

# INSPECTION REPORT

## **The Reynolds Group Limited**

**27 May 2003**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas 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 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
- **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

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.

# **INSPECTION REPORT**

## **The Reynolds Group Limited**

### **Contents**

#### **Summary**

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Grades	2
Key findings	3
What learners like about The Reynolds Group Limited	7
What learners think The Reynolds Group Limited could improve	7
Key challenges for The Reynolds Group Limited	8

#### **Detailed inspection findings**

Leadership and management	9
Equality of opportunity	10
Quality assurance	11
Hospitality, sport, leisure & travel	12
Visual & performing arts & media	16

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. The Reynolds Group Limited comprises four companies, three of which deal with commercial ventures, and Reynolds College which provides work-based learning programmes. Of the two managing directors of the company, one is the principal of Reynolds College. The principal has overall responsibility for the operational management of the training, including curriculum development, delivery, quality assurance and learner support. There is a member of staff who assists the principal and is responsible for the co-ordination of the curriculum, and another who has welfare responsibilities for learners. There are eight members of staff employed directly by Reynolds College. A number of part-time, self-employed teachers are contracted for specialist performing arts training.
2. Reynolds College has been involved in national vocational qualification (NVQ) training since 1999 and became a training provider in April 2001 when it secured a contract with London East Learning and Skills Council (LSC). It provides foundation modern apprenticeships in exercise and fitness, and advanced modern apprenticeships in performing arts. All learners have access to further associated qualifications in gym, aerobic and dance instruction.
3. Reynolds College is based in Dartford, Kent. It recruits learners from local areas as well as nationally, and currently has a waiting list of learners. Some learners live away from their home areas during their learning programme and find local accommodation with host families or share private housing. The proportion of school leavers in Kent achieving five or more general certificates of secondary education (GCSEs) at grade C or above in 2001 was 52.4 per cent, compared with the national average of 47.9 per cent. The proportion of people from minority ethnic groups in Dartford is 4 per cent, compared with the national average of 6.2 per cent.

### SCOPE OF PROVISION

#### Hospitality, sport, leisure & travel

4. There are currently 12 foundation modern apprentices working towards NVQs in sport and recreation, and operational services. Recruitment of learners is by direct application from advertisements placed in local and national newspapers, local schools, and specialist industry newspapers. While all learners are funded for the operational services learning programme, all learners can work towards optional units in exercise to music and gym instruction. In their second year learners progress onto the advanced modern apprenticeship in performing arts. Learners do not have employed status and attend the college on a full-time basis. All learners receive an induction that covers the content of the learning programme, equal opportunities and health and safety. All training takes place at the college by Reynolds College staff and a range of performing arts technical experts who visit the college for specialist courses and master classes.

## Visual & performing arts & media

5. There are currently 39 advanced modern apprentices on a two-year course working towards NVQs in arts and entertainment. Learners are required to complete an NVQ at level 3 in arts development and teaching and key skills at level 2 in application of number, communication, information technology (IT), and improving learning and performance, to achieve the full modern apprenticeship framework. Learners can also work towards additional relevant qualifications. There is currently no technical certificate available. Work placements are provided on site. Learners are employed by Reynolds College as freelance staff to teach workshops and are supervised by senior staff. Learners attend for between 25-33 hours a week, depending on the number of additional qualifications and subjects they are studying. Learners can also attend unsupervised rehearsals outside the planned timetable.

## ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	20
Number of learner interviews	29
Number of staff interviews	15
Number of locations/sites/learning centres visited	4

## OVERALL JUDGEMENT

6. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management is satisfactory. Equality of opportunity is good and the quality assurance arrangements are satisfactory. The quality of work-based learning in performing arts is good but is very weak in exercise and fitness.

## GRADES

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

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

<b>Hospitality, sport, leisure &amp; travel</b>	<b>5</b>
Contributory grades:	
Work-based learning for young people	5

Visual & performing arts & media	2
Contributory grades:	
Work-based learning for young people	2

## KEY FINDINGS

### Achievement and standards

7. **Achievement rates are poor for hospitality, sports, leisure and travel.** Of those learners who started in 2001-02, only 22 per cent have achieved the full modern apprenticeship framework. However, 70 per cent of these learners did achieve their NVQ at level 2. The retention rate for 2001-02 was 69 per cent. Ninety-two per cent of those who started in September 2002 are still in training. Learners are making slow progress towards their qualification and have not yet begun their technical certificate and wider key skills units. Learners' portfolios are generally well organised, but do not adequately demonstrate learners' competence or understanding. Learners have good practical skills in exercise to music.

