

INSPECTION REPORT

Barnardo`s

25 November 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.

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

Barnardo's is a company limited by guarantee. It is the United Kingdom's largest children's charity, serving 50,000 children, young people and families annually through more than 300 projects. Three of these projects provide work-based learning for young people funded by three local offices of the Learning and Skills Council. These projects are Palmersville Training in Newcastle upon Tyne, which began 1990, Dr B's in Harrogate, which began in 1984, and A Chance To Work in Liverpool, which began in 1989. Dr B's offers training in hospitality and catering, in its own restaurant and through work placements. A Chance To Work offers Life Skills through work placements to young adults with severe learning difficulties and high support needs. Palmersville Training offers off-the-job training and work placements to young people who have social, emotional and academic barriers to learning, in business administration, information and communications technology, retailing, customer service, warehousing and distribution, hospitality, hairdressing and beauty therapy, painting and decorating, and foundation programmes. The painting and decorating programme currently has too few learners to be within the scope of this inspection.

Overall judgement

The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, provision of hospitality and catering and equality of opportunity are outstanding. Business administration, retailing, warehousing and distributive operations, hairdressing and beauty therapy and leadership and management are good, and foundation programmes and quality assurance are satisfactory.

GRADES

Leadership and management	2
Contributory grades:	
Equality of opportunity	1
Quality assurance	3

Business administration, management & professional	2
Contributory grades:	
Work-based learning for young people	2

Retailing, customer service & transportation	2
Contributory grades:	
Work-based learning for young people	2

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Hospitality, sport, leisure & travel	1
Contributory grades:	
Work-based learning for young people	1

Hairdressing & beauty therapy	2
Contributory grades:	
Work-based learning for young people	2

Foundation programmes	3
Contributory grades:	
Life Skills	3

KEY STRENGTHS

- outstanding hospitality and catering provision
- outstanding equal opportunities practices
- very good support for learners
- good off-the-job training
- good placements to support learning

KEY WEAKNESSES

- poor retention and achievement rates
- some poor programme planning

THE INSPECTION

1. A team of seven inspectors spent a total of 28 days at Barnardo's in November 2002. Inspectors visited three sites and 28 work placements. They carried out 62 interviews with the provider's staff, 89 interviews with learners, and 28 interviews with employers. They looked at the portfolios of 46 learners, and 53 individual learning plans. They also examined a range of other documents, including minutes of meetings, policies and procedures, and staff development logs. They observed and graded 17 learning sessions

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	0	2	0	0	0	0	2
Retailing, customer service & transportation	0	0	1	0	0	0	0	1
Hospitality, sport, leisure & travel	0	1	0	0	0	0	0	1
Hairdressing & beauty therapy	0	2	3	0	0	0	0	5
Foundation programmes	0	0	3	1	4	0	0	8
Total	0	3	9	1	4	0	0	17

THE PROVIDER AS A WHOLE

Context

2. Work-based learning was established at Dr B's in 1984. A Chance To Work followed in 1989 and Palmersville Training was started in 1990. Dr. B's is located in Harrogate, where it runs its own restaurant as well as providing work placements in the surrounding area. There are eight full-time staff and three part-time staff and currently 16 learners. Some of these are from the Harrogate area, and there are referrals from other parts of the country, and from Hong Kong. Learning is funded by the North Yorkshire Learning and Skills Council (LSC), with additional support from Barnardo's. The area has a wide range of hotels, restaurants, residential homes and industrial catering sites. In May 2002, the unemployment rate in Harrogate was 1.2 per cent, compared with 3.7 per cent for the Yorkshire and Humberside region and 3 per cent nationally. The 1991 census shows that less than 1 per cent of people in Harrogate are from minority ethnic groups, compared with a regional average of 4.4 per cent and a national average of 6.2 per cent. The proportion of young people gaining five or more general certificates of secondary education (GCSEs) at grade C or above is 68 per cent for Harrogate, compared with a regional average of 43 per cent and a national average of 47.9 per cent.

3. A Chance To Work is located in the dockland area of Liverpool, where it supports learners on work placements in the surrounding area and holds individual Life Skills sessions. There are 15 staff in 13 posts. There are currently 15 learners. Learning is funded by the Greater Merseyside LSC, with additional support from Barnardo's. In May 2002, the unemployment rate in Liverpool was 6.9 per cent, compared with 3.6 per cent for the Northwest region and 3 per cent nationally. The 1991 census shows that the proportion of people from minority ethnic groups is 3.8 per cent, compared with 3.7 per cent in the Northwest region and 6.2 per cent nationally. The proportion of school leavers gaining five or more GCSEs at grade C or above is 35.1 per cent for Liverpool, compared with 46.2 per cent in the Northwest region and 47.9 per cent nationally. The Spring 2000 labour force survey showed that almost 21 per cent of the working age population of the Northwest had disabilities.

4. Palmersville Training is located on a trading estate in Palmersville, Newcastle upon Tyne. From there it provides off-the-job training in five areas of learning, and runs its own restaurant, shop and hairdressing and beauty therapy salons, as well as supporting learners on work placements in the surrounding area. It sublets part of its space to a lift truck training company, who offer lift truck training to Barnardo's learners as part of their rent. There are 31 full-time staff and seven part-time staff. There are currently 130 learners. Learning is funded by the Tyne & Wear LSC, with additional support from Barnardo's. There is European Social Fund (ESF) money for two posts. In May 2002, the unemployment rate was 4 per cent in Newcastle and 5.9 per cent in North Tyneside, compared with 5.2 per cent in the Northeast and 3 per cent nationally. The 1991 census shows that the proportion of people from minority ethnic groups in Newcastle is 4.1 per cent, compared with a regional average of 1.4 per cent and a national average of 6.2 per cent.

cent. The proportion of those gaining five GCSEs at grade C or above is 36.7 per cent for Newcastle, compared with regional average of 43 per cent and a national average of 47.9 per cent.

