Some staff have been on equal opportunities training and development workshops and seminars. There is no structured internal staff training for equal opportunities and information from relevant external events is passed on informally. Some staff have an inadequate understanding of equality of opportunity.

21. Equal opportunities is not included in all promotional materials. Material produced for young learners does not include equal opportunities information. There is no equal opportunities statement on company paper or on internal advertisements.

**Quality assurance****Contributory grade 3**

22. All staff are involved in the quality assurance system. There is a well-written quality assurance procedures manual, which is audited internally and externally. TEAM has ISO 9001 accreditation, which is a national quality assurance standard. Staff understand the procedures and are able to suggest changes which are effectively implemented. The quality assurance system is discussed and reviewed weekly and monthly and a full review is carried out every three months. All staff are involved in at least one of these meetings. Newly appointed staff are given a thorough introduction to the quality assurance system at induction. Staff attend a series of workshops to familiarise them with external accreditation requirements.

23. The self-assessment process is effective, well established and involves all staff. All staff are well informed about the self-assessment process and the 'Common Inspection Framework' through a series of relevant meetings, workshops and formal presentations by the quality assurance manager. They receive draft copies of the report and are able to provide feedback.

24. The quality assurance system is incomplete. For example, although there is a procedure and clear guidelines on how to carry out observation of training sessions, it is not yet being followed. Feedback from learners and employers is collected on questionnaires, but the data are not analysed sufficiently to identify trends. The quality assurance system is not used to set targets for retention and achievement rates.

25. Most internal verification is satisfactory. Internal verifiers are appropriately qualified and sampling methods are well established. Observations of assessments are planned in advance and are effective. However, meetings between internal verifiers and assessors are informal. There is some poor monitoring of actions identified by external verifiers, from learners' questionnaires or at management meetings.

26. The self-assessment report provides a satisfactory account of TEAM's activities. Inspectors agreed with some of the strengths and weaknesses acknowledged in the self-assessment report. They identified additional strengths and weaknesses and awarded one grade lower than those given in all areas in the self-assessment report.

Good Practice
<i>A tutor re-configured the PC screen display on the training centre's computer for partially sighted learners.</i>

## AREAS OF LEARNING

### Retailing, customer service & transportation

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	24	3
New Deal 18-24	5	None

27. There are 29 learners on retailing, customer service and transportation training programmes. Of these, 24 learners are on work-based learning programmes and five are clients on New Deal training programmes. Twenty-one learners and three New Deal clients are working towards the distributive operations NVQ at level 1, and three learners are working towards the retailing NVQ at level 2. Two New Deal clients are taking lift truck training. All learners and New Deal clients are on work placements in local organisations. Learners are recruited from TEAM's Life Skills programme, directly from the careers service, or are referred from Jobcentre Plus. On-the-job training is provided by work-placement employers. Off-the-job training and basic skills support is provided at weekly workshops at the main training centre. Learners with basic skills needs have an individual basic skills learning plan. All assessment for the occupational NVQ is carried out in the workplace. Pastoral reviews are carried out monthly in the training centre, and monthly progress reviews take place in the workplace. Internal verification is carried out by observation of assessment and frequent sampling of portfolio evidence. Records are kept in a file at the training centre. The planned length of NVQ training programmes is one year. New Deal programmes are normally between four and 13 weeks. All learners have jobsearch support and exit interviews. The training programme is supervised by an NVQ manager, who is also an internal verifier, and is supported by one assessor. Both staff are appropriately qualified and occupationally experienced. Two basic skills tutors provide additional learning support.

