

# INSPECTION REPORT

## Charnwood Training Consultants

22 July 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

Charnwood Training Consultants is a partnership which offers training for the licensed trade. It offers work-based learning for young people on modern apprenticeships, and training programmes leading to national vocational qualifications (NVQs), in Nottinghamshire. There are 22 advanced modern apprentices, 34 foundation modern apprentices and 10 learners on NVQ training programmes.

### Overall judgement

The quality of the work-based learning and that of leadership and management, equality of opportunity and quality assurance are unsatisfactory. The overall quality of provision is not adequate to meet the reasonable needs of those receiving it.

### GRADES

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

Hospitality, sport, leisure & travel	4
Contributory grades:	
Work-based learning for young people	4

### KEY STRENGTHS

- effective work-based learning
- good vocational skills and knowledge
- clear strategic direction
- thorough self-assessment process

**KEY WEAKNESSES**

- poor achievement rates
- unsatisfactory retention rates
- insufficient business planning
- insufficient promotion of equal opportunities
- inadequate quality assurance procedures

## THE INSPECTION

1. A team of three inspectors spent a total of 13 days at Charnwood Training Consultants (CTC) in July 2002. They visited 13 employers' sites and interviewed 10 workplace supervisors, 14 learners and seven staff. Inspectors examined a range of documents including portfolios of evidence, training records, company plans, policies and procedures, promotional literature and awarding body reports. They observed and graded one learning session. They reviewed CTC's self-assessment report, which was produced in May 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hospitality, sport, leisure & travel	0	0	0	1	0	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

## THE PROVIDER AS A WHOLE

### Context

2. CTC offers training for the licensed trade. It offers modern apprenticeships and training leading to NVQs in bar service, and short specialist courses in cellar management and innkeeping. Two partners manage CTC. The partnership is responsible for the training of 22 advanced modern apprentices, 34 foundation modern apprentices and 10 learners on NVQ programmes. The partners and the employers of the 25 public houses who employ the learners, carry out the work-based learning. The two partners and two assessor trainers co-ordinate the learning and assessment and the partners carry out all of the internal verification.

3. Training programmes are funded through contracts with Nottinghamshire Learning and Skills Council (LSC). In April 2002, the unemployment rate across Nottinghamshire was 3.6 per cent, compared with 3.1 per cent nationally. According to the 1991 census, the proportion of people from minority ethnic groups in Nottinghamshire is 1.5 per cent, compared with the national average of 6.2 per cent. In 2001, the proportion of school leavers in Nottinghamshire achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 46 per cent, compared with 47.9 per cent nationally.

### Work-based learning for young people

4. Learning in the workplace is good. Learners demonstrate good vocational skills and knowledge based on the industry's requirements. The establishments which CTC work with employ experienced staff who help learners gain skills. Most of the establishments offer a good range of work experience, on-the-job training and opportunities for assessment.

5. Retention and achievement rates are unsatisfactory. The proportion of learners who leave the modern apprenticeship programmes early are high, although for 2001-02, the figures are considerably better. None of the learners who have left to date have achieved the NVQ. Key skills training and assessment are inadequate, and only one person has achieved since the start of the training.



## LEADERSHIP AND MANAGEMENT

Grade 4

6. CTC has two partners, one of whom is responsible for the government-funded programmes and the other for privately funded training. The two partners are experienced managers from the licensed trade. The partners carry out some of the assessment and all of the internal verification. Training is given on the job by CTC and by the owners of the work placements. The partnership's administration office is near Nottingham city centre. CTC has an equal opportunities policy, but arrangements for quality assurance are poor. The partnership produced its first self-assessment report and an action plan before inspection in May 2002.

### STRENGTHS

- clear strategic direction
- thorough self-assessment process

### WEAKNESSES

- ineffective co-ordination of training and assessment
- insufficient business planning
- insufficient promotion of equal opportunities
- inadequate monitoring and evaluation of equal opportunities
- inadequate quality assurance procedures
- insufficient internal verification

### OTHER IMPROVEMENTS NEEDED

- better internal communications

7. The partners give clear strategic direction. There is a strategic plan for the next five years which includes specific goals and objectives. For example, the organisation wants to increase the number of learners and it has identified future resource requirements, and partners and staff have started a programme of training and development. The partners have a good understanding of the industry's needs through strong links with trade bodies and by being involved with initiatives of the lead body. There has been a detailed analysis of the organisation's competition.

