

# INSPECTION REPORT

## **LAGAT Training and Development**

**18 February 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 and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.



## SUMMARY

### The provider

LAGAT Training and Development was established in 1987 as a consortium of Lincoln Co-operative Society, Simons of Lincoln and Lincoln Chamber of Commerce. It provides work-based learning for young people in construction, engineering, business administration, information and communications technology, retailing and customer service, hospitality and travel, hairdressing and preparatory training. There are 97 learners.

### Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Training in business administration, retailing and customer service, hospitality and travel is unsatisfactory. Preparatory training is satisfactory. The leadership and management of the company are unsatisfactory as is the company's approach to quality assurance and equal opportunities.

### GRADES

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

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

<b>Retailing, customer service &amp; transportation</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	4

<b>Hospitality, sport, leisure &amp; travel</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	4

## LAGAT TRAINING AND DEVELOPMENT

Foundation programmes	3
Contributory grades:	
Work-based learning for young people	3

### KEY STRENGTHS

- good support for learners
- good start to literacy and numeracy support
- some good assessment processes
- good range of partnerships

### KEY WEAKNESSES

- poor achievement rates for modern apprentices and NVQ learners
- ineffective target-setting
- poor quality assurance
- no strategic planning of learning
- no co-ordination of equal opportunities

### OTHER IMPROVEMENTS NEEDED

- more dynamic inductions

## THE INSPECTION

1. A team of six inspectors spent a total of 24 days at LAGAT Training and Development (LAGAT) during February 2003. They met 44 learners, carried out 32 interviews with LAGAT's staff and two with subcontractors. They interviewed 14 employers and work-based supervisors. Inspectors observed and graded one learning session. They observed other training activities including assessments and progress reviews. They also examined a range of documents, including the business plan, minutes of meetings and the self-assessment report. They made 16 visits to work placements throughout Lincolnshire and examined 27 portfolios of evidence and 41 individual learning plans.

Grades awarded to learning sessions

	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
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

## THE PROVIDER AS A WHOLE

### Context

2. LAGAT was established in 1987 as a consortium of Lincoln Co-operative Society, Simons of Lincoln and Lincoln Chamber of Commerce. Its head office is in Lincoln. The company has two locations in Lincoln, a learning centre and an adjacent training and administration centre. It provides work-based learning for young people in construction, engineering, business administration, information and communications technology (ICT), retailing and customer service, hospitality and travel, and preparatory training. Training is carried out on the job for most areas of learning. There is off-the-job training for travel and all learners can use the company's learning centre and make appointments to work with their training officers on an individual basis. Learners can also take additional short courses, such as health and safety. Training is carried out through subcontracting arrangements for the small number of learners in construction, engineering, ICT and hairdressing. These occupational areas were not inspected as there were too few learners, but subcontracting arrangements were examined in detail. The company also provides learndirect programmes and private training for local companies. It also has two recruitment agencies, one of which specialises in hospitality. LAGAT employs 24 staff, seven of whom form the training department which is responsible for the programmes funded by Lincolnshire and Rutland Learning and Skills Council (LSC).

3. LAGAT is currently training 97 young people, most of whom are employed. There are 37 foundation modern apprentices, 34 advanced modern apprentices and 15 learners on other work-based learning programmes. Eleven learners attend a preparatory training programme to help them decide on future careers.

4. In May 2002, the unemployment rates in Lincoln and Lincolnshire were 2.9 per cent and 2.4 per cent, respectively, compared with the national average of 3 per cent. The 2001 census shows that the proportions of the local population from minority ethnic groups in Lincoln and Lincolnshire are 2.2 per cent and 1.3 per cent, respectively, compared with the national average of 12.5 per cent. In 2001, the proportion of school leavers who achieved five or more general certificates of secondary education (GCSEs) at grade C or above in Lincoln and Lincolnshire was 45 per cent and 54 per cent, respectively, compared with the national average of 47.9 per cent.



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

5. The achievement rates are poor for modern apprentices and learners on national vocational qualifications (NVQ) programmes. Since 1999-2000, only one learner has completed the advanced modern apprenticeship framework. Of the foundation modern apprentices who started in 2000-01 and 2001-02, 27 per cent and 33 per cent, respectively, have completed the modern apprenticeship framework. For the same two years, 31 per cent and 20 per cent of the NVQ learners, respectively, gained a qualification. Achievement rates for the preparatory training programme are satisfactory with 57 per cent of learners completing their training in 2001-02 and 10 of the 21 learners moving into employment.

