

# REINSPECTION REPORT

## **Enfield Training Services Reinspection**

**12 November 2003**



ADULT LEARNING  
INSPECTORATE

## ENFIELD TRAINING SERVICES REINSPECTION

### 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. 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

# **REINSPECTION REPORT**

## **Enfield Training Services Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Enfield Training Services (ETS) is part of Enfield Borough Council and since 1983 has been responsible for work-based learning for young people. A recent restructure of the council has moved the management of ETS from the chief executive's unit to the education group. ETS is funded entirely by contracts with London North Learning and Skills Council (LSC) and is based in Edmonton. In the past most of its work was concerned with craft trades such as construction, horticulture and engineering. Since the previous inspection it has reviewed its position and now only offers work-based learning programmes in business administration and in hairdressing. Learners work towards foundation and advanced modern apprenticeships and national vocational qualifications (NVQs). ETS also offers a substantial programme of Entry to Employment (E2E) provision. A few learners are completing qualifications in engineering and horticulture. Most learners are referred to ETS from Connexions, but some are self-referrals.

2. The 16 staff employed in ETS are managed by a co-ordinator. Some are temporary or agency staff but most are council employees. The co-ordinator reports to the assistant head of human resources and manages ETS in conjunction with the finance and administration manager. Three trainers are responsible for key skills training and assessment, one for life skills, one for hairdressing and three for business administration. A new employee has been taken on to specialise in English for speakers of other languages (ESOL). The aims and objectives of ETS are closely tied into the council's three-year plan for the borough.

3. ETS subcontracts its hairdressing, horticulture and engineering training, and some of its ESOL work, to a variety of colleges and specialist providers throughout Enfield and its surrounding boroughs. Training associates monitor learning in the workplace and the colleges provide off-the-job training and internal verification. The London North LSC area contains large pockets of wealthy suburbs, deprived inner-city areas and a declining manufacturing base. According to the 2001 census, 35 per cent of the local population is now from minority ethnic backgrounds, compared with 9.1 per cent nationally. Over half of ETS's learners are from minority ethnic groups and the proportion is increasing.

### SCOPE OF PROVISION

#### **Business administration, management & professional**

4. ETS offers foundation modern apprenticeships and NVQs at levels 1 and 2 in business administration. At the time of the reinspection, one learner was working towards a foundation modern apprenticeship and six were working towards NVQs, two at level 2 and four at level 1. Business administration learners are managed in-house at ETS by three suitably qualified tutors and an internal verifier. Learners attend a comprehensive induction to ETS when they begin the programme. Their key skills are assessed using a recognised diagnostic tool and the results are used to place them at an appropriate level.

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Key skills training was not begun until towards the end of the programme, but is now integrated with the scheme of work. All learners carry out periods of work experience, many of them in Enfield Borough Council. Learners study through learndirect for extra qualifications in information technology (IT) skills. Many learners on the E2E programme also work towards units from the business administration NVQ, which are accredited individually.

### **Hairdressing & beauty therapy**

5. ETS offers foundation and modern apprenticeships in hairdressing and NVQs at levels 1 and 2. At the time of the reinspection, 21 learners were working towards a foundation modern apprenticeship. Learners receive an initial assessment to identify specific learning or other needs. They are then directed to the appropriate provision, with those achieving entry level scores joining the E2E programme. Seven E2E learners are working towards level 1 NVQs in hairdressing with a view to progressing to the modern apprenticeship. Programmes are designed to allow most learners to complete the modern apprenticeship in two years. Learners receive work placements in salons in Enfield, Haringey, Barnet and Waltham Forest. These range from small businesses to large chains of salons. Most learners are employed. Learners receive a two-day induction at ETS which covers the structure of NVQs, key skills qualifications, health and safety, the appeals procedure and equality of opportunity. Learners also have a structured induction into their workplace. Off-the-job training is subcontracted to the local college. Learners attend one day each week for practical and background knowledge training and assessment, key skills training and portfolio-building. Key skills training is also provided at ETS for learners who are awaiting college places for off-the-job training. Learners are assessed and receive individual support in the workplace from ETS's staff, as well as progress reviews every 12 weeks. All staff at ETS and the college involved in programme delivery hold relevant teaching and assessing qualifications.

### **Foundation programmes**

6. At the time of the reinspection 64 learners were following E2E programmes. The E2E programmes are flexible, allow learning to be planned individually for each person, and include tasters in motor vehicle maintenance, hairdressing, administration, sport and construction and video production. Half of ETS's learners attend the subcontracted specialist ESOL provision, where they study for ESOL qualifications at basic, elementary or intermediate level, depending on screening tests. Staff at this centre are appropriately qualified and experienced. When these learners are ready, they join other learners at ETS's headquarters. All learners go through a thorough and detailed induction covering all aspects of the E2E programme. They are able to choose from a wide range of options and some take several work-experience tasters to help them decide what is suitable for them. Placements with local employers vary from three hours to three days a week. Learners are carefully monitored, receiving frequent and detailed progress reviews at ETS. They also study for vocational and literacy and numeracy skills qualifications. A specialist counsellor is available to help them with employability skills such as interview techniques.