8. The co-ordination of the training and assessment is ineffective. Learners work across a large number of sites, and work shifts which are likely to change at short notice. The planning of training and assessment of learners is co-ordinated on a day-to-day basis, but there is no satisfactory overall development plan for the learners. CTC's resources are not being used effectively. There has been some staff turnover, which has led to insufficient assessments. There is a high allocation of learners to trainer/assessors, which

## CHARNWOOD TRAINING CONSULTANTS

has affected the achievement rates. Managers have not been prompt in their responses to these problems.

9. Business planning is insufficient with no financial and business plans. The partners collect data on retention and achievement rates, learner destination, gender and ethnicity, but do not produce reports that can be analysed. All staff contribute to the development of the business, but much of the communication is informal. Inspectors identified that many of the key strengths and weaknesses were identified in the self-assessment report and gave the same grade for leadership and management as that identified in the self-assessment report.

**Equality of opportunity**

**Contributory grade 4**

10. CTC does not effectively promote equal opportunities to learners, training staff or work-placement providers, and learners and training staff do not understand equality of opportunity. The CTC policy was produced in 2001 and covers training, promotion and evaluation of equality of opportunity and diversity, but does not include a harassment or bullying policy. Marketing information does not promote learning to under-represented groups and visual images in promotional literature do not include people from under-represented groups. The learners' handbook, which is given to learners at induction, contains a brief statement on CTC's commitment to equal opportunities, complaints and grievance procedure. However, many learners are unclear about legislation that is relevant to their employment and their responsibilities. No additional reference materials are given learners to help them understand equality and diversity.

11. CTC does not give employers its equal opportunities policy, nor does it check to ensure that they have their own. It does not ensure that employers understand their responsibilities to the learners. There is inadequate monitoring and evaluation of equality of opportunities with no clear reporting and review procedures. Learners' comments on equal opportunities are sought during progress reviews, but the questions used do not relate problems with equal opportunities to the workplace. This section of the progress review form is often not commented upon. Data on gender, age and ethnicity are collected, but are not analysed to enable CTC to target under-represented groups. The views of learners or employers are not collected. Access to CTC's premises and most of the work placements is good for those who have restricted mobility. Key senior staff are undergoing training to develop their knowledge and understanding of equality and diversity.

**Quality assurance**

**Contributory grade 4**

12. The self-assessment report was produced in May 2002 and all staff were involved in the process. Results of a learner survey, which was issued earlier in the year, were also used. An external consultant trained the staff to help them understand the process. Staff meetings were held to identify the organisation's key strengths and weaknesses and supporting evidence. Inspectors identified that some of the strengths are no more than normal practice, but identified others which are significant. An action plan was produced to maintain identified strengths and resolve weaknesses. Although only a short time has elapsed between the production of the report and the inspection, CTC has started to deal with some of the weaknesses. For example, the learners' induction is now carried out at CTC and not in the workplace, where learners complained of interruptions and lack of privacy.

13. CTC has inadequate procedures and policies for assuring the quality of its work. It has recently started to consider what should be included in a quality assurance policy, but it is at an early stage of development. There is an overreliance on the requirements of awarding bodies and other agencies to assure the quality of assessment and training. CTC does not audit key documents to ensure that they are completed on time or effectively. Quarterly progress meetings between the assessor/trainers and the learner do not sufficiently record achievements and future plans. Staff do not have a clear awareness of quality assurance, but are committed to improving the quality of training. However, there is no overall plan to monitor and evaluate the programmes. Health and safety reviews are not updated effectively. There is insufficient use of feedback for the decision-making process. A questionnaire was sent out to learners in May 2002, and the results have been analysed and have led to improvements in the training. However, no other surveys are used to measure the learners' understanding of induction, or are given to those learners who leave the programme early. There was a poor response to an employer's questionnaire with only three out of 25 responding.

14. The internal verification process is weak. All records are kept in the learners' portfolio of evidence which the learners keep at work. CTC does not hold any central records. There is no sampling plan to identify which learners, NVQ units or assessors will be sampled and when. Often internal verification is not carried out until the learners are at the end of their training programme, which does not allow sufficient time for the learners to organise additional evidence if it is required. CTC recognises these deficiencies and has recently developed an internal verification strategy that clearly defines assessor and internal verifier roles. New documents have also been produced, including a sampling plan, but it is too early to judge how effective the new process will be.

