

# INSPECTION REPORT

## **North East Lincolnshire Council**

**08 October 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 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**

## **North East Lincolnshire Council**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. North East Lincolnshire Council (NELC) is a unitary authority. Its employment development services department, which is responsible for training programmes, is based in a purpose-built community and resource centre in Grimsby. NELC is currently undergoing comprehensive restructuring, and the employment development services department has been transferred from the council's economic development directorate to the directorate of learning and childcare. The department provides training for apprentices and advanced apprentices working towards national vocational qualifications (NVQs) in business administration, information and communications technology (ICT) and an Entry to Employment (E2E) programme, short job-focused training (SJFT), and longer occupational training (LOT). There are no ICT learners and no learners on SJFT at the present time.

2. NELC funds its training through Humberside Learning and Skills Council (LSC) and Humberside Jobcentre Plus. Training in hairdressing for E2E learners, and in large goods vehicle (LGV) driving is subcontracted to other local training providers. There are three projects co-funded by Jobcentre Plus and the European Social Fund (ESF) lone parent pathway, LGV driving, and employment action team/workability. The employment action team/workability project is outside the scope of this inspection. The LGV driving project and the lone parent pathway have not been graded or reported on in detail.

3. At senior level, the employment development services department is the responsibility of a deputy director for learning and a principal education officer. It is managed by a head of services, supported by three managers with responsibility for E2E and NVQ, quality and performance, and work-based learning for adults and ESF. The latter post is currently vacant. NELC employs 32 full-time and part-time staff in the employment development services department. The council has recently been involved in a best value exercise and the department has suffered large-scale redundancies and reduction in the number of programmes.

4. Most of the learners and clients are recruited from northeast Lincolnshire. According to the 2001 census, the proportion of the local population from minority ethnic groups is 1.4 per cent, compared with around 9 per cent for England and Wales as a whole. In 2003, the proportion of school leavers achieving five or more general certificates of secondary education at grade C or above was low at 35.2 per cent, compared with 52.9 per cent for England as a whole.

### SCOPE OF PROVISION

#### **Business administration, management & professional**

5. There are 27 young people on work-based learning programmes in business administration. Twenty-five are apprentices working towards a level 2 NVQ, and two are

advanced apprentices working towards a level 3 NVQ. All learners approach NELC directly or are referred by Connexions. Learners are invited to attend a literacy and numeracy aptitude test to assess their suitability for the business administration programme. If successful they are interviewed by one of the marketing officers before attending a three-week induction course at NELC's training centre.

6. The induction includes key skills workshops and employment training, and covers equal opportunities and health and safety. During the induction all learners gather evidence which they include in their portfolios. Learners who are not employed are found work placements by the marketing team, and many of them progress to full-time employment. There is a wide range of work placements, either with NELC or with other employers around Grimsby, Cleethorpes and Immingham.

7. A marketing officer reviews the learners' progress by the third week of their employment or work placement. Subsequent reviews are carried out at approximately six-weekly intervals by the tutor/assessors. Assessors visit learners regularly to assess their progress and carry out workplace observations.

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

8. There are 11 adults following LOT programmes in transportation programme. They are receiving training towards LGV driving licences or other transport-related qualifications. Clients are referred by Jobcentre Plus advisers or can apply direct to NELC. Training programmes vary in length. LOT can last for up to 52 weeks and clients attend training for a minimum of 30 hours a week. Most of this time is spent on work placement. Clients attend the training centre for training in background knowledge and support with any identified needs. NELC subcontracts LGV driving instruction and test preparation to other training providers.

### **Foundation programmes**

9. There are 26 learners on the E2E programme, six of whom are on a subcontracted hairdressing programme with another provider. Learners have the opportunity to attend learning sessions in bricklaying, joinery, painting and decorating, art, music, jobsearch, watercolour painting, citizenship, cookery and sport. All learners attend a short pre-induction session followed by a six- to eight-week initial assessment period. NELC also provides a limited number of individual support sessions for literacy and numeracy. Learners have progress reviews every two weeks. They attend training for 16 hours a week at the start of the programme and up to 30 hours a week for the remainder. Learners choose which sessions to attend each week. Seven learners attend work placements. The six subcontracted learners are working towards NVQs at level 1 in hairdressing. Learners are referred to the programme by Connexions personal advisers.

## ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	20
Number of learner interviews	39
Number of staff interviews	42
Number of employer interviews	7
Number of subcontractor interviews	3
Number of locations/sites/learning centres visited	17

## OVERALL JUDGEMENT

10. The quality of provision is not adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management are unsatisfactory. The approach to equality of opportunity is good but the quality assurance arrangements are very weak. The quality of work-based learning in retailing, customer service and transportation is good, but foundation programmes are unsatisfactory. Business administration, management and professional training is very weak.

## GRADES

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

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		2
Quality assurance		5

<b>Business administration, management &amp; professional</b>			<b>5</b>
Contributory areas:		Number of learners	Contributory grade
<b>Business administration</b>			
- Work-based learning for young people		27	5

<b>Retailing, customer service &amp; transportation</b>			<b>2</b>
Contributory areas:		Number of learners	Contributory grade
<b>Transportation</b>			
- Work-based learning for adults		11	2

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b> - Entry to Employment	26	4

## KEY FINDINGS

### Achievement and standards

11. There is **good progress into transport and related employment for clients on the LOT programme.**

12. **Many learners develop good skills.** E2E learners improve their vocational and personal skills and gain confidence in working independently. Business studies learners develop good employment skills. Many LOT clients pass LGV driving tests and some achieve qualifications in the transportation of hazardous goods.

13. NELC has claimed achievements in business administration for incomplete frameworks. Until the inspection, **managers and business studies staff did not realise that learners must take key skills examinations to gain key skills qualifications.** No learners have achieved modern apprenticeships in business administration.

### Quality of education and training

14. Business studies learners participate well in learning sessions and most are being challenged. They have a wide variety of work placements and many are carrying out responsible and challenging tasks.

15. NELC has **effective links with local employers.** The employers provide the range of vehicles necessary to carry out driver training and prepare LOT clients for their LGV test. They show a strong commitment to driver training in an area that has recognised skill shortages in transportation and logistics.

16. **Pastoral support for E2E learners is particularly good** and helps to reduce their barriers to learning. There is good support for clients working towards their LGV driving licence. A range of subcontractors is used to provide the most suitable training opportunities.

17. **E2E learners are not being taught literacy and numeracy,** although this is a core element of the E2E curriculum. Support for learners with literacy and numeracy needs is inadequate. There is no training in basic skills awareness for E2E staff.



18. **Reviews of learners' progress are inadequate** in business administration and weak on the LOT programme. There is no recording of E2E learners' assessments or progress. Employers are not always fully involved in the review process.

19. Individual learning plans are similar for all business studies learners. There is poor recording of learners' prior achievement, and exemptions from key skills examinations are not sought. There is **no assessment or recording of E2E learners' progress** to let them know how they are performing and how they could improve. Clients on the LOT programme are not set clear, measurable targets.

### **Leadership and management**

20. NELC has a **good strategy for business continuation and development** through an effective review of the provision. The new staffing structure allows NELC to meet the needs of many disadvantaged learners in the community.

21. The **learning programmes widen participation and offer good opportunities for learners** from diverse backgrounds. There are good levels of support, particularly for lone parents.

22. NELC has good premises which provide **very good access for people with mobility difficulties**.

23. **E2E learners are not being adequately prepared for progression or the achievement of their objectives**. Staff do not review or monitor the effectiveness of the learning activities.

24. NELC has **failed to recognise the reasons for non-achievement of the modern apprenticeship framework** in business administration. Staff in business administration do not understand the full framework requirements, and they have made no effort to seek clarification from the awarding body.

25. **The collection and use of management information is poor**. NELC is unable to produce statistical information which could be used for decision-making, to develop recruitment and marketing strategies, or to monitor learners' progress.

26. **Many staff do not have sufficient skills or training to carry out their job roles effectively**. Little thought was given to preparing staff for their new job roles when the staffing structure was changed.

27. **There is insufficient provision for literacy and numeracy support** to meet the needs of learners and clients.

28. NELC's monitoring of equality of opportunity in the workplace is inadequate. Some employers have a poor understanding of equality of opportunity, and there is insufficient active promotion of equal opportunities in the workplace.

29. NELC has **no quality management system** for its employment development services department. There are no formal quality assurance procedures that cover key processes. The self-assessment report is inaccurate.

