

INSPECTION REPORT

North Humberside Motor Trades GTA

16 September 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

North Humberside Motor Trades GTA has its administration and training facilities in Hull. The organisation provides work-based learning for young people in automotive engineering, retailing, customer service and transportation and motor trades related business administration.

Overall judgement

The quality of provision is not adequate to meet the reasonable needs of those receiving it. Training is satisfactory in business administration. Training in automotive engineering and retailing, customer service and transportation is unsatisfactory. Overall leadership and management are very weak, as are equality of opportunity and quality assurance.

GRADES

| Leadership and management | 5 |
|----------------------------------|----------|
| Contributory grades: | |
| Equality of opportunity | 5 |
| Quality assurance | 5 |

| Engineering, technology & manufacturing | 4 |
|--|----------|
| Contributory grades: | |
| Work-based learning for young people | 4 |

| Business administration, management & professional | 3 |
|---|----------|
| Contributory grades: | |
| Work-based learning for young people | 3 |

| Retailing, customer service & transportation | 4 |
|---|----------|
| Contributory grades: | |
| Work-based learning for young people | 4 |

KEY STRENGTHS

- good work placements
- good recognition and celebration of learners' achievements

KEY WEAKNESSES

- poor promotion of equality of opportunity
- weak self-assessment process
- inadequate quality assurance arrangements
- poor retention and achievement rates
- slow development of key skills

THE INSPECTION

1. A team of seven inspectors spent a total of 28 days at North Humberside Motor Trades GTA (NHMTGTA) in September 2002. They visited 40 workplaces, interviewed 67 learners and 42 workplace supervisors or employers. Inspectors carried out 20 interviews with the organisation's staff. They also observed assessments, progress reviews and five learning sessions. Seven visits were made to subcontractors' premises where interviews were also carried out. Inspectors examined learners' national vocational qualification (NVQ) portfolios, individual learning plans, progress review records, policies, procedures, minutes of meetings and internal and external verifiers' reports. The most recent self-assessment report was completed in February 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 | 2 | 0 | 0 | 0 | 0 | 2 |
| Business administration, management & professional | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Retailing, customer service & transportation | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 5 |

THE PROVIDER AS A WHOLE

Context

2. NHMTGTA was established in 1972 in Kingston-upon-Hull. Its members comprises 39 companies from the motor trades industry. A further 80 motor trade associated companies in the Kingston-upon-Hull and the East Riding area of Yorkshire also use NHMTGTA as a training provider. The association has 10 full-time members of staff. NHMTGTA offers training in motor vehicle engineering for light and heavy vehicles, vehicle body building and repair, business administration, retailing and sales and distribution and warehousing. Until 2002, all learners were working towards an advanced modern apprenticeship, but all new learners are working towards a foundation modern apprenticeship. Training is funded by the local Learning and Skills Council (LSC). NHMTGTA subcontracts with local colleges for background knowledge training and online assessment.

3. In May 2002, the unemployment rate in Humberside was 4.8 per cent, compared with the national average of 3 per cent. The unemployment rate in Kingston-upon-Hull was 6.6 per cent and in the East Riding of Yorkshire it was 3.6 per cent. In Kingston-upon-Hull employment is mainly in the retail and production industries and in the East Riding of Yorkshire, agriculture is the largest industry. The largest concentration of population in Humberside is in Kingston-upon-Hull. According to the 1991 census, the proportion of people from minority ethnic groups in Humberside is 1 per cent of the population, compared with 6.2 per cent nationally.

4. In 2001, the proportion of school leavers in Humberside achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 40 per cent, compared with 47.9 per cent nationally. In Humberside, 66 per cent of 16 year olds enter into full-time education and 13 per cent enter into government-funded training. These proportions compare with the national averages of 71 per cent and 8 per cent, respectively.

Work-based learning for young people

5. The quality of work-based learning varies across the areas of learning. In business administration it is satisfactory, but it is unsatisfactory in motor vehicle engineering and customer service and retailing. Across all areas of learning the learners are employed. Learners are given good support by their employers and have good resources. There is slow development of key skills across all areas of learning. The achievement and progression rates are poor. There are poor assessment practices in some areas. Most internal verification is at least satisfactory.