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

Work-based learning for young people																
NVQ Training																
	2001-02		2000-01		1999-2000											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	21		11		10											
Retained*	1		5		10	100										
Successfully completed	1		5		10	100										
Still in learning	20		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



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

New Deal 18-24										
New Deal 18-24										
	2001-02		2000-01		1999-2000		1998-99		1997-98	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	12		5		16					
Retained*	3	25	4	80	11	69				
Planned learning completed	1	8	4	80	10	62				
Gained job	2	17	1	20	1	6				
Still in training	5	42	0	0	0	0				

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

## STRENGTHS

- particularly effective learner support
- good achievement of additional qualifications

## WEAKNESSES

- insufficient reinforcement of induction activities
- insufficient occupational updating for staff

28. TEAM provides particularly effective learner support. Work placements are good and employers provide relevant on-the-job training. Learners develop good job-related skills and work on a variety of appropriate tasks. On-the-job training enables learners to effectively carry out routine tasks on their own and to deal with customers and colleagues. Good pastoral support helps learners to tackle personal, social and behavioural problems and remain on the training programme, gain work experience and progress towards achieving qualifications. Staff provide advice and counselling to learners and, if necessary, to their parents. Staff also have links with agencies who provide counselling services and deal with housing issues. Initial assessment of basic skills and additional learning/social needs, and the induction is carried out in the training centre. There are effective individual basic skills learning plans. Although these contain specific activity targets, some have no deadlines. Work towards these targets is completed in the training centre once a week. For those learners progressing from the Life Skills programme on to retailing training programmes, the plan is based on their initial assessment when they started at TEAM.

29. Learners are given good handouts and written questions for each unit of their NVOQ. Relevant assignments for topics such as health and safety, with appropriate illustrations, help to develop learners' knowledge and understanding. Assessment is satisfactory and a good variety of methods is used, including workplace observations and oral questions. Portfolios of evidence are well constructed and include illustrative and photographic evidence. Some portfolios do not contain feedback on assessment observations. There are satisfactory internal verification procedures with consistent sampling of judgements and evidence across all learners and units.

30. Learners are able to work towards additional qualifications. Of the 24 learners currently on work-based learning programmes, 22 have achieved their basic health and safety certificate and three have achieved their safe manual handling certificate. One learner has achieved a first aid qualification. Of 12 New Deal clients who started their training programme in 2001-02, one has achieved a basic operator's certificate for counterbalance lift truck and another has achieved a reach truck operator's certificate. Other learners are working towards similar additional qualifications. Of those learners who started training programmes in 1999-2000 and 2000-01, 100 per cent and 45 per cent respectively have achieved their qualifications. Learners are currently completing the training programme for 2000-01 and 2001-02.

31. There is inadequate reinforcement of induction activities during the training programme and during progress reviews. Some learners are unsure which qualification they are following, what the content of their training programme is and what level they are working at. Many learners do not understand issues covered at their induction, such as health and safety and equal opportunities. Some learners' knowledge of health and safety and fire procedures is inadequate. Learners' understanding of HOW equal opportunities applies in the workplace is poor. Learners have a poor understanding of bullying and harassment issues, although they do understand that people should be treated equally. Some workplace supervisors do not know which qualifications learners are working towards. Some workplace supervisors are not sufficiently involved in progress reviews. Most workplace supervisors receive feedback on learners' progress reviews.

32. Staff responsible for providing the distribution training programme do not have sufficient occupational updating. Both the assessor's and the internal verifier's previous experience is becoming dated. Much of their recent professional development has concentrated on gaining additional qualifications to help them provide the training programme. Staff keep up to date with changes in some work-placement providers and take sector-related continuing professional development. Much of this is in health and safety, rather than technology or operational practices. No relevant work experience or job shadowing is planned for staff in the distribution sector organisations.

## Foundation programmes

## Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	7	None
New Deal 18-24	6	None
Life Skills	36	3

33. There are 49 learners on foundation training programmes. Thirty-six learners are on a training programme covering the Life Skills element of the Learning Gateway, seven learners are working towards an NVQ at level 1 in the use of IT, and six clients are on individually designed New Deal training programmes. In addition, TEAM carries out independent initial assessments and basic skills assessments for young people entering the New Deal Gateway. The assessments take place at Team's premises in Sunderland. On average, 240 young people a month are referred for these assessments.

