

# INSPECTION REPORT

## **Triangle Training Ltd**

**26 February 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
- **learnirect** 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

## Triangle Training Ltd

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Triangle Training Ltd (Triangle Training) is a private limited company that was established in 1995. It is based in Southam, Warwickshire and provides work-based learning for young people in early years care and education. Learners follow national vocational qualifications (NVQs) at level 2 or 3 and foundation or advanced modern apprenticeships.
2. Triangle Training currently has 436 learners on work-based learning programmes. The programmes are managed and delivered by a team of 32 staff. Most learners are employed and those that are not are in receipt of a training allowance. Learners are based in a number of nurseries across the East and West Midlands. Off-the-job training is delivered by Triangle Training in training rooms across the geographical locations
3. Triangle Training's programmes are funded by four local Learning and Skills Councils (LSCs): Birmingham and Solihull, Northamptonshire, the Black Country, and Shropshire. Additional funding, from the local early years development and childcare partnership, a Birmingham and Solihull LSC-funded employer training pilot scheme, and private funding, is received for a small number of learners.

### SCOPE OF PROVISION

#### Health, social care & public services

4. Triangle Training currently has 436 learners on early years care and education programmes. Of these, 199 are advanced modern apprentices, 169 are foundation modern apprentices and 68 are working towards an NVQ at level 2 or 3. Learners work in private and community-run nurseries. Triangle Training's assessors carry out assessment of learners in the workplace. There is one work-based assessor. Triangle Training's staff carry out internal verification. Off-the-job training is provided at Triangle Training's own training centre in Northampton and in training rooms across the Birmingham, Black Country and Shropshire areas.

### ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	20
Number of learner interviews	46
Number of staff interviews	23
Number of employer interviews	14
Number of locations/sites/learning centres visited	24

## OVERALL JUDGEMENT

5. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, Triangle Training's leadership and management and arrangements for quality assurance are good. Its approach to equality of opportunity is satisfactory. The quality of work-based learning in early years care and education is good.

## GRADES

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

Leadership and management	2
Contributory grades:	
Equality of opportunity	3
Quality assurance	2

Health, social care & public services	2
Contributory grades:	
Work-based learning for young people	2

## KEY FINDINGS

### Achievement and standards

6. **Achievement rates for early years care and education learners are good, although key skills test pass rates are poor for learners from intakes preceding 2003-04.** Learners' written work is mostly satisfactory, and some is good. Some learners show effective development of relevant skills for childcare work.

### Quality of education and training

7. **Triangle Training's assessment practices are good** and learners have a clear understanding of their progress. Staff provide detailed and constructive feedback to enhance learning and increase learners' confidence.

8. **Triangle Training's initial interviews and assessments and induction procedures thoroughly guide and prepare the learners.** Learners are well informed and placed on the appropriate programme.

9. **The pastoral, practical and academic support provided by Triangle Training is very effective in meeting learners' needs.** Learners receive good support from the company's recruitment officers until they are settled in their workplace. They subsequently receive good support from their tutors, reviewing officers and employers.

10. **Co-ordination of on- and off-the-job training is good.** Employers are well informed and many take the opportunity to link learners' activities in the workplace to the training programme. The five learning sessions observed were graded as satisfactory or good.

11. Learners with literacy, numeracy and language support needs receive good-quality additional coaching for vocational training and key skills training and assessment. Learners with dyslexia can record their evidence on tape, and receive additional support from their assessors.

### Leadership and management

12. **Triangle Training has clear and effective direction to provide a good standard of training.** Its strategies, objectives and action plans focus on improving the provision for learners. **However, some overall targets are not set and no written strategy for literacy, numeracy and language support exists to reinforce the good-quality additional coaching and assessment provided for learners.**

13. **Communications are good and keep staff and learners well informed. Triangle Training's staff development and training arrangements are varied and thorough.** They promote succession planning and help to meet the needs of the learners and the provider.