## ABOUT THE REINSPECTION

Number of inspectors	6
Number of inspection days	17
Number of learner interviews	41
Number of staff interviews	23
Number of employer interviews	7
Number of subcontractor interviews	4
Number of locations/sites/learning centres visited	18
Number of partner/external agency interviews	3

## OVERALL JUDGEMENT

7. At the previous inspection, ETS's leadership and management were found to be unsatisfactory. Its arrangements for equality of opportunity were good, but its quality assurance was unsatisfactory. The quality of its provision was unsatisfactory in business administration, satisfactory in hairdressing and good in foundation programmes. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

## GRADES

*grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

	Inspection	Reinspection
<b>Leadership and management</b>	4	2
Contributory grades:		
Equality of opportunity	2	2
Quality assurance	4	3

	Inspection	Reinspection
<b>Business administration, management &amp; professional</b>	4	2
Contributory grades:		
Work-based learning for young people	4	2

	Inspection	Reinspection
<b>Hairdressing &amp; beauty therapy</b>	3	2
Contributory grades:		
Work-based learning for young people	3	2

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	Inspection	Reinspection
<b>Foundation programmes</b>	<b>2</b>	<b>2</b>
Contributory grades:		
Entry to Employment		2

## KEY FINDINGS

### Achievement and standards

8. Learners develop good vocational and employment skills. They are enthusiastic and motivated to learn, and the programmes boost their confidence. Many make especially good progress against a background of poor attainment in school. Employers speak highly of learners' capabilities and their contribution to their business.

9. Achievement rates are rising in all occupational areas. Many learners are making good progress and successfully achieve before their scheduled completion date. In business administration, NVQ achievements have increased from 19 per cent for 2001-02 starters to 54 per cent for 2002-03 starters, 16 per cent of whom are still in learning. Eighteen per cent of hairdressing learners who started in 2001-02 have completed their programme early, and 41 per cent are still in learning. This compares with a 7 per cent achievement rate for 1999-2000 starters, and 18 per cent for 2000-01. Fifty-seven of the 148 learners who joined E2E programmes in 2002-03 have achieved at least one qualification, although many have more than one. Forty-three per cent of this group have already progressed to further education or employment, and 18 per cent are still in learning. ESOL learners progress rapidly, and develop language learning skills to cope effectively with the language content of vocational units at level 1. Key skills qualifications achievement has also improved, with most learners starting key skills training towards the beginning of their programme.

### Quality of education and training

10. The E2E programme is designed well to develop learners' skills. Mock interviews and role-play effectively prepare learners for work placement or college interviews. Access to occupational skills training is good. ESOL training topics deal with aspects of employment and enable learners to work on writing their curricula vitae, apply for jobs and explore different types of jobs and the skills required for them. Work placements for E2E learners are carefully matched to their interests, aspirations and support needs.

11. Learners are supported particularly well in the workplace. Workplace supervisors provide a secure environment and allow learners to gain confidence and acquire relevant skills. ETS's staff and workplace supervisors are in close contact, to the benefit of learners.

12. Training in business administration is paced well, and significant numbers of learners progress into permanent employment. Unit accreditation throughout the programme

provides timely reward and celebration of learners' success. However, too few work placements are available for learners following level 2 NVQs and modern apprenticeships in business administration. These learners sometimes have to wait to join the programme.

13. Work placements for hairdressing remain of a good quality. Salons are prestigious and resourced well, with modern equipment. Products for professional use and retail sale are good and in plentiful supply. Well-qualified staff demonstrate a good standard of work, and act as good role models for the learners.

14. Hairdressing employers encourage learners' development with well-structured practical training sessions outside normal opening times. Off-the-job salon trainers are enthusiastic and closely involved with the learning process.

15. ETS's training associates provide good support for learners. They are sympathetic to learners' vocational and personal support needs and provide advice and guidance by telephone, e-mail or in person. Attendance at the training centre provides opportunities for vocational and personal support.

16. Assessment of work-based learning is good. ETS's training associates frequently visit the workplace to carry out assessment. All learners have a sound knowledge of the assessment process. Learners are set appropriate targets at regular progress reviews, and have goals to challenge and motivate them.

17. A clear and effective monitoring system in hairdressing learners' portfolios provides an overview of assessment needs. This provides the salon trainer and the off-the-job trainer from the subcontracted college with up-to-date assessment information and clearly identifies areas that need further development. The assessor often visits salons during evening training sessions to carry out assessment. Co-ordination of on- and off-the-job training is now good. The assessor has frequent meetings with the subcontractor that provides background knowledge tuition, and also with employers in their salons. Stylists organise training in the salon to reinforce background knowledge lessons.

18. E2E learners have frequent and supportive reviews to discuss their progress and their needs. Detailed information about learners' backgrounds and previous experience is taken into account, and barriers to learning are identified and dealt with. Connexions counsellors are available to give advice on social issues. Tutors are aware of learners' interests and needs and select relevant topics and appropriate materials to promote meaningful language acquisition for ESOL learners. They meet individual learners' needs by providing extension tasks for the more able, and support for those who have difficulty.

