

INSPECTION REPORT

Haydon Training Services Reinspection

29 May 2003



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. 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
- 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.

SUMMARY

The provider

There have been no major changes in the status and activities of Haydon Training Services since the original inspection in June 2002. The provider now uses the title Haydon Training Business College while retaining the original name for contractual purposes. It is a private training organisation operating from premises in Aylesbury, Buckinghamshire. Established in 1992, it provides work-based learning programmes for young people in business administration, early years care, Life Skills, and retailing. The Milton Keynes, Oxfordshire, and Buckinghamshire Learning and Skills Council funds the training provision. There are 15 full-time staff and 20 part-time staff. The management team comprises the managing director, the contracts manager, the director responsible for quality assurance, and the programmes manager. At the original inspection, training in retailing was judged by inspectors to be unsatisfactory. There are currently 57 learners on learning programmes in retailing, comprising 10 advanced modern apprentices, 21 foundation modern apprentices, and 26 learners working towards national vocational qualifications (NVQs) only.

Overall judgement

The ALI's inspection in June 2002 found that training in retailing, customer service and transportation was unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory.

Grades awarded

	Original	Reinspection
Retailing, customer service & transportation	4	3
Contributory grades:		
Work-based learning for young people	4	3

THE REINSPECTION

1. The reinspection was carried out in three stages. Two inspectors spent a total of eight inspection days carrying out the reinspection at Haydon Training Services (HTS). The first and second visits were made on 3 December 2002 and 20 February 2003 and the third stage was completed on 27 to 29 May 2003. Inspectors interviewed 15 learners and carried out 10 interviews with HTS staff. They made nine visits to workplaces and interviewed eight workplace supervisors. They reviewed 14 portfolios of evidence. They also analysed retention and achievement data. The post-inspection action plan, produced after the original inspection, supplements the self-assessment report originally produced in April 2002 and was updated before the inspection in June of that year. One learning session was observed but not graded.

Grades awarded to learning sessions at the original inspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	0	0	1	0	0	0	1
Retailing, customer service & transportation	0	0	1	0	0	0	0	1
Health, social care & public services	1	2	4	3	0	0	0	10
Foundation programmes	0	0	2	2	1	0	0	5
Total	1	2	7	6	1	0	0	17

AREAS OF LEARNING

Retailing, customer service & transportation

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	57	3

2. There are 57 learners on work-based learning programmes in retailing, customer service, warehousing and distribution. There are 10 advanced modern apprentices all working towards retailing qualifications at level 3 of the NVQ. There are 21 foundation modern apprentices working towards an NVQ at level 2, of whom 17 are in retailing, one is in warehousing and three are in customer service. There are 26 learners on NVQ-only programmes, of whom 17 are in distribution operations at NVQ level 1, eight are in retailing at level 2 of the NVQ, and one is in warehousing at level 2 of the NVQ. Forty-five learners are employed and the rest are in work placements. HTS currently uses 34 different work placements. These range from major national retailers to small independent retailers' distribution centres and service providers. HTS recruits learners through the careers service or by individual arrangement. An induction takes place at the providers' premises. All learners have an initial assessment, which includes a basic skills test. HTS has identified almost half of its learners as having additional learning or social needs. Level 1 NVQ learners have fortnightly off-the-job training sessions. Level 2 and 3 NVQ learners receive all their training in the workplace. HTS staff visit the learners in their workplace every two to four weeks to assess and review progress. Four members of staff carry out assessments. All have relevant assessor qualifications. There are three qualified internal verifiers

During the reinspection process, the inspection team identified the following key strengths, weaknesses and other improvements needed:

STRENGTHS

- good progression at level 1 of the NVQs
- very effective learner support
- good actions to improve retention rates

WEAKNESSES

- poor achievement rates
- slow progress for some learners in key skills
- insufficient co-ordination of on- and off-the-job training

HAYDON TRAINING SERVICES REINSPECTION

3. The provider's post-inspection action plan tackled all the weaknesses identified in the original inspection. During the reinspection period, progress has been made towards all the targets set. There has, however, been insufficient time for their full impact to be judged.

4. There is good progression by learners at level 1 of the NVQs, a strength identified at the original inspection. All learners have either additional learning and/or social issues. Most learners have gained in self-confidence and personal skills. HTS encourages learners to attend fortnightly off-the-job training sessions. It provides additional basic skills support where required, although details are not fully recorded. HTS has a good range of work placements. Over 20 different organisations or companies are currently in use as work placements and a database of others is available. This enables HTS to find an appropriate work placement to match individual learners' needs. Where the work placement is not suitable, HTS makes arrangements to transfer learners to other work placements. Many past and present learners have achieved full-time jobs either within their work placements or at other employers. Others learners have progressed to NVQ at level 2.

5. There is very effective learner support. In the original inspection this strength related only to pastoral support. At reinspection this now includes learning support. There are good working relationships between learners and HTS staff. Assessors visit learners fortnightly to help with their NVQ and provide good off-the-job training in the workplace. Managers and workplace supervisors provide learners with good supervision. Learners improve their interpersonal skills and become effective employees. Good support is also provided during off-the-job training for learners who are working towards NVQs at level 2 and need additional support. This training includes sessions in information technology (IT). Learning resources, such as workbooks, have recently been developed and introduced to support learners' development. These cover aspects such as equality of opportunity, health and safety, retail legislation, and numeracy. Where assessors identify issues or concerns, they can refer learners to a trained counsellor for professional advice and guidance. Assessors provide good pastoral care throughout the learning programme. HTS arranges transport for learners to attend job interviews. Funds are provided to help learners buy the clothing required to adhere to employers' dress codes. Recently, an external trip was organised to further develop the good working relationships between staff and learners.

6. There have been good actions to improve the retention rates. HTS has developed an intervention procedure since the original inspection. This identifies learners who may leave the learning programme early. A designated member of staff makes contact with the learners, and over several meetings helps identify issues and actions to re-engage the learners and keep them on programme. This has been successful in retaining learners. Since its introduction this procedure has identified 12 potential early leavers of whom eight have remained on programme. Early leavers are identified and reasons for leaving analysed to determine trends. Of the 10 learners starting an advanced modern apprenticeship in 2002-03, eight are still in learning. Of the 18 foundation modern apprentices who started in the same year, 13 are still in learning. On the NVQ-only

programme, 15 out of 21 starters are still in learning. Learners are now making better progress. Portfolios show that NVQ units are being achieved in good time as learners work towards completing their learning programme within target dates.

7. Achievement rates are still poor for the modern apprenticeship frameworks and some NVQ-only programmes. This weakness was identified during the original inspection. There is currently insufficient data to judge the impact of measures implemented by the provider to improve achievement rates.

8. Some learners make slow progress with the achievement of key skills. Action has been taken since the original inspection to improve this. Staff have received relevant training to teach and assess key skills. Assessment is now satisfactory. However, key skills are still introduced late in the programme, which increases the time it takes learners to complete their qualification. One learner has been on programme for 21 months, has completed the level 3 NVQ units but has not had any key skills assessment. Workplace activities are not used adequately as key skills evidence. Individual learning plans do not always clearly identify which key skills are to be achieved.

9. There is insufficient co-ordination of on- and off-the-job training. Although the provider now records each learner's off-the-job training, it does not yet record any training in basic skills or all the training provided by the employer. There is better identification of the formal training learners receive from their employer, although most training provided by employers is informal. HTS does not liaise sufficiently with employers to plan, co-ordinate and monitor this training. There is insufficient identification and recording of individual training needs, to plan and agree appropriate responsibility. HTS does not monitor the on-the-job training.