LEADERSHIP AND MANAGEMENT

Grade 5

6. NHMTGTA is governed by an executive committee of 12 people who are selected each year by members. The association has 10 full-time staff, consisting of a director of training, a training manager, a quality assurance manager, a monitoring officer, a health and safety officer, three NVQ assessors and two administrative staff. The association has a business plan which is reviewed and agreed by the executive committee every year. The association also has an equal opportunities policy, which has also been reviewed by the executive committee. It contains procedures for dealing with harassment and bullying. NHMTGTA has a quality assurance policy, a manual, and procedures, which have been certificated by an independent body. The association is accredited with the Investors in People standard, which is a national standard for improving an organisation's performance through its people. NHMTGTA first undertook self-assessment in October 1998. Self-assessment has taken place approximately every two years and the most recent self-assessment report was published in February 2002.

STRENGTHS

- good support, enhancing learners' career progression
- good recognition and celebration of learners' achievements
- good partnerships between employers and training provider

WEAKNESSES

- insufficient use of feedback for continuous improvement
- poor target-setting for strategic and business planning
- ineffective staff appraisal
- insufficient use of data for decision-making
- no management strategy for equality of opportunity
- inadequate staff training in equality of opportunity
- poor promotion of equality of opportunity
- weak self-assessment process
- inadequate quality assurance arrangements
- weak monitoring of subcontractors

OTHER IMPROVEMENTS NEEDED

- more detailed recording of assessor observations

7. NHMTGTA provides learners with good support to enhance their career progression. The association promotes careers within the motor trade to learners and pays for learners to attend courses to achieve additional qualifications. The association also provides additional training in auto electrics for learners in the second year of their

training programme. NHMTGTA promotes membership of a motor trades professional body and funds learners' first two years' membership on completion of their apprenticeship framework.

8. NHMTGTA celebrates learners' achievements throughout the year. The association hosts an annual dinner which learners and their families attend. Awards are presented to the best learner on each training programme. Those learners receiving an award are invited on a factory visit at which they can view the entire car production process. Learners enter industry competitions and NHMTGTA pays for the learners and their parents to attend the national awards. At the end of the first year of the training programme, learners are given a jacket, and on completion of the level 3 NVQ, learners are given a gift voucher. These learners then receive a further gift voucher on completion of their modern apprenticeship framework. NHMTGTA invites 12 learners to attend a management development weekend once each year. The results of awards and achievement of individuals and groups of learners are widely reported through the local press.

9. There are good partnerships between employers and the training provider and learners benefit from these partnerships. For example, learners have been able to obtain work placements in other member companies when their current employment limits the range of activities available to them. Employers are supportive of learners' training. They have a good understanding of the NVQ evidence collection process. Some workplace supervisors studied with the training provider and fully understand the training required for the achievement of the qualification. Employers encourage learners to collect evidence for their NVQ portfolios and present them with wide ranging opportunities to do so. Learners' work schedules are often adjusted to allow them to participate in more complex tasks. Employers also appreciate the support given by NHMTGTA regarding staff recruitment.

10. There is poor target-setting and business planning. None of the training targets are based on retention and achievement rates or progression. The business plan has two targets, one of which relates to the financial surplus at the end of the year, and the second refers to the achievement rates for the background knowledge assessment. The targets are not communicated to NHMTGTA's staff and do not contribute towards staff appraisals. Communications within the association are informal but satisfactory. Informal meetings are rarely recorded and action points from these meetings are not logged. Strategic objectives focus on the training already provided. There is a plan for a bid to partner a local college in constructing a centre of excellence in a new technical park. The input of the executive committee is weak and focuses on employer membership numbers, financial monitoring, and the association's training requirements. The association has recruitment targets that are determined by the needs of the employers. However, they do not target under-represented groups.

11. There is inadequate staff appraisal. Staff appraisals are carried out each year but are weak, and comments on staff's skills and abilities are superficial. Appraisals do not adequately identify development or progression needs. NHMTGTA's staff are not set

personal objectives and there is no link to the association's business objectives. There are records detailing which training courses staff have attended. There is no training plan for staff, although a new member of staff has attended an induction and was made aware of a series of qualifications and courses available to meet his job role.

12. Data are not used sufficiently in the decision-making process. NHMTGTA collects data on schools in the area and monitors the achievement rates of the background knowledge assessment every year. Data on NVQ achievement are monitored throughout the year and compared with funding profiles. There is some monitoring of programme occupancy but there is no analysis of this information in relation to programme start dates and retention rate patterns.

Equality of opportunity

Contributory grade 5

13. There is no management strategy for equality of opportunity. NHMTGTA's equal opportunities policy, while covering key legislation, is insufficiently detailed. There is no strategy to ensure that the policy is implemented effectively. NHMTGTA's self-assessment report states that subcontractors and employers are required to conform to equal opportunities legislation, but the agreement between NHMTGTA, subcontractors and employers makes no specific reference to equality of opportunity. NHMTGTA does not monitor how subcontractors and employers are applying equal opportunities procedures in the workplace. It does not check whether subcontractors and employers have an equal opportunities policy and does not provide them with a copy of its own policy. Subcontractors use their own equal opportunities monitoring procedures but there is no evidence of this monitoring in the workplace.