19. Target-setting is poor in ESOL learners' progress reviews. Targets are set but they are not always specific or measurable. Reviews discuss social needs but do not focus on academic progress in achieving language skills. Although learners do receive an initial language screening, no formal diagnostic assessment is carried out of their language skills. Trainers cannot assess specific progress, and targets are often too generalised or difficult for learners to understand.

20. The provision of literacy, numeracy and language support is satisfactory. Customised training sessions are available for all learners who need them.

### **Leadership and management**

21. ETS has strong leadership and very effective management. Good communication with Enfield Borough Council provides direction for the future of work-based provision. Managers communicate well. Training, developmental planning and self-assessment, resources and strategies are discussed at frequent and regular staff meetings. Careful financial management makes resources available for learners. The staff structure is effective. The post-inspection action plan sets realistic targets for retention and achievement rates, timescales, progress, and outcomes. Most of these have been met. Managers are available to listen to staff members' concerns and motivate them well. ETS's change management is good and it has responded positively to a series of difficult challenges. Contingency plans are good, and learners are able to complete frameworks even when the learner numbers are in decline and some programmes are in danger of closing.

22. ETS's operational planning and action-planning are good. Retention and achievement rates, progression into jobs and demographic indicators are thoroughly analysed. The information is used to set clear targets and timescales. Tasks are promptly allocated to staff and results are systematically recorded. Staff receive annual performance appraisals which assess their development needs and set ambitious but realistic targets for improvement, which are monitored.

23. ETS has a number of very effective partnerships to benefit learners and provide opportunities for work placements and jobs. Partners include charities and voluntary and private sector organisations. A strong provider partnership has been formed to develop E2E programmes in four local service sectors. The partners regularly meet to plan clear strategies and actions. A shared website allows learners to be directed to suitable employment or work-placement opportunities.

24. ETS effectively uses external links to widen participation. Links with specialist charities help people with learning disabilities to enter mainstream employment. Active links with community organisations encourage under-represented groups to access learning. A very flexible E2E programme allows excluded groups such as young single parents to develop their skills. A wide range of reference material is available to learners.

25. Equality of opportunity is particularly effectively promoted. Widening participation is a priority in the three-year plan, aligned with the council's strategy. ETS has radically altered its provision to meet changing social needs shown by detailed analysis of equal opportunities data. An equal opportunities action group holds monthly meetings to review and monitor the equality action plan, and ensure that actions are taken. All staff have been trained in equality of opportunity and some are also following specialist courses. Effective action is taken to prevent harassment. Learners have a good understanding of equality of opportunity. Learners have produced an attractive and

accessible leaflet explaining equality of opportunity. They consulted all of their colleagues and staff using an effective simple questionnaire, before presenting the results to the organisation.

26. ETS's premises are not accessible to wheelchair users. A recent disability audit has raised this point and a number of other issues about compliance with legislation on disability rights. ETS has yet to decide what action to take, but is dependent on the council to authorise its recommendations. However, learners with disabilities have been supported in the past with specialist equipment.

27. ETS currently has insufficient systems to analyse E2E data, but has already purchased a new system to provide this capability.

28. ETS's internal verification is thorough, and includes the checking of learners' progress, observation of assessment, assessment planning and on-the-job training. Regular meetings are held to discuss improvements. However, the subcontracted hairdressing provider's internal verification system is inadequate.

29. ETS has satisfactory self-assessment procedures. All staff are involved in the process. The self-assessment report clearly identifies many strengths and weaknesses identified at reinspection. However, some of its stated strengths and weaknesses are contradictory, and others are not accurate.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### **Leadership and management**

#### **Strengths**

- strong leadership and management
- effective partnerships to provide work placements and jobs
- good action-planning
- particularly effective promotion of equality of opportunity
- effective use of local contacts to widen participation

#### **Weaknesses**

- insufficient systems to analyse E2E data
- poor access for people with restricted mobility

### **Business administration, management & professional**

#### **Strengths**

- good acquisition of occupational skills
- well-paced training
- good progression into permanent employment

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- good learning and workplace support

### **Weaknesses**

- insufficient work placements for level 2 learners

## **Hairdressing & beauty therapy**

### **Strengths**

- good improvement in framework completion rates
- good-quality work placements
- good assessment in the workplace
- good co-ordination of on- and off-the-job training

### **Weaknesses**

- inadequate internal verification system at subcontractor

## **Foundation programmes**

### **Strengths**

- good acquisition of personal, social and study skills
- good pastoral and training support
- good range of activities to develop vocational skills

### **Weaknesses**

- poor target-setting

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- strong leadership and management
- effective partnerships to provide work placements and jobs
- good action-planning
- particularly effective promotion of equality of opportunity
- effective use of local contacts to widen participation

#### Weaknesses

- insufficient systems to analyse E2E data
- poor access for people with restricted mobility

