

# INSPECTION REPORT

## Care Training East Midlands Limited

10 June 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

- 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

Care Training East Midlands Limited is a private training company, based in Nottingham. It offers work-based learning for adults, and training for clients on New Deal 25+ and New Deal 18-24 in health and social care. There are 49 clients, funded through a contract with Jobcentre Plus. One client is on short job-focused training, 29 are on longer occupational training and five are undertaking the intensive activity period, which involves work experience. Fourteen young people are on the New Deal 18-24 voluntary sector option. Care Training East Midlands Limited is also subcontracted by a local further education college to provide work-based learning in health and social care.

### Overall judgement

The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, the quality of the training in health and social care is good. The leadership and management of Care Training East Midlands Limited are satisfactory, as is its equal opportunities provision. The company's quality assurance arrangements are unsatisfactory.

### GRADES

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

Health, social care & public services	2
Contributory grades:	
New Deal 18-24	2
New Deal 25+ and work-based learning for adults	2

### **KEY STRENGTHS**

- good teaching
- flexibility of programmes to meet clients' needs
- good promotion of equality of opportunity in the training centre
- excellent links with external agencies
- good management of training

### **KEY WEAKNESSES**

- inadequate recording of minutes of meetings and actions for improvement
- little co-ordination of progress reviews
- ineffective equal opportunities monitoring in the workplace
- inadequate quality assurance arrangements
- insufficient collection and analysis of data

### **OTHER IMPROVEMENTS NEEDED**

- better co-ordination of initial assessment
- better supervision of workplace activities
- more formal appraisal of staff

## THE INSPECTION

1. A team of three inspectors spent a total of 12 days at Care Training East Midlands Limited (Care Training). They visited six workplaces and interviewed 19 clients. They interviewed all Care Training's staff, three members of staff from partnership organisations and three from Jobcentre Plus. Inspectors observed and graded nine training sessions. They examined a range of documents including clients' portfolios, records and individual learning plans, the company's plans, policies and procedures, promotional literature and awarding bodies' reports. Inspectors also examined Care Training's self-assessment report and development plan which was published in February 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Health, social care & public services	0	3	5	1	0	0	0	9
<b>Total</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

## THE PROVIDER AS A WHOLE

### Context

2. Care Training is a private company owned by its managing director. It was established in 1996, under another name, to provide customised training for both the private and public sectors. The original company had a franchised contract with a local further education college to provide care training for adults in the north of Nottinghamshire. In addition, it provided consultancy and training services for many large organisations, including the city and county councils. In 1997, the company won a contract to provide work-based learning for another further education college. This contract is still running. Care Training does not have a direct contract with the local Learning and Skills Council (LSC) at present. In 2001, the company was relaunched and renamed after securing a contract with the Employment Service (now Jobcentre Plus) for New Deal 25+ and work-based learning for adults. Under this contract it provides short job-focused training (SJFT), longer occupational training (LOT) and the intensive activity period (IAP). Care Training gained the New Deal 18-24 voluntary sector option contract in April 2002. Learning is offered at a site in the northwest of Nottingham. There are 49 clients and 11 staff.

3. The economy of the Nottingham area has moved rapidly from an industrial and mining base to domination by the service and financial sectors, leaving massive skills gaps in the population. Nottingham's inner city wards are some of the most deprived areas in the country, with unemployment rates of up to 25 per cent. In April 2002, the unemployment rate in Nottingham was 4.2 per cent, compared with 3.1 per cent nationally. The 1991 census found that the proportion of people in Nottingham from minority ethnic groups was 10.8 per cent, compared with 6.2 per cent nationally. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above in Nottingham was 30 per cent, compared with 47.9 per cent nationally. The proportion with no GCSEs was 11 per cent, more than double the national average of 5.2 per cent.

### New Deal 18-24

4. The contract for New Deal 18-24 has only been operating for two and a half months. The 14 clients are on the voluntary sector option. The training is structured in the same way for the younger clients as for the adults. Many young people recruited onto training programmes have no formal qualifications. Clients receive good-quality training in a well-resourced training centre. Their background knowledge is developed in a systematic and thorough way. All clients have gained at least one short course qualification to improve their employability. Jobsearch training is held at least weekly, for a minimum of four hours, and is of good quality. It is too early to make firm judgements about retention and achievement rates. However, of the 20 young people who have started on the option, 68 per cent are still in training. Two clients have found employment, two have left by choice and two have been compulsorily removed from the programme.



