

# INSPECTION REPORT

## **Locomotivation Limited**

**26 September 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

## Locomotivation Limited

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Locomotivation Limited is a private training company based in Poole, Dorset. It was established in May 1999 as a company limited by guarantee. The company works with employers in the leisure industry throughout the West Country, including two national organisations. It offers advanced and foundation modern apprenticeships in hospitality, catering, sport and recreation, and customer service.
2. The senior management team comprises the two directors, a general operations manager, and a quality assurance manager. The two directors retain overall responsibility for strategy and development: one acting as managing director and the other responsible for finance. The general operations manager was appointed in March 2003 from within the existing team to take day-to-day responsibility for all aspects of the company's operations. In the past two years, Locomotivation Limited has expanded rapidly and employs 18 full-time staff.
3. Locomotivation Limited contracts with Bournemouth, Dorset and Poole, Somerset, and Devon and Cornwall Learning and Skills Councils (LSCs) and receives funding from them for providing work-based learning for young people in the regions. According to the 2001 census, the proportion of people in Southwest from minority ethnic groups is 2.3 per cent, compared with around 9.1 per cent in England.

### SCOPE OF PROVISION

#### **Retailing, customer service & transportation**

4. Locomotivation Limited has 15 advanced modern apprentices working towards national vocational qualifications (NVQs) at level 3 in customer service and 186 foundation modern apprentices working towards NVQs at level 2. All of the company's learners are employed in a variety of roles in hotels, holiday centres, and sports and leisure centres. Learners receive on-the-job training in the workplace and most of them receive off-the-job training from Locomotivation Limited and additional courses provided by their employers. Learners can join the training programme at any time of the year.

## Hospitality, sport, leisure & travel

5. Locomotivation Limited has 231 hospitality, sport, leisure and travel learners, of whom 72 are advanced modern apprentices and 159 are foundation modern apprentices. There are 148 foundation modern apprentices on sport and recreation training programmes and 11 foundation modern apprentices on hospitality and catering training programmes. Of the sport and recreation foundation modern apprentices, 79 are taking an NVQ in activity leadership at level 2, nine are taking an NVQ in coaching, teaching and instructing at level 2, and the rest are taking an NVQ in operational services at level 2. Of the sport and recreation advanced modern apprentices, 15 are taking an NVQ in coaching, teaching and instructing at level 3, one is taking an NVQ in operational services at level 4, and the rest are taking an NVQ in operations and development at level 3. The one hospitality and catering advanced modern apprentice is taking an NVQ in hospitality services at level 3. Of the foundation modern apprentices, one is taking an NVQ in bar service at level 2, one is taking an NVQ in food preparation at level 2, four are taking an NVQ in hospitality and catering at level 2, and five are taking an NVQ in reception at level 2.

6. As part of the modern apprenticeship requirements, all learners take key skills, technical certificates and additional occupational courses. Some learners are already employed when they start their training programme, while others are referred through Connexions, and Locomotivation Limited helps them to find work placements. Learners work throughout England in a wide variety of private and public facilities, including health clubs, activity centres, hotel leisure complexes, private trusts, holiday camps and local authority leisure centres. Employers and Locomotivation Limited provide training in the workplace and some learners attend training at Locomotivation Limited's training centre in Poole.

## ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	34
Number of learner interviews	46
Number of staff interviews	25
Number of employer interviews	29
Number of locations/sites/learning centres visited	1
Number of visits	26

## OVERALL JUDGEMENT

7. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, Locomotivation Limited's leadership and management are satisfactory. Its approach to equality of opportunity is satisfactory, but its quality assurance arrangements are unsatisfactory. The quality of work-based learning in retailing, customer service and transportation, and hospitality, sport, leisure and travel is satisfactory.

## GRADES

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

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

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

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

## KEY FINDINGS

### Achievement and standards

8. **Learners in hospitality, sport, leisure and travel are developing highly effective personal and occupational skills.** They demonstrate significant improvement in their self-confidence and ability to communicate effectively. There is some good progression from foundation to advanced modern apprenticeships and good achievement of a wide range of industry qualifications, although learners do not have the opportunity to gain high level key skills qualifications. In 2001-03, there was a significant growth in the recruitment of seasonal workers and retention and achievement rates and key skills achievement are poor. Most recently recruited learners are making satisfactory progress.