Work-based learning for young people

5. Work-based learning for young people is good in all areas, and outstanding in hospitality and catering. Between two thirds and three quarters of all learners on these programmes move into employment, further training or other occupational areas. Barnardo's offers work-based learning to all learners who can benefit from training. This often means that they take learners who cannot be placed elsewhere, and who have a history of school refusal or other problems with education. These learners are placed on programmes leading to their preferred vocational area. They are offered advice and guidance through an induction programme which lasts at least a month. During this time they are sometimes advised to move onto a more suitable programme. In order to understand the progress of learners in these areas, there is very careful monitoring of destinations of all leavers, and when they leave. In all these programmes the provider exceeds the target set with their local LSCs. Training is good both on and off the job. Employers are involved with the learning process, and off-the-job training is well planned and taught. In hospitality and catering there is a seamless link between the employers and the trainers. All learners have a key worker who is allocated to them for the whole period of their training. Review records are not always shown to employers.

Life Skills

6. Life Skills programmes take place at A Chance To Work, Liverpool and at Palmersville Training. The programme in Liverpool achieves 100 per cent progression into employment for learners with severe learning difficulties. Each learner has a key worker who attends placements with them. In some cases, learners' progress is evaluated after each session. At Palmersville Training there are two programmes in Life Skills. One is a preparatory course lasting 12 weeks which helps learners who are unsure of their vocational direction to go on work placements and gain employability skills. Of these about two thirds achieve a positive outcome. The other is a Life Skills programme, offering a range of basic and employability skill training. Over half of these learners achieved a positive outcome in 2001-02, and all have moved into employment or further training. In both these programmes there is good training in the work placements. Basic skills teaching is satisfactory for Life Skills learners. However, few of the skills identified at the initial assessment are developed for learners on preparatory programmes. Some of the sessions for Life Skills learners do not deal with all needs, and are pitched at the wrong level. All learners are well supported to overcome social and emotional barriers to education.

LEADERSHIP AND MANAGEMENT

Grade 2

7. Work-based learning at Barnardo's is managed through three regional centres. Each project has a project manager who is responsible for the development and teaching of the programme, and for ensuring that the project supports Barnardo's national and regional strategic plan. There are core competences defined for each job role within the organisation. The managers from each of the three projects meet every three months to share information. The Palmersville Training project is based on the outskirts of Newcastle upon Tyne. The project manager has line management responsibility for the training co-ordinators, who manage the trainers. There is a deputy project leader who is responsible for the management information system, volunteers and project support workers. The project support workers and the deputy project leader are qualified social workers. The project has produced self-assessment reports since 1999, the most recent being produced in November 2001. Dr B's restaurant and coffee shop are based in Harrogate, North Yorkshire and are open to the public, providing on-the-job learning opportunities in a real work environment. The project also operates an outside catering facility. The programme is managed by a project leader who is assisted by a business manager. There are five vocational tutors, a support worker and an administrator. The project was accredited with the Investors in People standard in March 2002, which is a national standard for improving an organisation's performance through its people. The Chance To Work project in Liverpool is located in offices in a converted dockside warehouse which was part of a regeneration programme. All training takes place in the workplace. Induction training occasionally takes place in rented conference rooms near to the office. The staff team is made up of a project leader, three job training co-ordinators, 10 job trainers and a project administrator. The Investors in People standard was awarded to the Barnardo's region in 1996 and was updated in 2001. The organisation has long-established policies for equal opportunities which are regularly updated to reflect current legislation. There are policies on dealing with harassment and bullying, and a whistle-blowing policy. These policies are held on the company's intranet, and are accessible to all staff. Some quality assurance policies and procedures are also provided centrally. For example, there are central policies on supervision and appraisal. Other systems relating to quality assurance of learners' work and teaching and learning have been developed by each centre.

STRENGTHS

- successful implementation of strategic direction
- detailed and accurate use of management information
- effective and democratic communication strategies
- highly accessible learning
- excellent understanding of the practical implications of diversity
- detailed and thorough anti-harassment and anti-bullying practices

WEAKNESSES

- slow progress of strategies to raise retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- greater coherence of quality assurance processes

8. There is successful implementation of clear strategic direction, values and practices throughout the three centres, and this was identified as a strength in the self-assessment reports. As a national charity, Barnardo's has a mission statement which is backed by a strong set of values and practices. Each of the training centres has identified ways in which they can support the national and regional strategic objectives. All staff, including the volunteers and learners receive a thorough induction into the values of the organisation. Employers and other work-placement providers also have a clear understanding of the ethos of the organisation. If any work placement has practices which work against the mission statement, learners are removed and the work placement is no longer used.

9. Management information is detailed and accurate and this was partially recognised in the self-assessment reports. As well as recording learner statistics for funding purposes, the system is used to report on all progress. Unit accreditation and leaver destinations are recorded for all learners. Whenever possible, early leavers have a planned exit, which includes information on how they can return to learning. Only 8 per cent of learners are recorded as having an unknown destination. The system records the number of project support worker interventions that have been used to try to locate the learners to give them a planned exit. There is poor achievement of the key skills element of the foundation modern apprenticeship programmes. The project has been successful in gaining ESF funding to support two posts for key skills. There is an accessible database for all staff training and development. This is updated on a weekly basis, and is available to all staff and managers. Policies and procedures which are common to all Barnardo's staff are available on the organisation's intranet. Through this, staff have regular access to all updates to policies and procedures.

