

REINSPECTION REPORT

Charnwood Training Consultants Limited Reinspection

31 October 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 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.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Charnwood Training Consultants Ltd (CTC) is based in Nottingham and offers training for the licensed trade. It offers modern apprenticeships for bars and licensed premises and food-related qualifications. Two partners manage CTC. One is responsible for commercial operations, including quality assurance and finance and the other is responsible for retail operations, including health and safety and equal opportunities. Both are internal verifiers. They are supported by a team of six training officers and administrators. Learners are employed in 28 public houses where they carry out work-based learning.

2. Training programmes are funded through contracts with Nottinghamshire Learning and Skills Council. In April 2002, the unemployment rate across Nottinghamshire was 3.6 per cent, compared with 3.1 per cent nationally. According to the 2001 census, the proportion of people from minority ethnic groups in Nottinghamshire was 2.6 per cent, compared with the national average of 9.1 per cent. In 2001, the proportion of school leavers in Nottinghamshire achieving five or more general certificates of secondary education at grade C or above was 46 per cent, compared with 47.9 per cent nationally.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

3. There are currently 24 advanced modern apprentices and 52 foundation modern apprentices. Seventy-three learners are working towards qualifications related to bars and licensed premises. The remaining learners are taking food-related qualifications. Most training and assessment takes place in the workplace. CTC's learners are employed. They are normally recruited through employers or through recommendations from colleagues. Each learner is assigned to a training officer who is responsible for providing training and support and for assessing the learner.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	31
Number of staff interviews	16
Number of employer interviews	12
Number of locations/sites/learning centres visited	1
Number of visits	16

OVERALL JUDGEMENT

4. The ALI's inspection in July 2002 found that the quality of provision in hospitality, sport, leisure and travel was unsatisfactory. Leadership and management, equality of opportunity and quality assurance were unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory.

GRADES

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

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

	Inspection	Reinspection
Hospitality, sport, leisure & travel	4	3
Contributory grades:		
Work-based learning for young people	4	3

KEY FINDINGS

Achievement and standards

5. **Learners are demonstrating a very good level of skill for the length of time they have been on programme** and many learners are technically competent before completing their programmes. Training officers encourage learners to reach their full potential without unnecessary delays, and target dates for completion of units are amended if learners are achieving earlier than expected.

6. **Achievement of frameworks and planned qualifications are not satisfactory.** However, the number of early leavers in 2003 is significantly below the number at this stage in 2002. The rate of unit achievement by learners who are currently on programmes is appreciably better than that achieved at similar stages by past learners.

Quality of education and training

Grades awarded to learning sessions at the original inspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hospitality, sport, leisure & travel	0	0	0	1	0	0	0	1
Total	0	0	0	1	0	0	0	1

7. **CTC celebrates learners' successes during their programmes.** Certificates are presented to recognise the completion of activities such as achieving a good score in a literacy and numeracy assessment or completing an integrated project. Small successes are valued and encourage learners to achieve.

8. **Individual learning plans are augmented by curriculum plans.** The curriculum plan lists all activities needed to complete a framework and additional qualifications in clear, concise language, and includes target dates and learning and assessment methods. This approach to planning the learning is having a positive effect on the attitude of learners.

9. **CTC is not involved in the planning or monitoring of training provided by the employer.** This provision is planned independently and the two types of training are not co-ordinated. This can lead to duplication of provision and repetition of work.

10. **Learners are well supported by training officers who have extensive experience in aspects of the licensed trade.** Short-term targets are appropriate to the learners' individual needs and ability, and learning is supported by a range of in-house and commercial training materials that are clear and well produced.

11. Assessments take place by observation in the workplace where learners' background knowledge is promptly assessed and feedback is given to enable learners to improve. Assessments are satisfactorily planned and thoroughly carried out.

12. **Employers are not always given feedback about learners' progress and learning targets during a visit.** Employers and supervisors are often not actively involved in the visit. Many employers have little involvement in target-setting, or in planning the future training and assessment of the learner.

13. **Additional qualifications are available which are particularly valuable to learners who wish to progress in the licensed trade.**

14. Guidance and support for learners is satisfactory. Initial assessment is systematic and learners who have additional needs in literacy, numeracy and language are identified and given additional support. The induction process includes a full range of topics, but there is insufficient time allowed to cover these topics adequately.

