

# INSPECTION REPORT

**LITT Ltd (Leeds IT Training  
Legal Ltd)**

**28 November 2003**



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**

## **LITT Ltd (Leeds IT Training Legal Ltd)**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. LITT Ltd (Leeds IT Training Legal Ltd) (LITT) is a private limited company, based in Leeds city centre. The company was formed in March 2001, with learners being transferred from another training provider who had ceased trading. LITT became a sector specific (legal) training provider in June 2002. All learners are employed by the organisations in which they work. Most learners are recruited through their employers who are mostly based in Leeds, Bradford and Halifax. All 61 learners are modern apprentices. The work-based learning contract is with the West Yorkshire Learning and Skills Council (LSC). The training is in business administration, although since June 2003 there has also been a few customer service modern apprentices. Currently there are 61 business administration and four customer service modern apprentices.

2. LITT employs six staff. It has a director who guides the company's financial stability and two managers who direct the day-to-day running of the company. The business manager is responsible for the operational management, financial administration, communications staff recruitment and development, data and contract management. The academic manager is responsible for the content and delivery of the modern apprenticeship and the paralegal programmes. She is also an internal verifier, assessor and trainer. The modern apprenticeship co-ordinator has responsibility to plan, liaise and co-ordinate the training, assessment and communication links with employers. In addition, there is a law tutor and an administrator. LITT works closely with a small private business solutions company, based in the same offices. They are the subcontractors for LITT's LSC-funded project for basic skills assessment and diagnosis of needs. They also provide marketing and recruitment services for LITT.

### SCOPE OF PROVISION

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

3. There are 61 business administration modern apprentices, 49 of whom are foundation modern apprentices and 12 of whom are advanced modern apprentices. Most of the business administration learners work in law firms. All learners are employed. Staff visit employers' premises to carry out assessment and progress reviews with the learners. In addition, learners receive training from their employers and they can visit LITT's offices for additional training. Assessment visits are at least every month and progress reviews take place every 12 weeks.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	33
Number of staff interviews	5
Number of employer interviews	13
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1
Number of visits	6

## OVERALL JUDGEMENT

4. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management are satisfactory, as is the approach to equality of opportunity and quality assurance. The quality of the work-based learning in business administration programmes is satisfactory.

## 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	3

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

## KEY FINDINGS

### Achievement and standards

5. **LITT and the learners' employers regularly celebrate the learners' achievements** in a variety of ways, which motivates other learners. Presentations at employers' premises are held to celebrate the achievement of national vocational qualifications (NVQs) and the completion of modern apprenticeship frameworks. LITT rewards successful learners with a financial bonus for completion of the framework. Every month LITT identifies a learner who has made significant progress or completed a particularly difficult piece of work, and awards them with a star award certificate. LITT supported one employer's introduction of a learner-mentoring scheme. This involves successful learners mentoring

newer modern apprentices in their company. This successful scheme is being extended to other employers in an effort to improve motivation and the learners' rate of progress. LITT provides additional training and support for learners who are struggling with difficult pieces of evidence. Learners regularly contact their assessors by e-mail to send pieces of work for comment or to ask questions.

## Quality of education and training

6. **The teaching is very good.** Teachers are knowledgeable and enthusiastic about their subjects. Handouts and overhead transparencies are good and make appropriate use of colour and images to reinforce teaching points. A range of teaching styles is used to engage and maintain the interest of learners. There is particularly effective use of silence to encourage or to prompt a learner's response. Learners comment on their enjoyment of training sessions and on their usefulness, particularly in preparing them for key skills external tests and technical certificates. Tutors are quick to praise achievement and to build self-confidence in preparation for external testing. Short courses are arranged for topics on the technical certificate. The session on equal opportunities was particularly stimulating and challenging.

7. Individual sessions are arranged for learners where specific weaknesses have been identified. Learners appreciate this form of support, which is targeted at their individual needs. Many learners have had difficulty with particular topics in the past and value the opportunity for individual help. This has helped to increase success in the key skills external tests. All sessions include good use of written and oral questioning to check knowledge and understanding. Practise questions and other materials are customised to reflect the learner's work role.

