

INSPECTION REPORT

Waverley Training Services

12 August, 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
- **learnirect** 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

Waverley Training Services is a non-profit making unit of Waverley Borough Council. It offers work-based learning for young people in preparatory training, and Life Skills training. Learners attend Waverley Training Services's training centre in Farnham and subcontracted local further education colleges.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Work-based learning for young people in engineering is good and foundation training is satisfactory. However, the leadership and management of Waverley Training Services are unsatisfactory.

GRADES

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

Engineering, technology & manufacturing	2
Contributory grades:	
Work-based learning for young people	2

Foundation programmes	3
Contributory grades:	
Life Skills	3

KEY STRENGTHS

- high achievement rates in engineering
- high rate of progression to jobs and further training from foundation training
- good support for learners
- extensive links with other agencies

KEY WEAKNESSES

- poor off-the-job training in the first year of engineering training
- inadequate setting of short-term targets in foundation programmes
- inadequate development of basic skills
- poor strategic and day-to-day planning
- inadequate management information systems
- weak monitoring of training

OTHER IMPROVEMENTS NEEDED

- better updating of individual learning plans
- better monitoring of punctuality
- better recording and monitoring of complaints

THE INSPECTION

1. A team of three inspectors spent a total of 12 days at Waverley Training Services (WTS) during August 2002. They interviewed 17 learners and carried out interviews with five subcontractors' staff and a member of the careers service. They visited nine workplaces and interviewed five employers and workplace supervisors. Inspectors also carried out 11 interviews with staff at WTS. Inspectors observed and graded six learning sessions. They examined 18 learners' portfolios, learners' records, data on learners' progression and achievement, and WTS's plans, policies, procedures and promotional literature. Inspectors also looked at the most recent self-assessment report, produced in June 2002.

Grades awarded to learning sessions

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

THE PROVIDER AS A WHOLE

Context

2. WTS was set up 20 years ago by Waverley Borough Council. It contracts with Surrey Learning and Skills Council (LSC) and Hampshire and the Isle of Wight LSC to provide work-based learning for young people, preparatory training and training in Life Skills. WTS offers training in engineering, horticulture, business administration, information and communications technology, retailing and customer services, and sport and recreation. However, there were too few learners to inspect any areas other than engineering and foundation programmes. Training takes place at employers' premises, at subcontracted local further education colleges and at WTS's training centre in Farnham. WTS has seven staff, of whom six are involved in work-based learning, and 43 learners.

3. WTS's catchment area, around the border of Surrey and Hampshire, is relatively prosperous but has some disadvantaged areas. Banking, financial and other service industries, such as teaching and public authorities, are the main employers in Waverley. A high proportion of school leavers, 76 per cent in 2001, stay in full-time education at school or college. In May 2002, the unemployment rate was 0.9 per cent in Surrey and 1.2 per cent in Hampshire, compared with a national average of 3 per cent. The 1991 census found that 2.8 per cent of the population of Surrey and 1.3 per cent of the population of Hampshire were from minority ethnic groups, compared with a national average of 6.2 per cent. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 58.2 per cent in Surrey and 54.9 per cent in Hampshire, compared with the national average of 47.9 per cent.

Work-based learning for young people

4. Work-based learning in engineering is good, with good support and assessment. Achievement rates in engineering are high. Of the 13 learners that could have completed their apprenticeship framework since 1998, 11 have done so. Learners benefit from good work placements which provide a wide range of training opportunities. Work-based assessment is well managed and effective. There is insufficient practical training in the first year of training and a narrow range of teaching methods is used. Learners' previous qualifications are not accredited to exempt them from key skills tests.

Life Skills

5. Life Skills learners make good progress in developing information technology (IT) skills. Most learners gain jobs or go on to further education and training. Learners receive good support, which increases their confidence. Some teaching is unsatisfactory and fails to meet individual learners' needs. Many learners have basic skills needs, but the planning of learning sessions does not take adequate account of this. Learners are set too few short-term targets.

