

# REINSPECTION REPORT

## **Waverley Training Services Reinspection**

**06 November 2003**



ADULT LEARNING  
INSPECTORATE

## WAVERLEY TRAINING SERVICES REINSPECTION

### Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

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

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

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

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## **Waverley Training Services Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Waverley Training Services (WTS) was established in 1983 as a non-profit making unit of Waverley Borough Council. It is based in Farnham, Surrey. It contracts with Surrey Learning and Skills Council (LSC) and Hampshire and the Isle of Wight LSC to provide work-based learning for young people in engineering, horticulture, business administration, customer services and retailing. It also now provides Entry to Employment (E2E) programmes, under a subcontracted arrangement, as a replacement for its previous Life Skills training. WTS had 31 learners at the time of the reinspection. Engineering was the only area of learning with sufficient numbers to be reinspected.

2. Training takes place at WTS's premises and at a subcontracted local further education college. The manager of WTS reports to the director of personnel services at Waverley Borough Council. WTS has eight members of staff, four of whom are full-time employees. The work-based assessor for engineering works part time and the key skills trainer is a full-time assessor for WTS. The manager of WTS left the organisation three weeks before the reinspection.

3. WTS's catchment area, around the border of Surrey and Hampshire, is relatively prosperous but has some disadvantaged areas. Banking, financial and other service industries are the main employers. A significant proportion of school leavers, 76 per cent in 2001, stay in full-time education. The unemployment rate in Waverley in August 2003 was just under 1 per cent, compared with 2.5 per cent nationally. According to the 2001 census, the proportion of people from minority ethnic backgrounds in Surrey is 5 per cent, compared with 9.1 per cent for England as a whole. In 2002, the proportion of school leavers in Surrey achieving five or more general certificates of secondary education at grades C or above was 58.4 per cent, compared with the average for England as a whole of 51.6 per cent.

### SCOPE OF PROVISION

#### Engineering, technology & manufacturing

4. Nine learners are following motor vehicle training programmes, one as a foundation modern apprentice and eight as advanced modern apprentices. All learners are employed and attend off-the-job training one day a week at a local further education college or at WTS. Learners can join the programme at any time of the year.

## ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	15
Number of learner interviews	8
Number of staff interviews	14
Number of employer interviews	5
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	5
Number of visits	5

## OVERALL JUDGEMENT

5. At the previous inspection, WTS's leadership and management, and its arrangements for quality assurance and equality of opportunity, were found to be unsatisfactory. The quality of work-based learning in engineering was good. At the end of the reinspection process, WTS's leadership and management were still unsatisfactory, as were its arrangements for quality assurance and equality of opportunity. The quality of work-based learning in engineering was satisfactory. WTS has been referred to its funding bodies for emergency action.

## GRADES

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

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

	Inspection	Reinspection
<b>Engineering, technology &amp; manufacturing</b>	<b>2</b>	<b>3</b>
Contributory grades:		
Work-based learning for young people	2	3

## KEY FINDINGS

### Achievement and standards

6. **Achievement rates for engineering advanced modern apprentices remain good.** Six learners starting programmes since 1999-2000 have completed the framework on time,

an achievement rate of 62 per cent. The eight advanced modern apprentices still in training are progressing well. Retention rates on engineering courses continue to be satisfactory at 70 per cent. Standards of work are satisfactory.

## 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
Engineering, technology & manufacturing	0	0	1	2	0	0	0	3
Foundation programmes	0	0	0	1	2	0	0	3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>

7. **The quality of work placements remains good.** Most learners work for the same employers as they did at the time of the previous inspection. The employers provide very good opportunities and training for the learners, and many of them assign mentors to provide learners with close supervision. The staff who train or assess on the engineering programmes are suitably qualified and experienced.

8. **WTS's co-ordination of on- and off-the-job training is weak** and has deteriorated since the previous inspection. Employers do not know what learners are being taught off the job, and cannot plan to provide appropriate practical opportunities in the workplace.