8. **Most learners are making good progress in visual and performing arts.** Currently 54 per cent of learners have achieved two or more of the mandatory NVQ units. The retention rate is 98 per cent. Learners demonstrate good background knowledge in dance and teaching-related skills and achieve high standards in practical performance of music and dance.

### Quality of education and training

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	2	0	0	0	2
Visual & performing arts & media	2	3	1	4	0	0	0	10
<b>Total</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

9. **There is very good teaching and learning for performing arts learners.** Lessons are well planned and learning is regularly reinforced.

10. **There are a wide range of additional qualifications offered to learners on both the performing arts and the exercise and fitness learning programmes.** Staff clearly understand the needs of the industry and the skills required. The range of additional lessons and qualifications improves learners' career prospects.

11. **Learners develop very good vocational skills in music and dance.** Learners are set and achieve difficult routines, movement and songs for show performances to a professional level.

12. **All learners receive good individual support.** The provider has a welfare officer who supports learners well in relation to personal issues. There is good support for those learners living away from home. Tutors provide many individual sessions with learners and support them in both personal and study issues.

13. **Tutors are particularly well qualified with extensive industrial experience from the performing arts industry.** Many of the tutors, particularly the self-employed, part-time tutors, are well known within the industry.

14. **Assessment practices are poor for learners on the exercise and fitness learning programme.** No assessments take place in real work settings. There is an over-reliance on simulated exercises and inadequate witness testimonies as evidence towards NVQ units. Some evidence does not adequately cover the range required.

15. **Key skills training is inadequate.** Key skills training is not well planned for the exercise and fitness learning programmes. IT key skills have not yet been introduced for the current learners on both performing arts and exercise and fitness learning programmes.

16. **Individual learning plans for the exercise and fitness learners are not used effectively.** They do not contain details about additional qualifications, or the full requirements of the modern apprenticeship framework. They do not have any short-term targets. Target dates for the completion of NVQ units are not individualised, but are generally linked to funding dates.

17. **There is insufficient focus on NVQ progress in learners' reviews for those learners on the exercise and fitness programme.** Although there are frequent review meetings with the learner, there are few references recorded on progression of NVQs, key skills, technical certificates or skills components.

18. **Target-setting in reviews is not sufficient for all learners** There are no clear targets for elements of NVQ units and no interim goals or dates are planned for the next period of training.

### Leadership and management

19. **There is a clear staff development plan and good arrangements for staff training** which is based on the needs of the learners and the company. Staff development opportunities are identified through the staff appraisal system. Staff meetings are used to circulate information to all staff. Although this forum has been used to circulate information relating to equality of opportunity, there has been no formal training for all staff to date.

20. **There is good promotion of equality of opportunity to staff, learners and potential learners.** There are clear equal opportunities, disability, complaints and grievance policies with examples and practices of how they are implemented. The latest prospectus contains positive images of under-represented groups. All staff meetings



make effective use of the equality of opportunity standard agenda item to discuss relevant issues. The company provides scholarships for learners who are unable to afford the additional range of lessons that are on offer.

**21. There are strong links with the local community.** Learners perform shows in the schools and arrangements are made for school pupils to attend the provider for work experience. Links with special needs schools and minority ethnic dance groups are also well established.

**22. Managers do not focus on modern apprenticeship framework achievement by learners.** Many learners achieve their NVQ but not key skills. Not enough discussion on framework achievement takes place between staff. There is no target-setting for rectifying the issues around poor framework achievement in the business or development plan. There is no mention of the modern apprenticeship framework in the new prospectus.

**23. There is ineffective analysis and use of data to improve standards** The provider collects data on gender, ethnicity, and additional learning needs for example, but does not use these data to analyse the trends or to produce reports to inform future planning.