34. The Life Skills programme has been running in its current format since April 2001. Learners are aged between 16 and 18 and attend the training programme for a minimum of 16 hours a week, for 19 weeks. The training programme can be extended to a year, although the average length of stay on the training programme is approximately 26 weeks. Training is based at the main training centre in Sunderland. Learners are referred from their local careers service. Learners receive an induction in their first few weeks on the training programme, which includes a basic skills assessment, an occupational choices questionnaire and a questionnaire on preferred learning styles. Learners spend up to two days a week on work placements which include, shops, care homes and garages. Learners on work placements also attend the training centre for half a day each week for jobsearch, and general basic skills and communications training. The training programme includes a monthly trip, to help learners improve their social skills. Learners can also take a number of short courses, including food hygiene, manual handling and first aid. TEAM plans to introduce a nationally recognised profile of achievement certificate. Most tutors have, or are working towards, basic skills teaching qualifications.

35. Most learners working towards NVQs at level 1 in IT have progressed from the Life Skills programme, although few are referred to the training programme direct from the careers service. Some learners are referred through links with local schools. Staff find learners a work placement and all work placement health and safety policies are checked. Learners receive an induction, which covers the NVQ requirements and issues such as health and safety and equal opportunities. It also includes a basic skills assessment. All learners produce an individual learning plan with assistance from a member of staff. Learners spend one day each week at the training centre and the other four days on work placement. Monthly progress reviews are carried out in the workplace. Learners' NVQ progress is reviewed monthly at the training centre. There is an internal verification system.

## TEAM WEARSIDE

36. New Deal clients are referred directly from Jobcentre plus. Training programmes are designed to meet individual clients' needs and are normally between four and 13 weeks long. The current clients' training programmes include literacy and numeracy support, jobsearch and work placements, most of which are in retailing.

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

Work-based learning for young people																
NVQ Training																
	2001-02		2000-01		1999-2000											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	8		5		4											
Retained*	0		0		4	100										
Successfully completed	0		0		3	75										
Still in learning	4		3		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																
Life Skills																
	2001-02		2000-01		1999-2000		1998-99									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	85		20		22											
Retained*	24		5	25	8	36										
Successfully completed	24		5	25	8	36										
Still in learning	36		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

New Deal 18-24										
New Deal 18-24										
	2001-02		2000-01		1999-2000		1998-99		1997-98	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	9									
Retained*	2	22								
Planned learning completed	1	11								
Gained job	1	11								
Still in training	6	67								

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

## STRENGTHS

- particularly good work placements
- good learner support
- effective monitoring and review of learners' development
- improving achievement rates on the Life Skills training programme

## WEAKNESSES

- poor individual basic skills targets for Life Skills
- ineffective links between progress reviews and individual learning plans and individual development plans
- ineffective co-ordination between career aims and training programmes for IT learners

## OTHER IMPROVEMENTS NEEDED

- better layout of teaching and administrative areas
- better environment for initial assessment programmes
- more effective use of learner feedback

37. Work placements are particularly good. There are good working relationships between employers and staff. Employers and staff ensure that learners' work placements are good. There is good reinforcement of health and safety in the

## TEAM WEARSIDE

workplace. Employers ensure that learners' social and personal needs are identified and effective support is provided. Employers meet Team's staff once a month when they visit learners to carry out progress reviews. Many learners are able to effectively develop their confidence and social skills while on work placement.