6. Training is unsatisfactory in all of the vocational areas. The preparatory training programme is satisfactory. Learners are given good support on all of the training programmes. The company has good partnerships with employers. LAGAT has recently taken a number of actions to improve the programmes, but they have yet to fully impact on the current learners. Quality assurance is poor. Target-setting is not fully developed at organisational level and at learner level. Some learners do not understand what they need to do to achieve their qualifications. Key skills are not effectively planned and are not an integral part of all vocational areas.

## LEADERSHIP AND MANAGEMENT

Grade 4

7. There is a board of seven directors for the company, six from the partner organisations and one acting as company secretary. One director is the executive director. The general manager of LAGAT is responsible for the training and she reports to the executive director. The training team responsible for the LSC-funded training consists of a training manager, a contracts manager, a contracts administrative officer, three training officers and one administrative support officer. The training officers report directly to the training manager and the administrative support officer reports to the contracts manager. The other staff report directly to the general manager. Other LAGAT staff contribute to the programme for a proportion of their time, including an ICT tutor, a basic skills tutor, a senior training officer and a marketing officer. In April 2001, LAGAT moved from providing mainly adult training with a small amount of work-based learning for young people, to solely providing work-based learning for young people. LAGAT is accredited with the Investors in People standard, a national standard for improving an organisation's performance through its people. The company has an equal opportunities policy and strategy which is monitored each year. The organisation has a quality assurance statement and a quality assurance policy with a set of eight objectives. LAGAT produced its first self-assessment report in November 1999 and a further report for its reinspection in 2000. Its third report was produced in November 2002 for the current inspection.

### STRENGTHS

- recent management actions to improve programmes
- good range of partnerships
- good start to literacy and numeracy support
- good involvement in the self-assessment process by staff
- good initiatives to widen participation

### WEAKNESSES

- poor achievement rates for modern apprentices and NVQ learners
- incomplete management information system
- no strategic planning of learning
- poor quality assurance
- ineffective planning of internal verification
- inadequate implementation of equal opportunities strategy
- no co-ordination of equal opportunities

**OTHER IMPROVEMENTS NEEDED**

- more specific responsibilities and timescales in the self-assessment report
- better use of targets for continuous improvement

8. There has been a number of recent management changes to improve the programmes. The company has identified the poor achievement rates for modern apprentices and NVQ learners and has taken some recent actions to improve performance. LAGAT has reviewed and revised its initial assessment processes to ensure that learners are placed on the correct training programme. The training manager has instigated monthly meetings with the training officers to monitor learners' anticipated achievement dates. New staff have been appointed and they bring a range of additional skills and expertise to the company. LAGAT has also recognised the need to improve its management information system to give accurate information on achievement rates and has recently purchased and installed a new system. The company has reviewed the range of its activities following the loss of the adult training contract and has diversified into additional areas to enable the business to remain viable, such as through the introduction of learndirect. Many of these recent management changes have not fully impacted on the current group of learners.

9. LAGAT is a consortium organisation and includes a wide range of partners, used effectively for its learners. It has links with over 500 employers which are members of the consortium and uses them to enable young people to gain employment and training. In addition, it effectively uses its own internal employment agency to seek work placements and jobs for learners. The general manager is involved in a range of activities which ensures that the LAGAT training team are well informed of local needs and training developments.

10. LAGAT has made a good start with providing literacy and numeracy support to learners. The company has recently employed a basic skills tutor to offer a drop-in session one evening a week and to make visits to young people in the workplace. The small number of learners attending these sessions have a detailed work programme and clear learning outcomes. In one case, support is being given to a learner before he joins a programme to ensure that he has the appropriate skills to take part in the training. The company is currently reviewing the results of the basic skills screening of learners to involve more learners in this provision. Literacy and numeracy support is not presently extended to the learners in preparatory training. Staff training is planned for basic skills awareness and on the new requirements, but this has not taken place as yet.

11. The achievement rates for modern apprentices and NVQ learners are poor. Since 1999-2000, only one learner has completed the advanced modern apprenticeship framework. For the foundation modern apprentices who started in 2000-01 and 2001-02, 27 per cent and 33 per cent, respectively, have completed the modern apprenticeship framework. For NVQ learners for the same two years, 31 per cent and 20 per cent, respectively, gained their qualifications. LAGAT is aware of the poor

## LAGAT TRAINING AND DEVELOPMENT

achievement rates and has taken actions to improve performance. However, they have not fully impacted on the current group of learners.