10. There is a wide range of effective and democratic communication strategies at Barnardo's and this was identified in the self-assessment reports. Strategies include team meetings, meetings of cross-functional groups, and meetings between the three sites. Staff from all levels of the organisation are able to contribute to discussions on policy and development, and are kept informed. There are weekly meetings of all trainers within their area of learning. These meetings are always attended by one of the project support workers, who are given information about learners, especially those at risk. The meetings are chaired by the training co-ordinators, who are able to raise points from their weekly senior management meeting. Equally, they feed information from the trainers to the project director. At two centres, all staff are heavily involved in writing the self-assessment report. The managers monitored, evaluated and agreed the report. There are regular meetings with Connexions, and a strong involvement with other

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providers in Tyne and Wear. The complaints policy is clear. Complaints are logged and the actions taken are recorded.

Equality of opportunity**Contributory grade 1**

11. Barnardo's offers training which is highly accessible, in terms of enabling learners to access premises and work placements, and in offering training to learners who have been difficult to place with other training providers. There is an open entry policy which offers training to any learners who can benefit from the training opportunities. Palmersville Training learners enrol on the programme which will motivate them to attend. A good relationship is developed with their key worker, and in some cases they are helped to transfer to other programmes, such as Life Skills, to develop skills in their chosen vocational area. This flexibility supports the individual needs of learners for whom regular attendance in education has often been a challenge. However, it adversely affects the retention data. A Chance To Work offers excellent training to learners who have severe learning and physical disabilities. Some learners with restricted mobility are collected from their homes by their key workers and taken to their employment each day. This centre has a 100 per cent success rate into employment. A Chance To Work has successfully challenged the preconceptions of many employers and other agencies in terms of its learners' ability to be valued and fully functional members of staff. Dr B's takes disadvantaged learners from all over the country for hospitality and catering. It offers excellent training and ensures access to learning by providing accommodation and support. When learners have personal difficulties which make daily attendance impossible, schedules are rearranged to enable them to attend. The provider challenges gender and racial stereotyping, for example, through their use of posters.

12. There is an excellent understanding of the practical implications of diversity throughout the organisation and this was identified in the self-assessment reports. Learners are able to explain diversity. They understand why some people need extra time, or different schedules, and are supportive of these needs. All inductions for staff, learners and volunteers emphasise diversity and equality of opportunity. Volunteers are helped to understand how their own needs can be fulfilled by their role, as well as understanding the needs of learners. This understanding creates a sense of mutual respect between volunteers and learners. Staff development is planned on an individual basis, as well as group sessions on a range of equality and diversity training.

13. There are detailed and thorough anti-harassment and anti-bullying practices and this was identified in the self-assessment reports. The policy document gives clear explanations of what constitutes harassment. There is a whistle-blowing policy which is clearly understood by staff. Staff actively challenge bullying and harassment whenever it occurs, and learners who harass and bully are disciplined and helped by the support workers. If these interventions fail to work, the learner is given a planned exit from the programme. Staff and learners at Barnardo's all feel well protected by the policies and practices.

Quality assurance**Contributory grade 3**

14. Quality assurance is satisfactory. Staff are heavily involved in the writing of the self-assessment report at two of the centres. They plan the actions for improvement with their managers and all staff clearly own the action plan. However, there is no common format for the reports. Each project produces a separate report for the local LSC office. There is effective internal verification on all programmes. Staff are qualified to assess, and external reports show that they have fulfilled the assessment criteria of the awarding bodies. Staff appraisal leads to regular and planned staff development. Staff value the monthly supervision from their line manager. This is a social work practice and results in short-term targets for all staff, early action on developments and prompt action on problems. The information is used as a basis for yearly appraisals, which are linked to observations. However, centres are using different processes for internal verification and staff observation. In one case, there is a reliance on oral rather than written feedback on observations. The observations have not yet assured the quality of all teaching and there are plans for further staff development in the core curriculum and in the understanding of different learning styles. The complaints procedure is clearly understood and effectively used by staff, learners, employers and partner organisations. Complaints are logged and actions and resolutions are recorded. Data on learners' progress are effective in providing accurate information to support quality assurance activities.

15. The retention and achievement rates in most areas of learning at one centre are poor, but this was not identified in the self-assessment report. The management information data highlighted the problem, and some strategies were put in place to improve the rates. However, these strategies are slow in bringing about improvement, although there is a very small upward trend. The strategies include the early identification of learners at risk, and careful recording of early leaver patterns and trends, by destination and by month of leaving. Observation of learning has not prevented some unsatisfactory teaching on the Life Skills programme. Recently introduced strategies include staff development for all staff in the core curriculum for basic skills, the appointment of specialist key skills staff and volunteers, training in understanding learning styles, and a successful bid to be part of a raising quality and achievement project. However, it is too early to identify if these strategies will have a significant effect.

Good Practice
<p><i>Barnardo's supplies stamped cards which are addressed to the head office in London. Learners and staff can use these to report problems or praise directly.</i></p> <p><i>The project convenes an annual review meeting where all stakeholders are invited. These are well attended. All stakeholders' views and ideas are sought and there is good participation including a full and structured review of the project's activities. The half-day session is preceded by a full staff review and evaluation of progress and achievements. This information is shared with stakeholders and further discussion contributes to a project evaluation process.</i></p>

AREAS OF LEARNING

Business administration, management & professional

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	11	2

16. All business administration learners are at the Palmersville Training project in Newcastle. There are eight foundation modern apprentices and three learners following national vocational qualification (NVQ) programmes. Of the 11 learners, six are men. Most learners are recruited by referrals from Connexions or directly from advertising in the local press. Most learners need additional support for either social or learning needs or both. Barnardo's staff interview all applicants. All learners are given an induction at Barnardo's and in their workplace. The recruitment process and induction includes an initial assessment. Further learning support is identified during the induction and during the first stages of training. Connexions staff and the project's support staff also work with learners during the programme. Learners are placed with companies in the Newcastle area and off-the-job training takes place at the project offices. There are two training supervisors who visit learners in the workplace to carry out progress reviews and workplace assessments at least every four weeks.