8. **There is insufficient involvement of learners and workplace supervisors in assessment-planning.** Assessors visit learners in the workplace every month. A variety of assessment methods are used, including extensive use of observation. Learners know the date of the next visit and most know the units or the aspect of the work that is to be assessed. However, neither the learner nor the workplace supervisor carries out any preparation for the assessment. On most occasions the assessor observes the learner and then makes the links to the NVQ standards. Often the observation report is the only evidence for claiming competence in an element or unit. The assessor helps the learner to complete the evidence chart. Some learners are unable to make a link between the tasks they have performed and the evidence they have submitted for the NVQ competence they are claiming. The learner does not prepare for the assessment by assembling supporting documentary evidence or witness testimony. There is no forward-planning of assessments to help the learner do this. Learners are not encouraged to identify supporting evidence or to reflect on how they might improve their performance.

9. **Many of the workplace supervisors are not involved in assessment-planning or preparation.** Most do not see this as part of their role. The questionnaire sent by LITT to employers as part of the initial assessment process, does not suggest that workplace supervisors should be involved. All employers receive a monthly progress report on all

their learners, but this only refers to units achieved and those still left to be completed. Some employers feel that this gives them insufficient information to be able to support their employees. Supervisors in the workplace are not always familiar with NVQ or key skills standards. This affects the extent to which they are able to contribute to the planning of assessment.

10. **The progress review process is ineffective.** Learners are given a number of printed sheets for completion of their progress review. The sheets contain a comprehensive range of questions and statements with space for them and their supervisor to add comments. The approach is that of closed questioning with questions and statements being answered by ticking an appropriate box. There is limited dialogue between the assessor and the learner as they move through the form and insufficient effort to check the learners' level of knowledge and understanding relating to topics such as health and safety and equal opportunities. The workplace supervisor is not always present during the progress review. At one employer, the assessor provides feedback to a group of workplace supervisors after each progress review. Some supervisors are unaware of what evidence the learners need to collect and are therefore unable to help.

### Leadership and management

11. **The management action-planning is clear.** There is a detailed development plan for 2002-03, which has been used effectively as a working document. It has clear success criteria, staff responsibilities, timescales and evaluation strategies. In response to the very recent and significant management re-organisation, a management of change strategy was written in October 2003. This recognises that radical change, as opposed to incremental change, has a higher risk of disrupting staff performance and customer satisfaction. The planning has three specific time zones, all with clear action, evidence, staff responsibilities, timescales and evaluation methods.

12. **A range of management actions has reduced the proportion of early leavers** from 61 per cent in 2001-02, to 30 per cent in 2002-03. Strategic management action resulted in the significant reduction of advanced modern apprentices and increased the amount of foundation modern apprentices in 2001. The retention support strategy clearly lists 12 criteria for assessors to use in which to monitor learners. Learners who are identified as at risk of leaving early have their needs explored and support is offered and co-ordinated.

13. **LITT has a wide range of effective informal and formal communications.** Good communications are maintained despite the flexible working hours of staff, which includes home-working options. This is achieved by e-mails, telephones and fax machines. LITT also has an effective range of formal meetings and they all have agendas and minutes.

14. LITT's management action for widening participation has also increased its profile with a broader range of employers. It has also increased the involvement with a subcontractor, external consultant and marketing agency who now share offices with LITT. In addition, this organisation has produced a company profile report as a basis for future developments.



15. **There is good use of a range of academic- and business-monitoring systems.** There is an impressive spreadsheet to monitor the learners' progress and achievements, and this links with the internal verification system. The individual learning plans also link with the monitoring system and records learners' expected end dates, by funding end date and by assessors' expected end date. The business manager uses the assessors' dates for business-planning targets and these are regularly and systematically monitored. There is good recording of early leavers' reasons for leaving and their destinations.

16. **There is insufficient action to involve and support workplace supervisors.** The comprehensive guide to the modern apprenticeship programme relates generally to the employer. There is insufficient detail for large employers to identify key staff for different learner support roles. Often it is the company's training adviser who is the main contact for LITT's staff in the large employers. There is also insufficient information about the workplace supervisors' involvement in key learner processes, such as progress reviews, assessment-planning and NVQ and key skills evidence collection.