LEADERSHIP AND MANAGEMENT

Grade 4

6. WTS comes under personnel services in the chief executive's department of Waverley Borough Council and operates from premises in Farnham. The training manager is responsible for the overall management of WTS and is assisted by a part-time finance officer and a full-time administrative assistant. The training manager and an assessor manage internal verification. Two part-time tutors are responsible for teaching, assessment, progress reviews and support for learners on preparatory training and the Life Skills programme. WTS subcontracts specialist vocational training to local further education colleges. Waverley Borough Council has an equal opportunities policy that covers all WTS's training. WTS has its own quality assurance procedures. The training manager is responsible for quality assurance and equality of opportunity. The training manager produced the self-assessment report used for this inspection in June 2002, using data and contributions from WTS staff.

STRENGTHS

- extensive links with other agencies
- good staff development
- good training and support for learners with additional learning needs

WEAKNESSES

- poor strategic and day-to-day planning
- inadequate management information systems
- insufficient equal opportunities training for staff and learners
- weak monitoring of training

OTHER IMPROVEMENTS NEEDED

- better recording and monitoring of complaints

7. WTS has extensive and effective links with other agencies. These enable WTS to provide good specialist support for learners with social or additional learning needs. Representatives from agencies such as housing associations and mental health organisations visit WTS frequently to provide confidential support for learners. Close liaison with the schools referral unit enables WTS to work with learners who are excluded from school, and help them achieve their ambitions. Many learners work better at the training centre than in traditional education. WTS has good links with a wide range of local employers that provide work placements and full-time work for learners. WTS has successfully promoted work-based learning to employers and has persuaded them to take young people with additional social and learning needs. Employers offer learners good jobs and work placements and many approach WTS

when they have a vacancy.

8. WTS has prioritised staff developments to ensure that staff meet learners' needs. The training needs of new staff are identified at regular reviews during their induction. The training needs of other staff are identified through appraisal and by the staff themselves. All trainers and assessors have to achieve specific qualifications that help them to meet learners' needs. WTS has also planned training to enable staff to take on new areas of work, such as supporting learners with dyslexia or poor basic skills. Some external training is planned for all staff. Most staff, including the manager, are attending appropriate training courses.

9. WTS has been slow to develop strategic and business plans. It sets few targets. Plans to improve training, for example by expanding into new areas of learning or restructuring training in horticulture, have not been implemented. The business plan does not set out timescales or the resources that are needed. WTS does not plan adequate cover for when teaching staff are on leave. Close relationships between staff mean that many issues are discussed daily but the discussions are not recorded. Staff meetings are held infrequently. The minutes of these meetings are sometimes vague and it is difficult to monitor the progress of any actions taken. Target-setting and the use of targets to improve performance are inadequate. Targets for recruitment, retention, achievement and progression are not routinely used. Some learners' slow progress is not dealt with until they reach the end of their training programmes. WTS has not monitored progress in carrying out action plans developed after previous self-assessments.

10. Management information systems for recording, monitoring and forecasting learners' progress, achievement and progression are poor. Management information is collected to meet the local LSC's requirements but it is not used to plan and improve training. Progress against targets is discussed at staff meetings but the information is not used to plan or develop training programmes. WTS does not analyse data on learners' progress to ensure that learners achieve their qualifications by the expected dates. Learners' progress reviews take place on their scheduled dates and are recorded well. WTS has no system for monitoring learners' files, some of which are not up to date.

Equality of opportunity

Contributory grade 4

11. WTS successfully promotes opportunities for training and development to disaffected young people and people with diverse social and learning needs. It prioritises work with these young people as they have few other training opportunities locally. Particularly good support is available to learners who have serious difficulties with participating in learning. Learners receive good support, which enables them to keep their work placements and progress to employment. The training centre has good resources. It is attractively decorated with clear displays of information, including information about past and present learners' achievements. The training centre has inadequate access for learners with restricted mobility. However, new premises for Life Skills training are accessible to learners with restricted mobility.

