

# INSPECTION REPORT

## **Kingsbury Training Centre Limited**

15 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

Kingsbury Training Centre Ltd is a specialist training provider in Erdington, Birmingham. It provides work-based learning in construction to disadvantaged young people with additional social and learning needs. It also provides foundation training programmes and Life Skills training for young people with a range of behavioural, social and educational needs. Many of the young people attending the training centre are low achievers and have been excluded from mainstream schooling. Some learners have a history of offending.

### Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, construction training is unsatisfactory and the Life Skills programme is satisfactory. Leadership and management of the provision is unsatisfactory. Quality assurance is unsatisfactory and equality of opportunity is satisfactory.

### GRADES

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

Construction	4
Contributory grades:	
Work-based learning for young people	4

Foundation programmes	3
Contributory grades:	
Life Skills	3

### **KEY STRENGTHS**

- good links with pre-16 provision
- good support for learners facing discrimination
- very good pastoral support
- good achievement of targets in Life Skills

### **KEY WEAKNESSES**

- no established quality assurance system leading to improvement
- inadequate monitoring and recording of training and learning
- little use of data to monitor performance
- little NVQ assessment in construction
- insufficient work-based evidence
- poor management of training in construction
- ineffective learners' reviews

### **OTHER IMPROVEMENTS NEEDED**

- better recording and monitoring of attendance
- greater range and availability of learning resources
- better access to some accommodation for learners with mobility difficulties

## THE INSPECTION

1. Seven inspectors spent a total of 28 days at Kingsbury Training Centre Ltd in July 2002. They interviewed 35 learners, visited seven workplaces, spoke to seven employers or workplace supervisors, and conducted a total of 29 interviews with managers and staff members. They observed a total of seven training sessions, examined learners' assessed work, records, minutes of meetings, management information and other relevant documents. They also studied the current self-assessment report, which was produced in April 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Construction	0	0	0	2	3	1	1	7
Foundation programmes	0	0	1	0	0	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>8</b>

## THE PROVIDER AS A WHOLE

### Context

2. Kingsbury Training Centre Limited (KTCL) is situated in Erdington, to the north of Birmingham City. It has provided training for young people with additional learning and or social needs for the construction industry and Wordpower and Numberpower since 1981. KTCL started as a youth opportunities programme scheme provider, sponsored by the local community centre, and became a limited company in 1986, moving to its present accommodation in 1987. It introduced training leading to national vocational qualifications (NVQs) in 1989 and became an approved assessment centre for the awarding body in the same year. KTCL provided training towards NVQs at level 1 and 2 in the construction trades, bench joinery, painting and decorating and trowel occupations in 1991. In 1995, they began their Archway Programme, for disadvantaged young people aged between 14 and 16. Many of these learners progress onto the Life Skills programme and then into NVQ training.

3. KTCL employs 26 staff, 13 of whom work directly with the work-based learners. There are currently 46 learners on NVQ training programmes, 39 of whom are working towards NVQs at level 1 and seven who are working towards NVQs at level 2. All learners are also on literacy and numeracy training programmes. KTCL has arrangements with 11 employers and work-placement providers to enable current learners to obtain on-the-job training. There are also 20 learners on the Life Skills Learning Gateway programme.

4. Production and construction industries, the second-largest employers in the district, account for 28.7 per cent of employment in the Birmingham and Solihull area. Rates of unemployed young people in the West Midlands increased marginally from 26 per cent to 26.7 per cent between 2001 and 2002, compared with the national average of 25.7 per cent. Destination trends for year 11 school pupils in Birmingham and Solihull in 1998-99, show that of 57 per cent staying on in full-time education, only 9 per cent were in government supported training, compared with the national average of 11 per cent. In 1999-2000, 69 per cent of 16 year olds and 56 per cent of 17 year olds in the West Midlands and Birmingham went into full-time education, compared with the national average of 71 per cent and 58 per cent, respectively.

5. In 2002 in Birmingham, the percentage of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 41.2 per cent, compared with the national average of 47.9 per cent. The proportion of people in the local population from minority ethnic groups is 21.5 per cent, compared with the national average of 6.2 per cent. A survey carried out by KTCL and reported on in August in 2000, estimated that there were as many as 20,000 people with mild or moderate learning needs in the Birmingham area.