### Good Practice

*Some learners were transferred to CTC when a competitor ceased to trade and they complained that they had no choice in the change of provider. The complaints were handled responsively, efficiently and with sensitivity. CTC outlined the importance of re-registering with another training provider to enable them to complete their modern apprenticeship, and gave details of alternative local training providers. Throughout this process, CTC put the interests of the learners above those of the organisation.*

## AREAS OF LEARNING

Hospitality, sport, leisure & travel

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	66	4

15. All of CTC's learners are employed and are recruited through referrals from employers. There are 25 employers. CTC offers foundation and advanced modern apprenticeships and NVQ training for 66 learners in hospitality. Foundation modern apprentices are working towards an NVQ at level 2 in bar service, hospitality quick service, food and drink service, or food preparation and cooking, and qualifications in food hygiene and key skills. Advanced modern apprentices work towards licensed premise supervision or food preparation and cooking NVQ at level 3 and key skills and food hygiene qualifications. NVQ training programmes lead to either the NVQ at level 2 in bar service or the NVQ at level 3 in licensed premise supervision. All learners who are working towards bar qualifications take additional awards which magistrates and the police consider to be appropriate. Most of the training and assessment takes place on employers' premises. CTC provides the training and assessment in 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														
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	19		38		1								
Retained*	0		0		0	0								
Successfully completed	0		0		0	0								
Still in learning	14		8		0	0								

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

Work-based learning for young people														
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	30		50		1								
Retained*	0		9		0	0								
Successfully completed	0		0		0	0								
Still in learning	22		12		0	0								

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

Work-based learning for young people																	
NVQ Training																	
	2001-02		2000-01		1999-2000												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	13		2														
Retained*	0		0	0													
Successfully completed	0		0	0													
Still in learning	10		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

- effective training in the workplace
- good vocational skills and knowledge

### WEAKNESSES

- unsatisfactory retention rates
- poor achievement rates
- inadequate training and assessment for key skills
- insufficiently detailed learning plans and reviews of progress

16. Training in the workplace is good and takes account of the learners' individual requirements and the needs of the industry. Most of the learners are employed in establishments that offer a good range of work experience, on-the-job training and opportunities for assessment, and this was identified in the self-assessment report. When a particular element or unit of the NVQ cannot be covered with an employer, learners are trained at another employer's premises. Employers have experienced staff, who help learners increase their vocational skills. Staff have a good understanding of the licensed trade and this was identified in the self-assessment report. Staff make good use of questions to check learners' understanding of activities and give clear verbal guidance and briefings on what is required to reach a particular industrial competence.

17. Learners have good trade skills and their technical hospitality skills are strong. The social skills of learners who deal with customers are good. Learners respond to customer requests in a positive and friendly way and are particularly good at arranging and managing their work so customers are served promptly. Learners' written answers on background knowledge are good and show a thorough understanding of the hospitality industry.

18. Retention rates are unsatisfactory, but this was not identified in the self-assessment report. The proportion of learners who leave early is high. In 2000-01, the proportion of advanced modern apprentices who left early was just under 80 per cent. The

## CHARNWOOD TRAINING CONSULTANTS

situation was marginally better in 2000-01 for foundation modern apprentices, of whom 76 per cent left early. In 2001-02, the proportion of learners remaining on their training programmes is considerably better, but it is too early to judge if retention rates have improved as most of the training programmes have not reached their end date.

19. Achievement of the framework is poor and this was identified in the self-assessment report. None of the 54 learners who have left the training programmes have achieved the framework. The attainment of NVQ learning is better, but the proportion who achieve is still poor. In 2000-01, only 23 per cent of those who left an advanced modern apprenticeship achieved an NVQ. The situation is similar with foundation modern apprentices in 2000-01, where only 21 per cent of those who left achieved an NVQ.

20. Key skills training and assessment are inadequate. The organisation does not have a system in place to monitor the progress of learners' key skills. Since the start of work-based learning, only one learner has achieved the key skills qualification. In the past, learners have not been given key skills tuition and staff were not trained. This situation is now being resolved and learners and staff are now trained. However, it is too early to assess if the arrangements are effective.

21. Individual learning plans, progress reviews and reports of progress and visits do not have enough detail. Learners are not aware how learning will take place, how they are progressing and what they need to do to improve their performance. This was identified in the self-assessment report. Learning plans do not show what specific training will be given to the learner and there are no clear action plans giving specific targets for learners.