30. ETS has strong leadership and very effective management. Communication with senior management within Enfield Borough Council is good. The council values the service provided by ETS and has strategically repositioned the organisation in the education department, to provide vision and direction for the future of its work-based provision. ETS has good organisational planning, adapting its provision to reflect research and planning of local needs. The well-written three-year development plan analyses the make-up of local businesses, demographic composition and the needs of the local population. Managers communicate well. Regular and frequent staff meetings are held to discuss training, developmental planning and self-assessment, resources and strategies. ETS's careful financial management has stabilised budgets for the past 20 years. Management allocate resources effectively to learners, staff development, subcontracting and additional staff to support learning. The staff structure is pragmatic and effective for delivering the right operations at all levels. ETS developed effective post-inspection action-planning for each weakness identified at the previous inspection, setting realistic targets for retention and achievement rates, timescales, progress, and outcomes. Most of these have been met. Achievement rates are improving in all areas, moving from poor to satisfactory. ETS's people-management is good. For example, the organisation displays sensitivity to long-term staff illness, and provides good opportunities for personal development. Managers are available to listen to staff members' concerns and discuss their problems. Change management has been good, and ETS has responded positively to a series of difficult challenges. Managers have been successful in motivating staff and guiding the organisation effectively. Contingency plans are good, and learners are able to complete frameworks even when the learner numbers are in decline and some programmes are in danger of closing. For instance, one learner has achieved a level 3 NVQ in hospitality and is permanently employed as a chef in a large

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public house, where he supervises other kitchen staff. He is in the process of completing his advance modern apprenticeship.

31. ETS has formed a number of very effective partnerships to benefit learners and provide opportunities for work placements and jobs. Partners include charities and voluntary and private sector organisations. For example, the LSC, Connexions and 11 local training providers have formed a strong partnership to develop E2E in four local service sectors. A new manager is being appointed to oversee the 'earn-as-you-learn' initiative. The partners regularly meet at effective working forums to plan clear strategies and actions. They use an intranet to share information about employers for work placements and progression into jobs, and hold common files such as meeting minutes. Representatives from each provider have had training and are part of a telemarketing initiative to actively recruit new employers. A network strategy outlines what skills each partner can contribute.

32. Arrangements with subcontractors are satisfactory. A local college is subcontracted to provide hairdressing training, and a private sector provider delivers language support for the E2E programme. ETS and its subcontractors regularly communicate formally and informally. The service provided by subcontractors is systematically monitored. The college includes ETS's assessors in its training development and meetings. Some staff at the private sector subcontractor have insufficient awareness of the E2E programme. However, the tuition provided there is satisfactory.

33. Management of literacy, numeracy and language support is satisfactory with customised sessions for all learners who require them. Key skills strategies are clear and the rate of framework completion is increasing. The provision of literacy, numeracy and language skills support is satisfactory for E2E learners.

### **Equality of opportunity**

### **Contributory grade 2**

34. Equality of opportunity is particularly effectively promoted. Thorough and detailed analysis of equal opportunities data has guided many of the strategic changes in provision at ETS, and the capacity to assist learners with literacy, numeracy, language and ESOL needs has greatly increased. The three-year plan is closely tied to Enfield Borough Council's priorities, which place great importance on widening participation. ETS has comprehensive policies and procedures that extend those of the council and cover all aspects of equal opportunities. There is a concise equality action plan with clearly defined priorities for the organisation. An equal opportunities action group holds monthly meetings to review and monitor this plan, and realistic targets are set for each person in the group to ensure that the actions are moved forward. The group has revised the procedures and policies to comply with recent legislation, for instance on disability and race discrimination. All staff have been trained in equality of opportunity through Enfield Borough Council's corporate courses, and some are also doing specialist courses in areas such as dyslexia awareness. The equal opportunities action group commissioned some learners to produce a leaflet explaining equality of opportunity in an attractive and accessible way. The learners planned this project extremely well and consulted all of their colleagues and staff through an effective, simple questionnaire

before presenting the results to the organisation.

35. Learners receive a memorable and well-presented induction which ensures that they all understand their rights and responsibilities before they begin their training. Most learners retain a good understanding of equality issues. ETS has developed and refined its initial assessment and screening of learners' skills since the previous inspection. Employers' and learners' agreements emphasise equality of opportunity. The form for learner workplace visits was revised in December 2002 to ensure that equality issues are raised at every progress review. This is not used very effectively. However, health and safety issues are recorded regularly and in some detail.

36. ETS takes effective action to prevent harassment. Prompt measures are taken if learners behave inappropriately to each other, and thorough and active checks are made on placements to ensure that the workplace is a suitable environment for young people to learn. An issue of customer practices raised by a learner in one off-the-job session was handled quickly and sensitively.

