

INSPECTION REPORT

Training and Recruitment Partnership

06 November 2003



ADULT LEARNING
INSPECTORATE

TRAINING AND RECRUITMENT PARTNERSHIP

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

Training and Recruitment Partnership

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Training and Recruitment Partnership Ltd (TRP) was formed in March 1998 to take over the business of Merton Training Consortium, which had been in existence since 1983. It has an office in Morden, south London. TRP employs 12 staff, 10 of whom work part time. A senior management team consisting of a director, an executive director, a business development manager and a manager for management information systems leads the company. Two training advisers support learners in construction, and engineering technology and manufacturing. The company has an in-house course manager and a learners' support co-ordinator who, with the business development manager and the executive director, act as training advisers to learners on business administration, management and professional, and retailing, customer service and transportation programmes. The remaining staff are employed to provide recruitment, business and administrative support to the company.

2. TRP is funded by the London South Learning and Skills Council (LSC) to provide advanced modern apprenticeships, foundation modern apprenticeships and national vocational qualification (NVQ) programmes for young people in the boroughs of **Merton, Kingston, Sutton, Croydon, Bromley and Richmond**. All learners are in full-time employment. Training is offered in land-based provision, construction, engineering, technology and manufacturing, business administration, management and professional, and retailing, customer service and transportation. There were too few learners in land-based provision to report on.

3. The main sources of employment in the area are the service industries, public administration, education, the health service, distributive trades, hotels and restaurants. The proportion of people in the Merton area from minority ethnic groups is 25 per cent, compared with 9.1 per cent nationally.

SCOPE OF PROVISION

Construction

4. TRP provides training in construction for 42 learners. All are in employment at local construction businesses. There are 15 learners training in wood occupations, two in trowel occupations, 19 in plumbing, four in plastering and two in specialist trades. Two learners are working towards advanced modern apprenticeships, 36 towards foundation modern apprenticeships and the remainder are on NVQ programmes at level 2 or 3. Learners in plumbing also work towards qualifications for the gas industry. Learners receive on- and off-the-job training. Off-the-job training is subcontracted to a local training provider.

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Engineering, technology & manufacturing

5. TRP provides training in electrical installation and servicing, vehicle service and repair, vehicle body and performing engineering operations. Of the 32 learners currently on programme, eight are on advanced modern apprenticeships, 20 on foundation modern apprenticeships and three are working towards NVQs at level 2. There is one learner following an electrical progression award. All learners are employed by local companies. Off-the-job training and all assessment is subcontracted to local training providers. Some key skills training and assessment is also subcontracted to the training provider. Where it is not, key skills are delivered by TRP at its own premises.

Business administration, management & professional

6. There are 29 learners on work-based learning programmes in business administration, accounting and management, all of whom are employed. Of the 17 foundation modern apprentices, 16 are training in administration and one in accounting. There are eight advanced modern apprentices, seven of whom are training in administration and one in accounting. One learner is taking an NVQ in management and there are three learners working towards the team leader qualification. Training and assessment in business administration is provided on the job by TRP. Some learners attend off-the-job sessions at TRP's offices. Off-the-job training for learners in accounting is subcontracted to a local training provider, but learners are visited in the workplace by staff from TRP, to monitor and review individual progress.

Retailing, customer service & transportation

7. There are 12 learners following training programmes in retailing, customer service and transportation. Four are working towards an advanced modern apprenticeship and seven towards a foundation modern apprenticeship in customer service. One learner is working towards a foundation modern apprenticeship in call-handling. Most learners are employed with one large employer in the motor industry at different locations in London and Surrey. All learners are employed. Training is mainly on the job. Some learners attend off-the-job training workshops for key skills and portfolio-building at TRP's offices.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	24
Number of learner interviews	46
Number of staff interviews	28
Number of employer interviews	21
Number of subcontractor interviews	7
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	2
Number of visits	26

OVERALL JUDGEMENT

8. The quality of provision is adequate to meet the reasonable needs of those receiving it. Training in construction, engineering, technology and manufacturing, business administration, management and professional, retailing, customer service and transportation are all satisfactory. The leadership and management of TRP are satisfactory, as is equality of opportunity. Quality assurance is unsatisfactory.

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

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

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

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

KEY FINDINGS

Achievement and standards

9. **Learners in construction develop a wide range of very good craft and employment skills.** Their work placements provide good opportunities to practise skills learnt off the job and to develop new skills. Learners become valued employees and are an integral part of their employer's workforce.

10. **Learners in engineering, technology and manufacturing develop a good range of appropriate skills.** They produce work to a satisfactory or better standard and their attainment is sound.

11. **Learners in customer service develop good skills and knowledge.** Most employers provide formal, structured training, covering the range of skills required by the modern apprenticeship frameworks, and are supportive. Learners often remain in their jobs for some time, continuing to progress in their roles and often take additional qualifications.

12. Achievement in business administration, management and professional, has shown some improvement since the previous inspection in June 2002. Retention rates are broadly satisfactory and for foundation modern apprentices have improved.

13. **Achievement and retention rates for foundation modern apprentices in engineering, manufacturing and technology are unsatisfactory.** There have been some improvements in retention rates but these have yet to impact on achievement rates.

14. **Modern apprentices in construction do not achieve all their planned learning outcomes.** They make good progress while on programme, their attainment is sound and the standard of work they produce is very good, but they do not complete their frameworks.