30. **Observation of off-the-job training is unsatisfactory.** There is no schedule or sampling plan, and little constructive feedback. Observations of training are not an integral part of the appraisal process.

31. There are **no service level agreements for subcontractors** and there is no systematic monitoring of their performance.

## **Leadership and management**

### **Strengths**

- good strategy for business development and continuation
- good learning opportunities to widen participation
- very good accessibility to premises and specialist support services

### **Weaknesses**

- poor collection and use of management information
- insufficient development of staff to perform new job roles
- inadequate arrangements for the provision of literacy, numeracy and language support
- insufficient monitoring and promotion of equality of opportunity in the workplace
- no co-ordinated quality assurance system
- unsatisfactory self-assessment report
- no systematic monitoring of subcontractors
- weak monitoring of off-the-job training

## **Business administration, management & professional**

### ***Business administration***

#### *Strengths*

- good development of employment skills
- good work placements providing a wide range of learning opportunities

#### *Weaknesses*

- failure to understand and provide all the requirements of the modern apprenticeship programme
- no framework achievements
- inadequate progress reviews
- poor use of individual learning plans

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

### ***Transportation***

#### *Strengths*

- good rate of progress into employment
- particularly good understanding of local labour markets
- good achievement of additional qualifications
- good support for clients, enabling them to achieve LGV driving licences

#### *Weaknesses*

- insufficient focus on jobsearch activities
- weak progress reviews

## **Foundation programmes**

### ***Employability/employment training***

#### *Strengths*

- good development of learners' vocational and personal skills
- particularly good pastoral support for learners

#### *Weaknesses*

- failure to provide the full E2E programme
- poor recording of learners' progress

## **WHAT LEARNERS LIKE ABOUT NORTH EAST LINCOLNSHIRE COUNCIL:**

- learning practical skills
- learning to drive
- being given the chance of a job
- the friendly and helpful staff
- the interesting induction
- learning in a safe environment where there is no bullying
- 'the really helpful staff who don't talk down to you'
- 'I'd recommend this to my friends'
- 'only people in the top groups could do these things at school'
- 'it's not like being at college'

## **WHAT LEARNERS THINK NORTH EAST LINCOLNSHIRE COUNCIL COULD IMPROVE:**

- the number of staff - they could do with more
- the number of day trips
- the size of the coffee bar
- the way the courses are explained - 'I'm a bit confused'

## **KEY CHALLENGES FOR NORTH EAST LINCOLNSHIRE COUNCIL:**

- develop an effective management information system
- develop an effective strategy to train all staff to fulfil their job roles
- develop an effective quality assurance system
- improve literacy, numeracy and language support
- improve the recording and reviewing of learners' progress
- produce an effective action plan to help learners to complete their apprenticeship framework
- raise the achievement rate for apprentices in business administration
- continue to expand driver training programmes and maintain the levels of progress into employment
- review the E2E programme to include qualifications and work placements or tasters

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- good strategy for business development and continuation
- good learning opportunities to widen participation
- very good accessibility to premises and specialist support services

#### Weaknesses

- poor collection and use of management information
- insufficient development of staff to perform new job roles
- inadequate arrangements for the provision of literacy, numeracy and language support
- insufficient monitoring and promotion of equality of opportunity in the workplace
- no co-ordinated quality assurance system
- unsatisfactory self-assessment report
- no systematic monitoring of subcontractors
- weak monitoring of off-the-job training

32. NELC has good strategies for business development. In 2003, it carried out a comprehensive review of its services and decided to revise the training programmes. It considered the effect that withdrawing provision might have on the community and on learners. A large proportion of the provision was transferred to other providers, and NELC retained the areas it considered to be its strengths, and which could not be delivered easily elsewhere. The review has been effective in developing the provision to match the new staffing structure, while still meeting the needs of many disadvantaged learners in the community.

33. Communication within NELC's employment development service has improved since its restructure, with clearer lines of reporting. Staff have access to the council's intranet and receive minutes of directorate meetings. There are monthly departmental meetings which are minuted with points for action.

34. The staff appraisal system is satisfactory. Staff and line managers discuss performance and development needs at the appraisal. However, appraisal records are not used to develop training and development plans for the whole organisation.

35. The departmental budget has been significantly reduced, but this has reflected the reduction in provision. The allocation of resources ensures that materials are available where needed.