12. WTS has a written equal opportunities policy that reflects Waverley Borough Council's commitment to equality of opportunity. The policy does not refer to current legislation or contain statements on harassment and bullying. Marketing and recruitment materials contain little mention of WTS's equal opportunities policy. WTS collects data on learners' gender, ethnicity and disabilities but does not analyse these, for example, to compare profiles of learners with local community profiles or to set targets. The monitoring of equal opportunities in learners' work placements is poor. WTS gives employers a copy of its equal opportunities policy. However, it does not check whether employers are putting equal opportunities into practice in the workplace.

13. The coverage of equal opportunities at induction is not reinforced during learners' training, except where it is part of the curriculum as, for example, in Life Skills. Some learners have a poor understanding of their rights and responsibilities and of equal opportunities. Equal opportunities is not sufficiently reinforced in learners' progress reviews. Job descriptions do not require staff to promote equal opportunities and this is not discussed during staff appraisals. Staff receive insufficient training in equal opportunities. Some staff do not fully understand recent legislative changes. The council plans to provide equal opportunities training for staff later in the year.

14. WTS has a satisfactory complaints procedure. However, it sometimes fails to record the outcomes of complaints. For example, WTS recorded a complaint by one learner but did not record that it had been resolved.

Quality assurance

Contributory grade 4

15. WTS is improving its training. The training manager is producing a quality assurance manual containing statements of policy, quality assurance procedures, instructions and standard forms. However, these quality assurance arrangements are at an early stage. WTS has no system for reviewing its subcontractors' quality assurance procedures or monitoring the quality of the subcontractors' training. Confusion over the interpretation of WTS's agreement with one of its subcontractors has led to slow progress by some learners. WTS has no internal auditing system to ensure that procedures are followed. Nor does it ensure that all staff are using the correct versions of documents. Some targets on individual learning plans are not updated to take account of learners' progress.

16. Internal verification is satisfactory. WTS's internal verification policy contains a comprehensive set of procedures. The internal verifiers frequently observe assessments and give feedback to the assessors. Issues raised by internal verifiers are clearly recorded, and actions to rectify weaknesses are agreed and monitored. WTS collects feedback from learners and employers. However, the feedback is not sufficiently detailed to enable managers and staff to identify trends and make changes. Most leavers complete the questionnaires, but the data are not used to improve training.

17. WTS does not monitor training at its training centre or in the workplace or in the subcontracted colleges. There is no regular observation of training to evaluate the quality of teaching and learning. The quality assurance manual does not contain detailed written procedures for planning and carrying out observations of training. Nor does it specify the assessment criteria to be used by observers. WTS receives external verifiers' reports on its subcontractors but has not recorded any actions taken as a result of external verifiers' findings.

18. WTS carries out yearly self-assessments but has failed to rectify weaknesses identified in its self-assessment reports. All staff contribute to self-assessment. The report accurately identified the organisation's strengths but failed to identify weaknesses. Some judgements in the self-assessment report were not supported by evidence.

Poor Practice

The action plan accompanying the self-assessment report identifies actions to be taken. However, staff are not involved in carrying out the actions.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	9	2

19. WTS offers foundation and advanced modern apprenticeships in motor vehicle repair and servicing. There is one foundation modern apprentice, who has just completed the framework. There are eight advanced modern apprentices, of whom one has just completed the framework. All the learners are employed, most of them by large garages with franchises to large car manufacturers. Learners are recruited through referrals from schools, the careers service or through employers' systems for selecting learners. All learners have an initial assessment of their basic skills and a one-day induction at WTS. This is followed by further induction with the subcontracted provider of off-the-job training and a workplace induction. Progress reviews in the workplace are pastoral and are carried out every four to six weeks by WTS's staff. A local further education college is responsible for off-the-job training, assessment, internal verification, portfolio-building and key skills training and assessment. All practical assessments are carried out in the workplace by a qualified assessor from the college. Background knowledge is assessed through computer testing.