**24.** There is insufficient formal evaluation of teaching, training and learning. There is no system in place to formally observe teaching or to report back to, and inform tutors and managers of, the standard of tuition.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- good arrangements for staff development and training
- good promotion of equality of opportunity
- strong links with the local community
- good awareness of equality of opportunity by learners

### **Weaknesses**

- insufficient emphasis on framework achievement by managers
- ineffective analysis of data
- insufficient formal evaluation of teaching, training and learning

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good additional qualifications to develop specialist skills and increase employability
- good pastoral care

### **Weaknesses**

- poor framework achievement
- inadequate provision of key skills training
- poor assessment practices
- ineffective use of individual learning plans
- insufficient focus on NVQ progress in learners' reviews

## **Visual & performing arts & media**

### **Strengths**

- very good vocational skills in music and dance
- particularly well-qualified tutors with extensive industrial experience
- very good teaching and learning
- wide range of additional qualifications to improve learners' employability
- good individual learner support

### **Weaknesses**

- insufficient target-setting in progress reviews

## **WHAT LEARNERS LIKE ABOUT THE REYNOLDS GROUP LIMITED:**

- Training is good
- the nice atmosphere during the training sessions
- the good working relationships and communications between staff and learners
- being able to gain skills and qualifications that improve career prospects
- being involved in shows
- free use of the commercial gym
- use of the recording studio

## **WHAT LEARNERS THINK THE REYNOLDS GROUP LIMITED COULD IMPROVE:**

- the cramped facilities
- the facilities for changing
- the social areas
- the timetabling of the learning sessions

## **KEY CHALLENGES FOR THE REYNOLDS GROUP LIMITED:**

- to improve framework achievement
- to improve target-setting towards achievement of qualifications
- to develop training in IT key skills
- to ensure effective use and analysis of data
- to ensure better monitoring of tutors' performance
- to improve the assessment of the exercise and fitness learning programme

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

*The following strengths and weaknesses were identified during this inspection:*

#### **Strengths**

- good arrangements for staff development and training
- good promotion of equality of opportunity
- strong links with the local community
- good awareness of equality of opportunity by learners

#### **Weaknesses**

- insufficient emphasis on framework achievement by managers
- ineffective analysis of data
- insufficient formal evaluation of teaching, training and learning

25. There are good arrangements for staff development. The clear and appropriately detailed staff development plan is based on the needs of the provider and learners, the regular staff appraisal system, and the individual learning needs of staff. The plan is reviewed annually and updated throughout the year. The plan covers qualifications, courses attended and to be attended, target dates for completion, and the manager responsible for arranging the training. The range of staff development is good and meets the needs of learners and the provider. It includes training for assessment and verification, health and safety, improving vocational skills, and teaching and management. Each member of staff has induction training. Most staff complete training evaluation forms which managers use to assess the effectiveness of the training. Staff meetings are also used where appropriate to provide information from training events to other members of staff. Although the training and development plan covers equal opportunities, staff are still waiting to receive formal training in this area.

26. Management of resources is effective. There are budgetary arrangements to allocate resources. Learners have access to a range of satisfactory equipment and accommodation. However, there are not enough computers for learners to use. Most staff are appropriately qualified and have relevant experience. The range of experience of part-time staff in performing arts is particularly good. In September 2003, the provider is moving to more appropriate accommodation

27. There is satisfactory provision of support for those who have additional literacy, numeracy and language skills needs. All learners are assessed to establish if they require additional support. Those learners who are identified as needing additional help are provided with literacy, numeracy and language skills support. However, no reports are produced on the effectiveness of this support.

28. There is insufficient emphasis on framework achievement by managers. Although most learners reach the end of their learning programme and many achieve an NVQ, many have not achieved a key skills award or completed the full framework. There is not enough discussion on framework or NVQ achievement and retention, or on the provision of learning during staff and assessor meetings. How to resolve the issue of low framework achievement is not covered in the business plan or the business development plan. The self-assessment report does not record this as a weakness. The prospectus used for the recruitment of learners does not mention modern apprenticeship frameworks. The setting of targets for retention and achievement has only recently been introduced and does not cover retention and progression. There is insufficient setting of targets during progress reviews.