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

6. Retention and achievement rates are satisfactory in construction. However, the progress of current learners is slow. Learners experience a good range of construction skills on work placement. Learners on brickwork, and painting and decorating training programmes produce a good standard of practical work. Insufficient assessment is carried out and learners do not produce sufficient work-based evidence. Training is poorly planned with poor teaching of background knowledge. There is poor health and safety practice and ineffective additional learning support.

### **Life Skills**

7. There is good achievement of targets by learners on foundation training programmes. Sixty-seven per cent of learners who have completed their training programme have completed the targets agreed on the individual learning plans. There is particularly good pastoral support and guidance for learners. Learners carry out effective occupational construction training, comprising brickwork, painting and decorating, and wood activities. Initial assessment and the planning of training are poor. Progress reviews are ineffective and there is inadequate reinforcement of learners' understanding of information presented during induction.

## LEADERSHIP AND MANAGEMENT

Grade 4

8. The managing director is responsible for the day-to-day management of the company. There are two other directors. One is the director of the Archway Project, a provision for 14-16 year olds. The other is responsible for the day-to-day management of staff on Life Skills and 14-16 Learning Gateway. The internal verifier manages the training and assessment instructors, the education tutor and the work placement and review officer. All staff have job descriptions and there is an annual appraisal process. The three directors hold regular, informal meetings. There are at least two staff meetings involving all staff held every year and monthly team meetings of the instructors and education tutor. KTCL has an equal opportunities policy, and there is a section on anti-harassment and complaints in the employee handbook. There is a new quality assurance manual. Thirteen of the procedures are being piloted. Self-assessment has been carried out in 1999, 2000, and 2001. The current self-assessment report was produced in 2002. There is a development plan based on the current self-assessment plan, produced in April 2002.

### STRENGTHS

- good links with pre-16 training provision
- good support for learners facing discrimination at work

### WEAKNESSES

- poor management of construction training
- inadequate target-setting
- insufficient equal opportunities training for staff
- no established quality assurance system
- inadequate monitoring and recording of training and learning
- inadequate use of data to monitor performance

### OTHER IMPROVEMENTS NEEDED

- better access to some accommodation for learners with mobility difficulties

9. The Archway project is based at KTCL, which provides training for 14-16 year olds. It links with schools, the local education authority and the Learning and Skills Council (LSC). There are two training programmes within the project. The specialist education and training programme works effectively with disaffected young people and their families. It gives young people a unique, individual education and learning plan with individual support and training from mentors. The prevocational training programme enables young people to carry out training within a particular vocational area. This is either in construction at KTCL or at other training providers for other vocational areas.

The Archway Project also holds a contract for the 14-16 Learning Gateway programme. These good links enable young people to find out about the training and good learner support at KTCL. Many learners progress on to the Life Skills programme at KTCL and from there, on to the construction NVO training programme. This well-supported progression route helps learners to develop their construction skills within a familiar environment and gain accreditation for prior learning from the prevocational training programme. There are also good links with the schools and with the careers service. Careers officers have good working relationships with staff at KTCL and frequently discuss particular issues about individual learners and their progress.

10. Target-setting is inadequate. The small management team at KTCL relies heavily on informal communication systems. The directors meet as and when required, but these meetings are not recorded. There are detailed notes taken at both the full staff meetings and the team meetings, which take place every month. There is inadequate recording of the actions identified and insufficient review of actions from previous meetings. Targets are not systematically set. The business plan identifies the number of planned starts for the construction and Life Skills training programmes. There is no setting of targets for retention rates, achievement rates, progress or gaining jobs. No specific targets are set for the different training programmes, individual members of staff or learners. Individual learning plans do not include specific dates for the achievement of units or milestones, and learners are unaware of their progress.

11. Staff are appraised annually and the outcomes are recorded in confidential staff files. Staff do not receive any written feedback on their performance. Staff development plans record training events attended, but there is no evaluation of what staff have gained from these events. There are no individual staff training plans and no targets are set for the following year. Management data are not collected systematically or used to inform planning for teaching and learning. Resources are managed satisfactorily.