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

Work-based learning for young people															
Foundation modern apprenticeships (FMA)	2002-03		2001-02		2000-01										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	3		7		10										
Retained*	0		1		2										
Successfully completed	0		0		0										
Still in learning	3		3		2										

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

Work-based learning for young people																
NVQ Training																
	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		9		17		33		16							
Retained*	0		1		4	24	10	30	6							
Successfully completed	0		1		4	24	10	30	6							
Still in learning	1		2		0	0	0	0	0							

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

STRENGTHS

- good off-the-job training
- good support for learning
- good learning opportunities in work placements
- good progress review process

WEAKNESSES

- poor retention and achievement rates
- incomplete training plans

17. Off-the-job training is well planned and effectively organised and this was identified in the self-assessment report. Induction is effectively delivered in modules which are well designed. It lasts for four weeks for most learners and includes a vocational and skills-based initial assessment process. It also includes preparatory skills training for entering employment and in many cases, this is tailored to the work situation. Most learners attend off-the-job sessions on one day a week, but if learners are between work placements, they can attend for longer periods. There are good learning materials to support the development of vocational skills. Training facilities are good and the equipment and resources are appropriate. Sessions are well prepared by trainers and learners participate effectively. The training material is presented in a lively and interesting way.

18. Training staff offer good learning support and this was partly identified in the self-assessment report. Learners' progress can be effectively monitored, as the same staff work with learners through induction, initial assessment and on- and off-the-job training. Staff have a good understanding of learners, their work placements and their needs and this enables an appropriate pace of learning and level of support to be provided. On-

and off-the-job training are well integrated. Additional learning support is provided when required and there is a good level of individual learning support. Staff work effectively to meet individual learner's needs and learners respond well and make good progress. There are dedicated members of the staff team for social support and learners are referred when necessary.

19. The progress reviews are good and this was identified in the self-assessment report. Learners are visited at least every month, in the workplace by their key worker. The meetings are very effective in reviewing short-term targets and the amount of progress made by the learner. They also allow for planning and communicating training requirements in the workplace with supervisors. Learners benefit from having a clear and regular clarification of their progress and realistic targets. The training supervisor and the learners are well prepared as they base their meeting on the previous action plan. There are well-written plans which clearly specify what has to be done and by when. Progress towards achievement of specific tasks is carefully reviewed and any evidence is discussed fully and leads to relevant action, such as planning further assessment activity including observations. In all cases the action plan is updated and new targets are agreed for the next review. Assessment procedures and internal verification activities are carried out satisfactorily.

20. Learners are in work placements which offer a good range of relevant learning opportunities for the development of confidence and competence. Employers are supportive and contribute to the planning of training and assessment. Regular discussions between supervisors and key workers help ensure that good instruction takes place. Work placements are well equipped with industry standard business equipment which learners use regularly. Working environments are good and some learners benefit from in-house training programmes. Learners develop good working habits and skills through working alongside qualified, supportive and experienced employees. They also benefit from on-the-job training which is supported by a mentor in some companies.

21. The achievement and retention rates in business administration are poor. Since 1998 and up to October 2002, there have been 76 learners on NVQ programmes and 20 foundation modern apprentices. Of these, 23 learners have achieved an NVQ at level 1, 2 or both, and 11 are still in learning. None of the learners has completed the framework. Sixty-seven learners have left early since 1998. However, of these, over 80 per cent have progressed to employment, other training, further education or have left for a specific reason such as illness or pregnancy. Barnardo's has systematically monitored and collected information on most of the leavers and the information is used to analyse trends to improve the retention rates. Significant effort has been made to support and retain learners.

22. The current training plan, for summarising and recording learners' training arrangements, is incomplete. Training plans for foundation modern apprentices do not contain a clear summary of the content of the framework and what has to be achieved and by when. In all cases, learners' training plans have insufficient information about the

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content and nature of the work-based learning or their work role. In some cases, training plans do not have clear targets for key skills.

Good Practice

There are imaginative projects for learners in off-the-job sessions. For example, a group of six learners were involved in a task of planning and carrying out the refurbishment of their training room. This involved working as a team, problem-solving and drawing up detailed plans and organising the tasks. It also involved specialist input on health and safety and a very practical approach to learning about manual handling skills. The task was completed effectively and the learning outcomes were reviewed and identified by learners.

Retailing, customer service & transportation**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	26	2

23. Barnardo's has 26 learners in this occupational area, two of whom are employed. There are four foundation modern apprenticeships in retailing and two learners taking an NVQ at level 2. There are three foundation modern apprentices in distribution, warehousing and storage and a further 13 learners are working toward a qualification in distributive operations at level 1. The specialised plant and machinery operations NVQ has four learners at level 2. Learners are mainly recruited by direct referral from Connexions. Barnardo's staff carry out an initial assessment and progress reviews. Staff from Barnardo's also carry out the assessment and internal verification of all learners. Assessment takes place in the workplace and learners are visited approximately every four weeks. Employers carry out most of the training in the workplace. Off-the-job training is offered by Barnardo's to cover basic and key skills, background knowledge and jobsearch activities. A one-week induction programme is carried out on Barnardo's premises at the start of the learning programme.