9. **A narrow range of off-the-job training methods is used**, and learners have insufficient practical training as part of the programme. Most have had little practical training during their course.

10. **Work-based practical assessment remains very effective.** Learners and employers have a clear understanding of the assessment process and of learners' progress towards their national vocational qualifications (NVQs). All practical assessment is by direct observation. Employers are now given an assessment chart so that learners' work can be organised to provide assessment opportunities.

11. Arrangements for the assessment of background knowledge are not satisfactory. They have changed since the previous inspection. Background knowledge is taught by a local college and tested by a WTS assessor. However, WTS does not have centre approval to conduct the tests.

12. Learners receive satisfactory support. Progress reviews with workplace supervisors are frequent and effective, and WTS also holds pastoral reviews with learners. Induction is satisfactory, although insufficient information about equality of opportunity is provided.

13. Additional support for learners is satisfactory. Individual support with key skills training or portfolio-building is provided where needed, even when the need is not identified in the initial assessment. However, individual learning plans are not routinely updated. They do not contain records of learners' support needs and progress, and learners' achievements are not accurately recorded.

## Leadership and management

14. **Strategic leadership from Waverley Borough Council remains inadequate.** The business plan for the current year is not complete. As at the previous inspection, insufficient business and strategic targets are set. Although the council monitors WTS's financial position each month, it had little other involvement until a few weeks before the reinspection.

15. **Management of training remains weak.** Participation rates are significantly below target, and the overall performance of the organisation has declined since the previous inspection. The quality of engineering provision has fallen by one grade. Since 1999-2000, across all NVQ and modern apprenticeship programmes, only 10 per cent of learners have achieved their full qualification. Retention rates have declined from 55 per cent for 2000-01 starters to 15 per cent for 2002-03 starters.

16. **Staff opportunities for training remain good.** All members of staff are encouraged to improve their qualifications and are funded to do so. They have a learning plan, which is linked to their job role.

17. Staff now have regular minuted meetings, and are kept informed of developments. Useful information on training is shared, issues are discussed and actions are agreed.

18. Arrangements for providing additional support are satisfactory. Although WTS does not have a formal policy, any learner identified, on assessment or during the programme, as requiring support receives it on an individual basis. Three members of staff have qualifications in literacy, numeracy and dyslexia support, and one is currently studying to complete the dyslexia certificate.

19. Resources for learning are satisfactory, and have been improved since the previous inspection. Additional computing facilities have been provided, and the library facility has been improved.

20. WTS has improved its arrangements for collecting management information. It has installed a new computerised system and trained staff in its use. However, as at the previous inspection, insufficient use is made of the management information for planning purposes.

21. Work-based learners are able to progress from the foundation programmes. Three learners currently on engineering programmes have progressed from the Life Skills programme.

22. Waverley Borough Council has been a year late in the implementation of its duties under the Race Relations (Amendment) Act 2000. Neither this Act, nor the Disability Discrimination Act 1995, are included in WTS's equal opportunities policy and statement.

23. Staff are not sufficiently trained in equality of opportunity. The training that staff members receive relates to their roles as employees and does not cover the new



legislation.

24. **No strategy is in place to promote equality of opportunity to learners.** Engineering modern apprentices do not receive sufficient training in equality of opportunity. Only one engineering learner has a good understanding of equality of opportunity. No further training is provided after induction, which is itself superficial and does not adequately cover issues such as bullying and harassment.

25. Insufficient use is made of monitoring information collected about learners. For example, learners' applications are not compared with enrolments, in terms of their race, gender or disability.

26. **WTS uses the views of employers and learners well.** Regular meetings are held with them, and changes are made to the programmes as a result. For example, broadband internet connections have been introduced on the computers in response to learners' comments.

27. Internal verification is not satisfactory. No internal verification plan is in place, and assessment and learners' portfolios have not been internally verified since WTS changed its arrangements with its subcontractor. This area was found to be satisfactory at the previous inspection.