14. **Triangle Training's quality assurance arrangements are good.** The company has clear policies and procedures which focus on raising the standard of provision and improving the learners' performance.

15. Triangle Training's approach to equality of opportunity is satisfactory. It has a range of comprehensive and up-to-date policies and procedures. Learners have a good understanding of their rights and responsibilities. Employers are required to implement appropriate equal opportunities practices.

16. Arrangements for internal verification are effective. Triangle Training has established policies and procedures for observation of assessments, checking of portfolios of evidence and interviews with learners. Regular standardisation meetings are held.

17. Triangle Training's arrangements for self-assessment are satisfactory. All staff are involved in the self-assessment process, and learners and employers contribute their views. The inspections' findings matched a number of the judgements included in the self-assessment report, but the inspectors identified some additional strengths and weaknesses.

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

### Leadership and management

#### Strengths

- clear and effective direction for providing good-quality training

#### TRIANGLE TRAINING LTD

- good communications with staff and learners
- thorough staff development and training
- good-quality assurance arrangements to raise the standard of provision

#### **Weaknesses**

- insufficient target-setting for specific qualifications
- no written strategy for literacy, numeracy and language skills support

#### **Health, social care & public services**

##### **Strengths**

- good achievement rates
- good assessment practices
- thorough initial interview, initial assessment and induction to guide learners
- very effective pastoral, practical and academic support
- good co-ordination of on- and off-the-job training

##### **Weaknesses**

- poor pass rates in key skills tests for intakes preceding 2003-04



## **WHAT LEARNERS LIKE ABOUT TRIANGLE TRAINING LTD:**

- learning on the job - 'I enjoy my work in the nursery'
- the useful training days - 'I learn things that I can take back to the nursery'
- the support from staff - 'everyone's so friendly and willing to help'; 'If you need anything you can just pick up the phone'

## **WHAT LEARNERS THINK TRIANGLE TRAINING LTD COULD IMPROVE:**

- the scheduling of evening training sessions - 'I don't like going to training in the evenings because I'm tired after work'

## **KEY CHALLENGES FOR TRIANGLE TRAINING LTD:**

- raise the proportion of training and learning that is good or better
- maintain the momentum of continuous improvement
- produce summative reports that guide actions

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

### Grade 2

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

#### Strengths

- clear and effective direction for providing good-quality training
- good communications with staff and learners
- thorough staff development and training
- good-quality assurance arrangements to raise the standard of provision

#### Weaknesses

- insufficient target-setting for specific qualifications
- no written strategy for literacy, numeracy and language skills support

18. Triangle Training has a very clear, focused and effective direction to provide a good standard of training in early years care and education. The company's mission plan, one-year development plan and three-year development plan for the LSC clearly reflect its strategic objectives. Triangle Training's strategic direction is well established and regularly reviewed through the effective involvement of staff and directors. The development plans include aims and actions and focus on improving the provision for learners. The one-year development plan is produced with guidance from the self-assessment process, although it does not include qualifiable success factors and objectives. Triangle Training is successful in achieving its objectives. For example, it has increased the number of learners from around 200 in 2000 to 450 in 2004. Most learners successfully complete their programme of learning and the standard of provision is good.

19. Communications at Triangle Training are good. Staff, managers and directors work well together. Directors and managers are approachable, are very responsive to staff members' needs and give them strong support. Staff are particularly effective at communicating with each other. Regular management and staff meetings are held with standard agendas and appropriately detailed minutes. The meetings cover a range of appropriate topics and include discussion on how Triangle Training is performing against its contracts with local LSCs. Area team meetings for staff have a particularly strong focus on the learners' performance. For example, these meetings cover concerns about slow progress with portfolios and learners who are at risk of leaving early. Triangle Training has a clear organisational structure and lines of responsibility. Each member of staff has a job description.

20. Triangle Training has thorough arrangements to develop and train its staff. It bases its staff development and training on its own requirements and those of the learners. Training is linked to the staff appraisal system and the individual needs of staff members.