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

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2002-03		2001-02		2000-01												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts			10		9											
Retained*			0		2												
Successfully completed			0		0												
Still in learning			5		2												

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

Work-based learning for young people																
NVQ Training																
	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	8		48		38		68		69							
Retained*	0		6		12	32	20	29	15	22						
Successfully completed	0		6		12	32	20	29	15	22						
Still in learning	7		12		0	0	0	0	0	0						

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

STRENGTHS

- good training and support from work placements
- good learner progression
- good additional support for learners
- well-qualified staff
- good understanding of evidence in portfolios by learners

WEAKNESSES

- poor retention and achievement rates
- insufficient use of individual learning plans

OTHER IMPROVEMENTS NEEDED

- better use of progress reviews
- better archiving of documents

24. There is good training and support in the wide range of work placements used by Barnardo's, including large supermarkets, pet shops, furniture manufacturers, car and bike supplies, paint wholesalers, and clothes and shoe shops. This was identified in the self-assessment report. Employers support their learners in practical ways, such as through in-house training. They participate in the review process, although this is often on an informal basis and reviews are not always signed by employers. Learners are helped to meet evidence requirements through assistance with background knowledge and ensuring learners are able to carry out a wide range of jobs. Employers are effectively supported by being given details of the learners' qualification, along with information about the current units. Work placements are carefully chosen to meet the

highly individual needs of each learner. Good pastoral support is also given to learners, ensuring that they have sufficient and appropriate clothing to wear for work.

25. Learners have good opportunities for progression. Eight of the current 13 learners at level 1 have progressed to their qualification from Life Skills programmes or preparatory training. An additional two learners progressed from Life Skills to a level 1 qualification and are now working toward a level 2 NVQ. Many learners have been offered employment at their work placements and some are now supervisors of the current learners. If learners decide that they do not wish to continue with their current qualification, they are able to move to another occupational area such as painting and decorating, or a Life Skills programme.

26. There is good additional support for learners, and this was identified in the self-assessment report. Work placements are carefully matched to the individual needs of the learners. If learners are not making progress a new work placement is sought. Visits to learners are made each month, although there is good contact between the visits. For learners who have additional learning and social needs, additional off-the-job training is offered. Counselling and support for basic skills, social or practical problems are available from dedicated staff at Barnardo's. Two thirds of the learners are receiving some kind of additional support. Learners are also able to train toward a lift truck license in counterbalance and reach trucks. Part of the centre has been converted to allow the lift truck course to be taught in-house. Induction takes place during the learners' first week and places particular emphasis on health and safety and equal opportunities. The employer carries out a further short induction when the learner starts work at their work placement. Assessment and verification are carried out to a satisfactory standard and meet the requirements of regulatory bodies and the national standards for assessment. Assessment and verification records are fully completed by the centre but are not always stored appropriately. Some assessment and internal verification records remain in the learners' portfolios when the qualification has been achieved and are not available for future audit. Reviews are carried out more frequently than contractually required and are used to review progress and plan future assessment activities. They normally involve the employer, but the employer is not given a copy of the paperwork. Confidential information is sometimes recorded, which is not appropriate to the review process. Reviews are not used to set challenging targets.

27. Staff are qualified assessors and internal verifiers. They have an appropriate background in the occupational areas in which they train and assess. Detailed records are kept of how staff maintain the currency of this competence, including periods in industry, attendance at trade fairs, attendance at external training events and the use of trade magazines and journals. Additional qualifications include youth trainer awards, teaching certificates, certificates in occupational health and safety, lift truck instructor awards, core curriculum activities and certificates in counselling. This was identified in the self-assessment report.

28. There is good understanding of, and involvement in, portfolios by learners. Sixty five per cent of the learners have additional learning or social needs and are working

toward a level 1 qualification, but they are still fully involved in the building of their portfolios of evidence. They understand and can explain clearly why they are including product evidence and how that helps them demonstrate their competence at work. They are encouraged to write statements about what they do at work and give examples of activities they have been involved in. Assistance with this is given as part of the off-the-job training. Key skills evidence is not included in the portfolio of vocational evidence but is maintained separately. Key skills projects make use of evidence from the workplace.

29. Completion of the targets on the individual learning plan are poor. None of the learners have completed a foundation modern apprenticeship as yet. The achievement of learners on NVQ training is also poor. During 2000-01, 32 per cent of learners achieved their qualification. Thirteen per cent of learners achieved their qualification in 2001-02, although a further quarter of learners are still in learning. Seventeen of the current learners have additional learning and/or social needs. Although many of the learners have not achieved their target qualifications, they have made good progress considering their prior achievement and potential. During 2000-01, seven foundation modern apprentices left the programme early, of whom four gained employment. Of the 38 learners following NVQ training during this time, six learners transferred to other occupational areas and seven gained employment. During 2001-02, five foundation modern apprentices left early, of whom three transferred to other occupations and one went into employment. Thirty of the 48 learners starting NVQ training in 2001-02 also left early, 10 gained employment and a further 11 learners moved into other occupational areas. Retention rates are also poor. Approximately a quarter were retained on foundation modern apprenticeship programmes during 2000-01 and a third on NVQ training over the same period.

30. Individual learning plans are under-used. With the exception of the specialised plant and machinery operations award, individual learning plans do not plan learning. They record which qualifications each learner is working towards and give an overall achievement date as the end of funding date. Targets are not set to challenge the learners or assist them in the achievement of their qualification. There is insufficient detail about the learning activities which will take place while the learners are on work placement. When a learner is due to leave and is not going into employment, details of plans to carry out jobsearch activities are not added to the learning plan. Plans are not amended or updated as learning progresses.