37. External contacts are effectively used to encourage and support the participation of under-represented groups of learners. Links with a national learning disability charity and a national disability, disadvantage and employment charity provide good opportunities for people with learning disabilities to enter mainstream employment. One learner supported in this way has achieved a level 2 NVQ and is employed full time by the council. The small-scale environment and good support allow learners unsuited to college life to flourish. Strong links with Connexions and local provider networks ensure learners can access suitable work that interests them. Active links with community organisations encourage under-represented groups to access learning, and widen the opportunities for work placements. One of these organisations has helped some learners to broaden their experience by making interesting short films that reflect the diversity of the local community. A very flexible E2E programme allows excluded groups, such as young single parents, to develop their skills. Useful leaflets from many organisations that can help learners are prominently displayed in the learners' common room and there is a library of equal opportunities literature. However, the promotional leaflets and handouts for learning programmes are not in a suitable format for all the learners that ETS wishes to attract. This is recognised by ETS's marketing group.

38. Learners receive effective individual help to develop essential workplace skills. Experienced and supportive staff help learners to prepare their curricula vitae and conduct realistic mock interviews focused on the work that interests them. The learners receive valuable constructive feedback to help them to build their interview skills. Success is celebrated for all learners, with well-attended awards ceremonies where certificates are presented by local dignitaries such as the local MP. Photographs of these events are prominently displayed to provide motivational role models. Articles in the local press also celebrate learners' success.

39. ETS's premises are not accessible to wheelchair users. The stairs are steep and there is no lift. All the training takes place on the first floor. A recent disability audit has raised this point and a number of other issues about compliance with legislation on disability

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rights. ETS has yet to decide what action to take, but is dependent on the council to authorise its recommendations. However, there is evidence that when learners have disabilities of any kind, ETS will acquire equipment and support to ensure that they can learn. For instance, a large screen and adaptive software was purchased for a learner with a visual impairment, and a counsellor from a national learning disability charity is supporting a learner with a learning disability and restricted mobility.

### Quality assurance

### Contributory grade 3

40. ETS's operational planning and action-planning are good. Retention and achievement rates, progression into jobs and demographic indicators are thoroughly analysed. The information is used to set clear targets and timescales. Tasks are promptly allocated to staff and results of progress systematically recorded. Annual performance appraisals assess staff members' development needs and set ambitious but realistic targets for improvement, which are monitored.

41. ETS has satisfactory quality assurance arrangements. It makes effective use of good policies, which include the analysis of feedback from learners and employers, regular graded observation of staff, and comprehensive induction procedures. A new appointee is responsible for revising and updating these arrangements. All staff are aware of the procedures and changes made to them. Feedback information is collated and used to contribute to improvements. However, factors that generate success are not routinely analysed to enable good practice to be shared. The quality of the work placements is thoroughly monitored. Reviews of learners' progress are regular, but targets are not detailed enough. Learners and employers appreciate the service that ETS provides. Initial assessment for learners is satisfactory. Individual learning needs, career aims and objectives are clearly identified.

42. ETS has satisfactory self-assessment procedures. The self-assessment report clearly identifies strengths and weaknesses. All staff are involved in the process, and regularly review progress. Useful information is included about the local area, learners and employment in the borough. The report identifies many strengths and weaknesses found on inspection. However, some stated strengths and weaknesses are contradictory and others do not reflect the organisation's position.

43. ETS's internal verification is thorough, and includes the checking of learners' progress, observation of assessment, assessment planning and on-the-job training. Meetings are regularly held to discuss improvements and other issues. However, the subcontracted hairdressing provider's internal verification system is inadequate.

44. ETS has insufficient systems to analyse E2E data. The organisation cannot currently provide easily accessible analysis of progress on the new E2E programme, although it does record all learners' achievements and a wide range of other relevant data. Information on existing work-based learning provision is available. The organisation has already purchased a new system to provide the information for E2E programmes.

## AREAS OF LEARNING

### Business administration, management & professional

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	7	2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good acquisition of occupational skills
- well-paced training
- good progression into permanent employment
- good learning and workplace support

#### Weaknesses

- insufficient work placements for level 2 learners

#### Achievement and standards

45. Business administration learners develop good occupational skills. They quickly become competent in office skills and develop self-confidence and independence. Portfolios are well produced and contain a broad range of evidence of a good standard. The progress of many learners is especially good because it is set against a background of poor attainment in school. Employers speak highly of learners' capabilities and value their contribution to their business. Learners enjoy their work and are enthusiastic about learning.

46. At the time of the previous inspection, no learners had completed their frameworks. Forty per cent of those in learning at that time have now completed. Achievement rates for the NVQ were poor and were falling in all business administration qualifications. They have now substantially improved, and are currently satisfactory. Retention rates have increased. NVQ achievement rates have risen from 19 per cent for 2001-02 starters to 54 per cent for 2002-03 starters, 16 per cent of whom are still in learning. In addition, a greater proportion of learners are completing their NVQs within the planned time.

#### Quality of education and training

47. Training is paced well. ETS has put new processes in place since the previous inspection to ensure that appropriate targets are set for learners at regular progress reviews. Learners now have goals which challenge and motivate them. Learners are

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encouraged to progress more quickly and many of the current learners achieve their qualifications well before their scheduled completion date. Target-setting and rates of progress were both identified as major weaknesses at the previous inspection. Units are accredited throughout the programme to effectively provide timely reward and interim celebration of learners' success. This strongly motivates learners to continue.