Leadership and management

15. **CTC has a clear strategic focus** that is provided by the directors who have adopted an open and inclusive management style. Staff feel well supported and are enthusiastic. There is a clear business plan and a three-year development plan which are linked to the post-inspection action plan and the financial plan in support of the company's strategy. CTC's strategy is well understood by all staff.

16. **Staff are kept well informed through regular formal meetings** which are minuted

and have clear action plans. Good use is made of learner and employer feedback. All staff are significantly involved in the self-assessment process which includes feedback from learners and employers. There are strong links with external agencies that have supported the introduction of additional trade qualifications, which are beyond the requirement of the apprenticeship framework.

17. CTC has an equal opportunities policy which was updated in October 2003. Staff have benefited from effective equality and diversity workshops. An equal opportunities reference manual has been created for staff and it contains useful information from equal opportunities organisations. Equal opportunities is now part of the formal review process. Data are monitored regularly and are analysed and used effectively as a basis for targeting under-represented groups.

18. CTC has satisfactory procedures for dealing with appeals and grievances and has a policy for dealing with harassment and bullying at work. Learners are given this information at induction and in the information handbook. A useful diary of equality of opportunity issues is kept by CTC and is used to update staff.

19. **Insufficient emphasis is placed on equal opportunities at induction.** It is covered at progress reviews, but insufficient emphasis is placed on promotion of equal opportunities and learners' understanding. The review form does not place sufficient emphasis on the promotion of equal opportunities.

20. **The monitoring of quality assurance is incomplete.** There are still some procedures missing and there is little monitoring of the effectiveness of the procedures. There is no formal review system to update procedures.

21. Internal verification is satisfactory. There is an internal verification sampling plan and assessors are regularly observed and given critical feedback when appropriate.

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

Leadership and management

Strengths

- clear strategic direction
- good internal and external communications
- good monitoring of equal opportunities
- good arrangements for monitoring learners

Weaknesses

- insufficient reinforcement of equal opportunities

- incomplete monitoring of quality assurance

Hospitality, sport, leisure & travel

Strengths

- good recent progress by learners
- good recognition of learners' success
- well-integrated planning of programmes
- particularly experienced and supportive staff

Weaknesses

- poor completion rates for modern apprenticeship frameworks
- poor co-ordination of employers' training programmes with the modern apprenticeship
- insufficient employer involvement in training programmes

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

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

Strengths

- clear strategic direction
- good internal and external communications
- good monitoring of equal opportunities
- good arrangements for monitoring learners

Weaknesses

- insufficient reinforcement of equal opportunities
- incomplete monitoring of quality assurance

22. CTC has a clear strategic focus which is provided by the directors who have adopted an open and inclusive management style. This was recognised in the self-assessment report. CTC has reacted positively to challenges from the previous inspection and has reorganised staff to facilitate developments in equal opportunities and literacy, numeracy and language training. Staff feel well supported and are enthusiastic. CTC has employed the services of a marketing company to identify a marketing strategy, to carry out competitor analysis, identify business growth and to review their promotional material. There is a clear business plan and a three-year development plan which are linked to the post-inspection action plan and the financial plan. CTC's strategy is well understood by all staff. Staff targets have recently been introduced and are based on the regular analysis of data.

23. Staff are kept well informed through regular formal meetings which include equal opportunities and health and safety as standard agenda items. This was recognised in the self-assessment report. All meetings are minuted and have clear action plans. Good use is made of detailed analysis of learner and employer feedback. CTC has recently introduced regular, informative newsletters which are circulated to all staff, learners and employers, and weekly diaries are distributed at meetings. All staff are significantly involved in the self-assessment process which includes feedback from learners and employers. There are strong links with trade bodies, large companies, breweries and other hospitality training organisations. These links have increased the learners' experiences by supporting the introduction of additional trade qualifications beyond the requirement of the apprenticeship framework.

24. Arrangements for the development of literacy and numeracy skills are satisfactory. A member of staff has overall responsibility for developing these skills and staff have been

trained to deliver literacy and numeracy training. All learners have an initial assessment using the Basic Skills Agency test at induction. Individual learning plans are drawn up for those learners who are identified as needing additional support. Effective additional support is provided by training officers through a new online system which is delivered on a laptop computer. An additional bank of support materials is available to learners. CTC provides some specialist support for learners who have dyslexia. However, there is no regular monitoring of progress made by learners who need additional literacy, numeracy and language support.