28. Assessment of off-the-job training is not adequately co-ordinated. No plan is in place that matches the completion of requirements for each NVQ unit with assessment periods at WTS.

29. Arrangements for the quality assurance of subcontracted provision have not been finalised. No formal contract has been completed. This was identified at the previous inspection. Agreement to observe off-the-job training delivered by the subcontractor has very recently been reached, but not yet implemented.

30. The self-assessment report was completed a few days before the reinspection. The process of self-assessment was satisfactory. The report's grades for leadership and management matched those given by inspectors. However, the report did not take sufficient account of the effect of current weaknesses in the quality assurance of the engineering programmes.

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

### **Leadership and management**

#### **Strengths**

- good staff development
- good use of feedback from learners and employers

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### **Weaknesses**

- inadequate strategic and business planning
- weak management of training
- weaknesses in quality assurance
- no strategy to promote equality of opportunity

### **Engineering, technology & manufacturing**

#### **Strengths**

- good achievement rates
- good work placements
- very effective practical assessment in the workplace

#### **Weaknesses**

- poor co-ordination of on- and off-the-job training and assessment
- narrow range of off-the-job training methods
- unsatisfactory quality assurance

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

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

#### **Strengths**

- good staff development
- good use of feedback from learners and employers

#### **Weaknesses**

- inadequate strategic and business planning
- weak management of training
- weaknesses in quality assurance
- no strategy to promote equality of opportunity

31. Staff training is good and is a priority at WTS. Training plans for individual staff members include target dates and costs for each course. These plans are implemented to meet the training and development needs of both full- and part-time employees. Staff also benefit from training that does not lead to qualifications, but that helps them in their work. This training includes external one-day courses, part-time study and workshops to update staff on aspects of learning. Staff who are already well qualified and experienced are encouraged to widen their skills. Staff are trained to identify and meet additional learning needs, such as dyslexia and literacy skills support requirements.

32. Resources for learning are satisfactory. Most assessors are knowledgeable and very experienced. Improvements have been made to several important aspects of the WTS site for the benefit of all learners, including those who attend for off-the-job training. WTS has bought new computers and provides broadband internet access. Learners enjoy working in, and borrowing books and learning materials from, the newly reorganised library. Staff are able to obtain additional items that they need in order to improve training.

33. Learners receive satisfactory literacy, numeracy and language skills support, and an initial assessment for key skills. No modern apprentices have been identified as needing additional support, but support for key skills is provided if needs become apparent during the programme. WTS has adequate resources to assist any learner who needs additional support.

34. WTS is not given clear direction through strategic objectives, business plans and performance targets. The services provided by WTS contribute to important aspects of Waverley Borough Council's corporate vision, aims and objectives. Council staff monitor

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WTS's financial performance against budget each month, informing the council's senior management group of any significant variances. However, apart from financial monitoring, there has been little involvement or promotion of WTS's services by the council. WTS has few full-time staff, and management time has been reduced by one full-time post over the past year. The previous manager of WTS, who left three weeks before the reinspection, did not receive performance appraisals. No business plan is in use for the current year. A start has been made on drafting a business plan for 2003-06. This draft is less than half completed. It contains little quantifiable data and few targets.

35. Management of training continues to be a weakness. WTS's performance in the 2002-03 contract year fell well below the participation targets agreed with the LSC. The local LSC has placed WTS in the 'serious concerns' category in relation to these poor participation rates, and targets have been reduced. Achievement and retention rates on modern apprenticeship programmes across WTS are not satisfactory. For example, none of the 46 starters on foundation modern apprenticeship programmes in horticulture between 1999 and 2002 has completed a full framework, although 19 have found employment. Since 1999-2000, across all NVQ and modern apprenticeship programmes, only 10 per cent of learners have achieved all elements of their programmes. Retention rates on these programmes have declined from 55 per cent in 2000-01 to 15 per cent in 2002-03. Changes made to the subcontracted provision in engineering are not satisfactory, and the implications of the changes for learners have not been adequately considered. The arrangements for horticulture have similarly been unsatisfactory, as acknowledged by WTS in its self-assessment report.