12. LAGAT's management information system is incomplete. A new system has been recently introduced and while it is an improvement on the old manual system, it is not complete as yet. It records basic data and the information required for contractual compliance, but it does not allow the company to monitor the learners' progress towards the achievement of qualifications. Health and safety records are incomplete, as are the records of additional qualifications for some learners. Management information is not routinely analysed, nor is it used for the development of the programmes.

13. There is no strategic planning of learning. LAGAT has a business plan and a development plan for the whole organisation, but the vision and aims do not specify learning as a key company product. The links from the vision and aim to the objectives are not clear. Targets are not routinely set in the business plan, although there are targets for equal opportunities in recruitment and a general achievement target. However, some staff are not aware of the targets. Training in the occupational areas is not planned, monitored and evaluated effectively. There is no measurable plan of the steps to bring about improvement and change, although managers discuss long-term targets and set some short-term targets.

14. Plans for staff development are satisfactory. The organisation has a training plan and all staff are able to attend appropriate training and awareness raising sessions. However, some essential training, such as that relating to equal opportunities has not yet taken place. All staff have an annual appraisal. New staff have a six-month appraisal to confirm their suitability for the job before the end of their probationary period. The general manager gets a range of evidence from relevant staff to evaluate performance at the end of the probationary period. The general manager currently appraises the training officers, but this will shortly be carried out by the training manager. Targets for performance are not specific and measurable. There is a satisfactory range of formal and informal meetings.

**Equality of opportunity****Contributory grade 4**

15. LAGAT has an equal opportunities strategy and supporting policies and procedures, which are monitored each year. The strategy is currently incomplete and this is recognised in the self-assessment report. One member of the management team attends the Lincolnshire and Rutland equal opportunities practitioners group meetings and passes the information on to staff. All staff who were in post before September have had at least half a day's equal opportunities training. Most staff have an understanding of equal opportunities, but some staff have not been trained on recent legislation and best practice.

16. Equal opportunities has recently become an agenda item at monthly staff meetings. A number of initiatives have taken place recently to widen participation. These include the promotion of courses in a local shopping centre, contacts with the probation service and networking with staff from minority ethnic specialist restaurants with a view to offering information technology (IT) training. Staff have targeted specific sections of the community as part of their job. The aim is to increase uptake among under-represented groups to at least the average for the county of Lincolnshire. It is too early to analyse the results of the activities.

17. There is inadequate implementation of the equal opportunities strategy. While some senior staff have attended conferences and training events, current information has not yet been passed on to other members of staff. Documents, resources and plans are in place to take this forward, but no action has been taken as yet.

18. There is no co-ordination of equal opportunities activities. Staff have a good knowledge of learners' backgrounds and the personal and social difficulties that they face and individual trainers support learners through these difficulties. However, there is no co-ordination. Individual staff are responsible for implementing and monitoring equal opportunities in their own area of work, but no one has overall responsibility for co-ordinating these various aspects. No one ensures that equality of opportunity is effectively promoted across the organisation. LAGAT has an appeals and complaints procedure which is explained to learners at induction. There are no records of any complaint or appeal having been received.

19. Data are collected on recruitment by gender, ethnicity and learners with disabilities. These data are analysed but are not used to evaluate the effectiveness of the equal opportunities policy or to set targets for improvement. The self-assessment report identifies that there is a need for further work to develop equal opportunities monitoring and to use these data to improve the provision. General targets are set for equal opportunities recruitment in line with contractual requirements, but they do not follow detailed analysis of LAGAT's own programme information.

20. LAGAT introduces equal opportunities during the learners' induction sessions. The induction has been revised and improved in recent months. Most learners can demonstrate an adequate understanding of equal opportunities and how it affects them,

## LAGAT TRAINING AND DEVELOPMENT

but in some areas learners can recall very little about the issues discussed. Most can relate confidently how they would respond to bullying or harassment in the workplace and can accurately describe their employer's complaints and grievance procedures. Some are aware of a range of diversity issues that affect employees and other visitors to their workplace. Assessors discuss equal opportunities in detail with employers when they first visit the learners. Learners are asked at their progress review whether they have encountered any difficulties in their treatment at work. Responses to this are minimal. The progress reviews are not used to discuss and reinforce issues of diversity in the workplace. LAGAT has effectively reviewed the problem of learners' understanding and new learners complete a revised handbook which requires them to answer questions on equal opportunities and specifically about discrimination against those with disabilities. The handbook asks learners to answer specific questions rather than to complete a tick list.

21. LAGAT's premises have appropriate access and facilities for learners with restricted mobility. Learners have access to computers to enable them to word process their work. Many of the staff have specific, recent experience of working with learners with a variety of disabilities.

