REINSPECTION REPORT

EDA Training Reinspection

01 April 2004

ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Hull Training, formerly known as EDA Training, is the training section of Hull City Council's regeneration directorate. It is based in Kingston upon Hull. Hull Training offers Entry to Employment (E2E) and work-based learning for young people in painting and decorating, engineering, business administration, information and communications technology (ICT), warehousing and distribution, and printing and sign-making.

SCOPE OF PROVISION

Engineering, technology & manufacturing

2. In February 2003, Hull Training's engineering centre had 89 learners. These included foundation and advanced modern apprentices and learners taking national vocational qualifications (NVQs) only. Thirty-eight of the learners were following an induction programme before being found a work placement. The rest were employed or in work placements. Modern apprentices all began their programmes at the same time, but NVQ learners could start at any time of the year. Advanced modern apprentices took NVQs at level 3 in engineering production. These were assessed entirely in the workplace. Other learners were offered NVQs at levels 1 and 2 in fabrication and welding, performing engineering operations, mechanical engineering and engineering production.

3. In September 2003, the engineering centre stopped recruiting advanced modern apprentices and NVQ learners funded by the local Learning and Skills Council (LSC). The only programmes funded by the local LSC that it offers now are foundation modern apprenticeships. Foundation modern apprentices take level 2 NVQs in performing engineering operations and are normally recruited twice each year. All the off-the-job training is now provided at the engineering centre. On- and off-the-job assessment continues to be carried out by the engineering centre's staff. All learners attend one day's training towards an additional technical qualification. Key skills continues to be taught and assessed in the engineering centre. Assessors continue to carry out reviews of learners' progress in the workplace every eight weeks. The centre provides manufacturing training for E2E learners. Some of these learners go on to take a level 1 NVQ in performing engineering operations.

4. At the time of the reinspection, the engineering centre had 63 learners funded by the local LSC. Of these, 11 were advanced modern apprentices, 41 were foundation modern apprentices, and 11 were taking NVQs only. A further 21 E2E learners were taking a level 1 NVQ in engineering. There were no female learners or learners from minority ethnic groups. Thirty-eight of the learners were identified as needing support with both literacy and numeracy. Ten were identified as needing support with literacy only and two were identified as needing support with numeracy only. One of the learners has dyslexia. The engineering centre was also training 40 advanced modern apprentices through a subcontract with a national training provider. These learners' training was outside the

scope of the reinspection. The engineering centre was also providing 105 14 to 16 year old local school pupils with training towards a general certificate of secondary education (GCSE) in engineering. Eight of the school pupils were girls and one of the eight was Asian.

5. The engineering centre continues to have links with over 50 local employers and work-placement providers. The engineering centre manager oversees 12 full-time engineering trainers and two administrators. One of the trainers serves as the centre's work-placement officer.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	3
Number of learner interviews	24
Number of staff interviews	6
Number of employer interviews	9
Number of locations/sites/learning centres visited	10

OVERALL JUDGEMENT

6. At the previous inspection, provision in engineering, technology and manufacturing was unsatisfactory. At the end of the reinspection, it was satisfactory.

GRADES

Grades awarded at previous inspection

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

Construction	3
Contributory grades:	
Work-based learning for young people	3

Engineering, technology & manufacturing	4
Contributory grades:	
Work-based learning for young people	4

Business administration, management & professional	2
Contributory grades:	
Work-based learning for young people	2

Information & communications technology	2
Contributory grades:	
Work-based learning for young people	2

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

Foundation programmes	2
Contributory grades:	
Life Skills	2

Grades awarded at reinspection

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

Engineering, technology & manufacturing	3
Contributory grades:	
Work-based learning for young people	3

AREAS OF LEARNING

Engineering, technology & manufacturing — Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	63	3

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

Strengths

- good links with employers and schools
- good off-the-job training in most lessons

Weaknesses

- poor achievement rates of foundation modern apprentices
- insufficient monitoring of literacy and numeracy support