14. There has been no staff training or updating on equality of opportunity since 1999. Most learners, and some staff, have a poor understanding of equality of opportunity, although awareness of fundamental principles is variable across the different areas of learning. Equality of opportunity is covered during learners' induction, and there are some good resources to help with this. The time devoted to equality of opportunity at induction has recently been extended, but it is too early to judge whether this is increasing learners' understanding. Learners are aware of the procedures to follow to report harassment and bullying. Records of learners' reviews do not indicate that equality of opportunity is regularly reinforced after induction. Business administration learners have a good understanding of equal opportunities topics, which are discussed throughout their training programme.

15. Promotion of equality of opportunity is poor. The association makes no statement of its commitment to equality of opportunity in publicity materials, and this was identified in the self-assessment report. NHMTGTA's publicity materials do not represent balanced participation. There are no people from minority ethnic groups, and in brochures, women are shown only as administrators or customers. However, a woman is shown in a technical role in a promotional video. NHMTGTA has provided some case studies of successful women who have trained with the organisation, but most date back to the late 1990s.

16. NHMTGTA does not routinely collect data on equality of opportunity, other than on gender. There are no targets set to increase participation from under-represented groups. Young men have been recruited to business administration, but engineering recruitment shows traditional gender patterns. Between 1999-2002, around 7 per cent of the engineering applicants were women and approximately the same proportion of women progressed into employment. The overall proportion of applicants who gained employment was the same for men and women, at around 30 per cent.

17. NHMTGTA has procedures for dealing with complaints but receives very few. Most complaints in the past four years have been from employers about learners and these have been dealt with according to the procedures. NHMTGTA's training room is not

accessible to wheelchair users, who are trained in an alternative room downstairs. There are accessible toilets at the training centre.

Quality assurance

Contributory grade 5

18. NHMTGTA has a training programme review committee which is made up of NHMTGTA staff, employers and subcontractors, funding bodies and learners. The committee meets three times each year and has done so for the past 10 years. There is good attendance at these meetings. The minutes of the meetings are recorded and are well structured. Although the minutes do not identify action points and allocate responsibility, matters arising are followed up. The agenda and the minutes show that there is good involvement in the meetings by all the representatives. Topics which are important to learners are discussed at the meetings and then acted upon. One learners' representative carried out a survey about the committee and the results were analysed by the learner and conclusions were drawn. This information was then presented to the committee and discussed. One outcome of this is that a summary of the meetings is now produced and distributed to all learners to inform them of the decisions of the committee.

19. Internal verification is satisfactory. Portfolios are presented for internal verification as units are completed and all portfolios are internally verified. The internal verifier observes assessors twice each year and the observation is recorded. Feedback is given to the assessors, but it is not always formally recorded. Assessment and internal verification is a standing agenda item at management meetings, but there are no standardisation meetings for assessors. Assessment practice varies across the areas of learning and there is no clear direction and targets. Learners' progress is monitored by assessors and reported to the director of training each month. The director of training holds information about full achievement of qualifications. Learners who leave early can claim unit certification for part-completed qualifications.

20. NHMTGTA's self-assessment process is weak. The association's quality assurance plan makes no reference to self-assessment. NHMTGTA does not have a planned annual self-assessment process. The current self-assessment report is an updated version of the report produced in 1998. It was updated in 2000 and again in February 2002. The report has little detail, and does not answer the seven questions in the 'Common Inspection Framework'. There is no reference to the previous self-assessment report. There is no proper analysis of retention and achievement rates and the report does not acknowledge poor retention and achievement rates as a key weakness. There is no involvement of partners or staff in the production of the report, and management team discussions have not mentioned the self-assessment process for the past two years. NHMTGTA's development plan, which was written to deal with key weaknesses, is poor. The weaknesses in the development plan do not match the weaknesses identified in the self-assessment report. There is insufficient detail in the development plan to explain how NHMTGTA proposes to remedy the weaknesses. Some of the targets are not sufficiently challenging and there is no urgency in some of the timescales set. There are no interim milestones for longer-term targets, such as the updating of equipment. Progress against the development plan has not been measured or reported. It is unclear how self-assessment relates to the strategic and business planning cycle.