17. **There is insufficient analysis and evaluation of data and information.** Not enough use is made of the retention and leaver information to contribute to decisions about support arrangements and motivators. There is insufficient analysis of trends in NVQ units and key skills practical and background knowledge achievement. Formal comparisons of the achievements of different intakes of learners does not take place. There is insufficient analysis of internal verification feedback to identify trends, and insufficient analysis of the initial assessment results.

18. **There is good promotion of equal opportunities during enrolment and induction.** Most learners are with large employers who have good arrangements for equal opportunities and LITT is keen to make good use of this. Employers' own arrangements are checked when a new employer is used and employers' information packs place an adequate emphasis on the obligations of supervisors. Induction information contains useful and up-to-date information on equal opportunities. LITT's own procedures for equal opportunities cover all current legal obligations. A two-hour training session about equal opportunities is given to learners. This is linked to induction as well as the background knowledge requirements of a technical certificate. By working in small groups, this is effective in raising learners' awareness of important legislation, recent legal cases and essential facts on a number of religious doctrines. Learners find this memorable. Staff have also been trained in equal opportunities.

19. **There is insufficient ongoing reinforcement of equal opportunities** after the learners' induction. A reminder of equal opportunities law is included at three-monthly reviews and learners are asked if they have any questions or issues about equal opportunities. However, there is little discussion as to how this impacts on learners and most have a limited recall of the matters discussed.

20. **There are many effective quality assurance improvement arrangements.** These include regular and productive assessors' meetings, assessor training and systematic internal verification. The two assessors meet each month and a standard agenda is used

for quality assurance issues such as areas for improvement, issues arising from learners' questionnaires and progress reviews, and internal and external verification. Managers are starting to monitor retention and achievement rates in more detail and have established a procedure to identify learners at risk. Additional support strategies have been established to deal with this. The assessment team carry out peer observations as part of a strategy to identify and share good practice. Feedback from learners and employers is collected during reviews, through e-mail comments from learners on the NVQ process, and by questionnaires used at induction, during training and at the end of training.

21. When LITT was formed, the quality assurance arrangements were transferred from the previous organisation. During early 2003, it was established that some of these were no longer appropriate. Recently, quality assurance arrangements have been refocused and streamlined. There is a clear quality assurance strategy supported by simplified procedures which build on previous arrangements. Quality assurance revolves around three processes defined by LITT as core, enabling and compliance. Core processes define procedures in relation to the training processes and there are clear procedures for key aspects such as induction, enrolment, assessment and mentoring. Enabling processes define arrangements for communications and the flow of information. Compliance processes deal with matters relating to awarding bodies and the LSC.

**Quality assurance now has a good focus on raising learners' retention and achievement rates** with specific arrangements to identify learners at risk. However, although many of the existing arrangements are good, it is too early for the revised arrangements to have had any measurable impact.

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

## **Leadership and management**

### **Strengths**

- clear management action-planning
- wide range of effective formal and informal communications
- good use of academic- and business-monitoring systems
- good initial promotion of equal opportunities
- many effective quality improvement initiatives

### **Weaknesses**

- insufficient action to involve and support workplace supervisors
- insufficient analysis and evaluation of data and information
- insufficient ongoing reinforcement of equal opportunities
- incomplete arrangements for quality assurance

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

### **Strengths**

- good support for learners' achievements
- very good teaching and learning

### **Weaknesses**

- insufficient involvement of learners and workplace supervisors in assessment-planning
- ineffective progress review process

**WHAT LEARNERS LIKE ABOUT LITT LTD (LEEDS IT TRAINING LEGAL LTD):**

- the help and support they get from assessors
- the good use of e-mail to communicate with assessors
- NVQ units are accredited regularly
- helpful, fair and approachable assessors
- individual training and coaching
- expanding their knowledge and skills outside their immediate job role