36. The collection and use of management information is poor. NELC's employment

development service is unable to produce statistical information which it could use in decision-making, developing recruitment and marketing strategies, or monitoring learners' progress. Nobody in the organisation now has the skills and knowledge to use the management information software. NELC has begun to train staff and improve its data handling, but the effects of this have yet to be seen.

37. Many staff do not have sufficient skills or training to carry out their job roles effectively. At the time of the restructure no thought was given to preparing staff for their new roles within the organisation. There was no analysis of skills, and some staff were given duties which they did not have either the experience or the training to carry out. Some teaching staff working with E2E learners do not have sufficient knowledge of literacy, numeracy and language needs and their integration into the curriculum. Managers were appointed who had insufficient knowledge of some of the programmes they were managing.

38. There is insufficient literacy, numeracy and language support to meet the needs of learners. There is one basic skills tutor and a dedicated room is available for learners to have individual tuition, but many learners identified as requiring additional learning support do not receive it. Many learners on the E2E programme do not receive literacy and numeracy tuition, and there is little integration of literacy and numeracy teaching into vocational studies.

39. NELC is involved in three projects funded jointly by Jobcentre Plus and the ESF. Two of them, the lone parent pathway and an LGV driving project, fall within the scope of inspection by the Adult Learning Inspectorate. The projects have not been graded or reported on in detail. Two clients are on the LGV driving project. They are progressing well and have had interviews and job offers ahead of schedule. NELC has produced new documents for progress reviews, exit reviews and evaluations of the provider and subcontractor. Communication between LGV training staff on work-based learning for adults and Jobcentre Plus/ESF-funded programmes is satisfactory, but there is no sharing of good practice, paperwork or data. There are 43 clients on the lone parent pathway programme, 29 of whom are on work placements. Seventy-two clients have taken part in the programme since it began in August 2003. They have made good progress, and 38 have moved into further education, training, employment or voluntary work. This is a significant achievement for this group of clients. The staff are well qualified. They monitor clients' progress and achievements and are committed to their success. They provide good personal support, referring clients to external agencies if necessary. They help clients to complete application forms, write curriculum vitae and practise interview techniques, and they provide them with references. They contact employers that have advertised vacancies and arrange interviews where appropriate.

### **Equality of opportunity**

### **Contributory grade 2**

40. NELC has an equal opportunities and anti-harassment policy which is adopted by all its departments. Copies are displayed around the premises and included in the learners' handbook, and they are discussed at induction. There are displays of positive images promoting equal opportunities, and the marketing materials NELC uses to advertise its

courses and services contain non-stereotypical images.

41. The learning programmes widen participation and offer good opportunities for learners from diverse and difficult backgrounds. Learners on the ESF/Jobcentre Plus programme for lone parents are given high levels of support to encourage them to return to learning and employment. They receive training, careers advice, assistance with interviews, and support with social and personal issues. Many of the learners have gained confidence and feel capable of entering employment again, often after a considerable period out of the jobs market. Staff find them work placements and several have interviews arranged for jobs. Learners have high regard for the programme and value the support they receive from staff.

42. Adult learners with disabilities or health problems can join a programme immediately. The driving programme has seen a number of women gain qualifications and employment in the haulage industry, and NELC encourages employers to consider family-friendly working hours.

43. NELC's employment development service has premises which provide very good access for people with mobility difficulties. A passenger lift allows access to the upper floor, all the doors are large enough to allow wheelchair access, and there are toilet facilities for people with disabilities. The training centre and its various resources are shared with a number of charities and other organisations. Learners and clients benefit from this close association. Translation and interpretation services are available and learning materials can be translated into other languages and formats upon request.

44. Data is collected on applications from people with disabilities and those from minority ethnic groups, but this is not used by managers to influence recruitment policies. The proportion of learners from minority ethnic groups generally reflects that in the local population. Staff use their local knowledge to target under-represented groups.

45. Learners interviewed had a basic understanding of equal opportunities and knew who to talk to if they had problems. NELC has a formal complaints procedure and records complaints on a central software system. Employers' equal opportunities policies are checked before work placements are begun, and if they do not have a policy they are encouraged to adopt NELC's. There is insufficient monitoring and promotion of equal opportunities in the workplace.