21. Quality assurance arrangements are inadequate. NHMTGTA has a wide range of quality assurance procedures and a long-established quality assurance manual, with externally accredited quality assurance standards, is in place. Procedures include each aspect of training from initial application to the exit interview. There are procedures to review and update the manual on a regular basis, but there is no evidence that this has happened since 2000. Some procedures have not been reviewed or updated for many years. There are significant gaps in the quality assurance system. More specifically this relates to self-assessment, monitoring and review, and continuous improvement. An internal audit system is in place, and the requirements of the audit schedule are routinely met. Training procedures are not identified on the internal audit schedule and the internal audit has not been carried out against any aspect of the training process. Quality assurance procedures are held centrally but are only available to members of staff. It is not clear how staff are advised about changes to quality assurance procedures. Individual staff are trained in the use of the procedures, although the training last took place in 2001.

22. Monitoring of subcontractors and employers is weak. The contract makes clear reference to health and safety, working time, and minimum pay but no reference to equality of opportunity or quality assurance. There are no clear criteria on which decisions to award or withdraw subcontracts are made. The contract specifies that it will be reviewed each year, but there are no review dates shown. Monitoring of health and safety is routinely carried out. NHMTGTA monitors parts of the contract, such as the review of the subcontractors' planning for learner numbers and programmes for each year, but not to the quality of training given. There is no planned observation of on- or off-the-job training by NHMTGTA. Subcontractors carry out observations of training under their own quality assurance procedures but most employers do not. Subcontractors produce a report on the observation but a copy is not sent to NHMTGTA. A problem with one subcontractor was only discovered after concerns were raised by learners and the awarding body. The subcontractor's records identify prior concerns about the department concerned, but NHMTGTA did not receive a copy of this report until the matter was investigated. The association has regular contact with subcontractors, but records of this are frequently brief and informal. Subcontractors give daily reports about attendance and any problems about late assignments. There is clear evidence that absence and late assignments are dealt with quickly.

23. There is insufficient use of feedback for continuous improvement. Only two surveys of employers and learners have been carried out, in 1999 and 2002. The results have been analysed but they have not been reported to the appropriate committees. NHMTGTA has dealt with some of the major concerns raised in the feedback from the surveys but the process is reactive to significant problems. There is no routine use of feedback. Although responses were positive to many of the questions on the survey, they were less positive to those questions relating to the learning experience. For example, 38 per cent of learners expressed a neutral or dissatisfied opinion about training at work and 32 per cent expressed the same opinion about training at college. Almost 30 per cent of learners and employers were neutral or dissatisfied about the way in which they had been made aware of the requirements of the NVQ. NHMTGTA has not

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investigated these results any further and has not taken any action to improve matters. The association has not made any comparison between the two surveys to help them identify trends.

Good Practice

All learners attend a firefighting course as part of their induction. They tackle real fires and use proper equipment. This prepares them for emergencies in the garages where they work.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 4

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 165 | 4 |

24. NHMTGTA provides training for learners who are employed in the motor trade. Training is provided in light vehicle servicing, heavy vehicle servicing, body repair, and refinishing. There are 121 learners following modern apprenticeships in automotive engineering, of whom 81 are advanced modern apprentices and 40 are foundation modern apprentices. Forty-four learners are following modern apprenticeships in vehicle bodybuilding and repair. Thirty of these learners are advanced modern apprentices and 14 are foundation modern apprentices. Before the 2002-03 year, all learners were on advanced modern apprenticeship programmes, but since 2002-03, all learners were started as foundation modern apprentices in accordance with the requirements of the local LSC. All assessment is carried out in the workplace. All learners are employed. Companies include large main dealerships, council maintenance departments, MOT testing facilities, commercial vehicle maintenance, and small body repair facilities. Learners apply to NHMTGTA and are invited for interview and testing in literacy, numeracy and mechanical aptitude skills. The learners who achieve scores above a predetermined level and successfully complete a selection interview are sent for a further interview with prospective employers. In addition to the NVQ and key skills, all learners attend background knowledge training at a local further education college for one day each week. The initial assessment in literacy and numeracy reduces the need for basic skills support. However, where a learner is identified as requiring this support during the training programme, assistance is provided. Learners recruited this year will also study for a technical certificate. Some learners are supported by NHMTGTA for higher education or professional courses. The two-day induction includes an introduction to NHMTGTA and to the relevant further education college, and to health and safety and equality of opportunity.