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

22. LAGAT produced its third self-assessment report in November 2002. There was good staff involvement in the latest report. All staff met in September 2002 for a self-assessment day in which they reviewed provision and agreed strengths and weaknesses. Subcontractors also took part. Staff found the process useful in developing a common approach to self-assessment. The report is comprehensive and evaluative, but it did not identify many of the weaknesses and some of the strengths identified by inspectors. Inspectors' grades did not match those given by LAGAT. A development plan was produced and shared with staff and subcontractors. It contains a useful summary of actions needed to follow up the findings of the self-assessment report. However, the responsibilities and timescales are insufficiently specific to allow the actions to be monitored.

23. LAGAT maintains close links with subcontractors and effectively monitors the quality of subcontracted provision. The training manager holds monthly meetings with the major subcontractor and works to a standing agenda which includes equality of opportunity, health and safety, and a review of the performance of learners. For one subcontractor, a development plan has been agreed to follow up identified strengths and weaknesses. LAGAT's staff visit subcontractors frequently and the visits include the observation of assessments. The subcontractors' internal verifiers attend the monthly meetings of internal verifiers and assessors at LAGAT.

24. The arrangements for quality assurance are poor. LAGAT does not have a coherent framework for assuring the quality of its provision. The business plan includes a quality assurance statement and there is also a quality assurance policy with a set of eight objectives. However, there is no strategy for implementing the policy. There are no arrangements for reviewing the quality of training programmes other than at the one-day event in which staff prepare the self-assessment report. There is insufficient use of data for quality assurance purposes. Insufficient use is made of the views of learners and employers to evaluate the quality of provision. Learners are given a questionnaire at intervals throughout their programme, but this is no longer used as it was not effective. A new questionnaire has been designed and sent to learners and employers, but the response rate is very poor and the results have not been analysed. The self-assessment report does not contain any evidence of learners' or employers' views. Some observations of teaching have recently taken place, but they have not been systematically planned. Observations are not used for quality assurance purposes, they do not link to staff appraisals, and they are not used as evidence for the self-assessment report.

25. In the business plan for all programmes, LAGAT has set a target of 50 per cent for the completion of frameworks. However, this conflicts with the target in the self-assessment development plan for a 50 per cent improvement rate in completion of frameworks. Neither target has been met. Although LAGAT's staff check on the achievement of qualifications, they do not make sufficient use of retention and achievement targets as a means of promoting continuous improvement. In particular, there are no annual targets for individual programmes or areas of learning.

## LAGAT TRAINING AND DEVELOPMENT

26. The planning of internal verification is ineffective. Internal verification is not sufficiently thorough and internal verifiers do not have sufficient information about the progress of learners to be able to draw up an effective sampling plan. This weakness was not identified in the self-assessment report. Portfolios are audited by the internal verifier 14 weeks after the start of learners' programmes and again two-thirds of the way through the programme. However, this does not ensure that a representative or appropriate range of units and candidates is covered. The sampling plan does not cover suitable breadth and depth of sampling across all NVQ units. The internal verifiers and assessors meet each month to discuss assessments.



## AREAS OF LEARNING

### Business administration, management & professional

Grade 4

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	18	4

27. LAGAT offers training for advanced and foundation modern apprentices and NVQ learners in administration. Three of the 18 learners are advanced modern apprentices, 13 are foundation modern apprentices and two are completing NVQs at level 2. All learners are employed in a range of office jobs either in or close to Lincoln city centre. Some learners are recruited through LAGAT who find them suitable employment, others are already employed when they start their training.

28. Induction takes place, usually on an individual basis, either at LAGAT's premises or at employers' premises. Learners complete questions in a handbook to demonstrate knowledge of health and safety in the workplace and of equal opportunities which may affect them. Off-the-job training is available on one day each week and key skills are covered on another day. There is an evening facility each week when staff are available to support learners.

29. One member of LAGAT's full-time staff carries out training and assessment in the administration area and co-ordinates the external tests in key skills. She is a qualified assessor and internal verifier and has been with LAGAT for five months. Another full-time qualified member of staff is an internal verifier and a third supports learners in building their key skills portfolios. Learners have access to a variety of learndirect programmes to assist them with background knowledge and understanding for the NVQ units and with the key skills.