Hospitality, sport, leisure & travel**Grade 1**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	27	1

31. Barnardo's offers NVQ training at levels 1 and 2, and some modern apprenticeships in hospitality and catering, to young people in Harrogate and Palmersville. Learners are recruited directly from Connexions, social services or self-referral and can join the programmes at any time during the year. There are currently one foundation modern apprentice and 26 learners taking NVQ programmes in quick service, food preparation and cooking, food and drink service and kitchen portering. Barnardo's assessors carry out the induction to the learning programmes and initial assessment. Training is offered by employers, and on and off the job in the training centres which operate as commercial businesses. Both centres offer additional services which include outside catering and special functions. Some learners are placed in local work placements for assessment and learning opportunities and to secure employment. All learners take additional qualifications in basic food hygiene, basic health and safety, and support is given for those who need help with literacy and numeracy and key skills development. Informal reviews are carried out each day to develop action plans and award recognition. Monthly reviews identify NVQ evidence and learners' progress in achieving personal and learning goals.

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

Work-based learning for young people																
Foundation modern apprenticeships (FMA)	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	1		1		6										
Retained*	0		0		1	17										
Successfully completed	0		0		0	0										
Still in learning	1		0		0	0										

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

Work-based learning for young people																
NVQ Training																
	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	9		36		35		41		27							
Retained*	0		2		16		17	41	5	19						
Successfully completed	0		2		16		17	41	5	19						
Still in learning	8		13		5		0	0	0	0						

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

STRENGTHS

- outstanding on- and off-the-job training
- excellent learning resources
- very good learner support
- highly effective review process

WEAKNESSES

- no significant weaknesses

OTHER IMPROVEMENTS NEEDED

- more use of diverse assessment resources

32. Learners have excellent learning resources at Barnardo's training premises and in the workplace. This was identified in the self-assessment report. The training environments are of a very good standard, are well resourced and professionally equipped. The menus are good and use fresh ingredients. Learners are given challenging tasks to enable them to develop skills which they can use at work and in their personal life. At both sites, learners are involved in good food preparation and food service for outside catering and function work. Staff have relevant and up-to-date occupational skills, and are qualified assessors and verifiers. All learners are given a uniform and are responsible for its maintenance. The importance of good personal hygiene and smart presentation is reinforced throughout their learning. At both sites, laundry and washing facilities are available for learners who have difficulty in meeting these requirements.

33. There is outstanding on- and off-the-job training at both Barnardo's sites and at work placements. Workplaces offer very good learning and assessment opportunities in a supportive environment. Learners are part of workplace teams and are given challenging and demanding roles and responsibilities which promote confidence and develop skills. Learners are highly motivated and interested, especially in the practical part of their training. They have an exceptionally good understanding of their qualification, the units they are working towards and their portfolio of evidence. Some learners have literacy needs and their support worker transcribes the responses to their background knowledge questions. However, alternative ways of recording oral evidence are not currently used. Training is highly relevant to the occupational area and effectively develops employability skills such as personal hygiene, personal presentation and appearance. Work-placement providers and supervisors work closely with Barnardo's to plan support visits and some assessment opportunities, for each learner.

34. There is excellent learner support and this was identified in the self-assessment report. Learners have a wide range of personal needs and difficulties, and all learners start their training in the training kitchens where the ratio of staff to learners is very high. When ready, some learners are placed with local work placements to further develop their work and social skills and to secure employment. Some work-placement providers were previously Barnardo's employees and fully embrace the organisation's values. Work-placement providers have a very good relationship with Barnardo's and have stated that they are happy with the service and support that Barnardo's offers. Employers are keen for their learners to develop further, and they offer good job opportunities. On one site, learners are offered supported lodgings to enable them to access the learning opportunities with Barnardo's, and some are offered transport to work. Job shadowing is also available for learners who are ready to go into work placement, but need further guidance and support. A personal tutor works with the individual until they are ready to work on their own. Barnardo's staff work effectively with other outside partners to support individuals who experience difficulties, whether personal or work related, to try to keep them on their programmes. During the inspection, the staff, the key worker and the project support worker all worked closely with a learner who is living independently and is having accommodation problems. The matter was resolved and the learner continued on the training programme.

35. Learners benefit from regular visits by Barnardo's staff where they work together with work-placement providers to respond efficiently and effectively to the individual needs of learners. Progress reviews are very well planned and measurable targets are discussed which include further training needed to prepare for assessment. Employers are given a copy of the progress review paperwork. Changes in personal behaviours and attitudes such as timekeeping, personal hygiene and the ability to work as part of a team are discussed. Learning activities are planned very thoughtfully to enable the learners to prepare effectively for employment.

36. Retention and achievement rates are very good on one site and satisfactory at another. Management information is carefully analysed to identify early leavers and their reasons for leaving. This information is used to identify patterns and trends so that

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Barnardo's can react more quickly to individual needs. Barnardo's ensures that all leavers leave in a planned way to enable them to re-enter training at a later date. During inspection a learner who had previously left, came to the training centre to discuss personal issues with the staff. The staff were approachable, responsive and supportive to this individual's needs, and are currently working hard to ensure that the learner returns and achieves a qualification. In 2001-02, just over three quarters of learners left their programme early. However, approximately a quarter gained employment, a quarter achieved part of the NVQ and 16 per cent transferred to other programmes. The remainder left due to sickness, discipline or personal problems. In 2000-01, of the six foundation modern apprentices who started this programme, only one was retained. However, two learners gained employment, and three transferred to another programme area. Of those learners leaving the programme early, the highest rate was in the first two months of the training. Of those who stay beyond six months, 72 per cent gain positive outcomes.