29. There is ineffective analysis and use of data to improve provision. The provider has a useful computerised system to collect and provide information on learners and their performance. This includes data on gender, ethnicity, additional learning requirements, starts, withdrawals, progress, and achievement of qualifications and frameworks. These data are not analysed to produce reports for the provider, or for each area of learning on the achievement and retention rates and trends for the NVQ, other vocational qualifications, and the modern apprenticeship framework.

### **Equality of opportunity**

### **Contributory grade 2**

30. There is a clear equal opportunities policy, disability statement, and complaints and grievance policy and procedure. These are used effectively. The disability statement is particularly good and contains full details of the provider's policy and procedures, which is aimed specifically at the learner. The new prospectus includes images of under-represented groups as well as a positive statement on equal opportunities. All staff meetings make effective use of the equal opportunity standard agenda item to discuss relevant issues. Full staff meetings are used to share information about equal opportunities.

31. The provider works well to recruit learners from minority ethnic groups and learners with learning difficulties and/or disabilities. There are strong links within the local community with local schools and the local business education partnership. Learners from the performing arts programme regularly perform pantomimes and other shows at local schools. Pupils from local schools attend Reynolds College for work experience. One young person with a learning disability is on work experience for one day a week. Links with a local minority ethnic dance group enabled learners to work on a joint project culminating in a music and dance performance. There are two learners from minority ethnic groups due to enrol in the next academic year. Scholarships are provided for learners who are unable to pay for additional lessons outside of the main programme offered.

32. Learners have a good understanding of equal opportunities issues. All learners receive equal opportunities awareness training during induction. There is good monitoring and reinforcement during progress reviews. Effective, innovative, drama workshops are used to further reinforce equal opportunities issues for learners.

33. There is no access for learners with restricted mobility, however, the college is moving to new, accessible accommodation in September. This is currently being refurbished to include an adapted toilet and shower facilities on the ground floor. Access to the commercial gym and some of the training studios is also being built.

## Quality assurance

## Contributory grade 3

34. There is a set of appropriate arrangements for quality assurance including, a quality assurance policy and guidelines, a learner charter, assessment and verification procedures, a self-assessment process, the collection of the views of learners and policies and procedures for training learners and activities which support learners. These arrangements have been particularly effective in providing performing arts learners with high standards of tuition, maintaining high levels of retention, and the achievement of the NVQ two thirds of learners who start a modern apprenticeship programme. However, quality assurance is not effective for learners on the exercise and fitness programme raising the level of successful completion of framework, and for the achievement of the key skills award.

35. Written procedures for internal verification are clearly set out, but operationally internal verification is only effective in the performing arts learning programme. There is an internal verification policy and procedures for verification and assessment. The provider prepares verification sampling plans. Verification is based on observation of assessments and monitoring of learners' portfolios of evidence. Verbal and written feedback is given to assessors following internal verification. Internal verifiers hold meetings with assessors to discuss issues relating to internal verification, including consistency of standards. Assessors meetings are used to provide training and updates from the awarding bodies on verification. However, verification processes did not pick up poor assessment arrangements in exercise and fitness.

36. There is insufficient formal evaluation of teaching, learning and training. There is a system of evaluating learners relating to the standard of teaching. It has no formal arrangements to evaluate the effectiveness of the teaching and learning. Apart from the summary of the views of learners, it does not produce written reports to inform teachers and managers of the standard of tuition. The provider has identified this as an issue and has developed a teaching observation scheme, but this was not in place at the time of the inspection.

37. Inspectors agreed with many of the judgements identified in the self-assessment report, but found additional strengths and weaknesses. The self-assessment report action plan is clear and identifies actions to resolve weaknesses and maintain strengths. The self-assessment process takes account of the views of learners. Staff contributed to the self-assessment process through preparing strengths and weaknesses for the areas which they are responsible for, meetings, and consultations on the drafts of the self-assessment report. The self-assessment report used for this inspection was the second produced by the provider.