### **New Deal 25+ and work-based learning for adults**

5. Care Training provides training in care for 35 clients on work-based learning and New Deal 25+. One client is undertaking SJFT, five are engaged in the IAP and the remainder are following the LOT programme. The background knowledge training in care of the elderly, childcare and health studies is planned well. The quality of the training materials is very good on all the programmes. Work placements are chosen carefully, and are as close to the clients' home as possible to encourage attendance. The quality of teaching is good. All clients receive four hours of well-designed and effective jobsearch training each week. The training centre is well resourced. Key skills competences are clearly linked to the jobsearch programme. However, they are not accredited.

6. Of those clients who have entered training since April 2002, 85 per cent are still on programme. There are nine clients still in training from last year's intake of 67. Currently, the retention and employment rates for 2001-02 are 48 per cent and 22 per cent respectively. Ten per cent of clients left for personal reasons such as illness and the need to care for dependants. Twenty-eight per cent of clients were compulsorily removed from their programmes in line with the terms and conditions of the Jobcentre Plus contract. In 2001-02, 43 clients achieved a qualification in first aid, health and safety in the workplace, basic food hygiene or moving and handling. Two clients gained the Training Organisation for the Personal Social Services (TOPSS) induction standard. Thirty-six clients completed their planned training and/or secured a job.

## LEADERSHIP AND MANAGEMENT

Grade 3

7. Care Training was established in 1996 to offer training for the care industry. The managing director owns the company. She is responsible for strategy, equality of opportunity, quality assurance, contract compliance, and training in health studies. There are four permanent full-time staff. One is responsible for administration, one for co-ordinating the Jobcentre Plus contracts and finding placements, one for marketing and promotion and for jobsearch training, and one for information technology (IT) training. The seven part-time staff provide training in care, early years care and education, and assessment and internal verification. Four freelance trainers are used to teach first aid, moving and handling, health and safety and food hygiene. Care Training has an equal opportunities policy. The company's first self-assessment report was published in February 2002. The managing director co-ordinated the self-assessment process and wrote the report. Staff appraisal is informal. Staff have been encouraged to undertake a wide range of external training courses related to their work.

### STRENGTHS

- clear strategic vision, shared by all staff
- good management of training
- excellent links with external organisations
- successful widening of participation in training
- good promotion of equal opportunities in the training centre
- effective use of feedback from clients

### WEAKNESSES

- inadequate recording of minutes and action points
- inadequate monitoring of equal opportunities in the workplace
- inadequate quality assurance arrangements
- insufficient analysis of data
- incomplete self-assessment process

### OTHER IMPROVEMENTS NEEDED

- better mechanisms for sharing best practice among staff
- more formal appraisal of staff
- clearer definition of staff roles and responsibilities

8. Care Training has a clear strategic vision, supported by short-, medium- and long-term targets, which puts the clients' needs first. The vision is understood and shared by all staff. The managing director leads the company well. Staff are very well qualified and highly motivated, and they work hard to achieve the best results for each client. They are flexible and responsive, even when their roles and responsibilities are modified to accommodate changed priorities. Their job descriptions include targets. The managing

director is always available to staff and clients.

9. The management of training is good. Timetables are well planned. Schemes of work are detailed, but do not always contain enough information about expected results or assessment methods. Training materials are designed and produced with exemplary care. Potential work-placement providers are checked carefully to ensure that they comply with health and safety rules, and this is monitored during the placement.

10. Care Training has established excellent relationships with external organisations. The company has good links with employers, which enable it to offer a wide range of work placements. Work-placement providers feel that if there is a problem with the placement, they can contact Care Training and it will be dealt with promptly. Staff work closely with local jobcentres. Communication with the Jobcentre Plus personal adviser is effective, and focuses on clients' needs. Care Training's managing director is a member of the network of training providers set up by Jobcentre Plus. She sits on the network's quality assurance committee. The company works with the county and city councils to develop work-placement and employment opportunities for clients. A partnership with the local voluntary services council has resulted in two clients developing skills as mentors. The council recommends Care Training as a training provider to potential learners with whom they have contact.