### **Quality assurance**

### **Contributory grade 5**

46. The monitoring of health and safety at work placements is satisfactory. All employers have an initial assessment visit which includes a health and safety audit and a review of the employer's insurance policies. However, the equal opportunities policies are not always checked during these visits to ensure they are up to date. Employers are visited every 12 months and all sign work-placement agreements.

47. There are satisfactory arrangements for internal verification. The internal verifiers hold appropriate qualifications. The internal verification policy is clear, and internal



verifiers work to written plans that cover all units and assessors. Written summaries of internal verification are produced and copies given to the relevant assessor.

48. NELC does not have formal quality assurance procedures that cover key training processes. Quality assurance is carried out by individual programme teams but there has been no co-ordination of these arrangements and no system of document control. There has been no systematic auditing of programmes and no systematic identification of personal development needs to ensure continuous improvement. Managers do not use data to monitor the performance of the programmes, and they do not provide staff with retention and achievement data for discussion at staff meetings. Questionnaires and progress reviews are used to gather feedback from learners and employers but are not used systematically to improve the quality of provision. NELC has recently appointed a quality and performance officer to develop a quality assurance policy and procedures and to audit programme delivery.

49. The self-assessment report produced in September 2004 is unsatisfactory. It identifies some of the strengths and weaknesses that emerged during the inspection, but it is not sufficiently judgemental, and does not refer to the standard of learners' work or of teaching and learning. It fails to identify the problems with literacy and numeracy support for E2E learners, and the incomplete delivery of the business administration apprenticeship framework. There is no development plan arising from the self-assessment report.

50. NELC has no service level agreements with its subcontractors and does not systematically monitor their performance. This was recognised in the self-assessment report. NELC does not monitor the quality of teaching and learning provided by subcontractors or ask the subcontractors to do so themselves. Staff frequently visit the subcontractors but do not use their visits to evaluate the quality of provision.

51. Monitoring of off-the-job training is weak. There have been some recent observations of training, but there is no schedule or sampling plan. Tutors are given little constructive feedback and no detailed recommendations for improvement following an observation. Observations of training are not used systematically as part of the appraisal process.

## AREAS OF LEARNING

### Business administration, management & professional

Business administration, management & professional		5
Contributory areas:	Number of learners	Contributory grade
<b>Business administration</b> - Work-based learning for young people	27	5

#### **Business administration**

##### *Strengths*

- good development of employment skills
- good work placements providing a wide range of learning opportunities

##### *Weaknesses*

- failure to understand and provide all the requirements of the modern apprenticeship programme
- no framework achievements
- inadequate progress reviews
- poor use of individual learning plans

#### **Achievement and standards**

52. Learners in business administration produce satisfactory work. Their portfolios are neat and evidence is clearly indexed. Learners show pride in their portfolios. During the induction there is good development of learners' employment skills. They receive instruction in interview techniques and writing curriculum vitae. Following requests from local employers, staff also train learners in practical skills such as word processing and using office equipment. Most learners who achieve the NVQ progress into full-time employment. Learners who are not employed can receive extra training, such as interview practice, at NELC's training centre. All learners interviewed spoke of how their confidence and transferable skills had increased during their induction.

53. Of the 211 foundation and 21 advanced modern apprentices who have started programmes since 2000, not one has completed their modern apprenticeship framework. No learners have been entered for examinations leading to key skills qualifications, although these are a requirement of the modern apprenticeship.

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

LSC funded work-based learning																
Advanced apprenticeships	2003-04		2002-03		2001-02		2000-01									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	1		5		3		12								
Retained*	1		2	40	1	33	8	67								
Successfully completed	0		0	0	0	0	0	0								
Still in learning	0		2	40	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

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04		2002-03		2001-02		2000-01							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	16		19		63		43		70						
Retained*	0		3	16	30	48	20	47	26	37						
Successfully completed	0		0	0	0	0	0	0	0	0						
Still in learning	15		8	42	2	3	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

54. There is a wide variety of good work placements available, both with council departments and private employers. Learners carry out responsible, challenging tasks often without direct supervision. On-the-job training is effective and all employers show a strong commitment to the training programme. Learners attend training courses run by their employers. For example, one learner is taking a course in ship loading run by the ports authority. Many employers allow time in the workplace for learners to work on their portfolio. Most employers have a good understanding of the apprenticeship framework. All the learners interviewed were allowed time off to attend off-the-job training. This was identified as a strength in the self-assessment report.