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

12. There are several versions of the equal opportunities policy statement at KTCL. Learners are introduced to the content of the policy as part of their induction process. They also discuss work-placement practices relating to equality of opportunity during their progress reviews. The employee handbook contains a section on the personal harassment and complaints policy, which is part of the equal opportunities policy statement. The agreement signed by employers contains a statement about the equal opportunities policy and outlines relevant employer responsibilities and health and safety issues. Aspects of the policy are reinforced through occasional training events. For example, most staff and some learners have recently completed a drug awareness training programme. Several key staff have also been on disability awareness training. The policy is not systematically reviewed at regular intervals and staff do not take part in regular relevant discussion or development activities to improve their awareness of equal opportunities issues and reinforce their relevant responsibilities. Many staff, employers and learners do not fully understand the main aims and objectives of the equal opportunities policy. Some promotional material is produced which targets under-represented groups, but there is insufficient promotion of equal opportunities with employers. Data analysis is not carried out to identify under-represented groups or to compare achievements between different groups of learners.

13. The equal opportunities policy is not systematically evaluated and developed. When the policy is revised, it is in response to demands and issues, rather than as part of a planned process of development. For example, some learners on work placements have faced discrimination from some employers. This has been dealt with effectively by the training provider. Action has been taken in line with the equal opportunities policy statement, and learners have been found other work placements. Employers not willing to adhere to the agreement are not used. One learner was removed from a work placement where the employer expressed a reluctance to take on employees from minority ethnic groups. Another learner was moved to an alternative industrial work placement when his history of offending behaviour was queried by an employer. After poor advice from other advisers, one female learner on the Life Skills programme is now progressing towards an NVQ programme in painting and decorating, following good advice and support from staff at KTCL.

14. Access to the ground floor of the training centre is restricted for learners with mobility difficulties. This problem is currently being rectified. Application for funding has been made to Birmingham City Council to put ramps in to allow access to the front entrance, the main building, and the individual workshops. These will be installed by the end of October 2002. Wordpower and Numberpower workshops have been reallocated to ground floor training rooms.

15. Of the current group of 66 learners, 14 are from minority ethnic groups, approximately 21 per cent, the average for the Birmingham area. There are no female learners in construction, but there is one female learner in the Life Skills programme who is progressing onto the NVQ training in painting and decorating.

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

16. There is no established quality assurance system. There is a planned review of the procedures in the new quality assurance manual in October 2002. There are insufficient other formally recorded quality assurance systems and processes. Some informal, individually devised procedures, such as the internal verification procedure, have been developed to meet specific requirements. There is a programme of sampling and records. The internal verification records list actions to be carried out and there is some recording of how these actions have been reviewed. Assessors receive some feedback from assessment observations. Overall, however, the internal verification process is being implemented inconsistently, and some areas of learning have not been assessed or verified for many months. For example, the slow progress of most learners in construction, especially those who do not have work placements, has not been rectified.

17. There is no systematic monitoring of training and learning. There are no formal observations of training sessions against agreed performance criteria and there is no record of feedback given to staff. Informal observations take place and verbal feedback is given immediately. The judgements are recorded through the appraisal system and kept in the confidential staff files. There is inadequate recording of learners' progress and achievement in the review documentation. Some learners' files and records are incomplete. Learners' files are checked every three months, but this concentrates on paperwork, rather than the standard of the recording.

18. A new system for collecting data has recently been developed following requirement changes by the local LSC. This system does not effectively monitor learners' progress. This is being rectified and the system is now being incorporated into the new quality assurance system. Feedback is not collected systematically from learners and employers. Learners complete an evaluation of their induction process and complete a questionnaire on leaving their training programme. The response rate is poor and there is no analysis of questionnaires returned. Employers provide feedback through the annual employers' review and audit process. This takes the form of an interview, but outcomes are not formally recorded and analysed.