**WHAT LEARNERS THINK LITT LTD (LEEDS IT TRAINING LEGAL LTD) COULD IMPROVE:**

- the speed of response when telephoning LITT
- the work time allocated by their employers for completing their NVQ assessments and evidence collection
- the flexibility of the programme to accommodate their changing job roles
- having more off-the-job time to complete the NVQ portfolio work

## **KEY CHALLENGES FOR LITT LTD (LEEDS IT TRAINING LEGAL LTD):**

- maintain the very good teaching and individual coaching
- better identify and involve key workplace staff to support learners effectively
- expand the range of employers
- reinforce equal opportunities throughout the programme
- reinforce the quality assurance arrangements

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

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

#### **Strengths**

- clear management action-planning
- wide range of effective formal and informal communications
- good use of academic- and business-monitoring systems
- good initial promotion of equal opportunities
- many effective quality improvement initiatives

#### **Weaknesses**

- insufficient action to involve and support workplace supervisors
- insufficient analysis and evaluation of data and information
- insufficient ongoing reinforcement of equal opportunities
- incomplete arrangements for quality assurance

22. LITT has clear management action-planning. There is a detailed development plan for 2002-03, which has been used effectively as a working document. It has clear success criteria, staff responsibilities, timescales and evaluation strategies. In response to the very recent and significant management reorganisation, a management of change strategy was written in October 2003. This recognises that radical change, as opposed to incremental change, has a higher risk of disrupting staff performance and customer satisfaction. The planning has three specific time-zones, all with clear action evidence, staff responsibilities, timescales and evaluation methods. Short-term objectives are until the end of November 2003, medium-term objectives are until the end of December 2003 and long-term objectives are until the end of December 2004. A range of management actions has reduced the number of early leavers from 61 per cent in 2001-02 to 30 per cent in 2002-03. Strategic management actions in 2001 resulted in the significant reduction in the numbers of advanced modern apprentices but an increase in foundation modern apprentices. The retention support strategy clearly lists 12 criteria for assessors to use in which to monitor learners against. The needs of learners identified as at risk of leaving early are explored and support is offered and co-ordinated.

23. LITT has a wide range of effective informal and formal communications. Its offices are small and since November 2003 are shared with external consultants with whom they work closely. Good communications are maintained despite the flexible working of staff, which includes home-working options. This is carried out by e-mails, telephones and fax machines. LITT also has an effective range of formal meetings, all of which have agendas and minutes. The corporate style of these was changed in November 2003 to show actions required, responsibilities and target dates. LITT's management action to widen participation has increased its profile with a broader range of employers. It has

also increased the involvement with an external consultant and marketing agency who now share LITT's offices. In addition, this organisation has a useful company profile report for LITT to use as a basis for future developments.

24. There is good use of a range of academic- and business-monitoring systems. There is an impressive spreadsheet to monitor learners' progress and achievements which links directly with the internal verification system. The individual learning plans also link with the monitoring system and record learners' expected end dates by funding end and by the assessors' expected end date. The business manager uses the assessors' expected end dates for business-planning targets and these are regularly and systematically monitored. There is good recording of early leavers' reasons for leaving and destinations.

25. There is insufficient action to involve and support workplace supervisors. The comprehensive guidance on the modern apprenticeship programme relates generally to the employer. There is insufficient detail for large employers to identify key staff for different learner support roles. Often it is the training adviser who is the main contact for LITT's staff in the large employers. There is also insufficient information about the workplace supervisors' involvement in key learner processes such as progress reviews, assessment-planning and NVQ and key skills evidence collection.

26. There is insufficient analysis and evaluation of data and information. Not enough use is made of the retention and leaver information that is collected in order to make decisions about support arrangements and motivators. There is insufficient analysis of trends in NVQ unit and key skills practical and knowledge achievement. Formal comparisons of the achievements of different intakes of learners is not carried out. There is insufficient analysis of internal verification feedback to identify trends, and insufficient analysis of the initial assessment information.