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people																
Advanced modern apprenticeships (AMA)	2002-03		2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	2		3		1		1								
Retained*	0		0		1	100	1	100								
Successfully completed	0		0		0	0	1	100								
Still in learning	2		1		0	0	0	0								

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

## LAGAT TRAINING AND DEVELOPMENT

Work-based learning for young people																
Foundation modern apprenticeships (FMA)																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	7		14		1											
Retained*	0		4		0											
Successfully completed	0		3		0											
Still in learning	6		6		1											

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
NVQ Training																
	2002-03															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	2															
Retained*	0															
Successfully completed	0															
Still in learning	2															

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

### STRENGTHS

- good portfolios of evidence
- good support for learners

### WEAKNESSES

- poor achievement rates for foundation modern apprentices
- insufficient reinforcement of learners' understanding of the framework
- poor target-setting

### OTHER IMPROVEMENTS NEEDED

- better liaison with employers

30. Portfolios are well presented and contain a good range of evidence. Many contain detailed personal statements. Observation reports from assessors show good use of

evidence. There is efficient and effective collection of evidence from day-to-day activities in the work role. Some employers have adjusted learners' job roles to allow them to show competence in a variety of activities for the qualification. Key skills are effectively covered through a project designed for each individual learner. Some employers suggest topics that will be of value to the organisation and each topic allows the learner to find information about the employing organisation at an early stage. The assessor and learner work together to match the project to the key skills units. Sometimes learners complete two projects to ensure that they have covered all the necessary units. Employers offer a good range of work opportunities which are linked to the NVQ. Many supervisors have experience of working towards NVQs and are able to offer advice and guidance on portfolio-building. They offer good on-the-job training. Learners are able to ask for help and advice when carrying out new tasks.

31. There is good support for learners. Off the job support is available by appointment on one day and one evening a week. Learners are offered good tutorial support on an individual basis. They have good materials to assist with the demonstration of background knowledge. Different materials and methods are used to cater for a variety of learning styles. Some learners effectively enhance their learning by using materials from the learndirect facility in the same building. Other learners work with a colleague or on an individual basis, and ask for tutor support as necessary.

32. Achievement rates for foundation modern apprentices are poor. Of the 14 learners who started the programme during 2001-02, only three have achieved the qualification to date. Progress towards the achievement of qualifications is slow, with few learners achieving complete units of the vocational programme.

33. There is insufficient reinforcement of learners' understanding of the frameworks. Induction into the framework and its component parts takes place at the beginning of the training programme. It is intensive and includes information on health and safety and equal opportunities. However, there is no structured reinforcement of the information given at induction. Many learners are unclear about the details of the framework. They do not know how many units they must complete to achieve the NVQ and are unclear about how key skills complete the framework. Few understand what they need to do to achieve extra units. Monitoring of learners' understanding of the basic structure of the NVQ is inadequate. Induction is often carried out in the workplace with the involvement of the employer or supervisor, but the lack of target-setting for unit completion makes it difficult for some employers to link assessment with the on-the-job instruction. Opportunities are available for training officers to observe learners carrying out their day-to-day duties, but some of these opportunities for co-ordinating training and evidence collection are not being used.

34. The target-setting for completion of units and of the full modern apprenticeship framework is poor. Individual learning plans only show the final target date for completion of the qualification. Learners are not given guidance on progress towards completing the framework. Interim objectives are not set for achievement of individual units of the NVQ or key skills. Action plans are short-term and are not target-related.

## LAGAT TRAINING AND DEVELOPMENT

There are no targets set during the learners' progress reviews. Learners and employers do not know whether the learner will achieve the qualification by the date identified in the individual learning plan.

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

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	26	4

35. There are 26 learners in customer service, retailing or warehousing and distributive programmes. Three foundation modern apprentices are in retailing and six are in customer service. There are 13 advanced modern apprentices in customer service and four learners following NVQ programmes at level 2 in retailing or warehousing. There are 24 employed learners and two are in a work placement. Most learners are recruited through their employer and some are placed with local employers by LAGAT. Some learners are placed with employers through preparation programmes before the apprenticeship or NVQ programmes. Employers provide occupational on-the-job training, and visiting training officers who are employed by LAGAT assess for the NVQ and key skills areas of the programmes. Learners are given the opportunity to attend off-the-job support and training at LAGAT's premises. Training officers visit learners in the workplace to review their progress. The self-assessment report did not identify all the strengths and weaknesses identified during inspection.

The following tables show the achievement and retention rates available up to the time of the inspection.