48. Significant numbers of learners progress from their work placement into good permanent employment, often with their work-placement employer or based on a reference provided by them. Some learners are permanently employed before they complete their training.

49. Learners are supported well by workplace supervisors and training associates. This strength was identified in the previous report. A number of learners with particular needs are supported especially well. These needs vary from poor literacy or learning disabilities, to family circumstances. Some learners on level 1 programmes have progressed from the specialist ESOL provision. Workplace supervisors provide a secure environment for learners and allow them time to gain confidence and acquire relevant skills. Training associates are sympathetic to learners' needs and provide extra support as required by telephone, e-mail or in person. Weekly attendance at the training centre provides opportunities for ongoing support. Training associates have good knowledge of learners' personal circumstances and provide appropriate assistance to enable learners to progress. Learners speak highly of the support they receive from ETS. Employers are also particularly sensitive to equality of opportunity issues. For instance, the manager of one learner with a learning disability has customised his work to ensure that the learner has a good variety of tasks that he can do well, while maintaining his routine as a member of a close-knit team. This learner has achieved a level 2 NVQ.

50. Resources are satisfactory. Well-equipped computer rooms give learners access to learndirect courses. Learning materials are satisfactory, although some are written in a style and format that is too complex for the learners they are intended for.

51. Implementation of key skills training and assessment is now satisfactory. Only one business administration learner is in need of key skills training as part of a framework. ETS has changed its procedures so that key skills training starts at the beginning of the programme for new learners, alongside vocational skills training. This encourages learners to complete their frameworks by gathering evidence throughout their programme.

52. Literacy, numeracy and language skills support is satisfactory for business administration learners. All learners take a screening test at interview to indicate whether they have particular literacy or numeracy support needs. This is supplemented with an extended induction during which learners take a diagnostic key skills test to give more detailed information. Learners are given support as required, but there is no formal programme of literacy, numeracy and language skills study. Many of the tasks used to develop learners' IT skills are developing their literacy, numeracy and language skills at the same time.

53. Not enough work placements are available for level 2 learners. ETS's policy is to not take on learners until suitable work experience is found for them. This was identified as a weakness in the previous report. Learners assessed at level 2 or above attend the training centre for induction and employability training, and they are then placed on hold until a suitable placement can be found. If nothing is available, the learners have to wait. They are directed to Connexions and other providers, but those preferring to train with ETS sometimes wait for several months, during which time they are not developing their skills. ETS has recently entered into discussions with other providers to form a consortium in the area to resolve this issue. A shared intranet facility and website are available to employers and providers, and information on vacancies is held centrally. It is too early to judge the effect of this scheme.

### **Leadership and management**

54. Leadership and management of business administration programmes are good. ETS has taken decisive and effective action to remedy the weaknesses identified at the previous inspection. Target-setting and monitoring are now effective in enabling learners to progress and achieve. ETS has improved its selection and screening processes so that learners are not placed on inappropriate levels of qualification. More detailed diagnosis of literacy, numeracy and language skills has identified that most learners are suited to the E2E programme rather than modern apprenticeships. The level 1 programme is fully integrated with the E2E provision to offer learners the chance to achieve some or all of the units of the NVQ as a part of their scheme, as well as valuable work tasters or more regular work experience. Staff members are appropriately qualified and experienced, and are able to attend courses regularly.

55. ETS promotes equality of opportunity strongly by accepting all categories of learners and putting the support in place for them to succeed. Many business administration learners have progressed from the separate ESOL provision provided by a subcontractor, and can be supported in-house by the newly appointed ESOL tutor.

56. Internal verification of business administration programmes is satisfactory. It is thoroughly planned and systematic, and is carried out in-house. Regular meetings take place between the verifier and assessors. Observations are verified, as are training sessions. There is still only one verifier but other training associates are now working towards their verifier awards.

57. The self-assessment report is realistic and accurate, and identifies many of the strengths and weaknesses identified by inspectors. All staff were involved in its preparation.

**Hairdressing & beauty therapy****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	21	2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

**Strengths**

- good improvement in framework completion rates
- good-quality work placements
- good assessment in the workplace
- good co-ordination of on- and off-the-job training

**Weaknesses**

- inadequate internal verification system at subcontractor

**Achievement and standards**

58. The rate of framework completion for foundation modern apprenticeships is increasing. Eighteen per cent of learners who started in 2001-02 have completed their programme early. However, 41 per cent are still in learning. Only 7 per cent of those who started in 1999-2000 completed their frameworks, as did 18 per cent of learners starting in 2000-01. NVQ achievement rates are better. Forty-one of the 60 learners who started in 1999-2000 and 2000-01 achieved their NVQ at level 2. Learners are developing good skills in good-quality workplaces. They assist stylists working with paying customers in salons, for instance mixing or applying hair colour or starting a blow-dry when the stylists are busy. Key skills qualification achievement has improved. Evidence is now generated in a co-ordinated way from the NVQ portfolio.