9. Learners in customer service are making satisfactory progress towards achieving their modern apprenticeship and are adequately prepared for effective work in customer service.

10. **The achievement and retention rates are poor on the advanced and foundation modern apprenticeships in customer care.** In 2002-03, the rate of achievement for foundation modern apprentices is 10 per cent. In 2002-03 there are no achievements on the advanced modern apprenticeship. The achievement and retention rates on both training programmes is significantly increasing and many learners have already achieved their NVQs and are awaiting results of key skills tests.

## Quality of education and training

11. **Learners in customer service are receiving good on-the-job training with structured plans and good off-the-job training on employers' premises.** Locomotivation Limited provides its learners with an extensive range of courses and workshops, and arranges additional courses for them. Learners on sports and recreation programmes are provided with good on-the-job training and support by their employers, who encourage them to shadow staff and learn a variety of valuable job role skills. Most employers have very good internal training programmes, but the planning of learning is not systematic and some of the learners experience difficulty in completing their units.

12. **Locomotivation Limited places its customer service learners with well-known employers who provide a good range of work experience.** To widen their experience, the employers encourage the learners to change job roles frequently. They provide them with time off to build their portfolios of evidence. Employers have experienced workplace supervisors and are keen for the learners to succeed. Resources for training and assessment are satisfactory. **There is a good range of training environments available on sports and recreation programmes** that allow the learners to develop their occupational skills to a good level. Training venues are of a high professional standard: modern and well equipped. Learners are also able to develop their information technology (IT) skills. Resources to support teaching and learning are good. Learners benefit from specialist training resources and well-qualified and experienced staff.

13. **Learners' progress reviews in customer service training programmes are effective and well prepared.** Assessors are available outside of normal working hours and at short notice. **In sport and recreation training, the progress review process is ineffective** and is usually assessor-led and employers are not always involved. Targets are set but they are often insufficiently thorough and are not always achievable in the given timescale.

14. **In customer service training, some learners are unable to achieve their qualifications without extensive simulation.** They do not have jobs with the required range and scope of duties, and their current role does not produce the necessary evidence to complete the standards. **In sports and recreation training, many learners demonstrate little understanding of the modern apprenticeship framework.**

15. **There is inadequate assessment of the learners' literacy, numeracy and language skills and additional learning requirements.** Individual learning plans do not take account of the learners' additional support needs.

## Leadership and management

16. Leadership and management are generally satisfactory. **Communication with employers is generally good** and the company has an open and inclusive management style, and staff are fully involved in discussions about the company and training programmes.



17. **Locomotivation Limited has good working relationships with external partners** and is involved in a number of diverse projects with its local LSC, Connexions and a local providers' network. It supports its local community through partnerships with higher education and the health service.

18. **There is good use of IT to guide and support the learners and staff.** A number of innovative projects have been identified that provide the learners with valuable advice about the sports and recreation industry and to support learners through e-learning. Collaborative projects have produced a learners' monitoring system and specialist software that allows the learners to devise suitable training programmes for some of their clients.

19. **Locomotivation Limited provides its staff with good support and development.** The company has a comprehensive staff training programme and appraisals are thorough and effective.

20. The self-assessment process is well established and is linked clearly to the planning process. Staff understand the importance of self-assessment and they feel they have real involvement in the self-assessment report. The company collects feedback from employers and learners, but does not use this consistently to help make improvements.

21. Equality of opportunity is satisfactory. Locomotivation Limited has a strong commitment to widening the participation in training of under-represented groups. There has been clear strategic direction from the company's senior management to provide training for seasonal workers and under-represented or targeted groups.

22. Internal verification is satisfactory.

23. **Locomotivation Limited's quality assurance arrangements are incomplete.** There is inadequate planning of training on sports and recreation courses and key skills training is not always integrated. The quality of the learners' experiences varies too much, with some learners receiving good support and reviews and making good progress while others do not.

24. The assessment and support of the learners' literacy, numeracy and language skills are not systematic. Locomotivation Limited recognises this and has recently joined a pilot programme to provide computer-based initial assessment.