<b>Work-based learning for young people</b>																
<b>Advanced modern apprenticeships (AMA)</b>																
	<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		18		6		2									
Retained*	0		0		1		1									
Successfully completed	0		0		0		0									
Still in learning	3		8		1		1									

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

## LAGAT TRAINING AND DEVELOPMENT

Work-based learning for young people																
Foundation modern apprenticeships (FMA)																
	2002-03		2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	5		34		19		1									
Retained*	0		15		8		0	100								
Successfully completed	0		12		6		0	100								
Still in learning	5		2		2		0	0								

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
NVQ Training																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	2		8		4											
Retained*	0		2		1	25										
Successfully completed	0		2		1	25										
Still in learning	2		2		0	0										

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

### STRENGTHS

- good assessment process for the NVQ
- good support for learners
- effective support for basic skills

### WEAKNESSES

- poor retention rates on all programmes
- inadequate structure for occupational training
- poor planning and integration of key skills with vocational training

### OTHER IMPROVEMENTS NEEDED

- more dynamic inductions
- more attention to individual learning styles

36. There is a good NVQ assessment process which ensures that all aspects of NVQ assessment are followed. It is used to inform learners and employers of current progress and further actions for the next stage of learning. Documents are in triplicate so that an audit trail can be followed. The design of the assessment paperwork reduces the need for training officers to complete different documents. Learners follow assessment plans and work by themselves between visits. Evidence is generated in the workplace and learners can describe it and are encouraged to reference it for their portfolio. Training officers have a wealth of experience in retailing and customer service and are able to adapt to different employers' processes and systems. Learners' recall of induction is minimal and equal opportunities and health and safety are not reinforced until the review process.

37. Learners are given good support. Training officers regularly visit learners in the workplace, sometimes as often as once a week if required. Learners feel confident about contacting their training officers if the need arises. Extra help and support is offered to help learners stay on the programmes. However, if a learner leaves their employer, every effort is made to follow the learners to their next employer to help them continue with their learning programme. One learner is on pregnancy leave and training officers have offered to go to the learner's home to help her finish her key skills. Contact sheets are kept to record all visits made and problems can be picked up by other members of staff if a training officer leaves or is absent for a period of time. There is good rapport between learners, training officers and employers, and relationships develop so that training officers can visit learners at different trading times. Additional support is also given to learners through the learndirect training at LAGAT.

38. Learners who have basic skill needs in literacy and numeracy are given effective additional support. Once a basic skills initial assessment has been carried out, a qualified basic skills tutor checks all results that are below average. An individual programme is then developed. A plan is used so that the learners' opinions on their needs are taken into account. If a learner wishes to learn more about percentages or multiplication then this is covered in the basic skills plan. Realistic target dates for completion are set and individual support is offered either in the learners' workplace or at LAGAT. Learndirect programmes are also used to help learners with basic skills. The basic skills tutor completes a session plan which includes an assessment to ensure the learners' goals have been met. The basic skills tutor has been helping a potential learner who failed an employer's test for the job. The employer is prepared to employ the learner once a sufficient skill level is reached. This provision is new and as yet does not cover all the learners.

39. The retention rates are poor on all programmes. Of the 102 starters since 1999, more than half have left early. Achievement rates have improved for the foundation modern apprentices, although they are still not good. Achievement rates for NVQ learners are poor with only three out of 14 learners in the past three years achieving an NVQ. It is too early to measure the achievement rates for advanced modern apprentices but the retention rates are poor on this programme. Recruitment on to programmes since 2001-02 has reduced so the training officers' caseloads can be

## LAGAT TRAINING AND DEVELOPMENT

monitored.

40. There is no structured training for learners in this area of learning. The training officer offers individual help when the learner is visited or when learners attend the training centre, but this is not recorded on the individual learning plan. When learners are trained in the workplace, it is sometimes recorded on the 12-weekly review document and certificates of attendance are placed in the learners' portfolio. However, the training is not evaluated or monitored by LAGAT either on or off the job. There is insufficient resources for the background knowledge training. Customer service qualifications at level 3 require the learner to have an in-depth knowledge of legislation and the current information given by LAGAT does not cover this requirement sufficiently. There are learning resources at LAGAT's premises, but they are not used to enhance the learners' knowledge in the occupational areas. Although learners can attend the learndirect programmes, they do not always fully meet the learners' needs or learning styles.

41. The planning of key skills is slow and learners do not achieve their key skills qualification until the end of their programme. There is little reinforcement of the key skills requirements during the learners' programme. Learners who have achieved an NVQ do not cross-reference their evidence to the key skills. Project work has been developed which usually relates to the workplace, but this is still introduced late in the learners' programme. The materials used for recording key skills evidence are from the hospitality and catering awarding body, and learners in retailing or motor trade organisations do not always relate to the evidence guidance given. Learners only take minimal responsibility for their key skills.