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		1998-99									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		4		3		6									
Retained*	0		0		3		6	100								
Successfully completed	0		0		2		6	100								
Still in learning	5		2		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

Work-based learning for young people																
Foundation modern apprenticeships (FMA)																
	2000-01															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3															
Retained*	1															
Successfully completed	1															
Still in learning	1															

*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

- high achievement rates
- good work placements
- well-managed and effective assessment
- good individual support for learners

WEAKNESSES

- poor off-the-job training in the first year
- no accreditation of previous achievement in key skills

OTHER IMPROVEMENTS NEEDED

- better updating of individual learning plans

20. Learners' achievement rates are high. Of the 13 learners who could have completed their apprenticeship framework since 1998, 11 have done so. All the learners in their first or second year of training are on target to achieve their qualification within the agreed timescale. Most learners achieve their key skills awards within the first year of training.

21. Learners benefit from good work placements. Employers provide a wide range of training which allows learners to generate a variety of evidence. All employers either supervise learners or assign them a mentor. Mentors provide good training and support and prepare learners thoroughly for their practical assessments. Most learners attend additional training at the motor manufacturers' own training centres. Resources in the workplace are particularly good. Most employers' premises are large car dealerships

equipped with the latest technical equipment. Other employers are well equipped to meet the training and assessment requirements of the level 3 national vocational qualification (NVQ). Many of the more experienced learners have their own repair bays, containing vehicle lifts and service equipment. Specialist equipment and materials at the college are adequate for training towards level 3 NVQs. However, the accommodation is cramped. Training staff are appropriately experienced and qualified.

22. Assessment in the workplace is well managed and effective. Learners and employers have a clear understanding of assessment and of learners' progress towards their NVQs. All practical assessments involve observation in the workplace, either through workplace supervisors or mentors observing learners and signing their job cards, or through a college assessor directly observing learners. Work-based assessors have a good understanding of the assessment procedures and the competences required. Records of assessment are well designed and carefully completed. Progress reviews, involving learners and workplace supervisors, are frequent and effective. They are used to set clear short-term targets, requirements for evidence and appropriate action plans. A college assessor can visit at short notice to suit learners. All learners are on target to complete their assessments.

23. WTS provides good additional support for learners on a one-to-one basis. Learners who have difficulty completing the computerised assessments of their background knowledge receive additional coaching from WTS's staff. Learners and WTS's staff e-mail the college to obtain feedback and to find out which areas require further practise and study. Learners who fail tests have the confidence to resit them and pass. However, the units that learners have achieved are not recorded in their individual learning plan. Individual learning plans do not contain up-to-date records of learners' progress towards their qualifications.

24. In the first year of training, a narrow range of teaching methods is used in off-the-job training and there is insufficient practical training. Learners cover background knowledge by copying tutors' notes into their notebooks. They receive insufficient explanation of the background knowledge and their understanding is not adequately checked. The other main element of the day-release training is the production of evidence of key skills and preparation for the key skills tests. Most first-year learners have qualifications that could exempt them from the key skills tests. However, these are not accredited and all learners have had to take the tests.

Good Practice

One company requires all technicians, including modern apprentices, to check each other's work and countersign a job card to show that the task has been completed successfully. Tasks include fitting vehicle wheel nuts, sump plugs and spark plugs.

Foundation programmes**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Life Skills	12	3

25. WTS provides Life Skills and preparatory training for young people aged 16 to 18. The training programmes are for young people who have not selected a career or who have additional social or learning needs. The aim of the training is to get young people into jobs or further education. All the young people on the training programme have additional social needs and eight have additional learning needs. Most young people are referred to WTS by the careers service or local schools. Some approach WTS themselves. The careers service provides guidance and support and completes an individual development plan for each learner. Twelve learners were on the Life Skills programme at the time of inspection. No learners were in preparatory training. WTS provides this training at its training centre in Farnham. Learners attend for 21 hours each week. Young people can join the training programme at any time during the year. They remain in preparatory training for eight weeks and in Life Skills training for up to 24 weeks. Learners work towards individual learning targets. The training includes literacy, numeracy and IT training, jobsearch, and personal development. Learners also take part in sports on one afternoon each week. Some young people work towards foundation qualifications and qualifications in basic computer literacy and information technology, literacy, numeracy, food hygiene and basic first aid. Most young people have a work placement as part of the training programme. Two part-time tutors teach, assess and support learners and review their progress.