25. **The company has not taken sufficient action to remedy low retention and achievement rates in sport and recreation training.**

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

## **Leadership and management**

### **Strengths**

- clear management with effective staff involvement
- good use of links with partner organisations to benefit the learners
- good staff development and support
- innovative use of IT to support and guide learners
- good initiatives to provide training and support for seasonal workers and local communities

### **Weaknesses**

- no systematic assessment or support of the learners' literacy, numeracy and language skills
- insufficient action to rectify the poor retention and achievement rates in sport and recreation
- incomplete quality assurance arrangements

## **Retailing, customer service & transportation**

### **Strengths**

- productive involvement by employers in the learning experience
- very good standard of training
- particularly good pastoral and training support for learners

### **Weaknesses**

- poor achievement and retention rates
- inappropriate training programmes for some advanced modern apprentices

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

### **Strengths**

- very effective development of the learners' personal and occupational skills
- good achievement of a wide range of industry qualifications
- some good teaching and learning resources
- good training environments
- very supportive employers

### **Weaknesses**

- poor retention and achievement rates on the modern apprenticeship
- inadequate initial assessment
- inadequate planning of training
- ineffective learners' progress review process

## **WHAT LEARNERS LIKE ABOUT LOCOMOTIVATION LIMITED:**

- learning while working
- the opportunity to gain qualifications and practical experiences in the industry
- regular and frequent visits by assessors
- good working relationships with staff - 'the personal touch and lots of support, much better than I got at school'
- studying when convenient to them and at their own pace
- developing personal skills and confidence
- learning new things and enjoying their training programmes
- the company subsidises other qualifications

## **WHAT LEARNERS THINK LOCOMOTIVATION LIMITED COULD IMPROVE:**

- the opportunity to finish qualifications within the season
- the choice of options
- the time available to complete the modern apprenticeship framework
- accreditation for previous experience
- key skills training - it needs to be more interesting
- the amount of menial and repetitive tasks needs reducing
- the amount of written work needs reducing
- the amount of shift work needs reducing
- time spent on off-the-job training
- time spent on spelling and answering questions
- the speed of progress in achieving qualifications

**KEY CHALLENGES FOR LOCOMOTIVATION LIMITED:**

- improve retention and achievement rates
- improve the quality assurance arrangements
- offer more effective support for literacy, numeracy and language skills
- use initial assessment more effectively to support the learners

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

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

#### Strengths

- clear management with effective staff involvement
- good use of links with partner organisations to benefit the learners
- good staff development and support
- innovative use of IT to support and guide learners
- good initiatives to provide training and support for seasonal workers and local communities

#### Weaknesses

- no systematic assessment or support of the learners' literacy, numeracy and language skills
- insufficient action to rectify the poor retention and achievement rates in sport and recreation
- incomplete quality assurance arrangements

26. All staff have a good understanding of the company's mission and values. The company has comprehensive arrangements for meetings to keep staff informed and updated and distributes agenda and minutes efficiently to all staff. Staff acquire significant knowledge of all aspects of the company at the quarterly awaydays, where they discuss strategy, self-assessment and development plans, and decide on priorities and actions. The company provides all staff with mobile telephones and ensures that they have access to laptops that the learners can also use during visits. The company has focus groups that develop and monitor aspects of its training provision, such as internal verification, equal opportunities and health and safety. Some of these focus groups produce informative newsletters.

27. Locomotivation Limited has good working relationships with external partners and agencies. It is working on a number of diverse projects with its local LSC, including sessions to share good practice with other training providers and working to support training for seasonal workers, who are under-represented on training programmes. The company is working closely with the Connexions service and schools to provide young people with realistic insights into the leisure industry and to guide them onto appropriate modern apprenticeships. The company is also involved in innovative projects to provide support for the community, including a partnership with higher education and the health service to improve the health of targeted groups and populations.

28. Locomotivation Limited provides its staff with good development and support. After recruitment, new training co-ordinators receive an extended period of mentoring from

more experienced staff. The company has a comprehensive learning plan that indicates its priorities. Tutors from within the company and from other organisations provide a wide range of sessions, including literacy, numeracy and language skills, working with those with disabilities, and internal verification. Staff appraisals are thorough and effective and staff are motivated by the opportunities that the company offers them. Staff have some targets to achieve, including starting assessor training within six months of recruitment.