36. WTS has made some improvements since the previous inspection. For example, arrangements for staff meetings have improved and all staff now attend a monthly meeting, with a standard agenda. Much useful information on training is shared, issues are raised and discussed, and actions are agreed. However, the performance of WTS against target figures set by the LSC is not discussed at these meetings. Management information systems have improved since the previous inspection, and WTS has a new system in place which is able to generate useful information. However, the system is very new and, as yet, is not effectively used for monitoring or planning purposes.

### **Equality of opportunity**

### **Contributory grade 4**

37. WTS has improved access for wheelchair users, which was identified as poor at the previous inspection. The main building is now accessible by a ramp, and the library and computer facilities are accessible on the ground floor. The annexe is fully accessible with an adapted toilet facility.

38. WTS positively welcomes applications from learners from disadvantaged backgrounds. As well as being a subcontractor for E2E, WTS runs a successful programme for local school children between 14 and 16 years of age who can benefit from time away from school. Work-based learners can, and do, progress from the foundation programmes to modern apprenticeships. Three members of staff have certificates in dyslexia and literacy and numeracy skills support, and one is currently completing their certificate. WTS has improved its complaints procedures, which are

now fully completed by staff. Learners are informed of these procedures at their induction. Employers are asked whether they have an equal opportunities policy when the modern apprenticeships are being established, and a copy is kept on file at WTS.

39. Staff have received some equality of opportunity training since the previous inspection, with all employees attending a one-day introduction to equality of opportunity provided by the council. However, this training related to their roles as employees, did not focus on their role as trainers and did not cover issues relating to the most recent equality legislation. The manager attended an accredited event on equality and diversity shortly before she left. It is not clear how effective this training has been in relation to the experience of learners on the modern apprenticeship programmes.

40. The staff treat learners with respect and support them well. However, staff members do not actively promote issues relating to equality and diversity. No strategy exists to promote equality of opportunity. A brief equal opportunities statement and a disability statement are used during the learners' induction, and displayed on the walls of the training rooms, but learners receive no further training during their modern apprenticeship. The introduction provided at induction is superficial, and does not ensure that learners have a full understanding of their rights and responsibilities as learners and employees. Bullying and harassment are not clearly defined or explained to modern apprentices. The monthly staff meetings include equality of opportunity as an agenda item. However, no equality issues have been raised or discussed over the past year, apart from a reference to the staff training events. Discussions about how staff could better work with learners to promote equality of opportunity have not taken place. A procedure was introduced shortly before the reinspection, whereby learners are asked about equality of opportunity at every progress review, but most engineering learners have no clear understanding of what equality of opportunity means.

41. WTS's equal opportunities policy remains inadequate, having been identified as a weakness at the previous inspection. The policy has not been updated and is extremely brief. It states that learners will receive specific training on equality of opportunity during their programme, but this does not happen on modern apprenticeship programmes. Neither WTS's equal opportunities policy nor its equal opportunities statement reflect recent legislation. Waverley Borough Council has been slow to implement the requirements of the Race Relations (Amendment) Act 2000, and its equality policy is still in draft. Steps have been taken to ensure compliance with the Disability Discrimination Act 1995 in relation to public buildings, but this is not reflected in WTS's policies which do not refer to making 'reasonable adjustments' for learners. The council has not ensured that WTS conforms to recent legislative requirements. Learners' data are collected in respect of race, gender and disability, but insufficient formal analysis and action-planning has resulted. No system exists to monitor and analyse learners' data from application to destination. All the current learners are white. WTS has no formal policy to find out why applicants from minority ethnic backgrounds do not start on the programmes. There were three such applicants in the past year. No formal strategy exists to meet the equality and diversity participation targets set by the local LSC. However, some action has been taken to remedy both the drop in participation rates and to meet the targets set by the local LSC. These include two-monthly visits to local

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schools to market the provision, and the production of a new prospectus which emphasises WTS's provision for young people from disadvantaged backgrounds. It is too soon to assess the effect of these actions in terms of recruitment.