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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 | | 1997-98 | | 1996-97 | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 54 | | 44 | | 50 | | 52 | | 46 | | 35 | | | | | |
| Retained* | 0 | | 0 | | 1 | | 24 | | 27 | | 22 | | | | | |
| Successfully completed | 0 | | 0 | | 2 | | 7 | | 11 | | 13 | | | | | |
| Still in learning | 40 | | 23 | | 21 | | 18 | | 8 | | 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

| Work-based learning for young people | | | | | | | | | | | | | | | | |
|---|---------|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| Foundation modern apprenticeships (FMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | | | | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 54 | | | | | | | | | | | | | | | |
| Retained* | 0 | | | | | | | | | | | | | | | |
| Successfully completed | 0 | | | | | | | | | | | | | | | |
| Still in learning | 54 | | | | | | | | | | | | | | | |

*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

- wide range of additional qualifications available
- wide variety of quality resources

WEAKNESSES

- poor achievement rates
- slow progress by most learners
- poor understanding by learners of key skills
- no formal use of work-based evidence to achieve key skills
- insufficient use of monitoring visit outcomes

OTHER IMPROVEMENTS NEEDED

- more detailed learning plans

25. The quality of on- and off-the-job training is satisfactory. Learners are also encouraged to participate in a number of additional training programmes. Practical soldering techniques, abrasive wheel qualifications, a basic computer literacy qualification and training in firefighting techniques are examples of the additional training provided. Some training programmes lead to qualifications at higher national certificate level. The training provider and employer give financial support for this learning. Most learners also take specialised vehicle manufacturer courses. The training provider also selects learners who are identified as having supervisory or management potential, to attend an outdoor activities training centre for management and leadership training. However, learning plans do not always include a record of the additional qualifications achieved by learners. The learning plans are not used for monitoring learners' progress.

26. There is a wide variety of good resources used by learners at their place of work and when attending college. Learners are actively encouraged by their employers to participate in a range of engineering disciplines. The vehicles used by learners during training are representative of the motor vehicles currently sold by the leading manufacturers. Learners carry out increasingly more complex tasks as their training progresses. During the off-the-job training at college, learners carry out a range of tasks on good equipment, such as engine running rigs and gas analyser equipment. The learners' understanding of vehicle systems operations and fault diagnosis methods are fully tested. Workshops are generally clean and modern working environments.

27. Achievement rates are poor. There are advanced modern apprentices still in learning from 1996-97. Even if all those who are still in learning completed their apprenticeship framework, the maximum possible achievement rates for any year would still be less than 50 per cent.

28. There is slow progress by learners through their NVQ programmes. Many work-based assessment opportunities are missed. The frequency of assessor visits is variable, dependent upon the assessor's workload. There is poor assessment planning by assessors. Assessment of practical work is delayed until learners have completed all of the on-line testing of the background knowledge. Many learners have been in training for over four years and have yet to achieve the NVQ at level 2. The slow progress has meant that many learners have had to transfer on to the new training standards because they have overrun the cut-off period for completing the old standards. Those learners have had to return to college to complete on-line background knowledge testing.

29. The learners' understanding of key skills is poor. Most are aware that they are required to achieve key skills but many are unaware of how they will meet the necessary requirements. The workplace activities that relate to key skills are recorded during the

progress reviews but there is no formal use of this evidence to record competence in key skills. The co-ordination of the key skills between the colleges and NHMTGTA is poor and from this year, the colleges will provide the key skills training.

30. Learners are visited approximately every eight weeks by a member of NHMTGTA's staff to check their progress and to offer pastoral support. A training review sheet is completed during each visit and covers competencies achieved in the workplace, timekeeping, key skills covered at work and college, and agreed actions. The workplace supervisor and learner sign the completed forms. However, the review sheet does not have a section to record problems relating to equality of opportunity and does not always record problems that learners are having in the workplace. The sections on the form that relate to key skills and general work competencies are not used to plan future work or assessments. There are poor links between the progress review visits and visits from other members of NHMTGTA's staff to observe and assess learners. The self-assessment report is brief and does not identify many of the strengths and weaknesses.

31. Internal verification is carried out as each unit of the NVQ is achieved. Assessment practice is observed in the workplace twice a year and formal feedback is given to the assessors. Assessment practice is an agenda item at management review meetings. External verifier reports are accessible to all assessors for review.

Good Practice

NHMTGTA has used its good relationship with employers effectively. It has negotiated the supply of a modern motor vehicle which is used in a further education college workshop for vocational training for the learners.

Poor Practice

A learner working in a motor vehicle body repair workshop was not wearing the appropriate safety footwear, although they were supplied. No protective gloves or suitable barrier cream were being used either. The assessor observed the poor practice but did not inform or correct the learner.