29. Locomotivation Limited is highly effective in developing IT to support and guide its learners and staff. The company has developed an informative, interactive CD-ROM that Connexions also uses as part of the initial assessment process to help potential learners decide if a career in sport and recreation is suitable. Locomotivation Limited uses an effective monitoring system, that it developed with a partner organisation, to provide staff with information relating to assessment, verification and learners' progress. Shortly, the system will be accessible to all staff remotely. Some learners benefit from the use of in-house specialist software to identify training programmes for their clients who have been referred to exercise by a doctor. Locomotivation Limited has received funding recently from the local LSC for an e-learning project to support training remotely, and the company is also part of a pilot project for computer-based assessment of learners' literacy, numeracy and language skills. Recently, the company has introduced an online component of key skills training for its staff training.

30. Locomotivation Limited has satisfactory resources for training and assessment. The financial director is responsible for setting and monitoring the overall budget and the company is audited annually. Staff have reasonable caseloads and are given sufficient time to visit learners every month, or more frequently for learners in seasonal holiday centres. The company issues all of its learners with the materials required for completing their assessments. Training centres are well equipped and workshop training sessions take place in comfortable surroundings, with all of the necessary materials and audiovisual equipment. There is a bank of learning resource materials for all levels of study, but these are not available to all learners for home study purposes.

31. The management of information is satisfactory. Since 1999, the company's business-planning and development-planning processes have been assessed by accurate measures of retention and achievement rates and individual learners' information. The company does not use this information to set individual targets for each training co-ordinator, but it has started to benchmark other training providers.

32. There is no systematic assessment and support of the learners' literacy, numeracy and language skills. In some cases, the company uses nationally recognised assessment tools to assess its learners' barriers to learning, but this depends on the ability of the individual training co-ordinator to carry out the assessment. The company does not assess all of the learners and recognises this as a priority. It has implemented staff training to deal with this, including courses to raise their awareness and sending training co-ordinators on three-day literacy and numeracy training linked to the national core curriculum. The company does not always correct the learners' spelling, punctuation and grammar in their portfolios of evidence. The training co-ordinators offer additional

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help with learning materials and extra visits, but additional support arrangements vary. In one of the counties in which the company operates, there is a pilot scheme that assesses the learners' literacy, numeracy and language skills, identifies their preferred learning styles and explores their options in vocational choices.

33. Locomotivation Limited's retention and achievement rates are poor. Throughout 2001 to 2003, there was a significant growth in the recruitment of seasonal workers that coincided with a decline in retention and achievement rates. To rectify this trend, the company has implemented a range of strategies which are having a greater impact in retailing and customer service than in sports and recreation at this point in time.

### **Equality of opportunity**

### **Contributory grade 3**

34. The company has a strong commitment to training and support for seasonal workers and local communities. It has taken a clear strategic decision to offer training to seasonal workers, who traditionally do not benefit from training. The company has recently been contracted to provide training for the employees of two national providers of seasonal employment, and has been supported in this initiative by its local LSCs. Locomotivation Limited's business and development plans include the provision of local training opportunities for under-represented groups. This has resulted in local initiatives, such as the 'Shape Up' programme, which provides fitness programmes for men who have been referred by their doctor. The company has worked closely with its partners to tailor qualifications to learners' individual needs, for example by offering operational services NVQs at level 4 to sport and recreation learners.

35. Equal opportunities is the responsibility of a senior manager, who works closely with all staff to promote it throughout the company. The company has policies and procedures that are supported by a clear and achievable action plan. Since 1999, the company has collected data on ethnicity and gender. Locomotivation Limited has used this information to help develop its recruitment policy and strategy. However, the company does not use information on achievement and retention rates systematically to monitor its proportion of learners from minority ethnic groups on its training programmes. Since 1999, the company has had strategies to rectify the disproportionate number of male learners. From 1999, the proportion of female learners in training has increased consistently from 11 per cent to 55 per cent in 2002. The company has used successful female learners in its marketing strategy and invited them to visit local schools to explain the qualification and its value as a route to higher education. The company has a target of 5 per cent for the recruitment of learners from minority ethnic groups, although in 2002 it only achieved 3 per cent recruitment in 2002. Training co-ordinators do not have individual targets for recruitment.