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The company monitors the effectiveness of staff training through the appraisal system and quality assurance arrangements. The range of staff development activities is good, and includes training, assessment and verification, management, administration, health and safety, equality of opportunity and occupational updating. Staff are improving their training skills, attaining assessor and verifier qualifications and have a clearer focus on raising achievement and retention rates. Staff members receive effective induction training. At induction, new employees' individual training needs are identified and the company's procedures and policies are explained. Before starting their job, staff spend time working alongside colleagues with different job roles to understand all parts of the business. **Trainee staff** are taken on to prepare them for particular roles so that Triangle Training has trained employees ready to take the place of staff who leave and provide secure succession planning.

21. Triangle Training manages its resources effectively to support its training provision. It allocates budgets to meet objectives and actions detailed in the development plan, and to provide learners with training and learning. Directors and managers monitor and discuss budgets regularly. Learners are provided with a range of equipment and accommodation, most of which is satisfactory or good. Triangle Training manages its staff effectively to support learners. Staff members are appropriately qualified and experienced for their areas of learning.

22. The company has a useful computerised system to collect and provide information on learners and their performance. This includes data on gender, ethnicity, additional learning requirements, disability, starts, withdrawals and achievement and completion rates for units, qualifications and frameworks. Data are collated to produce monthly and annual reports on the achievement, completion and retention rates for the NVQ, other vocational qualifications and the modern apprenticeship framework. Directors, managers and staff use these data effectively to take action if a learner is likely to leave the programme early or not achieve their qualifications. However, managers do not produce any written commentaries or analyse trends in achievement and retention rates.

23. Triangle Training's contracts with the local LSCs include targets for recruitment and achievement rates. These are based on previous performance, the need to improve and the requirements of the local LSCs. Managers monitor Triangle Training's performance against these targets each month. However, no retention and achievement rate targets are set for individual qualifications, key skills qualifications or technical certificates. No separate achievement and retention rate targets are set for assessors, male and female learners, those with disabilities or those from minority ethnic groups.

24. All learners receive an initial assessment and, if appropriate, take a further assessment to identify their literacy, numeracy and language support needs. Learners identified as needing additional help are provided with appropriate support. However, Triangle Training has no written strategy or plan for the implementation of literacy, numeracy and language support, and produces no written reports on the effectiveness of this support.

## Equality of opportunity

## Contributory grade 3

25. Triangle Training's provision for equality of opportunity is satisfactory. The company has a range of comprehensive equal opportunities policies and procedures that reflect recent legislation and clearly state its commitment to promoting equality and valuing diversity. Staff and learners are given copies of relevant policies, and learners also receive a charter which details their rights and responsibilities. Equality and diversity topics are regular agenda items for most minuted meetings, such as training co-ordinators' meetings and management review meetings. Learners are made aware of equality of opportunity through the induction process, where they complete an equality quiz. Learners' awareness and understanding are reinforced at progress reviews. More specifically, effective use is made of an equality and diversity working sheet from which learners are asked to select, read and discuss a recent and topical article. Learners are able to discuss their rights, responsibilities, and how to deal with problems as they relate to the working environment, such as bullying and harassment. Triangle Training gives work-placement providers an appropriate employers' information pack to promote equality of opportunity. The pack includes information about equality and diversity and requires employers to sign an agreement to implement appropriate equal opportunities practices. Staff regularly visit and observe workplaces to review the circumstances surrounding the learners' experience in the workplace and to monitor employers' compliance with the agreement.

26. All staff have a commitment to equal opportunities practice, which they reinforce by attending external training events focusing on equality and diversity and anti-discriminatory practice. Staff are involved in several local initiatives to widen participation and develop closer links with the community. For example, Triangle training supports a **student** apprenticeship programme. This is a collaborative initiative **between** schools, employers and training providers to encourage schoolchildren to progress **into** mainstream programmes such as modern apprenticeships. Staff also attend careers fairs and events in schools on topics such as challenging stereotypes.