## AREAS OF LEARNING

### Hospitality, sport, leisure & travel

Grade 5

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	12	5

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- good additional qualifications to develop specialist skills and increase employability
- good pastoral care

#### Weaknesses

- poor framework achievement
- inadequate provision of key skills training
- poor assessment practices
- ineffective use of individual learning plans
- insufficient focus on NVQ progress in learners' reviews

### Achievement and standards

38. Learners demonstrate good practical skills in exercise to music. However, there is inadequate application of technical and anatomical knowledge by some learners to free-weight exercises in gym instruction. Learners' portfolios are generally well organised and include a range of supplementary evidence, which demonstrates learner's knowledge, understanding and occupational skills development. However, the portfolios do not include sufficient assessment evidence to confirm occupational competence.

39. There is poor achievement of foundation modern apprenticeship frameworks, a weakness identified in the self-assessment report. Of those learners who started in 2001-02, only 22 per cent achieved the targets on their individual learning plans. However, 70 per cent of these learners achieved an NVQ at level 2. The retention rate in 2001-02 was 69 per cent. Of the 13 learners who started in September 2002, 12 are still in training. In 2001-02, only 22 per cent of learners achieved their key skill certificate.

40. Foundation modern apprentices are making slow progress towards their qualification. For example, all learners have been on programme for eight months and have only completed one NVQ unit. Some learners who started their foundation modern apprenticeship in 2001 have yet to achieve their full framework, and have since moved onto an advanced modern apprenticeship in performing arts. Some learners have not started work on their technical certificate and key skills units.



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

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)																
	2002-03		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	13		45						4							
Retained*	0		30	67					4	100						
Successfully completed	0		10	22					0	0						
Still in learning	12		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

## Quality of education and training

41. Learners are offered a wide range of additional modules which they learn alongside the performing arts learners. The additional modules are appropriate industry qualifications and are offered at different levels. These qualifications include teaching dance in modern, ballet and tap, first aid, aqua aerobics, circuits, step and pre- and post-natal exercise. These awards and qualifications provide additional relevant technical knowledge and skills. Learners are able to specialise in specific occupational contexts such as exercise to music or gym and dance instruction for adults and children. These additional qualifications improve learners' employment prospects.

42. Pastoral care is good and learners make good use of the support. There is a qualified welfare officer who provides support for learners with personal problems. Assistance is provided for learners moving to the area by helping to organise and monitor the suitability of potential landlords. Tutors meet learners regularly both formally and informally to discuss personal and study issues. There are termly individual evaluations by learners covering all aspects of the learning programme and personal development. Feedback is provided to individual learners about the concerns raised. Individual support sessions are arranged to tackle any problems raised. The managing director follows up all actions with learners to ensure any issues have been adequately rectified.

43. Teaching and learning are satisfactory. Tutors have adequate lesson plans and schemes of work. Tutors demonstrate techniques effectively and explanations are clear. Learners are involved effectively through group teaching and evaluation exercises. Good use is made of question and answer sessions to highlight key points and monitor understanding. Tutors support learners well during practical work and correct poor technique. Tutors use an appropriate balance of instruction and practice to ensure that background knowledge is applied through practical tasks. In some lessons, the work is not at a suitable level for the more able learners. There is insufficient reference to the NVQ unit requirements.

44. There are satisfactory specialist resources for gym and exercise to music. Some classroom facilities for background knowledge sessions are not appropriate, such as the local working men's club. This has no standard classroom resources and lessons are interrupted with noise and interruptions from others who use the facility. Tutors teaching in the fitness studio during the day face similar problems. The noise from the exercise machines and the music, together with members training in close proximity, distracts learners.

45. There are satisfactory arrangements for learners to receive additional literacy and numeracy support. Assessments take place during induction to identify learners needing additional support. However, key skills training is not planned well or adequately assessed, a weakness identified in the self-assessment report. Learners do not understand the key skill requirements for the foundation modern apprenticeship framework, in particular the wider key skills. Staff do not fully understand how to assess key skills and there is no integration of key skills assessment with the NVQ assessment. Staff do not know what key skill levels learners should follow to fulfil the framework requirements. There is no evidence in portfolios of key skills assessment being monitored and the wider key skills have not been identified as a requirement in the individual learning plans. IT key skills are not taught or assessed. There have, however, been improvements in the individual support offered to learners who have not achieved GCSEs at grades A-C in mathematics and English. These learners attend weekly key skills training sessions, work is individually planned and learners are able to work at their own pace with individual tutors' support.