25. Staff development is satisfactory. Staff are appraised every six months and have development plans and training plans. All staff are given a copy of the company's learning plan and all training is analysed and monitored. Management and staff identify training needs during appraisals, and targets are set for the completion of training. There are insufficient staff targets which relate to the impact on learners.

Equality of opportunity

Contributory grade 3

26. Equal opportunities data are monitored regularly and are reviewed at weekly team meetings. The data are measured against benchmark data for the sector and area. They are analysed and used effectively as a basis for targeting under-represented groups. They have also been used to contribute to and update the marketing strategy.

27. CTC has an equal opportunities policy which was updated in October 2003. The operations director has responsibility for equal opportunities and is well supported by the company administrator. CTC has recently participated in a comprehensive, independent assessment of equality and diversity which has allowed it to identify strengths and weaknesses and implement improvements. Staff have also benefited from effective equality and diversity workshops. An equal opportunities reference manual has been created for staff which contains useful information circulated by nationally recognised equal opportunities organisations.

28. CTC has satisfactory procedures for dealing with appeals and grievances and also has a policy which deals with harassment and bullying at work. Learners are given this information at induction and in the information handbook. A useful diary of equality of opportunity issues is kept by CTC and is used to update staff.

29. Insufficient emphasis is placed on equal opportunities at induction. Employers are checked for equal opportunities policies and procedures when they are first contacted by CTC, and they are given an employer pack which includes equal opportunities information. However, there is very little reinforcement of equal opportunities. Equal opportunities is covered at progress reviews but insufficient emphasis is placed on its promotion and learners' understanding. The review form does not place sufficient emphasis on the promotion of equal opportunities. This was partially recognised in the self-assessment report.

Quality assurance

Contributory grade 3

30. CTC has recently adopted a new individual learning plan and has prepared more user-friendly documents for learners. Training officers have a laptop computer and effectively pre-plan their visits using computer diaries. Visit sheets have dates and times of next visits. Visits and reviews are well co-ordinated between the training officers and the training support executive. Learners' progress is carefully monitored against unit achievement, technical certificates, key skills and additional qualifications. Units have been matched to activities that are easily understood by learners and employers, such as licensing laws and managing resources. Progress is now clearly measured against these activities. Progress reviews are thoroughly audited by senior management to ensure that targets are challenging and are monitored.

31. Management information is now satisfactory. This was identified as a weakness in the self-assessment report. Since the previous inspection, CTC has become more confident in the use and integrity of its data. Comprehensive reports are regularly produced for weekly meetings. All training staff have access to the management information system on their laptop computers, and they input review dates, visits and targets directly onto the system. This allows greater flexibility for training officers and learners. There is some good analysis of data, such as learners' progress and retention and achievement rates, that is beginning to be used for management decisions.

32. The self-assessment report produced in September 2003 is satisfactory and adequately reflects the company.

33. The monitoring of quality assurance is incomplete and this was recognised in the self-assessment report. CTC has recently employed the services of a quality assurance consultant who has worked closely with staff to produce a quality assurance manual which is continuously updated. Relevant sections of the quality assurance system are available to staff on an easy-to-use CD-ROM. However, there are still some missing procedures. There is little monitoring of the effectiveness of the procedures and no formal review system to update them.

34. Internal verification is satisfactory. Each element of the learners' training programme is entered onto the computer and internal verifiers use the system well to verify appropriate units of the programmes. There is an internal verification sampling plan and assessors are regularly observed and given critical feedback when appropriate.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	76	3

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

Strengths

- good recent progress by learners
- good recognition of learners' success
- well-integrated planning of programmes
- particularly experienced and supportive staff

Weaknesses

- poor completion rates for modern apprenticeship frameworks
- poor co-ordination of employers' training programmes with the modern apprenticeship
- insufficient employer involvement in training programmes

Achievement and standards

35. There has been good recent progress by learners. Considering the length of time learners have been on the programme, they demonstrate very good levels of skill which is valued by their employers. Many learners are technically competent before completing their programmes and have good background knowledge of their subject. Learners are encouraged by training officers to reach their full potential without unnecessary delays. Target dates in the individual learning plans are amended if learners are achieving earlier than expected. Learners who have contact with customers show good social skills.