27. Triangle Training promotes equality of opportunity by using appropriate recruitment literature and advertising designed to break down stereotypical views and attract applicants from under-represented groups. Triangle Training employs two male assessors, who are seen as role models, and has a small number of men on its programmes. It carries out some monitoring of equal opportunities data. It evaluates information on recruitment and selection in relation to the age, gender, disability and ethnic group of different learners. These data are used to some extent to support decision-making, action-planning and target-setting. However, Triangle Training does not analyse the progression and achievement of some other groups of learners, such as those with additional learning needs.

## Quality assurance

## Contributory grade 2

28. Triangle Training has good arrangements for quality assurance, which have the clear aim of raising the standard of its provision and the achievement and retention rates of learners. Meetings of training staff have a very clear focus on checking and improving learners' performance. Clear procedures and policies set the standard of staff members'

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work, including the training provided to learners. Triangle Training reinforces these procedures by holding standardisation meetings every six months to check and ensure staff are working to standards. The company has a programme of learning session observations and management quality monitoring visits to the workplace, to check the standard of learning. Managers take action to resolve any problems identified during observations or visits. Work placements are visited each year to check and ensure they provide safe and healthy learning environments. Triangle Training uses staff appraisal arrangements to help staff improve their performance. Although managers do not produce any written analysis of trends in achievement rate data, they are clearly aware what the trends are. For example, the company has experienced problems with its achievement rates for **key skills tests**. It has taken action to remedy these problems by explaining in more detail to employers the importance of key skills qualifications, strengthening tuition and improving the arrangements for learners to take the key skills tests. Achievement rates **in these tests** have now improved and are above the median based on data that inspectors collect for this area of learning and for provision judged as good.

29. Triangle Training has effective arrangements to collect the views of learners and employers. These arrangements include a twice-yearly survey of learners' and employers' opinions, an exit survey when learners complete their qualification and questionnaires for individual learning sessions. These surveys indicate that most learners and employers consider that Triangle Training provides good or better training. The training manager and the area training co-ordinators investigate and develop actions to remedy any concerns that learners or employers may have. A short summary paragraph in the self-assessment report refers to these arrangements. However, the company does not produce a numerical analysis or written commentary on the strengths and weaknesses identified from learners' and employers' feedback.

30. Triangle Training's arrangements for internal verification are effective. It has established verification procedures and policies, which include observation of assessments, checking of portfolios of evidence and interviews with learners. Assessors receive clear written and verbal feedback from verifiers. Standardisation meetings feature regular discussions about internal verification, including consistency of standards across Triangle Training. These meetings are used to share information from the awarding bodies on verification. External verifiers have made positive reports on Triangle Training's arrangements for internal verification.

31. The arrangements for self-assessment are satisfactory. All staff are involved in the self-assessment process, and learners and employers contribute their views. The self-assessment report is informative and clearly written, and provided a useful foundation for the inspection. The inspection findings matched a number of the judgements in the self-assessment report, but the inspectors also identified some additional strengths and weaknesses. The self-assessment report has a detailed action plan with targets and objectives, and Triangle Training uses it effectively to support its development plan.

## AREAS OF LEARNING

### Health, social care & public services

### Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	436	2

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

#### Strengths

- good achievement rates
- good assessment practices
- thorough initial interview, initial assessment and induction to guide learners
- very effective pastoral, practical and academic support
- good co-ordination of on- and off-the-job training