Quality of education and training

15. **Learners in construction are very well supported by training advisers, employers and subcontractors' staff,** and this helps them to develop their skills and knowledge. Several learners have additional support needs which are met effectively by staff at TRP, and by the subcontractor.

16. **Off-the-job training in engineering, technology and manufacturing is good.** Sessions are well planned and well structured, and follow a clear programme for learners' development. Tutors manage the teaching and learning effectively. Learners are engaged and actively participate in lessons. Key skills training and assessment is an integral part of the vocational development.

17. **There is good support for learners who are taking customer service qualifications.** There are frequent and effective adviser visits to the workplace. Good pastoral support is given, and effective working relationships have been developed. Staff work well as a team to support learners.

18. **Business administration, management and professional learners receive good advice** and support from staff who are very responsive to individual learners' needs. The individual coaching and training is effective in developing learners' skills and supporting them through their qualification.

19. **There is good vocational and pastoral support for learners in engineering, technology and manufacturing** from TRP and from the subcontractor.
20. **There are inadequate arrangements for carrying out workplace assessment of learners in construction.** A good range of assessment opportunities is available to learners, but there are no qualified workplace assessors to carry out the assessments. TRP has recently secured the services of a work-based assessor for one skill area in construction.
21. **Target-setting in progress reviews for learners in engineering, technology and manufacturing is unsatisfactory.** Targets do not have a clear focus and are not sufficiently challenging. There is some confusion about whether TRP or the subcontractor is responsible for monitoring learners' progress.
22. **There is ineffective recording of the information gathered during some reviews in business administration, management and professional.** Training advisers are very well informed on the needs and progress made by individual learners, but these details are often not fully recorded in learners' files. Some targets are not sufficiently detailed and are not always sufficiently challenging.
23. **Key skills training and assessment were not introduced at the start of the learner's programme in customer service,** and this is a deliberate policy of the provider. Some learners have a poor understanding of the key skills requirements of their programme.
24. **There is insufficient recording of some aspects of the learners' programme in customer service.** Initial assessment to match job roles to programmes is carried out, but no records are kept to identify and develop individual learning. Reviews often have insufficient detail to plan the learners' programme. Targets are sometimes vague.

Leadership and management

25. **There is good management of change at TRP.** Following a restructuring of the company, there have been significant changes to job roles and responsibilities for some of the staff and they have been communicated well. They form part of a planned programme of development for the company and its management.
26. **There are good formal and informal communications between staff** who keep one another up to date with information from, and about, learners and employers. Notice boards and signs are used well to promote the company, new developments and to keep staff and learners informed.
27. **Staff development at TRP is good.** Arrangements are in place to ensure that the qualifications and expertise of staff are appropriate for the jobs they carry out. Personal development is planned to meet changes in vocational areas and to improve individual performance.
28. **TRP has good links with employers,** which it uses well to find good employment and

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training opportunities for learners. Many of the employers used by TRP have had a long working relationship with the company.

29. **Promotion of equality of opportunity is good.** Learners are treated fairly at TRP and staff are responsive to their individual and various needs. Staff awareness of the importance of equality of opportunity is good, and their understanding of the concepts is sound.

30. A small team of assessors at TRP is responsible for all training and assessment in business administration. **Communication between the small team of assessors is good** and they share good practice. Learners feel very confident that they can contact any member of the team for support and guidance.

31. The arrangements for meeting learners' additional learning and support needs are satisfactory.

32. **The management of service level agreements with subcontractors is poor.** TRP subcontracts off-the-job training and assessment to 11 training providers across south London. The agreements are not clear on roles and responsibilities for the delivery and monitoring of the off-the-job training, the assessment of learners in the workplace and the co-ordination of off- and on-the-job training.

33. **Links between on- and off-the-job training in construction are inadequate.** Staff at TRP and employers do not have a copy of the scheme of work for training which is subcontracted, and the subcontractor is given insufficient information on learners' work projects and planned learning outcomes.

34. **The arrangements for quality assurance of provision are incomplete.** They do not contain enough detail on how procedures will be implemented or monitored. There are some gaps in policies and procedures.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good management of change
- good internal communications
- good staff development
- good links with employers
- good promotion of equality of opportunity

Weaknesses

- poor management of service level agreements
- incomplete arrangements for quality assurance

- insufficiently systematic monitoring of equality of opportunity in employers

Construction

Strengths

- very good development of craft and employment skills
- particularly effective support for learners

Weaknesses

- inadequate arrangements for work-based assessment
- inadequate links between on- and off-the-job training

Engineering, technology & manufacturing

Strengths

- good off-the-job teaching and learning
- good support for learners
- particularly effective links with employers and subcontractors

Weaknesses

- poor retention and achievement rates for foundation modern apprentices
- poor target-setting during progress reviews

Business administration, management & professional

Strengths

- particularly effective support for learners
- good team communications

Weaknesses

- ineffective recording in some reviews

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Retailing, customer service & transportation

Strengths

- good development of workplace skills
- good support for learners

Weaknesses

- late introduction of key skills
- insufficient recording of learning

WHAT LEARNERS LIKE ABOUT TRAINING AND RECRUITMENT PARTNERSHIP:

- the friendly, helpful staff, who are not like teachers
- a sense of achievement
- the support from all staff who are always there to help
- the confidence that the programme gives them
- the way sensitive issues are dealt with
- not going to college

WHAT LEARNERS THINK TRAINING AND RECRUITMENT PARTNERSHIP COULD IMPROVE:

- transport arrangements to avoid a 7.30 am start!
- more time at work to complete portfolios