Achievement and standards

7. All of the learners who started advanced modern apprenticeships in 1999-2000 and were still in learning at the time of the previous inspection have now completed their frameworks. Of those who started their training in 2000-01 and were still in learning at the previous inspection, half have completed their frameworks and the rest are waiting for their final results, mainly for the technical certificate examinations. Retention rates for foundation modern apprentices are improving but completion rates remain poor. Of the 32 foundation modern apprentices who started in 2002-03, 18 are still in learning. Ten of these are close to achieving their level 2 NVQs. None has completed the apprenticeship framework. Of the 37 foundation modern apprentices who started in 2003-04, 22 are still in learning and nine have transferred to an advanced modern apprenticeship. The retention rate of learners on NVQ programmes is satisfactory.

8. Portfolios of evidence show that modern apprentices are developing satisfactory skills in fabrication and welding and mechanical engineering. Advanced modern apprentices have well-organised portfolios that contain a good range of evidence. Many employers give learners opportunities to experience a good range of work. Some learners work away from their employers' premises, carrying out tasks such as installing and testing equipment. Some learners take responsibility for individual projects, for example the production of custom-made electrical distribution cabinets to Ministry of Defence standards and the production of a reduction-drive gearbox for a large machinery installation. E2E learners develop satisfactory manufacturing skills. They also learn to work in teams and develop the discipline needed for employment.

Quality of education and training

9. The engineering centre has good links with local employers and schools. It works closely with a wide range of engineering companies in the manufacturing and marine sectors. Many are small and medium-sized companies. Employers value training and set learners suitable tasks. An engineering journal is published by the engineering centre and distributed to local employers. The engineering centre is represented on various local engineering and marine groups that aim to promote engineering, to meet local skills shortages and to provide information about local training requirements. Training staff and the work-placement officer stay in close contact with employers. However, employers have insufficient knowledge of NVQs. The engineering centre has good links with local schools. It works with several schools to provide training towards a GCSE in engineering for more than 100 year-10 and year-11 pupils. It also provides engineering taster sessions for more than 200 year-9 school pupils, including pupils from an all-girls school. Modern apprentices and NVQ learners act as mentors for small groups of school pupils during these sessions.

10. All the off-the-job training observed by inspectors was graded satisfactory or better. In the better lessons, learners make good progress, learning new skills and working to a satisfactory standard. In one lesson, for example, a trainer demonstrated how to read a micrometer and then divided the learners into small groups. Each learner had to measure a different diameter on a test piece and record the result. The trainer checked each result carefully to ensure that each learner had learnt to read the micrometer correctly. In an engineering drawing class, the trainer carefully checked each step of every drawing completed by each learner and suggested improvements. The trainer ensured that every drawing was completed to an industrial standard. Most learning materials used in lessons are acceptable but materials are produced in various styles and do not project a corporate image. E2E learners work on a suitable mix of activities, including production work and larger individual projects such as building a road trailer or a small cabin cruiser. This work motivates learners and helps them to develop suitable skills.

11. Training in key skills is satisfactory. It is a suitable mix of preparation for the examinations, completion of projects and portfolio-building. The engineering centre assesses learners' key skills at the start of their training using a suitable combination of self-evaluation and previous examination papers. One project requires learners to carry out a survey and record and comment on the results. It requires learners to use both imperial and metric units of measurement. Some of the project work was good, with good graphical presentation of results. Learners make good use of what they learn about health and safety to generate relevant portfolio evidence.

12. Resources are satisfactory. The engineering workshop has satisfactory equipment. Many machines are old but they are suitable for their training purpose. Some areas of the workshop are cramped but there is sufficient space for the GCSE projects and for larger manufacturing projects, such as building a cabin cruiser. An advanced engineering centre has been built on a separate site. It has workshops, classrooms and areas for

testing materials and is used by advanced modern apprentices. Staff have suitable experience in engineering. Many are newly recruited to training.