19. Self-assessment has been carried out over the last three years, but it is not integrated well with the business planning process. The current self-assessment report was produced in April 2002. It examines only some of the issues relating to learner achievement and the overall provision in the training centre. It does not grade quality assurance or equality of opportunity. Inspectors did not agree with many of the judgements made in the self-assessment report and awarded lower grades for construction and leadership and management. There is a development plan to rectify the weaknesses acknowledged in the report. This is not broken down into specific activities with target dates and measurable outcomes. Many actions have not been achieved by the dates specified.

### Good Practice

*An employer refused to accept a learner on work placement from KTCL who was from a minority ethnic group. The training provider refused to place with this employer and removed the one learner already on work placement. All parties were told the reason for this action in line with Kingsbury's equal opportunities policy guidelines.*

## AREAS OF LEARNING

### Construction

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	46	4

20. There are 46 learners on work-based learning programmes in construction. Of these, 39 are working towards an NVQ at level 1 and seven are working towards an NVQ at level 2. Of these learners who started training programmes in 2001-02, 13 are still in learning. No training is provided beyond NVQ at level 2. Training is provided for disadvantaged young people with additional social and learning needs. Many are low achievers with behavioural problems from mainstream schools and some have a history of offending. KTCL provides training in wood, trowel and decorative occupations. There is no key skills training or assessment. All learners complete an initial basic skills assessment. Training programmes are designed to encourage learners to gain introductory qualifications and experience, which will help improve their confidence and job prospects in the construction industry. Most learners take a minimum of two years to fulfil the requirements of an NVQ at level 1. Some learners can take longer than three years to complete their NVQ at level 1. Very few learners progress to NVQs at level 2. All off-the-job training takes place at the training centre. A work-placement officer works with local contractors for some but not all learners. Work placements are chosen according to their ability to accommodate young people with social and learning difficulties. Currently, 11 learners have work placements with local general builders. There are seven level 1 and two level 2 learners in wood occupations, 18 level 1 and three level 2 learners in trowel occupations and 14 level 1 and two level 2 learners in decorative occupations.

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

Work-based learning for young people																
NVQ Training																
	2000-01		1999-2000		1998-99											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	68		93		82											
Retained*	45		54		52											
Successfully completed	31		48		39											
Still in learning	14		6		13											

\*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 range of construction skills experienced by some learners on work placements
- good standard of practical work

## **WEAKNESSES**

- insufficient assessment
- insufficient work-based evidence
- poor planning of training
- poor health and safety practice
- ineffective additional learning support

## **OTHER IMPROVEMENTS NEEDED**

- wide range and better availability of learning resources

21. Some learners experience a good range of construction skills on work placements. Overall retention and achievement rates are satisfactory, but current learner progress is slow and no applications for unit accreditation or complete NVQ levels have been submitted to the awarding body for over 12 months. The work experience provided is not always relevant to the learners' occupational area. Some learners have portfolios containing evidence of work done at KTCL and on work placement. Portfolios are well structured and contain good evidence. All training is carried out in the training centre. Learners understand the need for assessment in the workplace. Learners have good working relationships with each other and with staff and develop good social skills. Some learners have gained permanent jobs while on work placement.

22. Learners on brickwork and painting and decorating training programmes produce a good standard of work appropriate for an NVQ at level 1. There are good examples of walls built in stretcher, English and Flemish bonds and learners are able to correctly identify them. One example of a saw bench, produced by a carpentry and joinery learner, contained compound bevels and cuts. This project was a good demonstration of progress, but was not assessed. The learner did not have a work placement and the good level of skills he had developed were not acknowledged as being relevant to his NVQ. Learners in painting and decorating training programmes work on a wide range of projects in the training centre, and some gain good practical experience on work placement. Most work placements are with general builders, and though the work experience is relevant, there is an insufficient variety of job tasks for learners to carry out.



23. Insufficient assessment is carried out. Assessors collect some secondary evidence from the workplace, which is held in learners' portfolios. All portfolios are held centrally for reasons of security, but this prevents learners entering additional evidence which could be used towards assessment. All work-placement providers are given information on NVQ training. Many employers do not understand the NVQ requirements and insufficient assessment is carried out. However, where employers understand the NVQ requirements and provide relevant learner support, more assessment in the workplace is carried out.