KEY CHALLENGES FOR TRAINING AND RECRUITMENT PARTNERSHIP:

- implement comprehensive quality assurance systems
- improve the management of service level agreements
- provide assessment in the workplace in construction
- further improve retention and achievement rates
- improve records of learning
- improve target-setting in progress reviews

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good management of change
- good internal communications
- good staff development
- good links with employers
- good promotion of equality of opportunity

Weaknesses

- poor management of service level agreements
- incomplete arrangements for quality assurance
- insufficiently systematic monitoring of equality of opportunity in employers

35. There is good management of change at TRP. Following the director's acquisition of the company shortly before the previous inspection in June 2002, the company has been restructured and there have been significant changes to job roles and responsibilities for several of the staff. These changes have been communicated effectively to all staff, and are well understood by them. They form part of a well-planned programme of development for the company and its management. Staff are very supportive of one another and of the small senior management team which oversees the work of the company. This team provides effective strategic leadership and operational line management in an open and consultative manner. It has developed a range of policies and procedures which cover all aspects of operational management. Staff are fully aware of these procedures and follow them well. Throughout this period of change, TRP has maintained its service to learners and some aspects of its service have improved.

36. Internal communications are good. Formal arrangements include a planned programme of meetings covering general operational matters, delivery of occupational areas and specific issues such as those raised by external agencies. Meetings are properly minuted and have associated action plans. Staff contribute agenda items and take part in discussions in the meetings. TRP is a small company and all the staff are based in the same building. There is good informal communication between staff who keep one another up to date with information from learners and employers between formal meetings. Arrangements for maintaining contact with staff when they are working out of the office are good. There is easy access to all company documents which are very well organised and presented. Noticeboards and signs are used well to promote the company, new developments and to keep staff and learners informed.

37. Staff development at TRP is good. Arrangements are in place to ensure that the

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qualifications and expertise of staff are kept up to date and are appropriate for their jobs. All staff have clear and detailed job descriptions which outline their respective roles and responsibilities. A yearly review and appraisal of staff performance is used to identify development needs. These include development for changes in vocational areas of learning and to improve the service provided for learners and employers. Detailed curriculum vitae and personal development plans are held for each member of staff. All development activities are evaluated and where appropriate, information and learning is shared systematically with other members of staff during team meetings. These meetings are also used to develop staff capability in respect of changes to their roles or to programmes. Staff are encouraged to participate in external seminars and courses, including those leading to qualifications.

38. TRP has good links with employers. It uses its links with employers well to find good employment and training opportunities for learners. Training advisers and the recruitment manager maintain regular contact through telephone calls and visits. This contact is extended to those employers who do not currently have learners on a programme. Employers are given a copy of TRP's newsletter which is informative. During the initial four-week work trial scheme for new learners, TRP works particularly closely with employers to assess learners' suitability for the job and the learning programme. Employers are also contacted randomly, to gain feedback on provision, as part of TRP's cold calling process. Employers are encouraged to provide opportunities for learners to gain confidence at work and progress to further training and additional qualifications, as well as to work towards an appropriate qualification. Many of the employers used by TRP have had a long working relationship with the company. They are confident that queries or concerns about their learners or the programme will be handled promptly and effectively by TRP. Employers make good use of TRP to assist them in recruiting young people when job vacancies arise. All new employers are checked by staff at TRP for their compliance with health and safety requirements, arrangements for equality of opportunity, and suitability for training young people. The company retains a list of employers that have been judged unsuitable with the reasons for their rejection.

39. Resources at TPR are managed effectively. The accommodation for staff and for learners visiting the offices is tidy, bright and welcoming. Staffing levels are appropriate for the number of learners. TRP has recently refurbished its offices to provide a small training room which contains information technology (IT) facilities and resources where learners can access additional vocational, key skills and learning support. Resource needs are discussed at staff meetings and resourcing is included in budgets.

40. The arrangements for meeting learners' additional support needs are satisfactory. Initial assessment includes a test for literacy and numeracy and a discussion of individual needs. Satisfactory and sensitive arrangements are in place to meet the needs identified. TRP is currently exploring other diagnostic tests which will give greater information on learners' needs. Learners who attend off-the-job training at a subcontractor often receive additional support from specialist services provided by the subcontractor. Those whose programme does not include off-the-job training are given additional time by their training adviser, and additional support and learning materials from a member of staff

who is qualified to deliver literacy and numeracy training. Where appropriate, TRP is energetic in seeking funding support for learners who have additional needs, although support is provided for learners regardless of whether this funding is forthcoming.

41. Business-planning at TRP is satisfactory. Business plans contain clear objectives and these are updated each year. However, links between the business plan and the development plan for the self-assessment report are not clear. Appropriate information is collected on learners and is used effectively to monitor organisational performance, but there is insufficient use of target-setting to help improve retention and achievement rates.

42. The management of service level agreements with subcontractors is poor. TRP subcontracts off-the-job training and assessment to 11 training providers across south London. The agreements are standard for all subcontractors and have not been amended, even when changes to provision have been imposed by some subcontractors. Agreements do not refer to the specific qualifications being delivered by the subcontractor. For example, they do not specify which technical certificates, NVQ or key skill and level are covered by the agreement. The agreements are not clear on roles and responsibilities for monitoring learners' progress, the assessment of learners in the workplace and the co-ordination of off- and on-the-job training. No formal quality assurance arrangements are built into the agreements, although some informal quality assurance takes place as part of the training advisers' liaison with learners and the subcontractor. Some good operational relationships have been established between TRP's training staff and subcontractor training staff, but these have not always been sufficient to assure provision or improve learners' experience and achievement. Where subcontractors have failed to deliver provision as specified in the service level agreement, TRP has intervened, but this has sometimes been hampered by demand for subcontractor services. Recent improvements to communication between TRP and subcontractors mean that learners' needs are being dealt with more closely and the monitoring of learners' attendance at off-the-job training is thorough. TRP has recognised some aspects of this weakness and has taken steps to address them, but it is too soon to measure their impact.