**Quality of education and training**

59. Work placements are at good-quality, prestigious salons, well equipped with modern resources. Products for professional use and retail sale are of good quality and in plentiful supply. For instance, one learner on the E2E programme is gaining valuable work experience with a salon that is part of a prestigious international company. Staff members are well qualified and demonstrate good standards of work. They act as good role models for the learners. Employers are supportive and encourage the learners' development with well-structured practical training sessions outside normal opening times. Trainers who are stylists in the salons co-ordinate training sessions with off-the-job training, covering practical aspects in the salon to reinforce background knowledge lessons. One salon uses specialist technicians to train learners for units in perming and colouring. This strength was identified in the self-assessment report.

60. Assessment in the workplace is good. ETS's staff visit salons regularly and frequently to carry out assessment. All learners have a sound knowledge of the assessment process. A clear and effective monitoring system in learners' portfolios provides an overview of their assessment needs. ETS's workplace assessor will often visit salons during evening training sessions to carry out assessment. An assessment session observed during the reinspection was planned well, with the learner and assessor agreeing elements to be assessed. Feedback was good, documents were completed to awarding body standards and further assessment planning was identified after the feedback.

61. Co-ordination of on- and off-the-job training is now good. The ETS assessor meets each month with the off-the-job training manager to discuss the progress of all learners, and any issues that may affect their development. She promptly communicates this information to the salons during visits to assess or review progress. An overview of off-the-job training is sent to all employers at the beginning of the academic year to inform trainers and allow training programmes to be developed. Employers do not always share this with salon trainers. The effective monitoring system in the learners' portfolios provides salon trainers and off-the-job trainers with up-to-date assessment information and clearly identifies areas that need further development.

62. Training and learning are satisfactory. In one satisfactory session observed, all learners were actively involved. Sufficient clients were available for a wide range of treatments to be demonstrated. Work demonstrated was satisfactory and all learners received individual instruction from the trainer. Off-the-job salon trainers are enthusiastic and closely involved in the learning process.

63. Hairdressing programmes adequately meet the needs of learners. Appropriate levels of programme are offered to prepare the learners for employment in the industry. Some additional courses are offered to provide specialist manufacturer knowledge, such as in hair colouring. An annual competition is held for all learners. Success is celebrated with an awards ceremony attended by parents and local dignitaries. ETS encourages learners to develop further by giving them information about the specialist units and higher-level qualifications available at local colleges.

64. Progress reviews are satisfactory. The ETS assessor visits the learner in the workplace every 12 weeks and reviews progress in detail. Trainers are involved and are encouraged to contribute to the action plan that is developed at the review. Short-term, achievable targets are set and checked for completion at the next review. Sometimes an extra visit will be made to check action before the scheduled review date. Personal issues are also discussed.

65. Support for personal, literacy, numeracy and language skills needs is satisfactory. All learners are tested at induction to identify any additional support requirements. No structured support is provided for literacy or numeracy skills. However, when a need is identified, help is available. Numeracy sessions relevant to hairdressing were provided over several weeks for a group of learners, who achieved improved results in test scores.

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Personal issues raised during progress reviews are dealt with efficiently, and all relevant parties are informed where necessary. One learner who had lost her confidence after a physical attack is being supported through a kick-boxing course to help rehabilitate her.

### **Leadership and management**

66. ETS has remedied all the weaknesses identified in the previous report. Effective procedures have been put in place to ensure that learners are set challenging targets and are frequently monitored. Co-ordination of on- and off-the-job training is now managed well, and learners are completing frameworks more quickly. Leadership and management are good.

67. Staff development is satisfactory. All staff are able to meet the requirements for their continuing professional development. When a training need is identified ETS will support the request. Awareness of equality of opportunity issues is satisfactory among learners, trainers and employers. Learners are able to give examples when asked about equality of opportunity, and recall their induction well. Learners are asked during progress reviews if they have any issues relating to equality of opportunity, but this information is not always fully recorded on review documents.

68. The internal verification system provided by the hairdressing subcontractor is inadequate. Insufficient evidence exists of continuous internal verification throughout portfolios. The subcontractor's reports record internal verification of portfolios, but reports are not specific to each assessor. Required actions are recorded, but no evidence exists that these have been carried out. No evidence was seen of planning for the observation of assessors in the workplace. ETS's assessors have made significant efforts to ensure that new standards are correctly interpreted by requesting to attend the subcontractor's premises to be observed carrying out assessment. The subcontractor's internal verifier did not schedule this in the year plan, but a date has been arranged for early in December.

**Foundation programmes****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Entry to Employment	64	2

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

**Strengths**

- good acquisition of personal, social and study skills
- good pastoral and training support
- good range of activities to develop vocational skills

**Weaknesses**

- poor target-setting

**Achievement and standards**

69. Learners develop good personal, social and study skills on E2E programmes. Although some learners joining E2E have attended school and have a clear employment objective, few have achieved good general certificate of secondary education passes. Some learners have not completed their education, and some face domestic or housing issues which make learning difficult. They have developed self-confidence and enthusiasm for learning. They can clearly describe what they have learnt and what their future objectives are. ESOL learners develop their language learning skills well enough to cope with the language content of vocational units at level 1. Those who have progressed to level 1 provision have well-developed study skills and are aware of their language needs, and how to meet them. Learners are able to develop at their own pace. This is particularly important for learners who want to complete their programmes quickly. Achievement is accredited by appropriate qualifications. Of the 148 learners who joined E2E programmes in 2002-03, 57 have achieved at least one qualification, and many have more than one. Forty-three per cent of this group have already progressed to further education or employment, with a further 18 per cent still in learning. The rate of progression has shown a steady improvement from 38 per cent in 2000-01 and 43 per cent in 2001-02.