### **Equality of opportunity**

### **Contributory grade 3**

27. There is good promotion of equal opportunities during enrolment and induction. Traditionally, LITT has worked with a narrow range of exclusive legal employers and it is now working closely with consultants to identify a more diverse range of small to medium-sized employers. It has already had some success with this. The same consultants are involved with an initiative to deliver literacy and numeracy and English for speakers of other languages (ESOL) in the workplace and, where appropriate, is referring new business to LITT. At 11 per cent, the proportion of learners from minority ethnic groups is representative of West Yorkshire and at 15 per cent, the number of men in business administration is also representative of the area. LITT has identified this as an area where more recruitment may be possible and has initiated a marketing initiative, although this has only had limited success. There is good promotion of equal opportunities during induction. A key skills initial assessment is used where learners are required to identify and assess their employers' arrangements for the promotion of equal opportunities. Most learners are with large employers who have good arrangements for equal opportunities and LITT is keen to make good use of this. Employers' own arrangements are checked when a new employer is used and employer information

packs place an adequate emphasis on the obligations of learners' supervisors. Induction information contains useful and up-to-date information on equal opportunities. LITT's own procedures for equal opportunities cover all current legal aspects, and where needed, the adjustment of assessment methods. A two-hour training session on equal opportunities is given to learners and this is linked to induction as well as the background knowledge requirements of a technical certificate. By working in small tutor groups, this is effective in raising learners' awareness of important legislation, recent legal cases and essential facts on a number of religious doctrines. Learners find this memorable. Staff have also been trained in equal opportunities.

28. There is insufficient ongoing reinforcement of equal opportunities with learners. A reminder of equal opportunities law is included at three monthly reviews and learners are asked if they have any questions or issues about equal opportunities, but there is little discussion on how this impacts on learners. Most have a limited recall of the matters discussed. Although some issues have been identified during three-monthly reviews, these are identified also as a result of LITT's close working relationship with learners. There is insufficient employer involvement in equal opportunities reviews, so aspects such as progression, barriers to learning and individual requirements are not routinely discussed. Learners have a satisfactory understanding of the equal opportunities processes. Most understand how they would make a complaint or deal with an assessment grievance. Access to LITT's premises is not suitable for learners with restricted mobility, although learners are not routinely required to attend, as most training takes place in the workplace. Although LITT has a good knowledge of the minority ethnic breakdown of the area and has collected and analysed recruitment data, it has not yet used this to evaluate the retention and achievement rates of different groups. Marketing materials do not include images which challenge stereotypes and these are currently being revised. Most marketing takes place through face-to-face contact with learners in companies. LITT's staff are keen to promote equal opportunities in their interaction with potential learners.

### **Quality assurance**

### **Contributory grade 3**

29. There are many effective quality assurance improvement arrangements including regular and productive assessors' meetings, assessor training and systematic internal verification. The two assessors meet each month and a standard agenda is used to identify quality assurance issues such as areas for improvement, issues arising from learners' questionnaires and progress reviews, and internal and external verification. Managers are starting to monitor retention and achievement rates in more detail and have established a procedure to identify learners at risk of leaving early. Additional learner support strategies have been established to deal with this. The assessment team carry out peer observations as part of a strategy to identify and share good practice. Feedback from learners and employers is collected during progress review visits, through e-mail comments from learners on the NVQ process, and by questionnaires used at induction, during training and at the end of training.

30. When LITT was formed, the quality assurance arrangements were transferred from the previous organisation. During early 2003, it was established that some of these



arrangements were no longer appropriate. Recently, quality assurance arrangements have been refocused and streamlined. There is a clear quality assurance strategy supported by simplified procedures which build on previous arrangements. Quality assurance revolves around three processes defined by LITT as core, enabling and compliance. Core processes define procedures in relation to the training processes and there are clear procedures for all key aspects such as induction, enrolment, assessment and mentoring. Enabling processes define arrangements for communications and the flow of information. Compliance processes deal with matters relating to awarding bodies and the LSC. Quality assurance now has a good focus on raising learners' retention and achievement rates with specific arrangements to identify learners at risk of leaving early. However, although the many of the existing arrangements are good, it is too early for the revised arrangements to have had any measurable impact.