Business administration, management & professional**Grade 3**

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 31 | 3 |

32. NHMTGTA has 31 young people on work-based learning programmes in this occupational area. There are 23 advanced modern apprentices in administration and two at levels 2 or 3 in accounting. The eight foundation modern apprentices are all working towards level 2 NVQs in administration. NHMTGTA recruits suitable learners to fill job vacancies in its member garages in Humberside and the surrounding areas. Learners usually enter training directly from school or are referred by the careers service. Learners can start at any time of the year, although in practice most start in the summer. Learners who are invited to NHMTGTA for interview are also tested in numeracy and literacy. This initial assessment in numeracy and literacy reduces the need for basic skills support. However, if a learner is identified as requiring this support during the training programme, assistance is provided by NHMTGTA. All learners have an induction, which covers health and safety, equality of opportunity, the requirements of the NVQ and how training and assessment are carried out. On-the-job training is carried out in the workplace by line supervisors. Business administration learners attend NHMTGTA's training centre once a fortnight for off-the-job training and portfolio-building. They attend the local colleges for key skills training and information technology (IT) qualifications. Training in accounting and assessment is subcontracted to a local training provider. All business administration assessment is carried out in the workplace by the full-time NHMTGTA assessor, who visits learners in the workplace. NHMTGTA employs two internal verifiers. The target time for completion of an advanced modern apprenticeship is 18 months, and 12 months for the foundation modern apprenticeship, but the learners are funded for up to four years if necessary. Reviews of learners' progress take place every two months.

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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 | | 1997-98 | | 1996-97 | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 19 | | 8 | | 8 | | 17 | | 15 | | 11 | | | | | |
| Retained* | 0 | | 0 | | 1 | | 3 | 18 | 7 | | 5 | | | | | |
| Successfully completed | 0 | | 0 | | 2 | | 3 | 18 | 5 | | 3 | | | | | |
| Still in learning | 13 | | 5 | | 3 | | 0 | 0 | 1 | | 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

| Work-based learning for young people | | | | | | | | | | | | | | | | |
|---|---------|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| Foundation modern apprenticeships (FMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | | | | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 8 | | | | | | | | | | | | | | | |
| Retained* | 0 | | | | | | | | | | | | | | | |
| Successfully completed | 0 | | | | | | | | | | | | | | | |
| Still in learning | 8 | | | | | | | | | | | | | | | |

*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 work placements
- good co-ordination of on- and off-the-job training
- strong pastoral support
- good training for additional qualifications

WEAKNESSES

- slow development of key skills
- poor retention rates
- poor completion rates for modern apprentices

OTHER IMPROVEMENTS NEEDED

- more detailed feedback to assessor on interim verification decisions
- better cross-referencing of NVQ and key skills

33. NHMTGTA is particularly successful in matching learners to job opportunities at member garages. This is carried out through a careful screening process, which includes selection tests to identify potential occupational and academic aptitude. Once the association has identified the employer's requirements, they interview applicants to discuss their needs and aims, the size and type of organisation preferred, and any transport considerations. NHMTGTA's staff give learners valuable advice and guidance on career paths in the motor trade, and help with interview techniques and preparation of learners' curriculum vitae. NHMTGTA usually sends two or three candidates to be interviewed for each job. Learners are often offered interviews with more than one employer for maximum choice. Employers value the thorough screening process, which results in well-motivated learners, who quickly settle into the job and are more likely to stay. Employers develop learners' skills progressively, extending their responsibilities as they grow in confidence, as well as providing coaching for new job roles. Most employers also send learners on specialist training, such as computerised accounting, customer service, sales administration and telephone training. They allow time for off-the-job training and work on portfolio-building. Many learners have extremely challenging job roles, particularly those working towards the level 3 NVQ.

34. The well-planned co-ordination of on- and off-the-job training is helped by the good relationship between NHMTGTA's staff and employers. Once a learner is employed the assessor visits the workplace to discuss the most appropriate training programme, taking into account the requirements of the job and the preferences of the learner. An individual learning plan is drawn up, which details the training which will take place on and off the job. Employers are given a copy of the schemes of work for the off-the-job training, so that they can reinforce the training in the workplace and monitor progress. The assessor supplies well-designed information packs for employers, which detail the requirements of the apprenticeship framework, the assessment process and the key skills. Throughout the learning programme, the assessor and workplace supervisor work closely together to ensure that assessment opportunities are captured when the learner undertakes new projects or job roles. Workplace supervisors are fully involved in monitoring learners' progress. Employers value the frequent contact they have with assessors, who visit learners at least once a month for assessment.