24. Learners do not produce sufficient work-based evidence. Some learners work on inappropriate projects which are not relevant to their NVQ. For most learners, the assessment of training projects takes place at the training centre. Records of this evidence are held at the training centre, but this work is not assessed according to the requirements of the NVQ. Work in portfolios of evidence is not evaluated effectively by assessors to ensure that assessment has taken place. Some portfolios contain good comments and feedback from assessors, but many portfolios contain insufficient or no feedback to the learner. Learners on work placements are visited by the work-placement officer, who ensures that agreed terms and conditions are being followed. They also carry out progress reviews. The information recorded during the review process does not, however, help the learner plan assessment in the workplace. It does not identify where work activities can be used to complete a work evidence book, or as evidence towards an assessment. Some learners are in work placements where some work activities do not match the requirements of their NVQ. For example, a learner on a trowel occupations training programme, is on a work placement with a building contractor where bricklaying and associated skills are not frequently used.

25. In construction, there are three qualified assessors and one working towards an assessor qualification. The internal verification of construction involves sampling across the three relevant occupational areas. The internal verifier uses an external contact to verify their work. Currently, the work verified is the assessment of the training only. Learners complete a series of practical projects and related questions. These are assessed against criteria at the appropriate level. Feedback is given to the learner and they are signed off by the assessor to say whether they need to attempt the task again or can be formally assessed. KTCL have had the certification for carpentry and joinery suspended and the certification of brickwork has only recently been re-instated, pending a further visit from the external verifier.

26. Training is poorly planned. The teaching of background knowledge is weak. Most training comprises a combination of handouts, note-taking and classroom work with an instructor. There are separate portfolios for the collection of practical evidence and supporting written work. These portfolios are inconsistent in their content and range of material. The background knowledge is not structured to meet the individual needs of the learner. Insufficient forward planning takes place to co-ordinate activities at the training centre with activities in the workplace. Most training is not planned, and lessons for written work are not matched to the practical tasks carried out. Most training comprises practical work in the training centre. There is poor use of other training

techniques to provide the necessary background knowledge. Initial assessment is not used to plan the training.

27. Health and safety practice is poor. Risk assessment is not a requirement for the workshops or the tools, equipment and practices used in them. There is no safety assessment for materials. Materials are not appropriately stored with some materials placed close to hazardous substances. In the carpentry and joinery workshop, some learners do not understand the safety issues relating to some of the equipment.

28. All learners complete an initial assessment of their literacy and numeracy skills during the four-day induction. The results are used to provide relevant support for learners who require it. Initial assessment is not used to help plan the training. Some learners are working towards an inappropriate level for literacy and numeracy skills. Basic skills provision does not relate well to the construction industry. Learners do not understand how this training relates to their career aims. Attendance is poor. Wordpower and Numberpower form the basis of the training programme, and the teaching of basic skills comprises only individual tuition in the classroom. The occupationally based mathematics and English training is not used effectively to develop competency or measure progression in basic skills. Although learners are reviewed on a regular basis, this process is not used to set targets. Targets for projects and NVQ units are unclear and learners do not understand how to progress.

29. As a result of security precautions, some tools are not readily available for practical training sessions. Relevant background knowledge generally comprises handouts from particular textbooks, and some typed sheets. There are insufficient textbooks to cover the wide range of subject areas. Workshop space is not used well and quiet study areas do not provide sufficient space for learners to complete written work. There are insufficient visual aids and other materials in the classroom.