**Quality of education and training**

70. The E2E provision is well designed to develop learners' skills. Work placements are carefully allocated to match learners' interests, aspirations and support needs. ETS's staff and workplace supervisors keep in close contact, to the benefit of learners. Mock interviews conducted by a panel of learners, as well as trial interviews with a member of staff, are used to help prepare learners for placement or college interviews. Access to

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occupational skills training for E2E learners is good. Learners are able to attend training at a suitable level and develop good skills. ESOL training topics deal with aspects of employment and enable learners to work on writing their curricula vitae, apply for jobs and explore different types of jobs and the skills required for them.

71. Learners receive good support. They have frequent progress reviews with their tutor and reviewer to discuss their pastoral needs, resource needs and their progression to other courses or employment. Reviews contain detailed information about learners' background and previous experiences, and the process enables learners to identify barriers to learning and seek solutions. In addition, Connexions counsellors visit each week to provide advice on social issues, such as housing or benefits, which may prevent learners from staying on programme. In the classroom, tutors demonstrate good knowledge of individual personal and social needs. They show good awareness of learners' interests and select relevant topics and appropriate materials to promote meaningful language acquisition. They meet individual needs by providing extension tasks for the more able and support for those who have difficulty. In a beginner level class, learners practised nouns and learnt plurals. They made sentences with 'there is' and 'there are' through a number of speaking and writing activities which focused on accuracy of grammar and pronunciation. The lesson held learners' interest throughout. In one activity, learners competed with each other to make different sentences about objects in the class. Not only did they rise to the challenge, they listened intently to each other to check that objects were not repeated and that sentences were accurate.

72. ETS's initial assessment process is thorough. It includes interviews, screening and diagnostic assessment for literacy and numeracy skills, and an extended induction which is used to gain a better understanding of individuals' learning and support needs. A simple language screening test is used to place ESOL learners on the correct level of the programme, and regular formative assessments are used to move them up to more advanced levels as soon as they are ready. These tests are corrected and graded, but feedback does not identify what learners need to do to improve, and the initial assessment does not feed into the progress review process.

73. Training is satisfactory on E2E programmes, with sound planning and appropriate content. Staff have a good relationship with learners and are particularly attentive to their needs. Good lessons use a variety of training techniques and are stimulating. Weaker ones have less variety, tutors are less fluent with their topics and group management is less effective. The learning environment is satisfactory. In one satisfactory lesson, resources used to teach language were appropriate. Learners demonstrated good skills development by asking colleagues questions and completing a worksheet based on their answers. However, when the task was finished, the tutor moved the learners swiftly on to the next activity without sufficiently covering the language they had just used or the skills applied.

74. Learners receive satisfactory literacy and numeracy skills support. Identification of learning needs is effective and training is sound. Staff have adequate skills and experience, although not many have formal qualifications in literacy and numeracy skills training.

75. Target-setting is poor. Targets are set but are not always specific or measurable. Progress reviews for ESOL learners discuss social needs but do not focus on academic progress in achieving language skills. Learners receive no formal diagnostic assessment of their language skills. Tutors are prevented from making a specific assessment of progress, and targets are often too generalised. Some reviewers have set targets related to the scheme of work. However, these targets are not specific enough for learners to understand, and give no indication of how the learner can achieve them. Learners value the review process and appreciate the opportunity to discuss needs and future plans. However, they do not recognise the significance of some targets.

### **Leadership and management**

76. ETS's staff and managers show good awareness of the design of E2E programmes and what content should be included. They have attended many local workshops and organised their own training events to give the programme a well-planned start. ETS's managers are involved in an effective training provider partnership to share practice and expertise. The E2E programme elements are effectively planned and meet all three required core curriculum areas. Some elements are well developed and build on the previous Life Skills programme. ETS's staff have introduced the E2E passport six months before it is required, to ensure that staff are fully familiar with its use. This enables staff to plan learners' programmes in detail while checking that the documents are suitable for their purposes. Managers have invested in a good range of learning materials and resources to enhance the programme. These include books, videos, CDs, computers and software, and expertise from external agencies. A varied programme of activities encourages the development of personal and social skills. Activities include self-awareness, independent living, discussion and debate, personal finance, sport, music, art and drama, volunteering, personal safety and drug awareness. A good variety of methods is used to involve learners, keep their interest and encourage them to attempt new challenges. For example, a group of learners made short videos to learn more about their community and the opportunities available to them. Other activities include games and quizzes, group practical activities and planning an outing.