46. There is no assessment in the workplace. Most assessment is carried out in a simulated working environment to generate evidence for NVQ units. Assessors sign off units in the portfolio when the evidence is inappropriate. Assessment planning is ineffective. All formal assessment takes place towards the end of the learning programme, but is still in a simulated working environment. Learners who are ready for assessment earlier are not assessed. Monitoring of learners' progress is ineffective. Assessment records do not clearly show the progress made by learners. Evidence presented for some NVQ units does not adequately cover the range or performance criteria. There is an over-reliance on witness testimony. Some witnesses have insufficient relevant experience and knowledge and some statements are not signed. There is no witness list to identify the accepted witnesses and their relevant expertise and knowledge. There is no formal recording of background knowledge questions and learners' responses in the assessment documentation. There is insufficient direct observation of learners' performance by assessors in the workplace.

47. The quality assurance of the assessment process is weak. There is an established internal verification system in place, which includes the policy, sampling strategy, verification documentation, and a cycle of assessor and standardisation meetings. All tutors, learners, and NVQ units are sampled. However, the system has not adequately tackled the over-reliance on simulated assessment and the total lack of work-based assessment evidence. Current assessment practices do not meet the requirements of the national standards for sport and recreation in operational services.

48. There is ineffective use of individual learning plans. Many plans do not contain sufficient information. Target dates for NVQ completion are the same for all learners and correspond with the LSC funding dates. The plans do not clearly outline the training that the learner will receive. The plans do not include all the mandatory requirements for the modern apprenticeship framework. Additional qualifications are not included. Some plans have not indicated the title of the modern apprenticeship framework being followed. The plans are not used as working documents and are not updated as learners progress. Plans are not routinely used when reviewing progress. Learners do not have copies of their learning plan in their portfolios.

49. Progress reviews are carried out every six weeks. When learners progress to the advanced modern apprenticeship, progress reviews are every twelve weeks. However, there are not enough references made to progress on the NVQ, key skills, technical certificate or industry skills components. Reviews focus more on performing arts and pastoral issues. NVQ units currently being worked on are not recorded. Staff do not set the learners sufficiently clear targets for the achievement of NVQ elements or units for the next period of their learning programme.

### **Leadership and management**

50. The management of training in exercise and fitness is ineffective. The NVQ qualification is not cross-referenced effectively to the learner's day-to-day activities. Assessment planning is ineffective and learners make slow progress. There has been inadequate action taken by managers to tackle the poor modern apprenticeship framework achievement. There has been no development or planning for the introduction of the technical certificate or the recognition of industry skills to enable learners to complete their full framework. Some staff have a poor understanding of the overall structure of the apprenticeship framework. Individual learning plans are not used effectively to drive the qualification and learner reviews are insufficiently focused on the progress being made by learners on the NVQ. Staff do not understand assessment and integration of key skills within the modern apprenticeship framework.

**Visual & performing arts & media****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	39	2

*The following strengths and weaknesses were identified during this inspection:*

**Strengths**

- very good vocational skills in music and dance
- particularly well-qualified tutors with extensive industrial experience
- very good teaching and learning
- wide range of additional qualifications to improve learners' employability
- good individual learner support

**Weaknesses**

- insufficient target-setting in progress reviews

**Achievement and standards**

51. Learners attain high standards of performance in music and dance and develop good vocational skills. They have a good knowledge of the theory of dance and the teaching of related skills. Learners perform complex melodic and rhythmical lines in music with confidence. They rehearse duets well and are confident in singing a range of melodies. All learners work effectively on their own in class and in unsupervised sessions when they rehearse dance technique and sequences. Learners are given and achieve difficult routines and songs for shows associated with professional theatre. For example, learners are currently learning West Side Story and clearly understand what they are required to do. They respond well to direction and ask relevant questions.