11. Care Training does not keep adequate records of meetings. The managing director meets staff individually to discuss company matters, including progress against the business plan. Minutes of these meetings, and of team meetings, do not contain sufficient detail to be useful. They do not identify what action is to be taken, when, or by whom.

12. Although there is no formal system of appraisal for staff, and individual targets are not regularly recorded, staff are actively encouraged to enhance their skills through training and development. Two trainers have recently gained teaching certificates. New staff are well supported by mentors, and take part in job shadowing.

## Equality of opportunity

## Contributory grade 3

13. Care Training has successfully widened participation in its training. It has worked effectively to ensure that its clients are representative of the local community. Staff visit jobcentres and promote Care Training's services to Jobcentre Plus staff. By selecting jobcentres which have particularly large proportions of clients from specific social groups, they are able to target those groups. This policy has increased the number of referrals from the target groups. Staff have worked hard with Jobcentre Plus personal advisers to overcome clients' perception that care work is only for women. A good proportion, 45 per cent, of clients on care courses are men. Sixteen per cent of Care Training's clients come from minority ethnic groups. Twenty-one per cent of clients are people with disabilities.

14. Equality of opportunity is covered thoroughly during clients' off-the-job training. By the end of their programmes, most have a sophisticated knowledge of diversity, discrimination, and their rights and responsibilities. They are able to describe the difference between direct and indirect discrimination, and how these may affect performance in the workplace. The learning materials used are very well designed. Staff use case studies to help clients understand equal opportunities, and reinforce the learning by encouraging them to draw on their own experience. Care Training has clear policies and procedures to deal with complaints, harassment and bullying. Complaints from clients are recorded and dealt with promptly and effectively.

15. Equality of opportunity is not given enough emphasis during clients' induction. Some clients who obtain early work placements miss some of the training centre sessions. They do not have an adequate introduction to equal opportunities, and are not always aware of their rights and responsibilities.

16. Care Training does not adequately monitor equality of opportunity in clients' work placements. Most work-placement providers are registered with social services or are run by the local authority, both of which require them to comply with current legislation. Care Training relies too heavily on this, and does not carry out its own monitoring. The company has its own equal opportunities policy, but there is little discussion with work-placement providers about this, or about their own policies. The work-placement monitoring form makes no reference to equality of opportunity.

**Quality assurance****Contributory grade 4**

17. Care Training effectively uses feedback from clients to improve its service. Clients are asked to give opinions on their training and work placements, both formally and informally. The feedback is analysed to identify trends, and any individual comments which may help the company make improvements are noted. As a result of this, changes have been made to the way training rooms are used, extra computers have been bought for Internet jobsearching, and additional training sessions have been run in the evenings.

18. Care Training's quality assurance arrangements are inadequate. The company has focused on the quality of its training, on establishing a wide range of work placements and on complying with its contractual obligations. It has implemented few systems for measuring its performance. There has been no formal observation of training sessions. Documents have not been audited to ensure consistency. Individual members of staff have developed good teaching materials and a system for monitoring clients' progress. However, these examples of good practice have not been shared with other staff. There is no formal mechanism for feedback from employers and partner organisations. The company identified the weakness of its quality assurance arrangements in its self-assessment report.

19. Care Training's management information system is inadequate. The company collects the data required by Jobcentre Plus on clients' progress and achievements, and on whether they gain jobs. However, the information system cannot collate and analyse data about retention and achievement rates over a period of time, or compare performance year-on-year. The company uses the available data to help with business planning. For example, staff analysed the types of clients being referred by Jobcentre Plus. They found that very few were on New Deal for lone parents. They took positive steps to attract this group, and lone parents now make up 50 per cent of Care Training's clients. The self-assessment report identified the need to improve the management information system.