36. Although retention and achievement rates for the framework and planned qualifications are unsatisfactory, the average length of time for learners to achieve units has improved. For example, in 2001, modern apprentices were taking on average 50 per cent of their planned learning time to achieve 25 per cent of their units. In 2003, learners are achieving units in line with the time they have spent on their programmes. The number of early leavers has reduced steadily. In 2003, there have been no early leavers, compared with 30 per cent in 2002 and 63 per cent in 2001.

Quality of education and training

37. CTC celebrates the learners' successes during their programmes. The celebration of small successes is valued by learners. Certificates are regularly presented for achievements such as completing an integrated assignment or achieving a good score in literacy and numeracy. Details of learners' successes are published in a quarterly colour newsletter that is circulated to all learners and employers. This provides learners with a sense of achievement and challenges and inspires others to succeed.

38. Individual learning plans are augmented by a curriculum plan. The curriculum plan is set out in language which is clearly understood by learners and employers. Curriculum plans provide learners with a comprehensive list of all the activities needed to complete the framework and additional qualifications which the learner has decided to include. The plans include detailed target dates and appropriate learning and assessment methods for each activity, and they integrate the planning of learning and assessment for the whole programme. This approach to planning the learning is having a positive effect on the attitude of learners, particularly towards less popular units such as application of number.

39. Training officers at CTC have extensive experience in aspects of the licensed trade. Most have held licenses and managed licensed premises. This experience is supplemented by staff who have extensive experience in the brewing industry. Learners benefit from regular visits and feel motivated to achieve their short-term targets. Targets are appropriate to the individual needs and ability of learners, and training is well supplemented by clear and well-produced learning materials. Training officers demonstrate a very strong commitment to supporting learners. For example, a training officer continued to support and visit a learner after the end of the funded training to enable her to complete her programme. Another learner who was unable to progress to the advanced modern apprenticeship with his current employer was found other suitable employment by his training officer.

40. Technical skills are effectively assessed by observation in the workplace. Learners' background knowledge is promptly assessed during visits and effective feedback is given to enable learners to improve. Appropriate use is made of supplementary evidence. New arrangements have recognised the importance of accrediting learners' prior achievements. Assessment and verification of learners' competence is satisfactory. Assessment is well planned and thoroughly carried out. A 25 per cent sample of assessments is examined by internal verifiers, and assessors are visited and observed in the workplace. Feedback is given to assessors and they are invited to comment on the verifiers' reports.

41. Additional training programmes are appropriate for the industry. Qualifications are particularly valuable to learners who wish to progress in the licensed trade and are taken by most learners. On completion of a qualification, many learners who have suitable job roles progress to further training with CTC.

42. The support and guidance for learners is satisfactory. One member of staff is responsible for the initial guidance and assessment of learners and carries out quarterly progress reviews with each learner. Arrangements for the development of literacy and numeracy skills are satisfactory. Initial assessment is systematic and learners who have additional learning needs are identified and are given support. The induction process includes a full range of topics, but there is insufficient time allocated to it. Some topics do not have sufficient depth and the learners' understanding and recollection of the content is not adequately evaluated. Learners understand that there is an alternative to talking to the training officer if they need further support or if they have issues with their training.

43. Some employers have well-structured and regular training and development activities available for learners. This provision is planned independently of the training provided by CTC and the two types of training are not co-ordinated. CTC's training officers may identify duplication of provision and amend individual training programmes accordingly, but in many cases this does not happen. In some cases, learners repeat work unnecessarily. CTC is not involved in the joint planning or monitoring of training provided by the employer.

44. Employers and supervisors are often not actively involved in visits by training officers. Many employers have little involvement in target-setting or in planning the future training and assessment of the learner. Employers are not always given feedback about learners' progress and learning targets during a visit. This results in delays in communicating the learners' progress and in identifying suitable tasks or training.

Leadership and management

45. There are strong links with external agencies which have increased the learners' experiences through the introduction of additional trade qualifications, beyond the requirement of the apprenticeship framework.

46. Equal opportunities is part of the formal review process. CTC has satisfactory procedures for dealing with appeals and grievances and has a policy for dealing with harassment and bullying at work. Learners are given this information at induction and in the learners' information handbook.

47. Insufficient emphasis is placed on equal opportunities at induction. Equal opportunities is covered at progress reviews, but insufficient emphasis is placed on promotion of equal opportunities and learners' understanding. The review form does not place sufficient emphasis on the promotion of equal opportunities.