55. Learners participate well in learning sessions, and those interviewed enjoyed their learning. Most learners felt challenged and learnt new skills during the sessions. Tutors develop a good rapport with their learners. They manage the learning sessions well and use resources effectively. Lesson plans are clear, but learning objectives are not detailed and attainment of new skills is not always verified at the end of lessons. Assignments are not always marked.

56. Internal verification is satisfactory. There are long-term sampling plans and

## NORTH EAST LINCOLNSHIRE COUNCIL

verification is recorded effectively. Action plans are followed up and both verbal and written feedback is given to the assessor and learner. The training manager oversees the internal verification plan and receives copies of all internal verification reports. There is no observation of teaching and there is currently no strategy to implement this.

57. The range and quality of resources is adequate. The teaching resources available include smart boards and projectors. ICT facilities are available in all the training rooms. Learners use suitable ancillary equipment such as foot rests, swivel chairs and document holders, but some software is out of date and there is no plan to replace it or to upgrade the computers. Training rooms are decorated with learners' work and are visually stimulating. Business administration staff hold satisfactory qualifications.

58. Assessment practices are satisfactory. Learners are assessed in the workplace and assessments are planned and recorded well. Most learners are assessed at appropriate stages of their learning programme. Assessors provide informal support between their regular visits.

59. The induction to the level 2 business administration programme has been continuously developed to meet learners' and employers' needs. However, recent restructuring of NELC has led to a significant reduction in the number of supervisory jobs it can offer to learners during and after their training.

60. Arrangements for the assessment of learners' literacy and numeracy skills are adequate. The initial basic skills assessment is carried out during induction by an occupational trainer and additional training is offered if necessary. A marketing officer interviews all learners before the induction course and any additional support needs are recorded in the learners' files for the attention of the tutors.

61. All employers interviewed were very supportive. For example, one supervisor had arranged a lift share scheme to enable a learner to attend work without relying on public transport.

62. Learners' progress reviews are inadequate, although they were identified as a strength in the self-assessment report. Reviews take place regularly but learners do not know what they are for. They cover health and safety and equality of opportunity, but only in a superficial manner. Learners' personal development is not discussed and personal achievements are not recorded. For example, one new learner had learnt to use complex specialist software but this achievement had not been recorded. Employers are not always fully involved in the progress review, and many write unhelpful statements on the review documents. Too few employers are offered the opportunity to participate in planning training or assessment. Target-setting is taking place but does not focus on individual learners' needs. More able learners are not set challenging enough targets or given the chance to negotiate their own learning.

63. Individual learning plans are similar for all learners. Staff record basic information but do not pay enough attention to individual learning needs. Additional support needs identified during induction are not recorded. Learners' prior achievements are not taken

into account when planning learning, and all individual learning plans contain identical learning outcomes. The recording of targets and learners' progress is fragmented and there are no clear actions identified. One learner who changed employers did not have her learning plan changed despite the potential difficulty which this created with completing the optional NVQ unit she had chosen.

### **Leadership and management**

64. There has been a catastrophic failure by NELC to understand and provide all the requirements of the full modern apprenticeship programme. This has had a disastrous effect on achievement rates, with no completions recorded since 2000. NELC has made no attempt to clarify the framework requirements either with the LSC or the awarding body. Until the inspection, managers and staff were unaware that learners have to pass key skills examinations to complete their framework. Learners have had key skills training during their induction, but they have not been entered for the examination or formally exempted from it. Many have left the programme wrongly believing that they have achieved a modern apprenticeship. NELC has claimed framework completions from the LSC for frameworks which do not include key skills. There is no evidence that the LSC is aware of this.

65. Training courses are available to staff on request, but there is no overall training and development plan for business administration staff. No member of staff has had training in how to deliver technical certificates.

66. Communication has significantly improved over the past six months. There are monthly meetings to discuss learners' progress and future training strategy, but there is still insufficient sharing of good practice among department staff. All staff were involved in the self-assessment process. Staff now receive annual appraisals at which they discuss their performance and future development with the training manager. Equality of opportunity is covered well with learners at their induction, but not always reinforced at progress reviews.

