

REINSPECTION REPORT

Nuneaton Training Centre Ltd Reinspection

11 May 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. Nuneaton Training Centre (NTC) is a company limited by guarantee, established 21 years ago by the Nuneaton Council for Voluntary Service. It contracts with Coventry and Warwickshire Learning and Skills Council (LSC) to provide Entry to Employment (E2E) training and work-based learning for young people. NTC states that its main business aim is to support disengaged and disadvantaged young people back into learning and employment, and works closely with a range of local community partners and employers. NTC offers training in engineering, care, business administration, retailing, hairdressing, information and communications technology (ICT), construction and warehousing. This partial reinspection covered only care as other areas were graded satisfactory or better at the previous inspection, or were not inspected because there were too few learners on programme. NTC recruits its learners mainly from the borough of Nuneaton and Bedworth, although it has recently expanded its provision in care to include learners in parts of Staffordshire.

2. NTC is managed by a board of directors which sets the company's strategic vision and direction. A chief executive reports to the board and oversees the management of the company. A further 14 members of staff are employed by NTC. These include an assistant manager, an internal verifier co-ordinator, and staff responsible for training, marketing and administration. Since the previous inspection, an additional member of staff has been appointed to provide training, assessment and internal verification in care and there are now two members of staff responsible for this area of learning.

3. In March 2004, the unemployment rate among young people was 2.3 per cent in Nuneaton and Bedworth, compared with 2.5 per cent nationally. The 2001 census found that 4.4 per cent of the population of Nuneaton and Bedworth were from minority ethnic groups, compared with a national average of 9.1 per cent.

SCOPE OF PROVISION

Health, social care & public services

4. NTC provides national vocational qualification (NVQ) training in care for the elderly for young people. Thirty-four learners are currently in learning, of whom 27 are working towards a qualification at level 2, and seven are working towards a qualification at level 3. Eleven learners have additional learning or social needs. Thirty-two learners are employed in local nursing and residential homes and two are on work placement. Learners may join the programme at any time of the year. Two trainers and assessors are responsible for supporting learners and reviewing their progress. They carry out training and assessment in the workplace, and plan and deliver monthly training sessions off the job at NTC's premises. Drop-in sessions are also available every Friday.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	7
Number of learner interviews	15
Number of staff interviews	6
Number of employer interviews	4
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

5. NTC was previously inspected in March 2003. Its leadership and management, equality of opportunity, engineering, technology and manufacturing, business administration, management and professional, and foundation training were judged to be satisfactory or better. Quality assurance and training in health, social care and public services were unsatisfactory. At the end of the reinspection process, the quality of work-based learning in health, social care and public services was judged to be satisfactory.

GRADES

Grades awarded at previous inspection

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

Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3

Health, social care & public services	4
Contributory grades:	
Work-based learning for young people	4

Foundation programmes	2
Contributory grades:	
Life Skills	2

NUNEATON TRAINING CENTRE LTD REINSPECTION

Grades awarded at reinspection

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

Health, social care & public services	3
Contributory grades:	
Work-based learning for young people	3

AREAS OF LEARNING

Health, social care & public services

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	34	3

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

Strengths

- improved progress towards achievement
- effective development of resources
- good support focused on learners' progression

Weaknesses

- insufficient emphasis on learning goals in target-setting
- insufficient use of initial assessment results
- insufficient development of the programme for modern apprentices

Achievement and standards

6. Learners' progress towards the achievement of their qualifications has improved. Of those learners who started in 2002-03, 42 per cent have completed the programme and six learners are still in learning. Of these, four are progressing well and one is about to complete the programme. Of those who started in 2001-02, only 35 per cent completed the programme. Most of the learners who started in 2003-04 are making sound progress towards their qualifications and have achieved an appropriate range and number of units for their length on time on programme. Learners who have been training for a longer period of time have progressed more rapidly during recent months and are now achieving at a satisfactory rate. The small number of learners who are making slow progress have personal problems which prevent them from making better progress. Staff at NTC monitor learners' progress carefully and take appropriate action when they do not meet targets. Learners are pleased with their progress and employers value their improved knowledge and skills. The standard of their work is sound and they have a good understanding of the importance of care in their roles. Retention rates are satisfactory and improving. The retention rate in 2001-02 was 65 per cent. Only two of the 14 learners who started in 2002-03 have left the programme without achieving the NVQ. None of the learners who started in 2003-04 have left without achieving the NVQ.