20. Care Training's self-assessment process is incomplete. Not all staff were involved in the 2002 self assessment, although they were shown the completed report. Outside organisations which work with the company were not consulted. This has restricted the company's overview of its programmes. Data are not adequately analysed, so trends in participation, success rates and the numbers of early leavers cannot be identified. The self-assessment report and the resulting development plans are based on the opinions of a few members of staff, rather than on the analysis of evidence.

## AREAS OF LEARNING

### Health, social care & public services

Grade 2

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	14	2
New Deal 25+ and work-based learning for adults	35	2

21. Care Training has 35 clients on New Deal 25+ and work-based learning for adults. Eight are working towards national vocational qualifications (NVQs) in care. Fourteen are working towards the TOPSS induction standard. Clients are following programmes in care and early years care, and having their awareness raised of the breadth of opportunities in the voluntary services. Ten are on work-based learning programmes, 20 are on New Deal for lone parents and five are New Deal 25+ clients. Two are identified as having a disability. Twenty-nine clients are undertaking LOT, five the IAP and one is on SJFT. There are 14 clients on New Deal 18-24, all on the voluntary sector option. Similar training and work-placement arrangements are made for all clients, irrespective of their New Deal status.

22. Clients are referred to Care Training by their Jobcentre Plus personal adviser. A senior member of staff then interviews them to decide which programme will best suit their needs. Clients can join the programmes at any time. Jobcentre Plus personal advisers are responsible for referring clients to an outside contractor for a basic skills assessment. However, only six of the 35 adults currently on the programmes have had a basic skill assessment.

23. Eighty-five per cent of clients have work placements. These are in nurseries, schools, nursing and residential homes, community projects and local hospitals. All work placements are checked for compliance with health and safety regulations before clients join them. Clients are given a workplace induction and an induction to the training centre. They attend a 12-week programme of training sessions on a range of care-related topics. They are offered additional certified off-the-job training in subjects including health and safety, moving people safely, food hygiene and first aid. Clients are assessed by work-based or Care Training assessors. All clients have regular progress reviews, and monitoring visits are planned for six-week intervals. Clients with additional learning needs attend the centre for one-to-one tutorials.

24. Jobsearch is a required element of all programmes. Clients receive a minimum of four hours of jobsearch support each week, which includes assistance with writing curriculum vitae and letters, computer skills, and making Internet searches. Care Training pays for postage and telephone calls relating to job applications. The content of the sessions is tailored to the individual needs of the client.

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

New Deal 25+ and work-based learning for adults										
New Deal 25+ and work-based learning for adults	2001-02		2000-01		1999-2000		1998-99		1997-98	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	67									
Retained*	32	48								
Planned learning completed	21	31								
Gained job	15	22								
Still in training	9	13								

\*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

- good teaching
- good resources
- good internal verification
- flexibility of programmes to meet clients' needs
- effective pastoral support

## WEAKNESSES

- inadequate co-ordination of progress reviews
- insufficient use of individual learning plans

## OTHER IMPROVEMENTS NEEDED

- better co-ordination of initial assessment
- formal recognition of key skills competences where appropriate
- wider range of learning materials
- better supervision of workplace activities

25. There is good off-the-job training at the company's training centre. Clients' programmes include 12 weeks of teaching sessions. Training is well planned, with adequate resources. Session plans contain details of teaching methods, and include opportunities to check that learning is taking place. A good range of teaching methods is used, including group work and discussion. Trainers hold clients' attention. Clients are fully involved in the sessions and contribute freely to discussions. They are able to discuss aspects of care work that might be distressing, such as abuse or neglect. The content of the training programme reflects the needs of the local care sector.

26. Clients have access to good practical training at work. Some are given a thorough induction to their workplace. Clients do not work unsupervised. They shadow an experienced carer, who demonstrates the practical skills needed in care work and supervises their training. Gradually, clients build their skills, and take responsibility for tasks such as bathing and feeding the people in their care. The supervisor observes them and offers useful feedback. Care Training gives insufficient information to workplace supervisors about the content and objectives of clients' training. The company does not always adequately monitor clients' workplace activities to maximise their opportunities for learning.