**Hospitality, sport, leisure & travel****Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	28	4

42. LAGAT has 17 learners in hospitality and catering. Six are advanced modern apprentices, eight are foundation modern apprentices and three are following NVQ programmes, two at level 2 and one at level 3. Learners can join the programmes at any time of the year and are normally in employment when they start. Induction takes place at work and at LAGAT's training centre. Training is carried out with the employer and key skills training is carried out on an individual basis at the LAGAT training centre. One member of staff has relevant hospitality experience and is a qualified assessor. Internal verification for hospitality is subcontracted to a consultant.

43. LAGAT has 11 learners in travel and they are all employed by one employer on advanced or foundation modern apprenticeship programmes. The nine advanced modern apprentices are now working towards an NVQ at level 3 in travel services, having achieved either customer service or business administration at level 2. The two foundation modern apprentices are working towards the NVQ at level 2 in travel services. All learners are encouraged to take key skills at level 2. In addition, all learners take the certificate in travel at either level 2 or 3. Most learners are recruited by their employers. The two foundation modern apprentices were recruited through LAGAT's employment agency. Induction on to the programme takes place at work and at the training centre. All off-the-job training is held at the training centre in Lincoln and takes place one day each month. During these small group sessions, learners work on the certificate in travel level 2 or 3 packs and have individual portfolio-building support from their assessor. All assessment takes place at work by an assessor who is employed by LAGAT. The assessor visits learners every two to three months to carry out assessment and observation in the workplace and to review the learners' progress. A consultant internal verifier monitors portfolios throughout and at end of the learners' programmes. The assessor and the internal verifier are qualified and occupationally competent.

44. The strengths and weaknesses identified by inspectors matched some of those in the self-assessment report, but inspectors also identified additional weaknesses and gave a lower grade than the one given by LAGAT.

## LAGAT TRAINING AND DEVELOPMENT

The following tables show the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people																
Advanced modern apprenticeships (AMA)																
	2002-03		2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	13		5		5		1									
Retained*	0		0		1	20	0	0								
Successfully completed	0		0		0	0	0	0								
Still in learning	13		2		0	0	0	0								

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
Foundation modern apprenticeships (FMA)																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		6		11											
Retained*	0		1	17	3	27										
Successfully completed	0		0	0	1	9										
Still in learning	4		4	67	2	18										

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Work-based learning for young people																
NVQ Training																
	2001-02		2000-01													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	15		26													
Retained*	5		7	27												
Successfully completed	3		7	27												
Still in learning	3		0	0												

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

## STRENGTHS

- good support for learners
- good action-planning for learners
- good understanding of the NVQ requirements in travel by learners
- effective off-the-job training for learners in travel

**WEAKNESSES**

- no co-ordination of training and assessment in hospitality
- ineffective target-setting
- poor completion rates for hospitality frameworks
- little involvement in assessment and training by the employers

**OTHER IMPROVEMENTS NEEDED**

- more reference materials and resources for travel

45. Learners are given good support by their assessors at the off-the-job training sessions and assessment and review visits. They have regular visits, usually every month. Learners are also encouraged to telephone their assessor if additional support is needed.

46. There is good action-planning for learners in hospitality and travel. In hospitality, the assessor meets frequently with the learners and seeks out opportunities for assessment. The assessor is new and the support received by learners has increased significantly. In travel, learners use their action plans effectively to complete activities in the workplace.

47. Learners in travel have a good understanding of the types of evidence needed for the NVQ and the reasons for collecting it. Learners' progress is effectively monitored through the review process, through observation and assessment and through evidence gathered. At the time of the inspection, the travel programme has been operating for four months and it is too early to judge if the procedures are effective in helping learners to achieve their qualifications.

48. The off-the job training is effective for learners in travel. It is well organised, regular and is agreed in advance with employers. The learners value the occupational experience of the trainer and are well motivated. All learners can attend additional training on a Wednesday evening. Learners have up-to-date materials, produced by the national travel training organisation, which are purchased by their employers. Currently learners are working from these packs, but when they are complete there are no further guides and reference manuals and materials for travel.

49. There is no co-ordination of training and assessment in hospitality and this is reflected in the individual learning plans. The results of the initial assessment of learners' abilities are not transferred to a structured individual learning plan. The individual learning plan is not discussed and referred to at review meetings between the learner,

## LAGAT TRAINING AND DEVELOPMENT

the employer and the assessor. Opportunities to assess learners early in the morning or at busy times during the evenings and weekends are not taken, although special arrangements can be made if needed.