Quality of education and training

7. Since the previous inspection, resources have been effectively developed to improve

provision overall. An additional trainer and assessor in care has been recruited. The company has made good use of external expertise and training to develop the programme to meet the needs of learners more effectively. Additional learning resources for each of the units have been prepared by staff and they are effective in improving the quality and consistency of the training provided. Training plans have been prepared and these are beginning to be used widely by trainers, learners and employers. The range of work placements is satisfactory and enables learners to put their developing skills into practice. Good use is now made of employers' in-house training, with collaborative training taking place between experienced staff and learners in some workplaces. Although learners rarely have routine access to computers in their work placements, staff have laptop computers which can be taken out to placements. Learners also have access to an improved range of commercial resources at the training centre, and taken out to them in their placements.

8. The support provided for learners was a strength at the previous inspection, and remains so, but it is now better focused on their progression and achievement. Assessors visit learners in their placements each week and spend time meeting learners individually, providing additional training individually or in small groups, assessing learners, planning future assessments and reviewing progress. Additional visits are arranged for learners who need more help, and assessors visit at different times of the day to fit in with shift patterns. Assessors have a good understanding of their learners' individual needs and circumstances. Employers are properly involved in learners' development and assessment. The support arrangements are effective in encouraging and motivating learners and in keeping them aware of what they must do to achieve.

9. The arrangements for teaching, training and learning are satisfactory. Sessions are well planned, with clear objectives and an appropriate range of activities to ensure learners' attention and participation. Questions and answers are used effectively to encourage learning and provide feedback for tutors. Additional training to cover topics such as first aid and manual handling is provided collaboratively with employers. On-the-job training is effective and develops the learners' skills and knowledge.

10. Arrangements for assessing and monitoring learners have improved since the previous inspection and are now satisfactory. Assessments are properly planned and copies of plans are provided for the learner, employer and assessor. Learners know what is expected of them and have a good understanding of how to gather evidence from a variety of sources and present it in their portfolios. A full range of assessment methods is used, including a high level of direct observation. Sufficiently detailed and up-to-date records of assessment are now kept and are helpful in showing what learners have achieved. Feedback is given immediately after each assessment. All paperwork is completed properly. Learners know which units they have achieved, and how much they still have to do to achieve the full qualification. Their knowledge of short- and long-term targets associated with their assessment is good. An effective monitoring system records the units achieved by learners and alerts staff if learners fall behind their targets. Appropriate action is then taken.

11. Arrangements for the internal verification of assessment have also improved since

the previous inspection. Sampling plans are in place and are used for assessors and awards. An internal verifier co-ordinator facilitates the sharing of good practice in assessment and internal verification across the organisation. New forms have been introduced to record internal verification decisions more effectively and give sound detail on the quality of assessment. Assessment decisions are appropriately challenged and problems and actions are taken when necessary. The arrangements meet awarding body requirements, and internal verification is now satisfactory.

12. Learners are set appropriate targets in relation to the achievement of units of their qualifications, but these targets do not always include learning goals. Opportunities to develop personal, learning and vocational skills are not always identified in their individual learning plans. Learners know what units they are working towards, and what they have achieved, but they do not have enough information on what they should be doing to help develop their knowledge and skills. NTC recognises this weakness, and has started to take action to improve target-setting, but this has yet to have sufficient impact.

13. Learners have an initial assessment at the start of their programme, but insufficient use is made of the results when preparing their individual learning plans. Learning styles were identified as not being analysed and used to develop individual learning plans during the previous inspection. There has been some improvement in the use of this information and staff are aware if learners have preferences, such as small or large group work. However, not enough is done to analyse learning styles or make use of the information when planning individual programmes. An analysis of learners' literacy and numeracy is included in the initial assessment process. Learners have access to specialist provision from staff at NTC, and one of their care assessors has experience and qualifications in literacy and numeracy, which enable her to provide direct support where necessary. However, this aspect of provision is not sufficiently developed or included in individual learning plans.

14. NTC only offers NVQ training in care and does not yet have a programme in place to meet the requirements of the modern apprenticeship. This limits the choice of programme on offer to learners, and does not meet the requirements of the care sector effectively. NTC is aware of this weakness. Staff have attended external training and have discussed ways of providing apprenticeships, but these have yet to be developed into a programme plan.

Leadership and management

15. NTC has implemented its post-inspection action plan well. Staff have been responsive to the need for change and have successfully embraced new ways of doing things and improving provision. They have carried out a thorough review of the programme and changed it to meet the needs of learners more effectively. Staffing and staff development in the area have increased. Care staff are well supported by senior managers and colleagues. Appropriate targets are set for staff and they have a good understanding of their importance related to achievement. Regular meetings are effective in monitoring progress and sharing good practice between members of the care team and others in the organisation.