### Quality assurance

### Contributory grade 4

42. Good use is made of the views of learners and employers. Learners' views are obtained at several stages of their programme through questionnaires, frequent progress reviews and regular feedback meetings. This information is used to implement improvements such as the introduction of broadband internet connections for learners' computers. Employers' views are collected also, through workplace visits, two-monthly surveys and meetings held at WTS. WTS has very recently introduced monthly meetings with the subcontractor to discuss issues and improvements related to off-the-job training. These meetings have yet to resolve all of the weaknesses in the arrangements.

43. The self-assessment report, produced shortly before the reinspection, is satisfactory overall. The report does not fully identify weaknesses in engineering provision, and gives the area of learning a better grade than that given at reinspection. However, the report's grade for leadership and management matched that given by the inspectors. WTS's self-assessment processes are satisfactory. All staff were asked to read the draft of the recent report and make comments. The post-inspection development plan includes key actions to rectify all weaknesses identified in the previous inspection, with target dates. A good start has been made on many weaknesses, but actions in some of the more complex areas, such as management and quality assurance, have not yet been effectively implemented.

44. Weaknesses in assuring the quality of the provision remain. No member of staff has sole responsibility for ensuring that quality assurance is effective. WTS has a manual of policies and procedures, but these are not updated and some are inaccurate. This was identified at the previous inspection. However, internal audits of learners' files and other records are now regularly carried out and corrective action is taken. Learners' individual learning plans are not updated, and contain inaccurate information about them. A separate handbook for trainer/assessors contains satisfactory guidance on the assessment, progress review and internal verification processes. Internal verification is not satisfactory. WTS does not have a current internal verification plan for engineering modern apprenticeships. No internal verification has been carried out in engineering since changes were made in WTS's arrangements with the subcontractor. Internal verification standards are not consistent across the other areas of learning not covered by the inspection. For example, internal verification in business administration is planned well, with detailed records of observations and feedback to assessors, but in horticulture insufficient internal verification takes place. A system of observation of the off-the-job training delivered by the subcontractor has very recently been agreed with the college, but has not yet been implemented. No completed and up-to-date written agreements or formal contracts exist with subcontractors, setting out respective responsibilities and accountabilities.

## AREAS OF LEARNING

### Engineering, technology & manufacturing

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	9	3

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

#### Strengths

- good achievement rates
- good work placements
- very effective practical assessment in the workplace

#### Weaknesses

- poor co-ordination of on- and off-the-job training and assessment
- narrow range of off-the-job training methods
- unsatisfactory quality assurance

### Achievement and standards

45. Achievement rates are good on engineering programmes. Since 1999-2000, 20 learners have started advanced modern apprenticeships. Six of these learners have successfully completed their framework qualifications within their planned training period, a 62 per cent achievement rate. Eight learners are still in training and progressing well. All have successfully achieved their level 2 NVQ and six have achieved their key skills qualification. This strength was identified in the previous inspection and has been maintained. Retention rates are satisfactory at 70 per cent.

### Quality of education and training

46. Learners benefit from good work placements. Through its good links with local employers, WTS carefully selects employers that demonstrate a good commitment to training. Most learners are still with the same employers as at the time of the previous inspection. All employers closely supervise learners or assign them a mentor. Mentors and workplace supervisors provide good training and prepare learners thoroughly for their practical assignments. Employers provide a wide range of training and assessment opportunities, which allows learners to generate a variety of evidence to meet the requirements of the modern apprenticeship programmes. Most employers organise additional training courses either in the workplace or at manufacturers' training centres. Resources in the workplace are particularly good. Most employers' premises are large car dealerships equipped with the latest technical equipment. Other employers are well



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equipped to meet the training and assessment requirements of the level 3 NVQ. Training and assessment staff are appropriately experienced and qualified.