**Retailing, customer service & transportation**

<b>Retailing, customer service &amp; transportation</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Transportation</b> - Work-based learning for adults	11	2

**Transportation**

*Strengths*

- good rate of progress into employment
- particularly good understanding of local labour markets
- good achievement of additional qualifications
- good support for clients, enabling them to achieve LGV driving licences

*Weaknesses*

- insufficient focus on jobsearch activities
- weak progress reviews

**Achievement and standards**

67. There is a good rate of progress into employment for clients who complete their programmes. In 2002-03, 73 per cent of clients gained jobs, and the proportion improved to 88 per cent in 2003-04. Retention rates are good and there is a good pass rate for the LGV driving test. In 2002-03, 61 per cent of clients gained an LGV driving licence and in 2003-04 the proportion was 70 per cent. Clients recruited in 2004-05 are making good progress. Many have successfully passed their LGV driving test and gained full-time employment before the planned end date for their training.

68. Clients who fail their LGV driving test and do not wish to continue driving are offered related training and qualifications in lift and reach truck, or a safety award. Good pass rates on these programmes have helped clients gain employment in the transport industry. NELC has responded positively to employers' requests for clients to take a qualification in the transportation of hazardous goods. Since 2003, seven clients have taken this qualification, all of them successfully.

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

Jobcentre Plus funded programmes																	
Work-based learning for adults	2004-05		2003-04		2002-03												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	17		33		33											
Retained*	5		29	88	24	73											
Planned learning completed	4		24	73	22	67											
Gained job	5		29	88	24	73											
Still in training	11		0	0	0	0											

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

## Quality of education and training

69. Staff at NELC's employment development service have a particularly good understanding of local job markets. NELC has an extensive database of local employers involved in the transport industry. This was recognised in the self-assessment report. The South Humber docks are nearby, and provide good employment prospects because of a recognised skill shortage in transportation and logistics. NELC hosts effective, well-supported steering group meetings with local employers, which have resulted in many more employment and training opportunities for clients. These contacts have also resulted in more women becoming employed as LGV drivers. Employers show a strong commitment to training and NELC staff visit them monthly. Some employers offer work tasters to prospective clients before they start on their training programmes. Many employers support the cost of further training or additional qualifications.

70. There is good achievement of additional qualifications that provide clients with wider opportunities of employment. Many clients qualify to operate lift trucks, and some have completed the transportation of hazardous goods qualification to meet the needs of local employers. A safety award allows clients to enter many industrial sites, increasing their employment prospects. These additional qualifications are also available to clients who fail their LGV driving test and do not want to follow a driving career, providing them with alternative routes into the transport industry.

71. There is good support for clients, enabling them to achieve their LGV driving licence. Clients who fail their driving test and want to retake it are given additional training and test opportunities. Some clients have made up to five attempts to pass their LGV driving test. Various driver-training subcontractors are used to good effect to provide the most suitable training opportunities for the client.

72. The resources for training and assessment are satisfactory and meet the national

standard required for LGV training. Work placements provide the vehicles and training opportunities needed to help clients prepare for their test or qualifications. Subcontractors have the range of vehicles necessary to give learners a variety of LGV training and take their official LGV driving test. A computerised theory training package is used in the training centre. Clients' driving skills and driving theory are externally assessed. Clients prepare individually for the driving theory and hazard perception tests, usually attending the centre at agreed times. However, there is no specialist support at the training centre for learners studying driving theory or hazard perception. Some clients interviewed said they would like a clearer understanding of the types and level of hazards seen in the assessment programme.

73. There is insufficient focus on clients' jobsearch activities. Clients are left alone for long periods to work on jobsearch activities with no support and no clear direction. NELC has begun to provide specialist jobsearch support, but this is not yet established and some clients who need such support have not had access to it. This weakness does not appear to have had a significant effect on job outcomes.

74. Some clients' progress reviews are weak, and employers are not always fully involved in the review process. Some employers do not understand the programme requirements and are not aware of the clients' progress. The targets set at progress reviews are not always measurable, specific or time-bound. Some progress reviews have not been completed within the agreed timescale. For example, one client had been in a new work placement for a month and not had any of the planned two-weekly visits. He was unhappy with his training and left before the problem could be resolved.

### **Leadership and management**

75. There is little reinforcement of the requirements of the transport programme with employers. NELC has established good relationships with local employers, and clients benefit from the creation of sustainable employment opportunities. Staff have made good progress in raising the awareness of equal opportunities with employers through the steering group meetings. Family-friendly working hours are now offered by many employers and this has led to more women and lone parents taking up employment as LGV drivers. NELC does not always monitor equal opportunities sufficiently in the workplace.



## Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<b><i>Employability/employment training</i></b> - Entry to Employment	26	4

### ***Employability/employment training***

#### *Strengths*

- good development of learners' vocational and personal skills
- particularly good pastoral support for learners

#### *Weaknesses*

- failure to provide the full E2E programme
- poor recording of learners' progress

### **Achievement and standards**

76. There is good development of E2E learners' vocational and personal skills. Learners have the opportunity to take part in a good range of vocational and personal development activities. They work independently with confidence and also work well with others. Those interviewed spoke positively about the new skills they had acquired, and they took pride in their achievements. Learners concentrate very well in learning sessions and follow safe working practices when using tools and equipment. Individual learners have effectively overcome problems with anger management and aggression. Staff praise learners and help them become confident in their ability to succeed. Learners are punctual and develop good personal attributes including respect for others. They learn to take turns, listen to instructions, and communicate verbally. One learner, who previously avoided talking to unfamiliar people, is now able to approach visitors with confidence.

77. No reliable data is available on the number of learners, their progress or their achievement of learning objectives.

### **Quality of education and training**

78. NELC's pastoral support for learners is particularly good. It helps to reduce initial barriers to learning and encourages them to attend regularly. Learners living independently use NELC's laundry and receive advice on healthy eating. One particularly vulnerable learner was given practical support to achieve acceptable standards of personal hygiene. Learners are provided with new clothes from an on-site store, and those in new or temporary accommodation are given bedding, towels and food. Staff are very supportive of learners and are keen to ensure they are not

experiencing any difficulties. Learners are referred to specialist agencies when appropriate, and staff have accompanied learners to health appointments where very personal issues have been discussed. All learners know who to go to if they are being bullied or harassed. Staff deal promptly with incidents of bullying and create a caring learning environment. Learners are all mentored by a member of staff and supported by a Connexions personal adviser.

79. Teaching and learning are satisfactory. Tutors give good verbal feedback and encouragement. Group management is good and there is good checking of learners' understanding. In one cookery session, learners weighing ingredients for a flan demonstrated a good understanding of health and safety and personal hygiene. In another learning session, a learner with specific literacy needs learnt how to use commas and showed a high level of concentration when practising handwriting. However, tutors do not always use activities which generate interest or encourage learners' participation. Some learners' work is unsatisfactory and some learning materials are written in complex language which is not appropriate for those with additional literacy needs.

80. NELC does not provide the full E2E programme. Learners do not have the opportunity to work towards a qualification in literacy and numeracy or develop literacy and numeracy skills according to individual need, although this is a mandatory requirement of the E2E programme. There are no taught sessions in literacy or numeracy. The three strands of the E2E curriculum are not integrated. There is no reference to literacy and numeracy in the vocational training and personal development sessions. Support for literacy and numeracy is inadequate. One learner with significant literacy needs had only attended six additional support sessions during a four-month period. There is very limited use of work placements to provide a broader learning experience for learners.

81. Recording of learners' progress is poor. NELC does not use the results of initial assessments of literacy and numeracy skills to develop individual programmes of learning. Learners have no agreed starting points from which to develop their vocational and personal skills. E2E activity plans do not include clear targets to support learners' development needs. The targets identified are not broken down into clear, measurable steps and do not have completion dates. The overall objectives listed in E2E Passports are unclear. Progress reviews focus on activities and do not identify progress made. There is no assessment or recording of learners' progress to tell learners how they are performing and how they might improve further. Tutors do not mark learners' work, and the completion of work is inadequately recorded.

## **Leadership and management**

82. Equality of opportunity is promoted throughout the programme. Learners are encouraged to respect others and themselves. Inappropriate behaviour and language are challenged. There is a strong shared ethos and commitment to widening the participation of learners from under-represented groups. All staff are involved in the monthly planning of sessions but do not meet formally to discuss the development of the programme. There is no monitoring or review of the effectiveness of the learning

activities. Management data is not available to the programme team. Informal communication among staff is effective. Staff discuss issues with learners regularly and share ideas on how they can tackle specific problems as they arise.

83. The self-assessment report identified one of the same strengths identified by the inspectors but did not highlight any weaknesses.