Equality of opportunity

Contributory grade 3

43. TRP has an equal opportunities policy and accompanying procedures which are well promoted at learners' induction, in the literature which goes out to employers, and in policies, procedures and documents prepared for staff. Learners are treated fairly at TRP and staff are responsive to their individual and various needs. Staff awareness of the importance of equality of opportunity is good, and their understanding of the concepts is sound. External equal opportunities awareness training is offered to staff and several have taken advantage of the seminars available to update their knowledge and understanding. Promotional literature is carefully prepared to present positive, non-stereotypical images. The language used in information leaflets is expressed in a straightforward way. Learners are made aware of the company's equal opportunities and harassment and bullying policies at induction and are given good information on their entitlements. Equality of opportunity is covered in more detail in a key skills

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development programme, which is provided for learners who are waiting for a work placement. This programme has recently been introduced and includes a particularly good presentation on harassment and bullying. Learners' knowledge and understanding of their rights and responsibilities, and complaints procedures, is satisfactory. An employers' pack includes helpful, and up-to-date information on equal opportunities and associated legislation. The agreement between employers and TRP includes a statement on equality of opportunity, and employers are checked for their compliance before being engaged by TRP for learners' training programmes. The few learners who have encountered unfair discrimination at their work placement or subcontractor have had their concerns resolved promptly and appropriately by TRP.

44. TRP's premises are accessible to people who have restricted mobility. Although training rooms are on the first floor, and this is reached only by a staircase, arrangements can be made for learners to access information and be interviewed on the ground floor. Similarly, should specialised equipment be needed, TRP endeavours to obtain this equipment. There are toilet facilities on the ground floor, but these are not easily accessed by people who have restricted mobility.

45. The monitoring of employers' implementation of equality of opportunity is not systematic. The contract between TRP and employers includes an agreement to comply with TRP's commitment to equality of opportunity, but records of equal opportunities assessment are not made. The agreement includes confirmation that equality of opportunity will be reviewed every six months with the employer, but assessments are not recorded. If employers do not meet the equal opportunities requirements, they are not used by TRP. Learners' review records include a prompt on equality of opportunity, and these are helpful in identifying learners' concerns, but are not used to explore or develop learners' awareness of their rights and responsibilities more fully. Learners' comments on equality of opportunity are not always recorded during progress reviews. There are no records of equality of opportunity assessments of subcontractors.

Quality assurance

Contributory grade 4

46. The arrangements for quality assurance of provision are incomplete. TRP has a good range of policies and procedures, including procedures for quality assurance. They include procedures for measuring the quality of staff delivery to learners and employers, the quality of the learners' experience, their achievement and progression and the effectiveness of TRP's policies and systems. However, they do not contain enough detail on how procedures will be implemented, or how the implementation is monitored, and there are some gaps in policies and procedures.

47. The company has a good system for gathering feedback from learners and employers which is impartial and independent. A consultant cold calls a representative sample of learners and employers and asks them a series of questions to gain feedback on TRP's service. High levels of satisfaction with provision have been reported, using the system. Feedback is given to staff, and when problems are identified, appropriate action is taken. The system has been in place for less than a year, and has not yet been evaluated by TRP to determine its value. While it is helpful in providing information on

general satisfaction, and can pick up some concerns, it is not sufficiently evaluative to give feedback on how provision might be improved.

48. Meetings are sometimes used well to review and improve operational practices and provision. For example, a review of the initial assessment of learners during staff meetings resulted in changes to the questions used, and led to the development of a learning entitlement guide which is now given to learners. However, this method of reviewing provision is not part of a planned quality assurance system.

49. Internal verification is satisfactory. Learners' portfolios are regularly sampled, and the sampling plans include an appropriate range of evidence. Assessment practices are reviewed critically and assessors are observed. However, these quality assurance processes have not been duplicated in provision other than assessment.

50. TRP produces an annual self-assessment report. Staff are consulted on the report and their comments are listened to, but they are not sufficiently involved in the critical analysis and review of provision. Inspectors' judgements matched many of those made in the leadership and management, construction and engineering sections of the report, but judgements in the remaining areas of learning are less accurate. There is little use of feedback from learners and employers in the report.

51. Documents in learners' files are checked for completion and action is taken where non-compliance is identified. However, there are few checks to ensure that the quality of information is appropriate. Inconsistencies in information held in records, and differences in its quality have not been picked up and dealt with.

52. Arrangements for the quality assurance of subcontractors are not sufficiently detailed. Current quality assurance methods include the use of inspection and external verification reports. They do not make use of other information gathered by training advisers, learners' progress reviews, or on the subcontractors' own quality assurance arrangements.