38. There is good learner support. There are good working relationships between learners and staff. Staff help learners to effectively tackle their additional social, personal and learning needs. A range of additional social activities is provided to help learners improve their self-confidence. Specialist equipment and facilities are available. For example, voice-operated computer software is provided for a learner with poor literacy skills. Any problems with learners' work placements are resolved quickly and learners are provided with alternative work placements where appropriate. There are particularly good resources for the NVQ at level 1 in IT. Learners use a modern computer network with up-to-date software. The teaching room at the training centre is good. Staff are well qualified and appropriately experienced. The Life Skills and basic skills resources have been improved recently and staff now work to the new basic skills standards. The teaching areas are not separate from the administrative areas, which can cause disruption during training sessions. There is currently no provision for learners to meet at a group to discuss their experiences and suggest improvements to the training programme.

39. TEAM has effective procedures for the monitoring and review of learners. There are effective reviews of learners' ability to work, attitude and behaviour. The initial assessment process is thorough and effectively organised, identifying individual learning needs as required by Jobcentre Plus requirements. Appropriately experienced staff explain the aims and objectives of the assessment to learners. The basic skills assessment is timed and clients have to complete literacy and numeracy exercises. Once clients' personal profile statement, self-assessment and basic skills reports are collated, the assessor interviews clients in a supportive way. All the interviews are private and confidential and clients are provided with a range of training options. The assessor provides good, impartial and professional advice and guidance. Clients see the final report, which is also sent to their Jobcentre Plus adviser. On the Life Skills programme, clients have two reviews a month, one in the workplace and the other at the training centre. On the New Deal training programme, clients are monitored every two weeks and have a formal monthly progress review. The initial assessment rooms do not enable clients to relax and communicate with each other.

40. Achievement rates are improving for learners on the Life Skills programmes. Attendance is excellent, with an average attendance of 93 per cent during the past eight months. Of those learners who started training programmes in 1999-2000 and 2000-01, 25 per cent and 36 per cent, respectively, achieved a successful outcome, either moving into jobs, training, further education or successfully completing their individual development plans. In the current year, 49 per cent of the leavers have achieved a successful outcome and 10 learners are due to move onto an NVQ training programme. Staff effectively monitor learners' progress in conjunction with the local careers service and by looking at learners' review documents. The results are forwarded

to the local LSC. Learners, however, do not see these results. TEAM sets its Life Skills learners small, achievable targets as they move through their programme, based on their progress towards achieving employment. Ninety-four per cent of the learners and clients have made progress towards these milestones since starting the training programmes. Attendance on the IT programme is also good.

41. Individual targets for basic skills are inadequate for learners on the Life Skills programme. All Life Skills learners complete a basic skills initial assessment during their induction. Their individual development plans outline any additional literacy or numeracy training. However, there are no individual targets for young people to achieve during their work at the training centre. Learners cannot measure their improvement in basic skills. This was not acknowledged as a weakness in the self-assessment report, but TEAM is aware of this issue and is currently developing a system to set and monitor individual targets for learners.

42. There are ineffective links between progress reviews and learners' individual learning and development plans. Many learners do not recognise the link between their activities on the training programme and their overall career aims. Learners do not know that their progress reviews are recorded. Most staff do not include target dates for achievement in the progress reviews. The learning outcomes from work placements are poorly measured for New Deal clients. Progress review and monitoring visits do not link individual learning plans and basic skills plans with learners' tasks and achievements in the workplace. There is no record of monitoring of learning outcomes. Progress reviews for learners working towards NVQs at level 1 in IT are not integrated effectively with their individual learning plans. There are no short-term targets for learners.

43. For learners working towards an NVQ at level 1 in IT, there is no effective co-ordination between their work placement and the requirements of the NVQ. There is no workplace training or assessment. Learners are unable to progress beyond NVQ at level 1. Many learners aim to gain jobs within the same occupational area as their work placement. Employers receive insufficient information about their learners' individual learning needs.

#### Good Practice

*One Life Skills learner with poor literacy skills on a work placement in a care home, receives exceptional support from staff and his work-placement provider. He is working towards additional relevant qualifications to help him gain employment in the sector. The employer works alongside the learner during in-house training and a resident at the home also helps him with his learning.*