36. Locomotivation Limited checks the employers' health and safety and equal opportunity policies and procedures through the use of a questionnaire at the initial contract visit. Employers are rarely involved in the promotion of equal opportunities and there are few examples of Locomotivation Limited's challenging employers to reinforce equal opportunities training or integrating it with on-the-job training. The company has produced leaflets to reinforce equal opportunities awareness and it provides training in



equal opportunities for all learners at their induction. Equality of opportunity forms part of subsequent workshop and progress review sessions, but is not always fully explored. The company has plans to increase monitoring and reinforcement of equality of opportunity with learners, but this has not impacted on some learners who are unable to demonstrate an understanding of the wider issues of equal opportunities and diversity. All staff have effective, regular and stimulating training in equal opportunities, including updates on legislative requirements and the use of training materials such as videos and practical case studies.

37. The company has procedures for appeals and complaints and makes all learners aware of them at induction. The company responds promptly to telephone calls from learners and employers. There are few formal complaints. One learner who recorded dissatisfaction with a work placement was supported effectively and found an alternative position. Where learners are unable to attend workshops because of an employer's reluctance to release them from their duties, the training co-ordinators provide them with extra visits and individual support.

38. Physical access to the company's premises is generally good and the environments are suitable for those with disabilities, with ramps, wide doorways, and appropriate toilet facilities. The company checks its resources for appropriate language use and its promotional materials use terms familiar to young people. There is a bank of materials to support the learners' literacy, numeracy and language skills that can be taken home for additional study, but not all learners have access to them.

### **Quality assurance**

### **Contributory grade 4**

39. Internal verification is satisfactory. Locomotivation Limited has used a consultant to update its internal verification policies and procedures and improve its strategy for sampling and standardisation. The sampling plan covers the range of learners, assessors, elements of the award, assessment records, documents and locations. The strategy includes quarterly observations and desktop sampling. There is 100 per cent sampling of inexperienced assessors and 30 per cent for all others. There are appropriate arrangements for countersigning the work of assessors who are not yet qualified. The company has a quality assurance manager, a lead internal verifier, two qualified internal verifiers and two staff working towards qualification. All of the internal verifiers have informative monthly team meetings. The number of internal verifiers is being expanded but it is already sufficient to meet the company's current assessment needs. Locomotivation Limited is involved in assessing internal verification documents within a providers' network. The range of assessment methods is satisfactory, but learners' knowledge of the internal verification process is inconsistent. The company is developing a new computer-based monitoring system with a partner organisation to provide staff with information about assessment, internal verification visits and learners' progress. This is beginning to have a positive impact on the quality of learners' assessment and verification.

40. The self-assessment process is satisfactory. Locomotivation Limited has produced six self-assessment reports and development plans since their previous inspection in June

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2000. The self-assessment process is central to the company's commitment to continuous improvement. Staff have the opportunity to contribute to the self-assessment process at quarterly awaydays. All staff understand the self-assessment process and value the opportunity to contribute to it. The company collects feedback from employers and learners, but does not use it consistently to help develop improvements. The content of the position statement produced for this inspection is mostly accurate and sufficiently self-critical to contribute to the improvement process.

41. Locomotivation Limited's quality assurance arrangements are incomplete. The company recognises this in the most recent self-assessment report. Quality assurance is the responsibility of a senior manager who has recently taken on the role. Quality assurance procedures and processes are well documented and controlled, but they are not adequate to support the considerable expansion the company has experienced over the past two years. The quality assurance system is unclear. The company is aware that the policies and procedures for linking on- and off-the-job training, exit advice, and guidance and support for learners with additional learning needs require strengthening. There are service level agreements with employers, but these focus mainly on compliance with attendance patterns, health and safety, and equal opportunities. There is little formal monitoring of the quality of training and assessment by employers. There are observations of assessment and review taking place through the verification process, but not planned observations of training. These observations are not leading to significant improvements.

## AREAS OF LEARNING

### Retailing, customer service & transportation

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	201	3

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

#### Strengths

- productive involvement by employers in the learning experience
- very good standard of training
- particularly good pastoral and training support for learners

#### Weaknesses

- poor achievement and retention rates
- inappropriate training programmes for some advanced modern apprentices

#### Achievement and standards

42. Learners are making satisfactory progress towards achieving their modern apprenticeships. Some of the foundation modern apprentices' work is seasonal and their achievement of the framework within a short period of time is essential. Learners take pride in their portfolios of evidence, which frequently reflect the satisfactory development of personal and learning goals. They are adequately prepared for effective customer service work.