50. The target-setting for learners is ineffective. Individual learning plans are not used to set realistic targets related to each learner's needs. Information gathered at the initial assessment are not used to set realistic, short-, medium- and long-term targets for the completion of NVQ units and the apprenticeship framework. There is inconsistent use of accreditation of prior learning. The employers and learners do not understand the length of programme or their goals. Employers are not given a copy of learners' individual learning plans, although they are given a copy of the progress review sheets. A number of learning plans do not show learners' current achievements, progression or transfer on to other qualifications, although this information is recorded elsewhere. Although key skills training and evidence collection have started for a number of learners, there is little portfolio-building or cross-referencing to the NVQ. Learners do not understand the key skills and the level needed to complete the framework.

51. The achievement rates for hospitality are poor. Between 1999 and 2002, only one foundation modern apprentice completed the framework, and eight are still in learning. Twenty-six learners started NVQ programmes in 2000-01 and only 27 per cent achieved the NVQ. Sixteen learners and a member of staff left the company between 1999 and 2002.

52. Although learners in travel attend off-the-job training regularly, most do not have additional time to collect evidence in the workplace. There is little involvement by the employer in training and assessment. Employers are given a copy of the review paperwork, but do not take part in the review process and there is little interaction between the assessor and individual managers.

**Foundation programmes****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	11	3

53. LAGAT offers a preparatory training programme for young people who are undecided on their career. Learners are either referred by Connexions or through recommendation. Learners attend an initial induction which includes a literacy and numeracy assessment. Some learners spend one week in the learning centre and then move in to a work placement, while others complete a six-week basic training programme. All learners attend for a minimum of 16 hours a week. The programme is co-ordinated by the contracts manager who also carries out the progress reviews and teaches jobsearch. The contracts manager also organises interviews and work placements with employers. Currently, three learners are on work placement. Other sessions are taught by the teaching staff in the training centre. Some learners work on additional programmes through learndirect. Learners generally attend the programme for eight weeks, but this can be extended subject to agreement with the local LSC. There are 11 learners on the programme. There was no detailed analysis of this programme in the self-assessment report.

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

Other government-funded provision										
	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	32		21							
Retained	14	44	12	57						
Planned learning completed	14	44	12	57						
Gained job	11	34	10	48						
Still in training	11	34	0	0						

**STRENGTHS**

- effective work placements
- good support for learners
- good resources

## WEAKNESSES

- ineffective links between main programme and learndirect
- no attention to individual learning needs on the main programme
- inadequate support for literacy and numeracy needs

54. Learners benefit from effective work placements. LAGAT has a range of contacts through its partnerships and links with local employers. Learners are placed with employers that understand the needs of young people. Care is taken to give the learners effective tasters in vocational areas and to ensure that work placements suit the personality of the learners. Some young people have identified their own work placement and LAGAT has offered ongoing support to ensure that they are effective. Learners can confidently demonstrate their new personal and vocational skills that they have gained through the work placements and work opportunities.

55. Learners on the preparatory programmes are given good support. Staff respond promptly to problems from employers and learners. They ensure that learners can easily access a range of local support to deal with personal problems that are barriers to their participation in learning and employment. Achievement rates for the preparatory programmes are satisfactory. In 2001-02, 21 learners started the programme, eight progressed into employment with training, two into employment without training and two into further education. In the current year, 32 learners have started the programme and 11 are currently in learning and nine have progressed into employment with training, two into employment without training and three into further education. For those learners who progress into employment and training, ongoing support is given by the contracts manager.

56. A good range of resources is available to learners. LAGAT's training centre is well equipped with computer equipment and a basic library with reference materials. Access is available to a range of learndirect resources. The centre is accessible for those who have restricted mobility.

57. There are ineffective links between the learndirect activities and those on the main programme. Achievements are not included on the individual learning plans or in the learners' preparatory learning file. Information is not shared on learning goals and achievements as separate sets of paperwork are used. Targets for learning are not specific, measurable or time constrained.

58. No attention is paid to individual learning needs on the main programme. All learners complete the same basic programme, irrespective of their previous experience or individual aims. For example, all learners are completing a basic computer qualification irrespective of any previous learning at school. Practise exercises are not customised to individual vocational choices. Learners are unsure why they are completing the programme or what they will be learning next. They are not aware of

their own individual learning programmes. They appreciate the jobsearch skills and the opportunity to attend interviews for prospective placements.

59. LAGAT does not meet the literacy and numeracy needs of learners. All preparatory training learners carry out an initial assessment for literacy and numeracy even though some have GCSEs in mathematics and English at grade C or above. For learners who have identified needs, no action is taken during preparatory training. Some learners want to improve their mathematics and English skills during the programme. LAGAT is aware of this and is currently investigating methods of dealing with these needs at an earlier stage.