31. Some aspects of quality assurance are weak. There has been a recent change in management responsibility for quality assurance. LITT has identified weaknesses in the quality assurance system and has established a strategy to deal with these. The revised quality assurance arrangements place feedback from learners, employers and staff as a core process. Past arrangements for the collection of learners' and employers' feedback has included informal analysis of the results and discussion at staff meetings. This has not been used in a systematic way to introduce quality improvements. LITT has identified that the questions are no longer appropriate, but revised questionnaires have not yet been developed. A feedback plan has now been produced which defines how and when feedback will be collected, analysed, discussed and acted on. This has not yet been implemented. Follow-up actions are set in relation to items discussed at staff meetings, although there is no clear indication that these are monitored and followed up on an ongoing basis. There is insufficient employer involvement in quality assurance improvement initiatives, and the sharing of good practice in the workplace despite some very good practices by employers. The existing quality assurance system has not been successful in identifying all weaknesses such as aspects of assessment, employers' involvements and internal verification.

32. The self-assessment process is satisfactory. It draws extensively on feedback from learners' and staff views. The current self-assessment report is the second produced by LITT. As part of the revised quality assurance strategy, a more inclusive self-assessment process is being introduced and this will link strategic- and business-planning. The current development plan is being enhanced to include more focus on improving quality assurance. As part of its business strategy, LITT has engaged consultants to establish a profile of the company and to recommend future developments.

## AREAS OF LEARNING

### Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	61	3

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

#### Strengths

- good support for learners' achievements
- very good teaching and learning

#### Weaknesses

- insufficient involvement of learners and workplace supervisors in assessment-planning
- ineffective progress review process

#### Achievement and standards

33. LITT and the learners' employers regularly celebrate the achievements of learners in a variety of ways, which also motivates other learners. Presentations at employers' premises are held to celebrate the achievement of NVOs and completion of the modern apprenticeship frameworks. These include other learners and members of staff. LITT rewards successful learners with a financial bonus for completion of the modern apprenticeship framework. Every month LITT identifies a learner who has made significant progress or has completed a particularly difficult piece of work, and awards them with a star award certificate. LITT supported one employer's introduction of a learner-mentoring scheme which involves successful learners mentoring newer modern apprentices in their firm. This successful scheme is being extended to other employers in an effort to improve motivation and the rate of learners' progress. LITT provides additional training and support for learners who are struggling with difficult pieces of evidence. Learners regularly contact their assessors by e-mail, for example to send pieces of work for comment or ask questions. Learners' portfolios are appropriate, although in some there is a very limited range of evidence. Portfolios are well organised and neatly presented.

34. Some learners were initially recruited to the previous organisation and transferred to LITT in March 2001. LITT's self-assessment acknowledges that recruitment varies and does not meet targets. Completion rates for advanced modern apprentices has been poor. In 2001-02, LITT made the decision, following research, to reduce the number of advanced modern apprentices and increase the amount of foundation modern apprentices. There is a slight upward turn in completions with six learners very close to successful completion. Following discussions with learners and their employers, LITT's staff now visit workplaces more regularly to carry out assessments and the rate of

progress is improving. The standard of learners' work is satisfactory and the range of evidence being collected is improving in quality and diversity.

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									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		3		26		60									
Retained*	0		0		4		20									
Successfully completed	0		0		0		13									
Still in learning	3		2		5		2									

\*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									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	8		46		33		18									
Retained*	0		7		12		10									
Successfully completed	0		2		4		7									
Still in learning	7		32		9		1									

\*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

35. The teaching is very good. All teaching sessions observed were graded good or better. The teachers are knowledgeable and enthusiastic about their subjects. Handouts and overhead transparencies are good and make appropriate use of colour and images to reinforce teaching points. A range of teaching styles is used which engages and maintains the learners' interest. There is particularly effective use of silence from the facilitator to encourage or to prompt a response from learners.

36. Learners comment on their enjoyment of training sessions and on their usefulness, particularly in preparing them for key skills external tests and technical certificates. Tutors are quick to praise achievement and to build self-confidence in preparation for external testing. Short courses are arranged on topics included in the technical certificate. The session on equal opportunities was particularly stimulating and challenging.