AREAS OF LEARNING

Construction

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	42	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good development of craft and employment skills
- particularly effective support for learners

Weaknesses

- inadequate arrangements for work-based assessment
- inadequate links between on- and off-the-job training

Achievement and standards

53. Learners develop a wide range of very good craft and employment skills. Their work placements provide good opportunities to practise skills learnt off-the-job and to develop new skills. Learners become valued employees and an integral part of their employer's workforce. Employers are selected for their commitment to training and are encouraged to place the learner with a skilled operative to mentor and support their training. This is effective in developing learners' skills and confidence. Many learners have the opportunity to work on high-specification projects and properties. Some learners work on long-term projects, while others are more mobile and work on projects of short duration. All are helpful in giving learners valuable experience of working in the construction industry and in developing their skills. Off-the-job training is subcontracted to a local training provider. Learning resources for off-the-job provision are very good and workshops are modern and well equipped. Teaching staff are experienced and well qualified. They set appropriate work and are good at developing their learners' skills and knowledge. Learners have access to learning resource centres which have a good range of appropriate construction learning materials.

54. Learners are enrolled with a subcontractor on courses which lead to technical certificates, and are making good progress. Retention rates are improving. Of the 18 learners who started in 2001-02, only two were retained, and five remain in learning. However, of the 29 learners who started in 2002-03, 21 are still in learning. Thirteen learners started in 2003-04 and all remain in learning. TRP's staff provide good support for key skills development and are effective in helping learners identify key skills evidence. However, assessment of the key skills takes place at the end of the training programme. Learners on plumbing programmes have good opportunities to gain additional qualifications which enable them to work in the gas industry.

55. Learners on modern apprenticeship frameworks do not achieve all their planned learning outcomes in construction. Learners make good progress during the programme and their standard of work is very good. Some learners collect good work-based evidence for their portfolios. However, since the previous inspection in June 2002, none of the learners have completed a full framework. TRP is developing strategies to help learners achieve, but these have yet to have an impact.

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		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts			1		3		1		3		6				
Retained*			0		0		1	100	1	33	5	83				
Successfully completed			0		0		1	100	1	33	4	67				
Still in learning			1		1		0	0	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																
Foundation modern apprenticeships (FMA)	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	12		25		18		15		29		9				
Retained*	0		0		2		3	20	9		4	44				
Successfully completed	0		0		0		0	0	2		3	33				
Still in learning	12		17		5		0	0	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

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LSC funded work-based learning																	
NVQ Training																	
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99						
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	1		3		5							11					
Retained*	0		0		5	100						6	55				
Successfully completed	0		0		5	100						5	45				
Still in learning	1		3		0	0						0	0				

Quality of education and training

56. Learners are very well supported by training advisers, employers and subcontractors' staff, and this is effective in developing their skills and knowledge. All learners have regular formal reviews which cover individual progress, health and safety, and support needs. Learners' projects are also discussed to identify and meet particular learning needs associated with the project. In addition to formal reviews, training advisers meet their learners approximately every fortnight either at the workplace or with the subcontractor. Learners, tutors and employers value this frequent contact. It is effective in motivating learners and in ensuring that problems and concerns are dealt with quickly, on an individual basis. Where necessary, advisers visit learners more frequently, and out of normal working hours, to ensure they receive the help they need and to encourage them to remain on programme. The meetings are also used to develop learners' health and safety awareness, to monitor the portfolios learners are preparing, and to give feedback on how they might be improved. The portfolios contain good photographic evidence of the learners' projects and are helpful in maintaining learners' interest and enthusiasm. TRP has worked successfully with employers to help learners buy the basic toolkits for work. Employers give additional motivational support and skills development for learners. Several learners have additional support needs in language, literacy or numeracy. Of the 36 foundation modern apprentices, 15 need additional learning support. These needs are met effectively by staff at TRP, and by the subcontractor.

57. There are inadequate arrangements for carrying out assessment in the workplace. A good range of assessment opportunities is available to learners, but there are no qualified workplace assessors to carry out the assessments. Most learners know that they need to collect work-based evidence, but not that they must also be assessed at work. Many employers are not aware of the requirement for work-based assessment. Until recently all assessment and off-the-job training was subcontracted to a local training provider. However, following changes to the assessment strategy for the NVQ, the subcontractor changed its arrangements for delivery of the programme during 2002-03 and ceased to offer work-based assessment. Learners who enrolled onto programmes in 2003-04 now only receive training and assessment for the technical certificate from the subcontractor. TRP has recognised this lack of work-based assessment and is taking steps to deal with the problem. During the inspection visit, TRP secured the services of a work-based assessor for one skill area in construction.

Leadership and management

58. Links between on- and off-the-job training are inadequate. Staff at TRP and employers do not have a copy of the scheme of work for the training which is subcontracted to a local training provider. The subcontractor is given insufficient information on learners' work projects and their planned learning outcomes, although where additional learning or support needs are identified, these are shared in a discreet and supportive way. Learners' progress in off-the-job training is monitored by the subcontractor and TRP, but there is insufficient monitoring of the training carried out in the workplace. The subcontractor encourages learners to collect work-based evidence for their portfolios, but there are no formal links between the subcontractor and employers to identify evidence collection opportunities, or to provide information on learners' progress. When employers seek information from the subcontractor they are given helpful and informative reports, but these are not always shared with staff at TRP, or co-ordinated by them.

Engineering, technology & manufacturing

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	32	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good off-the-job teaching and learning
- good support for learners
- particularly effective links with employers and subcontractors

Weaknesses

- poor retention and achievement rates for foundation modern apprentices
- poor target-setting during progress reviews

Achievement and standards

59. Learners develop a good range of appropriate skills. They produce work to a satisfactory or better standard and their attainment is sound. Their employers are generally pleased with the standard of their work, and with the support they receive from TRP. Retention rates for advanced modern apprentices are good. Of the 10 who have started since 2001-02, eight remain in learning.