35. Learners benefit from the strong pastoral support they receive from NHMTGTA's staff. Staff give good guidance on personal and work-related issues as well as on NVQ assessments. Learners have a good understanding of their entitlements, rights and responsibilities relating to equality of opportunity. The good relationship with workplace supervisors enables the assessor to talk to line managers about problems such as heavy workloads and personality conflicts. The assessor has counselling qualifications and

experience and has been able to help learners to resolve personal problems. All learners are allocated a workplace mentor, often their line supervisor, with whom they can also discuss personal and work problems. Attendance and punctuality are closely monitored.

36. All business administration learners can take additional qualifications and achievement rates are excellent. In the year 2001-02, 11 learners gained a total of 45 certificates in single-subject examinations such as word processing, text processing and basic computer literacy. Thirty-four of these results included a distinction. The training for these qualifications is good. Sessions are carefully planned and structured and learners are able to work at their own pace, with individual support. Visual aids and handouts are professionally presented. Spacious rooms are well equipped with up-to-date computers and software. Learners also have access to the Internet. Teaching aids include digital projectors for demonstrations and presentations. Four learners have been selected to attend a management development course with learners from other occupational areas.

37. Assessment practices and internal verification are generally good. However, feedback to assessors is informal and there are no records kept of comments or action points. Training resources are satisfactory. Learners' portfolios are well organised and the standard of work is good, but there is little cross-referencing to key skills.

38. Development of key skills is slow. Staff have not been trained in key skills teaching and lack confidence in assessing learners. The assessor is now working on a key skills training programme. Key skills are an integral part of the vocational training but current learners have not received any training for the external tests. Learners do not understand key skills and are confused about how they are to be assessed. There have been delays in accrediting prior achievements for key skills and this weakness has been identified by NHMTGTA. Key skills training and assessment are now being carried out in partnership with a local training provider. Key skills evidence will be an integral part of the NVQ portfolio from the start of the training programme and will be assessed at the same time as the NVQ.

39. Retention rates are poor. Of the learners who started their training programme in the four years up to 2000, 59 per cent have already left without completing the modern apprenticeship framework. There are learners who started during this period who are still in learning, so this proportion could rise.

40. The completion rates for frameworks are poor. Of those starting training in the four years up to 2000, only 26 per cent completed the framework, although 52 per cent of the learners achieved NVQs at level 2 or 3. However, there are learners still in learning. There is slow progress towards achievement of NVQs. Until this year, all learners were recruited as advanced modern apprentices, regardless of their age or qualifications. No targets have been set and learners often take 18 months to achieve an NVQ at level 2, and a further two years to achieve the level 3 NVQ. If learners have not achieved their qualifications within three years, NHMTGTA funds them for a further year. Learners

who leave the training programme before achieving all the targets on their individual learning plan, are accredited with the units they have achieved. NHMTGTA has introduced strategies to improve retention and achievement rates, which include incentives for learners and the use of foundation modern apprenticeships as a stepping stone to the advanced modern apprenticeship.

Good Practice

One learner who is also a representative on the programme review committee conducted a survey with learners about the committee and their work. The learner representative devised a questionnaire, distributed it and analysed the feedback. The results and recommendations were then presented to the other members of the programme review committee. This project involved research, analysis, presentation skills, and the production of graphs and data tables. The learner was able to use these competences as evidence for key skills and the NVQ.

Poor Practice

Simulations and skill-based tests are relied upon too heavily in accounting portfolios. The awarding body guidelines recommend that most evidence is work-based, but the subcontractor only visited one learner once during the work placement for assessment.

Retailing, customer service & transportation**Grade 4**

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 31 | 4 |

41. NHMTGTA offers training in retailing and customer service. The retailing programme was developed in direct response to employers' requests. There are 31 learners, four of whom are foundation modern apprentices in vehicle parts retailing, and 14 are advanced modern apprentices in vehicle parts retailing. Four advanced modern apprentices are in distribution and warehousing. The remaining nine advanced modern apprentices are in vehicle sales. Learners work towards NVQs at level 2 before progressing to level 3. All learners are employed in the motor industry before starting their training. Most employers are new car dealerships and some are smaller specialist firms. Learners are initially recruited and selected by NHMTGTA and are then sent to employers for further interview and final selection. Learners who are invited to interview by NHMTGTA are also tested in literacy and numeracy. This initial assessment in literacy and numeracy reduces the need for basic skills support. If a learner is identified as requiring this support during the training programme, NHMTGTA provides assistance. Learners are recruited by advertisement and through the careers service. Off-the-job training for vehicle parts learners is by day release at Hull College for one day a week. Off-the-job training for vehicle sales is in NHMTGTA's training room for half a day every two weeks by staff from North Lindsey College.