43. The achievement and retention rates are poor on the advanced and foundation modern apprenticeships in customer care. In 2001-02, the advanced modern apprenticeship achievement and retention rates were 7 per cent and 13 per cent respectively. Only one learner was still in training. For 2002-03 there have been no achievements yet on the advanced modern apprenticeships but there are 14 learners still in training. In 2001-02 the achievement and retention rates on the foundation modern apprenticeship programme were 13 per cent and 28 per cent respectively. There is only one learner still in training. For 2002-03 the foundation modern apprenticeship achievement and retention rates are both 10 per cent, but there are 185 foundation modern apprentices still in training.

44. The rate of framework completion and retention is poor on both training programmes, although there have been some recent significant improvements. Three foundation modern apprentices and 75 foundation modern apprentices have completed their NVQ programmes and are either awaiting key skills test results or they are about to take the tests. In addition, Locomotivation Limited expects further foundation modern apprentices to complete their framework in the next few months. Inspectors were able

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to confirm that the list of potential learners likely to complete the framework was realistic by reference to a sample of the learners' portfolios during interviews.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts			19		15		3									
Retained*			0		2		1	33								
Successfully completed			0		1		1	33								
Still in learning			14		1		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

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts			287		39		1									
Retained*			30		11		1	100								
Successfully completed			29		5		1	100								
Still in learning			185		1		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

45. Locomotivation Limited selects and contracts with well-known employers that are firmly committed to training. These companies employ experienced training staff and have in-house staff induction and development programmes. Locomotivation Limited's assessors establish effective partnerships with employers that have a strong commitment to training and development. Companies provide a very good standard of work experience, which enables the learners to meet the NVQ and modern apprenticeship framework requirements. Employers are well prepared for learners to alternate jobs to widen their experience. Learners are given sufficient time to develop their portfolios of evidence. Employers have well-qualified and experienced workplace supervisors, who supervise the learners' work and provide them with effective direction.

46. Employers provide a very good standard of well-structured, on-the-job training. They coach the learners effectively in new tasks and develop their work skills. The learners receive good off-the-job training from employers and Locomotivation Limited. Employers

provide the learners with a comprehensive range of good short courses and seminars. Locomotivation Limited provides the learners with very effective, well-planned short courses and workshops for key skills and general customer service subjects, such as complaint handling. These courses fully involve the learners and provide them with good learning activities that include theory and practice. These exercises enable the learners to develop their understanding through good question and answer techniques, and allow the tutor to test them. Learners are well motivated and respond well to the teaching that the company provides. They learn effectively and make good progress. All sessions are evaluated. The learners also attend a good range of well organised and external courses, which include health and safety, manual handling and food hygiene.

47. Employers pay close attention to their learners' progress and provide them with good guidance and support. They often help them with both occupational activities and key skills. Locomotivation Limited's assessors make regular and frequent visits. They establish a good rapport with the learners and provide extra encouragement and support for seasonal learners. The assessors and employers provide the learners with good pastoral support. The assessors provide the learners with their mobile telephone numbers and are available out of normal working hours and at short notice. The assessors carry out well-prepared and effective learners' progress reviews approximately every 10 weeks.

48. The resources for training and assessment are satisfactory. The accommodation for training sessions is adequate and the training materials meet the learners' needs. Staffing resources are satisfactory and staff are adequately qualified and experienced. Assessments of learners' work for the NVQ and key skills are satisfactory.

49. Most customer service learners are making adequate progress on their training programmes. However, some advanced modern apprentices are unable to complete their training programmes through their existing duties without extensive stimulation. For example, two advanced modern apprentices are employed in roles that do not provide them with a sufficient range of responsibilities and experience to achieve the NVQ at level 3.

50. Initial assessment arrangements are adequate. However, Locomotivation Limited is aware of the need to develop its provision of literacy, numeracy and language skills training and is reviewing its initial assessment practices. Internal verification is satisfactory and meets the awarding body's requirements.