27. Care Training has comfortable and well-equipped premises, and it provides a wide range of good-quality resources to support clients' learning. All clients have access to computers which are connected to the Internet. Clients can purchase textbooks through the company at half price. They are given relevant handouts at each training session. They make good use of the textbooks and handouts to improve their knowledge and understanding. The resources used, including case studies, are linked to activities in the workplace. The handouts and worksheets designed by Care Training's staff are well presented and the content is very good. However, many of the materials are intended for clients taking NVQs. Although they are used for all clients, they are not always appropriate. The language is sometimes complex, and there are no simplified versions available for clients whose reading skills are poor. The resources used for jobsearch are cross-referenced to the key skills standards. However, clients are not given formal accreditation for reaching those standards.

28. A part-time member of Care Training's staff carries out internal verification of clients' NVQ work. NVQ portfolios contain detailed records of observations, which are referenced well to the appropriate units and elements. The internal verifier meets the assessor once a month to review clients' progress and plan action. The completed NVQ units are checked and signed off by the internal verifier, and clients are given written feedback on their work. Brief notes are made of the meeting, and any action required is carried out. There is no formal method of reporting the meetings or action to other staff. The internal verifier discusses the clients' progress with the director after each meeting, but does not make routine written reports.

29. Care Training offers flexible programmes which meet the needs of clients. Clients have an individual programme, developed using information gathered at their induction. The programme includes assistance in finding appropriate work placements.



Clients can negotiate their attendance requirements. Lone parents may attend training for 21 hours each week, rather than the full 30 hours, to allow for their childcare responsibilities. Some off-the-job training is provided in the evenings, and attendance can be rescheduled if the need arises. Jobcentre Plus allows clients only 10 days' absence, for any reason, during a 13-week programme, and 15 days during a 26-week programme. Any further absence results in the clients' compulsory withdrawal from the programme. Care Training's flexibility helps clients to maintain their attendance. Staff also negotiate with Jobcentre Plus personal advisers to extend clients' programmes where necessary.

30. Staff offer very good pastoral support, which improves clients' confidence and motivation. They demonstrate a caring and responsive approach, focused on the clients' needs. They help clients to find ways of keeping to their training programmes. Clients are confident that staff will deal with any problems promptly and fairly. Two clients interviewed by inspectors said that without the support they had been given by staff, they would not have successfully completed their programmes. Staff make great efforts to find work placements close to clients' homes, to reduce travelling time and costs. Clients are sometimes referred for counselling, to help them deal with the stresses of their training.

31. Initial assessment is not co-ordinated well. This was identified in the self-assessment report. The Jobcentre Plus personal adviser is responsible for organising assessments of clients' basic skills. However, not all clients are referred for basic skills assessments, and some are not identified as needing additional support with literacy until they have started their programmes. Care Training carries out some initial assessment of clients, but this is not sufficiently thorough. Some clients have left the programme after finding it was unsuitable for them. However, Care Training does allow clients to assess their own strengths and employability skills. They complete documents which help them to identify their current study skills and transferable skills, as well as areas that they need to develop.

32. Reviews of clients' progress do not always take place at the planned intervals. Jobsearch and vocational training are reviewed separately. The targets set in these areas are isolated. Skills developed in the two areas are not linked. Employers and workplace supervisors are not fully involved in progress reviews.

33. Individual learning plans are not used effectively. Entries are brief, and do not include enough detail to identify any problems as they arise. They are not kept up to date. They do not reflect clients' learning needs or the training they will require. When changes are made to a client's programme, they are not recorded in the individual learning plan. Clients are not asked to sign their plan to indicate that they agree with the changes. Clear, short-term targets with agreed timescales do not appear in the learning plan. Despite this, staff are clear about the progress clients have made. Clients know what they have achieved, and they are aware of what their targets are and what they must do to achieve them.

### Good Practice

*Clients are given the opportunity to design a computerised story sack to encourage and help children to read. This project is used to improve clients' computer skills as well as develop an understanding of how children learn to read. Clients gain confidence in using IT, gain background knowledge and improve their parenting skills. The computer-designed materials to support the project are excellent, focusing on both literacy and numeracy.*

*Care Training enhances its jobsearch training by providing clients with an e-mail account to help them to maintain effective correspondence with potential employers and to make online job applications.*