52. Attendance and punctuality are good. Since the learning programme started in September 2002, 98 per cent of learners are still attending. Learners' progress is recorded in their portfolios of evidence. Most learners are making good progress towards achieving their full framework. Of the current learners, 54 per cent are working towards two or more NVQ units of the five mandatory units.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2002-03															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	40															
Retained*	0															
Successfully completed	0															
Still in learning	39															

\*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

### Quality of education and training

53. There is very good teaching and learning. Tutors are well qualified up to degree level and above. All have relevant, current, industrial experience and have a clear understanding of the arts industry. Excellent use is made of specialist part-time tutors who bring current industry practice into the lessons. Most teaching is very good or better. Lesson plans are used well. In one lesson, a tutor used his own experience to help create realistic conditions for an audition. Learners respond well to tutors' instructions and interpret well the tasks and skills they are required to do. In one lesson learners were able to remember and perform a difficult new routine effectively.

54. Tutors clearly explain lessons, and reinforce learning effectively. They make good use of learners' own ideas and incorporate them effectively into the lesson. For example, one learner had a sore throat and the teacher used this to talk about health and safety issues, asking the class what they thought she could do, and advising her on how to cope with an audition under these circumstances.

55. Work placements are good. Learners are employed as freelance staff to run commercial workshop sessions at weekends and evenings. Learners take part in tours and performances in local schools and professional theatres. They are able to take a wide range of additional relevant qualifications in dance and music. The provider also has its own diploma and other relevant awards. Staff are aware of the flexible skill levels needed in the industry and these additional qualifications help to improve learners' employability.

56. There is very good learner support. Learners have self-appraisals similar to those they would expect to do as professionals. Useful discussions then take place with staff and are formally recorded to enable learners improve. Many learners can give examples of how staff deal with their problems. Learners are well supported in lessons. Tutors observe closely, take action when individuals need extra support and find effective ways

of assisting them. For example, setting routines and tasks for the rest of the class while helping individuals and involving the whole class in suggestions on how to solve an individual's problem.

57. There are satisfactory arrangements to assess learners' literacy and numeracy skills during induction. Learners' needs are appropriately identified and regular individual tuition is provided if necessary. The organisation has made a decision to concentrate on application of number and communication key skills. Key skills lessons in these two areas are provided each week where learners receive effective individual help and support. Learners use work books and are given suitable handouts to help them work on their own. However, no arrangements are currently in place for teaching or assessment of IT key skills.

58. There are three dance studios located on the provider's main site. These have appropriate flooring. They are equipped with audio for playing CDs and cassettes, the walls have barriers and floor to ceiling mirrors. There is good natural light and learners can observe their movement clearly in the mirrors. Studios are small for the number of learners in a class. This restricts the movement in some exercises, but tutors are aware of this and use the space well, dividing learners into groups. Rooms have boards and spaces to display notices. There are no rooms equipped with IT or similar technology for background knowledge training. Learning materials to support classes are excellent and relate directly to the learning activity. One tutor has produced a singing manual that contains the layout of the course, relevant exercises for warming up and the qualifications learners are aiming for. Two other sites located nearby are also used for classes. One of the sites is inappropriate for teaching, however, a new purpose-built performing arts centre is opening in September.

59. Progress reviews take place on a regular basis and cover the progress learners make on technical aspects of performance. Targets are not set for NVQ assessment and interim goals and dates are not planned. Pastoral issues are covered well as are issues relating to equality of opportunity. Learners are aware of which NVQ units they have achieved and this is recorded in their portfolios.

## **Leadership and management**

60. The course is well organised. Technical classes such as tap and jazz and additional qualifications are used well. The timetabling is clear. Learners are able to choose different routes through their qualification, while retaining the core elements of study needed to complete the main qualification. Learners have course representatives who feed back issues to the organisation through joint staff meetings. An example of a successful outcome from this process was the addition of floor to ceiling mirrors in one studio.

61. Learners have a clear understanding of how the course relates to their career aims. However, not all learners understand that they are all working towards a modern apprenticeship. They have clear vocational goals, which are reinforced by well-managed advice and guidance sessions, an in-house agency which assists learners into work, post-

course advice and guidance, and supervised sessions on audition preparation from experienced professionals. The course content and relevant support link clearly to the industry.

62. The curriculum has many interlinking components that together provide learners with the necessary skills for working in the industry. This is not clear in the prospectus or in the self assessment report. Many members of staff do not fully understand the modern apprenticeship or how technical classes relate to the framework. Internal verification is adequate and the verifier checks learners' assessments against the standards satisfactorily.