### **Leadership and management**

51. The management of the provision is satisfactory. The assessors work independently, mostly from home, and have good working relationships. Internal communication is effective and there are good communications with external contacts, including employers. Assessors' meetings are monthly and are followed by a training event that focuses on a current topic. New assessors are given a good induction into the company that includes shadowing more experienced colleagues. Assessors are encouraged to develop their occupational and assessment skills. Locomotivation Limited carries out

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staff appraisals every six months. Staff effectively share learners' progress problems formally and informally. The internal verification arrangements are satisfactory and ensure a consistent approach to assessment. Staff use internal verification meetings to share good practice and widen their experiences. The internal verifier's responsibilities are less successful. There are some inconsistencies in the approach to the work by assessors. Internal paperwork is adequate. Learners' files are maintained effectively, although achievement targets are not always clear and few are measurable or have deadlines. Employers completed a detailed questionnaire in order to develop the company's most recent self-assessment report, which was largely accurate, but failed to identify the weakness of poor achievement and retention rates.

**Hospitality, sport, leisure & travel****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	231	3

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

**Strengths**

- very effective development of the learners' personal and occupational skills
- good achievement of a wide range of industry qualifications
- some good teaching and learning resources
- good training environments
- very supportive employers

**Weaknesses**

- poor retention and achievement rates on the modern apprenticeship
- inadequate initial assessment
- inadequate planning of training
- ineffective learners' progress review process

**Achievement and standards**

52. The development of the learners' personal and occupational skills is highly effective. Learners demonstrate significant improvement in their self-confidence and ability to communicate effectively with colleagues and clients. They are able to better manage their time and are more conscientious about attendance and punctuality. Many learners' job roles have expanded and increased in responsibility in line with their learning and some have been promoted to duty managers. There is some good progress from foundation to advanced modern apprentices and from operational services into coaching. Career guidance by Locomotivation Limited is good. Learners wishing to progress to university have shown effective development of their research skills to support their applications. Training co-ordinators provide effective pastoral support to the learners, who are confident in approaching them with any problems.

53. There is good achievement of a wide range of industry qualifications through employers and as part of the modern apprenticeships. Learners have many opportunities to gain swimming teacher and exercise to music instructor qualifications, as well as less-common qualifications such as archery, fencing and rifle instructing. Many learners gain several industry qualifications, which significantly enriches their training programmes, broadens their experiences and enhances their employability and career progression.

54. Retention and achievement rates on the modern apprenticeship are poor. From 1999-2001, the retention and achievement rates were good or better, ranging from 51

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per cent to 94 per cent. During 2001-03, there was significant growth in the recruitment of seasonal workers, many of whom did not remain in employment for the full season and the retention and achievement rates declined considerably. Key skills achievement is poor. Some learners have not started working towards key skills until late in their training programmes and do not value them. Some learners are making slow progress and have not achieved any units in six months or more. Locomotivation Limited has implemented a range of strategies, with clear actions taken to improve the retention and achievement rates. Most learners recruited more recently are making satisfactory progress. For example, 73 per cent of foundation modern apprentices entered for technical certificate tests have been successful and 72 per cent of foundation modern apprentices and 83 per cent of advanced modern apprentices have achieved one or more key skills units.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	1		42		156		63		23						
Retained*	0		0		29		34		21	91						
Successfully completed	0		0		14		32		21	91						
Still in learning	1		37		32		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

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	2		246		156		49		18						
Retained*	0		11		60		34	69	17	94						
Successfully completed	0		2		33		31	63	17	94						
Still in learning	2		138		19		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

55. The company has some good resources to support teaching and learning that include a range of handbooks, CD-ROMs, key skills projects and technical certificate worksheets. These resources are professionally produced and used well to support learning. Learners using some of the newly developed materials are now making good progress. Some of this material is available electronically. Learners benefit from



specialist training resources that include dedicated training rooms and employers' workbooks dealing with such issues as customer complaints, health and safety, manual handling and the safe handling of hazardous substances. Staff at Locomotivation Limited and at the employers are all well qualified and experienced in the industry.

56. Locomotivation Limited provides the learners with good training environments that allow them to develop their occupational skills to a good level. The training venues are of a very good professional standard, modern and well maintained. They offer a diverse range of experience to the learners, including fitness programming, coaching children and facility operation skills. Most employers have the latest equipment and make it available to the learners during their training. Learners develop good IT skills through the use of the latest IT technology. For example, some learners have the opportunity to use specialist software for exercise prescription.