60. Of the 16 learners who started in 2001-02, one has completed the framework and four remain in learning. Historically, retention and achievement rates have been poor. However, there has been some improvement in retention rates, and of the 18 learners who started in 2002-03, 11 remain in learning. TRP has introduced additional learner support strategies and increased liaison activities with subcontractors in order to improve retention and achievement rates, but these have yet to impact fully on provision.

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		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	2		5		3		2		8		9					
Retained*	0		0		0		1	50	2	25	6	67				
Successfully completed	0		0		0		0	0	4	50	6	67				
Still in learning	2		4		2		0	0	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																
Foundation modern apprenticeships (FMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4		18		16		15		15		4					
Retained*	0		0		4		6		3	20	0	0				
Successfully completed	0		0		1		3		1	7	0	0				
Still in learning	4		11		4		1		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																
NVQ Training																
	2003-04		2001-02		2000-01		1999-2000		1998-99							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts			9		10		11		12							
Retained*			2		2		4	36	7	58						
Successfully completed			2		2		4	36	5	42						
Still in learning			2		1		0	0	1	8						

*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

61. Off-the-job teaching and learning is good. Sessions are well planned and well structured, and follow a clear programme of development. Tutors manage the teaching and learning effectively. Learners are engaged and actively participate in lessons. An appropriate range of teaching strategies is used to develop learners' knowledge and skill. Practical sessions, small group discussion, completion of worksheets and whole class activity are co-ordinated effectively to enable learners to progress. Learners are provided

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with a range of work books which help them to structure their evidence collection for assessment. However, there is insufficient planning of training in the workplace, and the quality of the training learners receive there is inconsistent.

62. Key skills training and assessment are an integral part of the vocational training. Some assignments incorporate application of number, communication and information and communications technology (ICT) skills in a work-related setting. If the subcontractor does not provide key skills training, TRP provides the programme in-house. Learners at one subcontractor have access to an evening support surgery where learners can gain help with portfolio-building, key skills and other NVQ-related matters.

63. There is good vocational and pastoral support for learners from TRP and from the subcontractor. Learners are visited frequently by their training adviser, either in the workplace or at the subcontractor, according to individual need. Formal quarterly reviews cover progress with the programme, and additional visits are used to provide extra tuition, learning resources, advice, guidance, portfolio-building and pastoral support. All learners are assessed at the start of their programme to find out whether they have additional learning or support needs, or need help with literacy, numeracy or language skills. When identified, these needs are met sensitively and effectively by staff from TRP or by specialist services at the subcontractor. Learners are able to access support in a range of different ways. They can have individual tuition from their training adviser at the subcontractor, at work, or at TRP's premises, where they can also access specialist support. Alternatively, they can take advantage of the specialist provision available at the subcontractor. Of the 32 learners currently on programme, 41 per cent receive additional learning support. However, some of the learners who are entitled to support do not take advantage of the opportunities available to them, despite TRP's efforts to encourage them to do so.

64. Equipment and accommodation at subcontractors premises are satisfactory. One subcontractor has electrical installation workshops and electronics laboratories which are equipped to a very high standard. However, engineering and motor vehicle workshops at two other subcontractors contain some dated machine tools and motor cars. One of these has plans for a major refurbishment of the engineering workshops.

65. Health and safety is covered effectively by TRP and the subcontractors. A health and safety unit forms part of most programmes. Learners comply with workshop health and safety requirements in terms of overalls, safety footwear and the use of hard hats. Health and safety is reinforced during sessions on background knowledge.

66. Arrangements for assessment are satisfactory. Learners are assessed off the job and assessors from the subcontractor regularly visit learners in the workplace to plan assessment and carry out observations. Tutors often take photographs of work to motivate learners and contribute to the evidence in their portfolios. TRP's training adviser in this vocational area is experienced and qualified, and although currently not assessing learners, has achieved recognised assessor awards.

67. Target-setting in progress reviews is unsatisfactory. Targets are not clearly focused

and are not sufficiently challenging. Most reviews record comments on previous progress or activities. However, there is insufficient forward-planning to set milestones and target dates for their achievement. Individual learning plans are not well used to develop learners. Many give achievement dates as the end date of the programme and do not plan for the achievement of units over a period of time. Subcontractors maintain comprehensive systems for monitoring the learners' performance and progress. However, the information they provide is not always used by TRP for the learner review and target-setting process. The service level agreements between TRP and the subcontractors do not define roles and responsibilities clearly enough. There is some confusion about which organisation is responsible for setting and monitoring targets. TRP is currently developing its own monitoring system to help deal with this.

Leadership and management

68. The links between TRP and its employers and subcontractors are good. TRP has a well-established network of employer contacts. Training advisers make regular visits to employers to inform them of learners' progress. Employers value the provision and support provided by TRP. TRP uses these links well to find work placements and helps employers to recruit young people to train. If employers or learners are dissatisfied with a particular placement, TRP intervenes to rectify the problem or finds an alternative placement when necessary. Some employers do not receive enough information on learners' attendance at off-the-job training, or on their learning programmes, to enable them to plan the on-the-job training effectively. Training advisers keep in close contact with the subcontractors. A range of methods is used for communication, including face-to-face meetings, telephone calls and email, and these are used well. However, information from learners' reviews is not always shared sufficiently with the subcontractor.

Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	29	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- particularly effective support for learners
- good team communications

Weaknesses

- ineffective recording in some reviews

Achievement and standards

69. Learners' attainment in business administration, management and professional is satisfactory, and the development of their knowledge and skills is sound. Retention rates are satisfactory and have improved for foundation modern apprentices.

70. Since the previous inspection in June 2002, achievement rates have improved. Of the 47 learners who have left in the past three years, 13 have completed the framework. Since July 2002, eleven learners have completed the foundation modern apprenticeship framework and three learners have achieved the NVQ, but are still working towards key skills. Seven learners are registered for the revised modern apprenticeship framework which includes a technical certificate, but as yet none have attempted this examination.

71. During each of the past three years there has been an average of six learners starting an advanced modern apprenticeship. The expected duration of this programme means that it is not possible to give figures for achievement for two of the three years. However, the attainment of these learners is sound, and they are making satisfactory progress towards their qualifications. The quality of evidence in portfolios is generally of a satisfactory standard and most learners are on target to achieve the qualification within the agreed timescale.

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)																
	2002-03		2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		6		6		5									
Retained*	0		0		2		2	40								
Successfully completed	0		0		1		2	40								
Still in learning	5		2		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)																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	14		28		22											
Retained*	1		14		11	50										
Successfully completed	0		6		7	32										
Still in learning	9		8		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																
NVQ Training																
	2003-04		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4															
Retained*	0															
Successfully completed	0															
Still in learning	4															

*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

72. Business administration learners have good advice and support from staff who are very responsive to individual needs. Training advisers are well qualified and enthusiastic and provide learners with support for pastoral and learning needs. The individual coaching and training is effective in developing learners' skills and supporting them through their qualification. Advisers are committed to learners' development and assessment needs and visit them frequently in the workplace to offer advice and

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guidance in portfolio-building and in matters of a personal or pastoral nature. Support is available to learners outside normal office hours and all learners are routinely given advisers' mobile telephone numbers and email addresses. TRP arranges additional individual support for learners who experience difficulties. For example, additional individual training and support is provided for learners who have difficulty with aspects of the key skills. They know how to access the support available and their understanding of the requirements of their qualifications is good. They are confident enough to make progress between visits from training advisers.

73. The initial assessment of learners is satisfactory. Procedures are consistently applied and include a detailed individual discussion between the learner and training adviser. However, the outcomes of this discussion are not always formally recorded. Some learners receive a formal assessment of their literacy and numeracy skills, but the resulting support needs are not always adequately recorded.

74. Assessment takes place in the workplace and assessment practices are satisfactory. Assessment decisions are based on a range of suitable evidence including employers' witness testimony, observation, and question and answers. Assessment records are adequate. Learners all have jobs which provide them with appropriate opportunities to develop the skills and evidence they need to achieve the NVQ.

75. The resources for learners are satisfactory. There is a designated training room at TRP and this is appropriately equipped to meet the needs of learners. Few learners attend the training facility regularly, with most receiving all their training at employers' premises. Training advisers use a range of resources and supply learners with appropriate handouts and worksheets to support their development.

76. Key skills provision is broadly satisfactory, although they are usually assessed towards the end of the learners' training programme. Some learners are not confident about taking the external test for key skills and this is deliberately left until late in the programme in order to build their confidence. However, development of key skills and the cross referencing of NVQ work to key skills are appropriate.

77. There is ineffective recording of the information gathered during some reviews. Initial assessment results are not always recorded in sufficient detail to allow the development of individual learning plans. There are isolated examples of inaccuracies on some plans. For example, one record showed a learner working towards a lower level of key skills than was the case and another was not updated to reflect expected achievement dates. Training advisers are very well informed on the needs and progress made by individual learners, but these details are often not fully recorded in learners' files. There is an over-reliance on advisers' recall of discussions with learners. Some reviews have vague targets which do not include details of how the training provided by the employer can assist learners' overall development and achievement of qualifications. Some targets are not sufficiently detailed to ensure clear direction over a three-month period and are not always sufficiently challenging. Learners have detailed action plans in addition to their learning plans, and these are helpful in ensuring the learner progresses. However, they are not always referred to, and the information is not always transferred

onto review documents.

Leadership and management

78. A small team of assessors at TRP is responsible for the training and assessment of business administration at TRP. Communication between all members of this team is good. Learners feel very confident that they can contact any member of the team for support and guidance. The team meets often to discuss learners' progress and to ensure that advisers are well informed about individual learners. Issues which may be affecting learners' ability to progress through the qualification are shared and additional support arrangements are developed to meet individual needs. The team are keen to share good practice and meetings frequently include one team member updating others, on information gathered from external staff development events. The team meet to discuss and standardise assessment, and assessment practices are consistent. Team meetings are well recorded and minutes are available to members and others.

79. Internal verification systems and procedures are satisfactory. The company has responded well to some of the new requirements placed on internal verifiers, such as monitoring assessors for continued professional development. There are systems to monitor the ongoing development needs of the assessment team.

80. There are satisfactory arrangements for identifying and meeting learners' literacy, language and numeracy needs or their additional learning and social needs. Needs are identified at initial assessment, or during progress review meetings and are met by providing additional, individual coaching by specialist staff at TRP, or through teaching sessions at TRP's offices.