13. Assessment and internal verification are satisfactory. The engineering centre has an adequate number of assessors and internal verifiers. New staff are working towards assessor awards and are being suitably mentored by experienced assessors. The engineering centre uses Hull City Council's corporate internal verification procedure for all training but adapts it to meet the requirements of the awarding bodies. Most assessment for level 2 NVQs is carried out in the training centre and insufficient assessment takes place in the workplace. One learner had produced a series of welded metal boxes for a commercial vehicle body, but such work is not normally used as evidence towards the level 2 NVQ. This problem existed at the previous inspection. At level 3, however, learners are frequently assessed at work. Learners taking level 3 NVQs use large projects to provide evidence towards a range of elements and units. Learners and their assessors produce good photographic evidence. Individual NVQ units are not accredited and learners' work is not evaluated until the end of their apprenticeship.

14. The training programmes are clearly structured to meet the industry's requirements for machine operators and skilled and semi-skilled workers. Learners can choose to specialise in fabrication and welding or mechanical engineering. The structure of the foundation modern apprenticeship results in most learners making slow progress towards their level 2 NVQs.

15. Learners receive good support. Trainers are responsible for providing training towards learners' NVQs and technical certificates, carrying out progress reviews in the workplace and monitoring learners' progress. Learners find their trainers approachable. Trainers spend time with individual learners discussing work-related and personal problems and possible career opportunities.

16. The engineering centre does not adequately monitor the literacy and numeracy support given to learners. One member of staff is responsible for overseeing literacy and numeracy support. All new learners take a literacy and numeracy test. Some take a separate mathematics test developed by the engineering centre. The engineering centre uses these tests, together with an individual interview, to identify the suitable level of programme for each learner. Individual trainers are responsible for providing literacy and numeracy support for their learners. Further support is provided through individual and small group sessions. Learners' files record the level of support needed but do not contain detailed targets. Learners' progress in literacy and numeracy is monitored at their two-monthly progress reviews but this is not done in sufficient detail. Some records of progress reviews do not include any comments about literacy and numeracy or contain only general comments. The recently revised progress review form does not require a specific comment about literacy and numeracy. Reports on learners receiving literacy and numeracy support are not a standing agenda item at staff meetings.

Leadership and management

17. Leadership and management are satisfactory. The very poor retention and achievement rates identified at the previous inspection are beginning to improve. The engineering centre has successfully expanded its work and improved its workshops. Communications are good. The engineering centre has recruited new, enthusiastic staff but many of these are new to training and require further development. Some of the procedures for monitoring training are insufficiently thorough. For example, learners' progress is not a standing agenda item at team meetings and the monitoring of learners' progress relies on systems devised by individual staff.

18. Staff development is satisfactory. Staff appraisal is based on Hull City Council's procedures. Staff meet their managers twice each year. Training needs are identified, with priority given to the engineering centre's needs and the personal aspirations of staff. All newly recruited trainers start work towards a recognised teaching qualification and an assessor's award soon after being appointed. Staff have achieved a range of extra awards, including the key skills practitioner award, a first degree and a specialist qualification in inspecting welding. The engineering centre encourages staff to join professional bodies and pays their fees.

19. All new learners receive equal opportunities training as part of their induction. The training ends with an effective quiz on equal opportunities. Learners take courses that are appropriate to their needs. The engineering centre has an orderly environment and school pupils, including girls, feel comfortable attending it. Equal opportunities is discussed at learners' progress reviews but learners' understanding of equal opportunities is not regularly reinforced.

20. The engineering centre follows Hull City Council's procedures for assuring the quality of training. The council's auditors carry out regular audits of the centre's work. The most recent self-assessment report was produced by all staff in December 2003. An accompanying action plan was agreed with staff. The grade given by inspectors matched the grade in the self-assessment report. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report but did not consider all of them significant.