#### Weaknesses

- poor pass rates in key skills tests for intakes preceding 2003-04

### Achievement and standards

32. Completion rates for modern apprenticeships are good. Seventy-one per cent of advanced modern apprentices starting programmes in 1998-99 successfully completed their framework, rising to 77 per cent for the 1999-2000 intake. In 2000-01, learners who failed key skills tests several times were withdrawn from the programme. The completion rate fell to 58 per cent. For modern apprenticeships, 65 per cent of the 1999-2000 intake successfully completed, as did 69 per cent of the 2000-01 intake. Achievement rates for learners solely following NVQ programmes have risen substantially from 1999-2000 to 2000-01, from 40 per cent to 70 per cent. Forty-seven per cent of the 2001-02 intake have successfully achieved their NVQ, with 24 per cent still in learning. Despite these good rates of achievement, some learners make slow progress in their key skills qualifications. Twenty-five per cent of learners from the 2001-02 foundation modern apprenticeship programme are still in learning. Of these, just under half have not achieved any qualification so far. The remaining learners have attempted key skills tests and failed, but most of them have achieved their NVQ. Of the learners who started the foundation modern apprenticeship in 2002-03, all of those who are still in learning and beyond their target date to finish have failed key skills tests. Of these, 77 per cent have achieved their NVQ. On advanced modern apprenticeships, 60 per cent of those still in learning from 2001-02 are beyond their planned end date. All of them have achieved the NVQ but have failed the key skills tests. A few learners have taken the tests many times. Several strategies are in place to rectify the problems seen to be affecting the progress of learners. The number of learners passing key skills tests has significantly increased recently. The standard of learners' written work is mostly satisfactory. A few learners produce good work. Some learners show effective

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development of relevant skills for childcare work. One learner is now the equal opportunities co-ordinator in the nursery and, in another nursery, one has written the child protection policy.

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	61		131		183		141		97		95					
Retained*	0		0		57	31	85	60	75	77	67	71				
Successfully completed	0		0		57	31	82	58	75	77	67	71				
Still in learning	42		109		45	25	3	2	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							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	70		135		193		77		52							
Retained*	0		2	1	76	39	53	69	34	65						
Successfully completed	0		2	1	76	39	53	69	34	65						
Still in learning	52		92	68	25	13	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		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	27		52		51		15		5							
Retained*	0		5		24		9	60	2	40						
Successfully completed	0		5		24		9	60	2	40						
Still in learning	19		37		12		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**

33. Triangle Training has good practices for assessment and carries them out frequently. Assessors plan assessments jointly with learners and prepare them well for their next assessment. The learners are asked to practise activities for the next observation and complete an account reflecting on their work. This enhances learning and increases confidence. Assessors carry out a very detailed observation of the learners' performance and record it well, referencing throughout to units and elements achieved and knowledge demonstrated. Assessors use oral questioning effectively to confirm learners' understanding. Feedback given, both verbally and in writing, is detailed and constructive. Written questions are set according to the needs of individuals. The learners' responses to these questions are occasionally not followed up by the assessor. At the end of each assessment the assessor draws up a clear plan for the next assessment and agrees the date. An easy-to-follow monitoring document clearly shows learners the progress they are making in achieving elements of their NVQ. Each learner has a copy, as does their assessor. Seeing their progress illustrated so clearly motivates learners to accomplish more. Internal verification is satisfactory. Assessors are frequently observed and portfolios are verified as units are completed. Internal verification documents are appropriately completed. Progress reviews are satisfactory overall. However, they do not always clearly convey the learners' progress, and some reviews include imprecise target-setting.

34. Potential learners receive thorough interviews which provide useful information about their experience in childcare and their professional aims. Triangle Training recruitment officers are sensitive to applicants' nervousness, and put them at ease. They inform learners fully about the training programme and give them a handbook. This is followed by a thorough process for signing up new learners, which involves completion of the individual learning plan. Initial assessment is comprehensive and well linked to childcare. It assesses the learners' understanding of young children and of working with them. This information, together with the learners' work role, is effectively used to place learners on the appropriate level of programme. Initial assessment also identifies whether or not applicants should complete the Basic Skills Agency's literacy, numeracy and language skills test. This is then appropriately used to identify any support needs. However, learners with dyslexia are not identified during initial assessment, unless the individual discloses it. Induction is comprehensive and memorable. Learners are clearly informed of their employment rights and responsibilities. They understand the modern apprentice framework and its requirements. When learners progress from a foundation to an advanced modern apprenticeship, their induction is reinforced and they receive another initial assessment. Staff members seek more-advanced responses from learners to confirm their readiness for level 3.