Retailing, customer service & transportation

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	12	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of workplace skills
- good support for learners

Weaknesses

- late introduction of key skills
- insufficient recording of learning

Achievement and standards

81. Learners develop good customer service and employment skills in their jobs. Employers provide good opportunities for learning and cover the range of skills needed for the modern apprenticeship frameworks. They value the work carried out by learners. Training advisers help develop and reinforce learners' skills and knowledge. Learners generally remain in their jobs for a long time and take on additional responsibilities as they develop. Progression for learners is good, and many go on to additional training programmes and higher level qualifications. They gain good experience which enhances their employability. TRP has good working relationships with employers, and has often recruited learners for them.

82. Achievement of qualifications is generally satisfactory. The small numbers of learners in this area of learning means that one or two achievers or early leavers can have a disproportionate effect on percentage achievement and retention. In the past three years, 13 learners have started an advanced modern apprenticeship and four are still in learning. Two have achieved the qualification. In the same period, 20 learners have started a foundation modern apprenticeship, eight are still in learning and three have completed the framework. There is some slow progress towards achievement of qualifications. Some learners who have been training for more than 11 months have a significant amount of evidence in their portfolios, but none of it is referenced to NVQ units. The additional units and key skills are usually taken once the NVQ has been achieved.

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)																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		7		5											
Retained*	0		3		2	40										
Successfully completed	0		0		2	40										
Still in learning	1		3		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)																
	2002-03		2001-02		2000-01											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	5		10		5											
Retained*	0		7		2											
Successfully completed	0		2		1											
Still in learning	4		4		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																
NVQ Training																
	2001-02		2000-01													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		1													
Retained*	1		1	100												
Successfully completed	1		1	100												
Still in learning	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

83. There is good support for learners from their training advisers and employers. Training advisers visit learners in the workplace every two or three weeks and build good working relationships with learners and their workplace supervisors. Advisers have a good knowledge of learners' work placements and they use these well to develop action plans and identify evidence collection opportunities with learners. Advisers also provide effective on-the-job coaching to support the development of learners' skills and

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knowledge. Learners have a good understanding of their NVQ and its requirements, and reference their evidence well. Pastoral support is good and learners are confident that their concerns and difficulties will be handled sensitively. One learner who was concerned about equality of opportunity at work discussed the problem with a training adviser and the matter was resolved promptly. Learners have good access to their training advisers and are able to contact them easily between visits by telephone or email.

84. The resources are satisfactory. Some learners are invited to attend key skills workshops at the centre and some off-the-job training in telephone techniques have taken place there. The training room at TRP is appropriately equipped to meet these training needs. Advisers sometimes use their own learning materials to support learners' development, such as for legislation, and these resources are satisfactory. However, there are no standard texts or materials specifically for the development of customer service skills.

85. Assessment is satisfactory. Portfolios are well-organised and well presented and contain a range of evidence, although there is sometimes an over-reliance on personal statements. Some evidence is not attributable, but assessor annotation and oral questioning is used well to expand on, and verify the evidence presented. All NVQ units are internally verified, and records of sampling are satisfactory.

86. Key skills training and assessment are not introduced at the start of the programme. This was identified in the previous inspection and has yet to be addressed by TRP. Some learners have a poor understanding of the key skills, and are unaware what needs to be done to achieve them. Some learners are also unaware of the additional unit requirements of their framework, which TRP normally introduces after achievement of the main NVQ. Some of the evidence for NVQs is used for key skills assessment, but it is usually only referenced to the key skills units once the NVQ has been completed. Key skills practise tests are not introduced until just before the external tests. Introducing the key skills after completion of the main NVQ is a deliberate policy of the provider as it considers that learners would be de-motivated if all aspects of the framework are introduced at the start of the programme.

87. There is insufficient recording of all aspects of the learners' programme. Training advisers know the needs and circumstances of individual learners, but this information is not captured in learners' records. At initial assessment, learners' jobs are well matched to an appropriate modern apprenticeship programme and level, but records do not contain information on this matching. Learners have varying degrees of experience when they join the programme, but their individual learning plans do not always reflect this. Target dates for completion are often funding-end dates rather than individual target dates. The initial assessment of learners includes key skills and a record is completed at the start of the programme, but it does not give sufficient detail about learners' individual support needs. The on- and off-the-job training is not formally recorded or used to monitor progress or identify additional needs. Reviews are not recorded in sufficient detail. Progress records are not linked to the achievement of units and quarterly targets are not always challenging enough. Additional support is not always formally recorded

or measured. Learners and employers are not given the opportunity to record their comments on the review paperwork. If learners are making slow progress, the reviews do not always record the action needed for improvement. The section on equality of opportunity is not always completed.

Leadership and management

88. Leadership and management of the programme is satisfactory. There is a small team of staff in this area of learning who work well together to develop and support learners. Formal monthly meetings are used effectively to discuss issues which affect the programme or individual learners. Meetings are used well to develop staff and programmes, such as when the call-handling qualification was introduced. Informal day-to-day contact between staff is also helpful in keeping team members informed.

89. Internal verification of assessment is satisfactory. Although members of the team have dual roles of assessor and verifier, they still offer critical judgements on their colleagues' assessment practice. However, some key learner processes are not effectively quality assured. Processes to quality assure induction, initial assessment, on- and off-the-job training, and progress reviews are not sufficiently systematic.

90. There are satisfactory arrangements for identifying and meeting learners' literacy, language and numeracy needs or their additional learning and social needs. Needs are identified at initial assessment, or during progress review meetings and these learners are given additional, individual coaching by specialist staff at TRP, or have the opportunity to attend teaching sessions at TRP's offices.