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 | | 1997-98 | | 1996-97 | | 1995-96 | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 20 | | 9 | | 5 | | 9 | | 12 | | 13 | | 14 | | | |
| Retained* | 0 | | 0 | 0 | 0 | 0 | 3 | 33 | 6 | 50 | 1 | 8 | 2 | 14 | | |
| Successfully completed | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 1 | 8 | 0 | 0 | | |
| Still in learning | 18 | | 4 | 44 | 1 | 20 | 3 | 33 | 1 | 8 | 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

| Work-based learning for young people | | | | | | | | | | | | | | | | |
|---|---------|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| Foundation modern apprenticeships (FMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | | | | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 4 | | | | | | | | | | | | | | | |
| Retained* | 0 | | | | | | | | | | | | | | | |
| Successfully completed | 0 | | | | | | | | | | | | | | | |
| Still in learning | 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 | | | | | | | | | | | | | | | | |
| | 1999-2000 | | 1998-99 | | 1997-98 | | 1996-97 | | 1995-96 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 2 | | 7 | | 7 | | 2 | | 14 | | | | | | | |
| Retained* | 0 | | 1 | 14 | 3 | 43 | 2 | 100 | 4 | 29 | | | | | | |
| Successfully completed | 0 | | 1 | 14 | 3 | 43 | 2 | 100 | 4 | 29 | | | | | | |
| Still in learning | 0 | | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | | | | | | |

*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 work placements
- good on-the-job training

WEAKNESSES

- slow progress towards achievement of qualifications
- inadequate assessment and internal verification
- poor retention and achievement rates

OTHER IMPROVEMENTS NEEDED

- better co-ordination of off-the-job training
- clearer cross-referencing of key skills to the vehicle sales NVQ

42. Learners are employed in a wide range of good workplaces which give a variety of

work opportunities. Learners can gather appropriate evidence for their NVQ portfolio in their work placements and are assisted by supportive and knowledgeable employers and work colleagues. Employers' premises are good and resources are appropriate to the industry. Learners can progress in the workplace and have good access to computers.

43. On-the-job training is good. Workplace supervisors offer good support during the on-the-job training and help with learners' personal and career development. Employers are well informed and enthusiastic about the training programme, and supervisors can identify an increase in self-confidence. Learners have a workplace mentor who gives good on-the-job coaching, and learners demonstrate good occupational competence.

44. Learners make slow progress towards the achievement of their qualifications. Learners carry out an aptitude test as part of the selection process, but there are no initial assessments to develop the learners' individual learning plans. Insufficient use is made of the individual learning plans and they contain the same aims for every learner. Action-planning and target-setting are inadequate and do not promote small achievements towards the NVQ standards. The monitoring and review of learning are ineffective and some learners have insufficient guidance to ensure achievement of their qualification. There is no off-the-job training for learners to meet the standards for the level 3 NVQ in vehicle parts. Neither NHMTGTA nor the employers regard the level 3 NVQ standards as relevant to the job and so they are not used. Learners are not given enough guidance in the collation of evidence and there is some inappropriate evidence in portfolios.

45. Assessment and internal verification are inadequate. There is insufficient planning of assessment and all sales assessments take place at the end of the training programme. Learners on parts programmes are not assessed in the workplace often enough. There are informal observations by the assessor but they are not part of a planned assessment. Internal verification is insufficiently focused on the skills of the assessor and there is insufficient sampling of different stages of the assessment process. There is no evidence of internal verification taking place at the assessment planning stage. There is no planning of internal verification visits and there are no formal plans for the assessors and internal verifiers to keep their skills current.

46. The retention and achievement rates on all programmes are poor. Since 1996, 42 per cent of learners have left the training programme without achieving a qualification, or before the end of their planned learning. Only two advanced modern apprentices have completed their apprenticeship framework since 1995. On the sales NVQ training programme, only 31 per cent of learners who have started since 1995 have been retained or achieved their qualification. All of the other learners have left the programme early.

47. Some learners in vehicle sales benefit from off-the-job training given by their employer for half a day each week, but it is insufficiently co-ordinated with the colleges' off-the-job training. Learners in vehicle sales can develop their key skills through

workplace tasks, but there is a lack of cross-referencing to the vehicle sales NVQ.