Hairdressing & beauty therapy

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	37	2

37. Barnardo's offers foundation modern apprenticeships in hairdressing, and NVQ training in hairdressing at level 1 and 2. NVQ level 2 is offered in beauty therapy. There are 37 learners on the programme. Life Skill learners visit the hair and beauty section as part of their training programme. Barnardo's specialises in supporting learners who are in need of additional support. After an initial advice and guidance interview they are offered an induction, which includes opportunities to sample other occupational areas. Literacy and numeracy are assessed during induction. All learners are allocated a key worker from their vocational area to support them from entry to exit. Barnardo's has links with four beauty salons and 16 hairdressing salons where learners have work placements. Barnardo's has its own off-the-job training centre at premises on the outskirts of Newcastle where learners attend for training and assessment. Hairdressing learners attend work placement for three days a week and some of the beauty therapy learners have work placements where they attend one day a week. The key workers visit learners in the workplace each month, they check progress and carry out work-based assessments. There are no work-based assessors in the salons. Learners are recruited on to the programme from Connexions. There are two project support workers at the training centre who are trained social workers and learners can use this service if the need arises. Four members of staff carry out training and assessment at the training centre and in the work placements. Three staff are qualified internal verifiers. Specialist tutors develop key skills.

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

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2002-03		2001-02		2000-01												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	3		11		17											
Retained*	0		0		2												
Successfully completed	0		0		1												
Still in learning	2		5		4												

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

Work-based learning for young people																
NVQ Training																
	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	9		28		18		20		32							
Retained*	0		0		7		9		8	25						
Successfully completed	0		0		7		9		8	25						
Still in learning	8		14		3		1		0	0						

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

STRENGTHS

- highly effective support for learners
- good off-the-job training
- good understanding of programme by learners
- good involvement by employers

WEAKNESSES

- under resourced accommodation
- poor retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- better integration of key skills with vocational training
- more emphasis on industrial professional development for staff

38. There is highly effective support for learners and this was identified in the self-assessment report. The induction and interview process ensures staff understand the training needs of each learner. Each member of staff becomes the key worker for a maximum of 10 learners, and supports the learners from entry to exit whenever possible. There is flexibility in the arrangements for attendance which helps learners to attend and stay on programme when they are coping with very difficult personal circumstances. Staff arrange work placements for each learner, but those who are not ready for work placement, attend the training centre full time to develop the personal, social and vocational skills necessary. If work placements do not fulfil the needs of the learners, the learners are moved to another employer, or return to the training centre until a suitable work placement can be found. Key workers visit the learners each

month to plan their training and assessment needs. They understand what each learner needs to help them learn effectively. Learners all emphasised the high level of support and encouragement offered. Learners who need significant further development of basic and social skills are encouraged to transfer to the Life Skills programmes. They return to the vocational programme when they have developed the skills which will help them to succeed. Salon vacancies are displayed in the training centre for the learners and many learners find employment in their work placements. In addition to training needs, the staff support learners in their personal lives and refer them to specialists for advice. Many learners live independently and require personal support in order to remain in training. Each learner has an exit interview when they leave and may re-enter at any time.

39. There is good off-the-job training for learners and this was identified in the self-assessment report. There are appropriately qualified and knowledgeable staff and learners are actively engaged throughout the teaching sessions. Lessons make frequent reference to industrial and commercial practice. The tutor regularly and frequently evaluates lessons and the findings are used for future planning. External speakers visit to make learners aware of current commercial practice. Internal verification processes are well planned and thoroughly recorded. Plans for continuous professional development of staff are in place and are well recorded. Key and basic skills are taught by designated tutors at an allocated time every week. However, these sessions are not an integral part of the vocational training.

40. The learners have a good understanding of their training programmes. They are allocated a key worker who monitors their progress and achievement. Learners have a clear picture of their progress through the use of a whiteboard on which their progress is monitored. Assessment and assignment targets are carefully monitored at monthly meetings with the key worker. The information is recorded on an action plan which is kept in the learners' logbook. Action plans are used in the work placements and can be negotiated with the salon owner. Learners are well aware of their individual goals and targets and their progress.

41. The employers are involved with the learners' training programmes. Key workers visit workplace providers each month leading to effective communication between the salons and Barnardo's. Learners share the information in their action plans with the salon owners who help learners gather evidence from the workplace, and provide witness testimonies. Employers are encouraged to contact Barnardo's at any time if they have concerns about a learner.

42. The facilities at the training centre do not reflect a modern realistic working environment and this was identified in the self-assessment report. There is limited space, which makes it difficult to carry a full range of stock and materials. The range of resources and reference material for assignment work is inadequate. Learners' uniforms are dated and do not reflect a modern image. However, there are plans to upgrade, renovate and expand this area in the near future.

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43. Retention and achievement rates are poor. Approximately a third of foundation modern apprentices achieved the qualification between 1998 and 2001, or are still in learning. However, analysis of early leaver data shows that this is the result of the project's policy on open access. Learners are accepted on to the level 2, but need guidance and support to help them understand the skills they need in order to achieve the qualification. For the NVQ learners, the retention rates are 50 per cent or below over the past three years. Seven learners achieved the level 2 NVQ in beauty therapy from 18 starts and three are still in learning. Although the data show 38 per cent achievement in this area, many learners have progressed significantly in the development of their basic and social skills.

44. Key skills are included in the vocational training, but are not in a vocational context to make them relevant to the learners' needs.

Good Practice

One learner was experiencing extreme difficulties with independent living. The staff made arrangements for her to bring her laundry into the centre and use the laundry facilities.