57. Employers are committed to providing good on-the-job training and support for Locomotivation Limited's training programmes. Learners are encouraged to shadow staff to gain a good understanding of their job role and to help broaden their understanding of different job role skills. Some learners have workplace mentors and this enables them to receive additional support as they learn particular skills. Employers have good communication with Locomotivation Limited. The company receives detailed information at the beginning of the training programmes and is provided continuously with industry updates. Most employers have very good internal training programmes and time is available for most learners to work on their modern apprenticeship during working hours.

58. Working relationships between the training co-ordinators and the learners are satisfactory. Learners receive regular visits and progress reviews and effective support. Induction is satisfactory. The company introduces the learners to the requirements of their training programme, equal opportunities and health and safety.

59. Training is satisfactory, although the planning of learning is not systematic and some learners experience difficulty in accessing the knowledge that they need to complete their units. Training is delivered through individual coaching, workshops and work-shadowing but the co-ordination is planned insufficiently. Skills are often gained and developed through individual research rather than planned training. Progress towards the NVQ is slow and target completion dates for units are often changed. Some learners nearing their planned completion dates have made little progress.

60. The initial assessment of learners is inadequate. The company does not systematically identify or assess the learners' additional learning needs or literacy, numeracy and language skills. Testing is not sufficiently accurate to plan individual programmes of learning. The company recognises this and is participating in a pilot project with an LSC to improve initial assessment. The company has some good literacy, numeracy and language resources, including video tapes and workbooks for spelling. It also has laptop computers, but these resources are not always available to those learners who need them.

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61. Locomotivation Limited carries out key skills assessments and most learners study key skills at the appropriate level. However, some learners are insufficiently challenged as key skills are not offered at levels higher than the modern apprenticeship framework. Some of the learners do not recognise the relevance of key skills to their work. Locomotivation Limited have recently introduced e-learning materials for key skills, but it is too early to determine the impact.

62. Many learners demonstrate little understanding of the modern apprenticeship framework. Key skills, technical certificate and industry qualifications are often targeted towards the end of training programmes and learners are not sufficiently clear about their importance. In some cases, training programmes are not individualised and the learners are not challenged sufficiently. For example, some learners are restricted in their choice of optional units. Individual learning plans are sometimes incomplete, inaccurate and not fully updated. The planning of training programmes does not take sufficient account of the learners' needs and not all learners receive appropriate support, such as specialist support for dyslexia.

63. The learners' progress review process is ineffective. Targets are set but they are often insufficiently thorough and are not always achievable in the given timescale. The review process does not adequately reflect overall learners' progress. It often has an NVQ focus, with little attention to key skills, technical certificates, personal, pastoral or job-related aspects. The review process is largely assessor-led and employers are not always involved. Some reviews inadequately monitor and reinforce equality of opportunity and health and safety. Review documents are not suitable as they lack space to record the necessary information.

## Leadership and management

64. The leadership and management of the sport and recreation training programmes are satisfactory. Staff are well supported and benefit from good training and development. Communication between employers and Locomotivation Limited is generally good, and the company has an open and inclusive style of management. However, there is inadequate planning of training. There is little systematic co-ordination of on- and off-the-job training and employers are not always sufficiently involved in developing training programmes. Some learners' training programmes are not logical. For example, improving own learning and performance and technical certificates are sometimes left until the end. Key skills training is not always integrated with the training programme and are often left until the NVQ is completed. Learners tend to work on one or two units at a time, instead of gathering evidence of their competences through their everyday work for several units at once. Equality of opportunity is satisfactory. Learners have a satisfactory understanding of their rights and responsibilities and adequate checks are made to ensure that the learners are well treated. Internal verification is satisfactory. It is planned and recorded and covers all assessment methods, assessors and locations. There are adequate numbers of qualified internal verifiers and more are being trained to cope with the increasing size of the training programme. However, quality assurance is unsatisfactory overall. The quality of learners' experiences varies too much. For example, some are receiving good support for and making good progress with key skills,

but others are not. Some learners receive very effective progress reviews, but others do not. Internal verifiers are responsible for observing reviews and training, but these observations are not sufficiently formal and are not bringing about sufficient standardisation or improvements in performance.