37. When necessary, individual sessions are arranged for learners where specific weaknesses have been identified. Learners appreciate this form of support, which is targeted at their individual needs. Many learners have had difficulty with particular topics in the past and value the opportunity for individual help. This has helped to increase success in the key skills external tests. All sessions include good use of written and oral questioning to check knowledge and understanding. Practise questions and other materials are customised to reflect the learner's work role.

38. Most training sessions take place at employers' premises where the accommodation is welcoming, spacious and well furnished. Training takes place without interruption. Information technology resources are generally good. Learners are familiar with their employer's intranet and are able to download information about policies and procedures in their organisation, which they use as evidence. Most have access to the internet to help them with their research. Staff employed by LITT have relevant qualifications and experience. The ratio of staff to learners in most sessions is good, and learners receive a lot of individual attention and assistance.

39. There is insufficient involvement of learners and workplace supervisors in assessment-planning. Assessors visit learners in the workplace every month and a range of assessment methods are used, including extensive use of observation. Learners know the date of the next visit and most know the units or the aspect of the work role that is to be assessed. However, neither the learner nor the workplace supervisor carries out any preparation for the assessment. On most occasions the assessor observes the learner and then makes the links to the NVQ standards. Often the observation report is the only evidence for claiming competence in an element or unit. The assessor helps the learner to complete the evidence chart. Some learners are unable to make a link between the tasks they have carried out and the evidence they have submitted with the NVQ competence they are claiming. The learner does not prepare for the assessment by assembling supporting documentary evidence or witness testimony and there is no forward-planning of assessments to assist the learner to do this. Learners are not challenged to identify supporting evidence or to reflect on how they might improve their performance. Many workplace supervisors are not involved in assessment-planning or preparation. Most do not see this as part of their role. The questionnaire sent by LITT to employers as part of the initial assessment process, does not suggest that workplace supervisors should be involved.

40. All employers receive a monthly progress report on all their learners, but this only refers to units achieved and those still left to finish. Some employers feel that this gives insufficient information for them to be able to support their employees. Supervisors in the workplace are not always familiar with the NVQ or key skills standards and this affects the extent to which they are able to contribute to the planning of assessment.

41. Initial assessment of learners is satisfactory. The assessment consists of an in-depth interview, followed by a series of practical exercises to establish their level of ability and additional needs with literacy and numeracy. Learners also complete a job-role analysis sheet and a self-assessment key skills knowledge awareness form. Just recently the provider has introduced the literacy and numeracy and key skills builder diagnostic

assessment tool. Learners complete the assessment using a CD-ROM and the printed results provide the basis for additional training. When this is identified, contact is made with a local college to deliver the support on the employers' premises if the numbers are sufficient. Where numbers are low, the learner attends the college on a session-release basis.

42. Learners are offered the opportunity to take additional qualifications. Progression routes for individuals are discussed towards the end of each learner's programme. LITT can offer progression to the advanced modern apprenticeship and advice on qualifications offered by awarding bodies. Additional vocational training, such as an internationally recognised computer qualification and in-house courses relating to specific areas of the learners' work, are available to most learners.

43. The progress review process is ineffective. Learners are given a number of printed sheets for completion with space for them and their supervisor to add comments. The approach is that of closed questioning with questions and statements being answered by ticking an appropriate box. There is limited dialogue between the assessor and the learner as they move through the form and insufficient effort to check the level of the learners' knowledge and understanding relating to health and safety, and equal opportunities. The workplace supervisor is not always present during the progress review. In one employer, the assessor provides feedback to a group of workplace supervisors after the progress reviews. Some supervisors are unaware of what specific evidence learners need to collect and are therefore unable to provide assistance.

### **Leadership and management**

44. Management of on- and off-the-job training is satisfactory. There is a close working relationship between the assessors and their employers. Employers are aware of what the provider can deliver by way of additional training. These courses can be delivered either on the employers' premises or at the providers' offices. Equal opportunities is presented to learners during induction and is reinforced at a later session.

45. Internal verification is satisfactory. There is a comprehensive plan for verification which ensures that all units and elements are included. Methods include: assessment of portfolio evidence, observation of the assessor and questioning of the learners. Feedback to the assessor, and where appropriate the learner, is recorded and action points are satisfactorily dealt with.