47. WTS has maintained the good practice in work-based assessment identified at the previous inspection. Assessment in the workplace is well managed and effective. Learners and employers have a clear understanding of the assessment process and of learners' progress towards achieving their NVQs. All practical assessments involve observation in the workplace, either by direct observation by WTS's assessor, or by workplace supervisors or mentors who observe learners and sign their job cards when a task has been competently completed. Work-based assessors have a good understanding of the assessment procedures and standards required. Records of assessment are well designed and carefully documented. Learners keep assessment progress records in their portfolios, and regularly update them. WTS has recently introduced an assessment chart for employers to use to organise work that provides assessment opportunities for the learner, and which also informs the employer of the learners' progress.

48. Learners receive satisfactory support. Frequent and effective progress reviews are held, involving learners and workplace supervisors. Progress is discussed and training and assessment targets are agreed and set. Pastoral learner reviews also takes place every eight weeks. The review is used to establish whether learners are satisfied with the training they are receiving, and lets them discuss and plan any personal development needs. However, individual learning plans are not adequately maintained. They do not contain up-to-date records of learners' progress towards their qualifications. Some individual learning plans are not accurate, with incorrect details of qualifications and key skill levels. The correct employer has not signed the agreement on one plan. Better updating of individual learning plans was identified at the previous inspection, under other improvements needed. Induction is satisfactory, but does not contain sufficient information and training about equality of opportunity.

49. Learners receive satisfactory individual additional support. Two learners, who had not been identified as needing support in the initial assessment, were experiencing difficulties with key skills. They attend WTS for individual support, and are progressing well. Another learner, who found it very difficult to understand and complete his portfolio, also receives individual support and is making good progress. However, learners' support requirements and progress are not recorded in the learners' individual learning plans.

50. Co-ordination of the on- and off-the-job training is weak. Employers have no awareness of what is being taught, and cannot support the background knowledge with relevant practical training. The subcontracted college delivers off-the-job training and WTS tests the learners' background knowledge. However, WTS does not have centre approval to conduct these tests, and learners currently cannot make any further progress.

51. The range of off-the-job training methods used is narrow, and insufficient practical training is delivered. Learners have had little practical training while on their off-the-job



training, in most cases for several years. Training workshops and specialist equipment at the college are new and good quality. However, WTS's learners have not used these facilities. The training for background knowledge is satisfactory. The trainer has good knowledge of the subject, but learners are not sufficiently involved and their understanding of background knowledge is not always adequately checked.

## **Leadership and management**

52. WTS frequently holds meetings with employers and learners to discuss progress and plan for future training requirements. WTS has recently started holding monthly meetings with the local college. However, the arrangements for the delivery and assessment of the background knowledge of learners attending off-the-job training have been changed since the previous inspection, and significant weaknesses now exist in quality assurance. Insufficient planning has been done to co-ordinate learning and assessment. No plan exists to match the completion of requirements for each NVQ unit to assessment periods at WTS, and there are no plans to provide support for learners who fail an assessment. WTS has not yet gained centre approval to conduct these tests. No internal verification plan is in place, and there has been no internal verification of the assessor, the learner's evidence or portfolios since this new arrangement began. WTS is negotiating arrangements with the college to observe the training. The self-assessment report did not identify these weaknesses.

53. Promotion of equal opportunities in the workplace is poor. WTS checks that employers have an equal opportunities policy. However, employers could not recollect discussing equality of opportunity with WTS. Learners' understanding of equality issues is poor. One employer and one learner have a good understanding as both recently completed an equal opportunities course at their workplace. Learners have opportunities to progress. For example, one learner who started at WTS on a Life Skills programme progressed to the level 2 NVQ and is now nearing completion of his full advanced modern apprenticeship. Two other learners who started on foundation programmes have progressed to foundation and advanced modern apprenticeships.