## Foundation programmes

## Grade 3

Programmes inspected	Number of learners	Contributory grade
Life Skills	20	3

30. There are 20 learners on the Life Skills option of the Learning Gateway. Most learners have social, personal, learning or other needs. Learners are referred by personal advisers from the Careers Service. Many of the learners have taken part in the Archway project for 14-16 year olds at KTCL. Personal advisers arrange interviews, carry out assessments, provide careers guidance and complete the learners' personal development plans. The Life Skills training programme lasts for 12 weeks and learners can join at any time. Learners attend for 24 hours a week over four days. There is a four-day induction programme, which includes an initial basic skills assessment. Training takes place in the construction workshops at KTCL and at various other locations. Learners complete a number of activities, including a 30-hour work taster, sports awards, health and safety, first aid, fire extinguisher recognition, units of literacy and numeracy awards, improved attendance and time-keeping and career decision-making. Progress reviews are carried out every four weeks by the personal advisers. Staff complete an additional monthly review with learners. Three members of staff co-ordinate and provide the training programme and provide practical instruction in brickwork, painting and decorating, and wood occupations. They also assess learners' progress and provide learner support on a day-to-day basis. Three further staff provide learner support and specialist training when required. There are links with external agencies to provide additional support and specialist guidance. Three subcontractors provide health and safety, first aid and fire extinguisher training.

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															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	74															
Retained*	56															
Successfully completed	36															
Still in learning	20															

\*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 achievement of targets
- particularly good pastoral support
- effective occupational training

## **WEAKNESSES**

- poor use of initial assessment
- poor planning of training
- ineffective progress reviews
- inadequate reinforcement of learners' understanding of induction information

## **OTHER IMPROVEMENTS NEEDED**

- better recording and monitoring of non-attendance

31. There is good achievement of targets by learners. Sixty-seven per cent of those learners who have completed their training programmes have completed the targets agreed on their individual learning plans. Some targets do not accurately reflect the needs of the learner and they are not always challenging. Thirty-six per cent of learners have progressed to occupational training programmes or gained jobs.

32. Staff provide particularly good pastoral support and guidance for learners. This helps learners to continue in training, despite significant personal and learning barriers. Good, ongoing support, often on a daily basis, is provided to learners in the construction workshops. A network of specialist support agencies provides learners with help in overcoming drug and substance misuse, and to provide counselling. Learners understand how to raise concerns with staff and are provided with good help and guidance. There are canteen facilities at the training centre where learners can purchase subsidised food and drink. In relevant cases, food is provided free of charge. There are good working relationships between staff and learners.

33. Learners carry out effective occupational construction training, comprising brickwork, painting and decorating, and wood activities. The range of practical tasks helps learners to assess the suitability of their career choice. All learners can take part in a 30-hour work placement, arranged with local employers. Workshop staff use occupational skills development very well to help learners build self-confidence and motivation. Workshop training is provided at a pace, according to the needs of the learners.

34. Initial assessment is not used effectively to identify learners' individual learning needs. Basic skills tests, and the initial assessment carried out by the careers service, are not always used to develop individual learning plans. Staff do not always receive copies of the careers service paperwork before the learners start their Life Skills training programme. Only basic skills tests are recorded. There are no records of initial assessment of additional social and or learning needs. Learners do not systematically receive feedback on their initial assessment. Individual, clear, and measurable learning objectives are not included on individual learning plans.

35. Training is poorly planned. Learning aims, objectives and expected outcomes are not identified or recorded for the activities which take place outside the training centre. Learners are not involved in the planning of activities and do not identify their own learning objectives within workshop or other activities. Worksheets completed by learners during workshop training are not used to help them develop their literacy and numeracy skills. Some evaluation takes place for non-workshop activities, such as snooker. However, this is general feedback and does not help learners to identify their social and personal development progress. There is an inadequate range of personal development activities.

36. Progress reviews are ineffective. There is no system for monitoring learners' progress. The outcome of training is not systematically recorded during the progress reviews. Staff agree short-term and individual targets with learners, but many of these are not recorded. Where targets are recorded, these are specific to the individual learner and do not have completion dates. In some cases, targets are not linked to prior achievements and formal targets are seldom used as a development tool for learners. Most reviews have a pastoral focus.

37. All learners take part in a good four-day induction during the first week of their Life Skills training. They are provided with a range of relevant information, but learners do not have a good understanding of it. There are no systems in place to reinforce the learning objectives and programme aims with learners.

38. Many learners do not complete the required 24 hours of training each week. Clock cards are used to record attendance on a daily basis and staff transfer information onto a central tracking system. Staff discuss non-attendance with learners but do not set specific targets for improvement.

#### Poor Practice

*Following a change of verifier, no assessed work in Wordpower or Numberpower has been verified for several months. Learners have completed the work but have not yet received a certificate.*