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																
	2001-02		2000-01		1999-2000											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	22		34		12											
Retained*	3		5	15	6	50										
Successfully completed	3		5	15	6	50										
Still in learning	12		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

- high rate of progression to jobs and further training
- good progress in developing IT skills
- extensive support for learners

WEAKNESSES

- inadequate setting of short-term targets
- some poor group teaching
- inadequate development of basic skills

OTHER IMPROVEMENTS NEEDED

- better monitoring of punctuality
- broader range of learning opportunities

26. A large proportion of learners progress to jobs or further training. In 2000-01, 74 per cent of learners on preparatory training went on to jobs or further training. In 2001-02, the proportion was 75 per cent. In 1999-2000 and 2000-01, approximately 66 per cent of learners on the Life Skills programme progressed to jobs or further training. WTS has good links with supportive local employers. Work placements are selected to match learners' needs and preferences. Most employers have a good understanding of learners' needs and provide good support and training. Many work placements lead to permanent jobs. Life Skills training emphasises the development of the skills learners need to gain work placements and permanent jobs.

27. Learners on the Life Skills programme make good progress in developing IT skills and learners are enthusiastic about their training. They talk confidently about what they have learned and demonstrate the skills they have acquired. Some are working towards or have completed, a qualification in computer literacy and information technology. The training centre is equipped with computers, scanners and printers. Learners use up-to-date software and have access to the Internet.

28. The Life Skills programme builds learners' self-esteem. Staff are experienced in working with young people who need extra support. Learning takes place in a relaxed atmosphere, in which learners are encouraged to work independently but with support. Good individual support enables most learners to continue training despite serious personal and educational difficulties. Learners learn to recognise and overcome problems in their behaviour. Good relationships between staff and learners enable

learners to develop confidence and trust. Tutors have a genuine concern for learners' welfare and progress. They know when learners require specialist support and arrange appointments and accompany them to other agencies.

29. Learners' monthly progress reviews do not involve action-planning or the setting of realistic, short-term targets. The records of progress reviews are mainly descriptive, emphasising pastoral and general issues. The completion of tasks and the acquisition of specific skills are not recorded. Learners' individual targets are long-term. Most learners do not have any criteria for measuring their progress towards their targets. Some learners do not understand their targets, and do not know how much progress they are making. Learners have targets for punctuality and attendance but progress towards these targets is not routinely discussed during progress reviews.

30. Workshops in which learners work individually on tasks are satisfactory. Learners develop their skills by working on carefully selected projects. Much of the teaching that takes place in groups is unsatisfactory. Training sessions include group discussions and the completion of worksheets. The lack of variety in the teaching of these sessions leads to poor concentration, which sometimes results in disruptive behaviour. Tutors and learners do not have detailed plans outlining the aims of each learning session. Teaching methods do not maintain learners' interest. In some training sessions, however, learners contribute well to discussions, understand the aims of the training session and successfully complete follow-up tasks. The group sessions do not adequately cater for learners' different abilities. Some learners do not understand the purpose of some training. Others are not sufficiently stretched. Training is planned for the whole group and insufficient effort is made to cater for the wide range of abilities in the group. WTS does not routinely plan extra training for more able learners or simpler material for learners with poor basic skills. WTS arranges too few visits and too few events with outside speakers.

31. Basic skills training does not meet learners' needs. Most learners sit an initial test in literacy and numeracy. However, WTS does not carry out further tests to identify the specific needs of learners who perform poorly in the initial test. Nor does it use the results of the initial test to plan training in basic skills. All the learners who are working towards a basic skills qualification complete the same assignments. The assignments are not tailored to their occupational or personal interests. Some learners are working towards unsuitable qualifications in literacy. There are insufficient resources for learners to regularly practise and reinforce their basic skills, and apply them in occupational contexts. Staff lack the skills necessary to identify and meet learners' various basic skills needs. WTS has identified this weakness and plans to provide training for staff.