Foundation programmes

Grade 3

Programmes inspected	Number of learners	Contributory grade
Life Skills	54	3

45. Barnardo's offers foundation programmes in the A Chance To Work and Palmersville Training projects. The A Chance To Work project currently offers training for 15 young people who have severe learning difficulties. These learners have been referred to the programme by Connexions, social services or local special schools. The programme lasts one year initially, although this may be extended up to two in exceptional circumstances. At the Palmersville Training project, there are 19 young people on a work preparation programme, who are undecided on their career choice and are taking a 12-week period of work tasters and work placements. The Palmersville Training project also has a Life Skills programme for young people who need additional help to enter mainstream learning opportunities. Learners are referred to the project by Connexions. The programme aims to improve motivation, confidence, literacy and numeracy skills and personal effectiveness. The programme lasts for 26 weeks and is made up of work experience, literacy and numeracy, and personal skills. There are 20 young people on the Life Skills programme at Palmersville Training. All learners have a one-week induction programme which covers a range of topics including health and safety and equality of opportunity.

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

Work-based learning for young people																
Life Skills	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	39		130		149		147		176						
Retained*	2		89		105	70	96	65	114	65						
Successfully completed	2		89		105	70	96	65	105	60						
Still in learning	31		23		0	0	0	0	0	0						

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

STRENGTHS

- careful selection of work placements to meet learners' needs
- good support for learners
- good progression
- highly effective training for learners with severe learning difficulties

WEAKNESSES

- failure to meet identified learner needs in preparatory programmes
- some poor programme planning

OTHER IMPROVEMENTS NEEDED

- better sharing of information from progress reviews

46. Both projects have an excellent range of work placements which include a major financial institution, a fire station, day centres, nurseries, a car wash, garages, supermarkets, a boarding kennels and schools. Learners on the preparatory training programme are quickly found a work placement, which is carefully matched to their needs and career aims. While on work placement, learners are visited regularly and their progress is monitored closely. Employers are well informed and heavily involved in helping learners to develop their personal and employment skills. At Palmersville Training, all learners on the Life Skills programme attend a work placement for up to three days each week, either with local employers or in the project's catering, hairdressing and beauty therapy facilities. Employers contribute to progress reviews, but neither they nor learners are given a copy of the records.

47. There is good support for learners. Each has a named key worker who co-ordinates the support, so that they can cope with their difficult personal circumstances. While on work placement learners are visited by a member of staff every week. In addition to the support provided directly by Barnardo's staff, learners are often referred to external specialist support agencies. Hours of attendance are negotiated individually to take account of learners' care and family responsibilities. Good practical help is also given such as clothing and transport. For example, one learner who has a work placement in catering gets regular help to launder his uniform. In some instances, practical help is given to help learners travel independently.

48. Progression rates are good. Over the past three years, approximately half of all learners have completed the programme and progressed into further education and training. In addition, a further 20 per cent have left early to enter employment. In addition to these formal measures of success, learners make impressive progress in developing their personal and employment skills.

49. At A Chance To Work, in Liverpool, there is very effective provision for learners who have severe learning difficulties. The initial assessment is thorough and comprehensively recorded. After referral, staff visit the learners in their homes to

identify their specific support and learning needs. The induction process is effective and learners' recollection of the information is good. Once a suitable work placement has been identified staff visit the work placement and carry out a detailed job analysis. Clear learning targets are then agreed and recorded on the learning plan. The learners and the work-placement providers understand the targets. Staff are well qualified and enthusiastic. They have received specialised staff development in 'training in systematic instruction' which includes how to break each job task down. Some learners are given well-presented task lists which include pictures and symbols as well as written text. Each learner has good individual training and the amount of guidance is gradually reduced as the learners develop independence. The progress of learners is reviewed regularly, usually every week, but for some learners it is carried out at the end of each day or at the end of each session. There are good opportunities for learners to gain recognised qualifications. Most learners' achievement is accredited through units of the National Skills Profile. The assessment and verification are thorough, but progress in basic skills is not currently assessed against the new pre-entry literacy and numeracy curriculum framework. The job training co-ordinators review the effectiveness of the training and the work-placement activity at least every four weeks. Barnardo's staff have developed close working relationships with a number of other agencies to ensure that learners can progress and remain in work at the end of the course. This includes the local social services department, other training providers, supported employment providers and employers. Between 1997-98 and 2000-01, all the learners achieved their aims and progressed into employment with training, in three out of the four years. In the other year, approximately two thirds achieved their aims.

50. Learners on the preparatory training programme undergo an initial assessment which helps to identify their learning support needs. However, their needs are not always met. In some instances, the learning needs impact directly on their performance at work. For example, one learner has a problem with spelling which causes difficulty in her administration work placement. In another instance, the need to learn to tell the time was identified through initial assessment, but no support has been given.

51. There is some poor programme planning. In some Life Skills lessons, insufficient account is taken of individual learning needs. Some learners are set work which is too difficult for them and others are not sufficiently challenged. Many lessons are too long. Teaching strategies rely too heavily on theory work and teacher-led activities, and there are insufficient practical activities to motivate learners. Parts of the programme are taught by external organisations, but Barnardo's does not always check the quality and appropriateness of the sessions. The level of vocabulary used during these sessions is too complex and some of the content is insensitive. Links between the individual development plans and the programme of training are weak. Individual development plans are not produced until the learner has been training for four weeks, to allow for an extended period of initial assessment. However, learners attend training during this time and sometimes engage in activities that are irrelevant or inappropriate. All learners on the Life Skills programme at Palmersville Training are working towards a locally devised foundation award, but this is not suitable for some, particularly those who are more able. However, there are currently no nationally recognised qualifications offered to

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accredit literacy, numeracy and personal development, although plans to introduce the new national qualifications in literacy and numeracy are in place.