35. Learners receive very effective support. Recruitment officers provide support, from the learners' interview until they are established in the workplace. Subsequent support is provided by the assessor and the reviewing officer who both have a good understanding of the learners' progress and support needs. Unemployed foundation modern apprentices complete jobsearch activities to help them obtain permanent employment.

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Activities include practising interview techniques and writing curriculum vitae. Level 2 learners in the Birmingham area receive very good additional support through a 'raising level 2' project. Specific members of staff, one of whom has substantial experience of working with adults with additional literacy and numeracy support needs, provide good-quality additional coaching and assessment for vocational training and in key skills training and assessment. Methods of support are chosen well to meet the needs of individuals. Learners' assessors and employers communicate effectively. Recently, two learners who were going to leave their programme were placed on the 'raising level 2' project. They have stayed on programme and are now making satisfactory progress. Employers in all areas provide good support to help learners achieve their qualification. Learners receive useful practical support. Triangle Training has identified poor attendance at some training sessions, and is now providing taxis for learners living and working in rural areas. Staff members provide support for learners with personal problems, including help for those with financial and housing difficulties. Learners with dyslexia are offered the opportunity to record their evidence on tape. Their assessor also offers them support in reading and understanding their assignments. Although assessors provide additional time and have a supportive approach to these learners, they do not have specific training or experience in working with learners with dyslexia.

36. Training and learning are satisfactory overall, even though there are some weaknesses in the planning of sessions. No learning outcomes are stated on the session plans, and what learners need to learn in some sessions is not clear. Insufficiently clear timing on plans leads to the end of some lessons being rushed. Differing needs and abilities of learners are not identified in session plans. Some trainers remedy this during the training session, but others do not provide challenging activities where needed. A variety of training methods is used, maintaining the interest of learners. Many sessions include background knowledge and practical work. The better sessions link these two aspects of learning. In one session, learners' feedback on a practical activity was managed well. The trainer highlighted the key points of the session from a range of information, and also asked learners more questions to challenge them and provide clarification. Cultural diversity is satisfactorily covered in sessions, but not enough attention is paid to aspects of working with children with disabilities. Learning in the workplace is satisfactory. Improvements in learning at work can be seen for those learners receiving additional support. The 10 principles of good practice in childcare, set by the awarding body, are not made clear enough in the learners' on- and off-the-job training.

37. Resources are satisfactory. Triangle Training has a training centre in Northampton and uses designated rooms for training in other areas. It is due to open a training centre in Birmingham shortly. The Northampton centre has modern furniture, computers and a satisfactory level of other resources. Learners are offered a choice of when they attend training. Attendance for training is sometimes poor, but absences are quickly followed up. The key skills qualification tutors work across all the geographical areas. They have portable information technology equipment for use when supporting learners in the workplace. Triangle Training has an adequate number of assessors and internal verifiers.

38. Triangle Training focuses its provision entirely on childcare and education training.

Its range of programmes is adequate for those learners recruited, and it offers a satisfactory range of additional qualifications. Childcare and education training is positively promoted to men. Triangle Training has plans to implement off-the-job training sessions for a group of male learners in Birmingham.

### **Leadership and management**

39. Triangle Training's co-ordination of on- and off-the-job training is good. It provides good information to employers about off-the-job training. Employers are given a file for each learner, which holds their individual learning plan and copies of progress review documents. Information given to employers includes details of when and where training sessions will take place and which topics will be covered. Many employers take the opportunity to link activities in the workplace with the training programme. When learners complete a training session, they are given a hand-out to show to their assessor. This enables the assessor to plan the learners' next assessment, ensuring that practice is linked to recent learning. Triangle Training and employers produce a plan to tackle individual needs and jointly monitor the progress of the learners not performing satisfactorily. Employers are very aware of the progress each learner is making.