

# REINSPECTION REPORT

## **Seetec Business Technology Centre Limited Reinspection**

**25 June 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

# **REINSPECTION REPORT**

## **Seetec Business Technology Centre Limited Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Seetec Business Technology Centre Limited (Seetec) was founded in 1984 as an information technology centre. It is a private limited company, owned by six employees, which provides training and employment services and supplies computer software services to general medical practitioners. Seetec operates from 21 locations, mainly throughout London and the Southeast. It provides training in land-based industries, construction, engineering, manufacturing, business administration, management and professional programmes; information and communications technology (ICT); retailing, customer service and transportation; hospitality, sport, leisure and travel; health, social care and public services; and foundation programmes. Seetec also provides training in hairdressing and beauty therapy, and art, design and media, but too few clients were following these programmes for them to be reinspected.

2. Seetec provides foundation and advanced modern apprenticeships and national vocational qualifications (NVQs), Entry to Employment (E2E) programmes and a wide range of Jobcentre Plus programmes designed to get people into work. Jobcentre Plus programmes include New Deal 18-24, New Deal 25+, work-based learning for adults and programme centre. New Deal 18-24 includes the environment task force, full-time education and training, and voluntary sector options. New Deal 25+ and work-based learning for adults includes intensive activity period, basic employability training (BET), short job-focused training, longer occupational training (LOT) and short intensive basic skills. Seetec is the private sector lead for New Deal in North Essex and is inspected separately for this provision under arrangements between Jobcentre Plus and the Adult Learning Inspectorate. Therefore, this provision is outside the scope of this inspection. Seetec also has learners on the employer training pilot (ETP) scheme, working towards vocational qualifications in business administration, ICT and transportation. The modern apprenticeship and E2E programmes are funded by Essex Learning and Skills Council (LSC) and London South LSC, respectively. The ETP scheme is funded by Essex, London East, Kent and Medway and Derbyshire LSCs. Essex LSC was the co-ordinating LSC for the reinspection. Funding for the New Deal and work-based learning for adults programmes comes through seven district offices of Jobcentre Plus.

3. The senior management team consists of the managing director, training director and director of computing and software services. Seetec's 21 training centres are organised into three regions, each managed by operations directors. Each region is subdivided into districts that are managed by employment and training managers. Seetec has clear policies and procedures for financial management, quality assurance, and health and safety, each of which are managed centrally at head office. The company now employs 256 staff, of whom 231 are involved in training; this is an increase of 24 staff since the previous inspection. Learner numbers at reinspection were 1,402, increasing from 1,041 at the previous inspection.

## SCOPE OF PROVISION

### Land-based provision

4. Sixteen clients are following training programmes in land-based provision. Twelve of the clients are on the New Deal 18-24 environment task force option, one is on a New Deal 25+ programme and three are on a work-based learning for adults programme. Land-based provision is available at eight of Seetec's offices, where jobsearch is delivered for at least one day a week. Clients are either on a 26 or 13-week programme. All clients receive an initial induction, which includes a fast-track initial assessment, and then have the option of taking a more detailed literacy and numeracy assessment. Training and assessment are carried out at Seetec's centres by its staff. All training leads to a recognised qualification, including NVQs in land-based operations, employability awards and certificates in lift truck operation, or a Seetec completion certificate. Clients attend monthly progress reviews during which their progress is monitored and targets are set.

### Construction

5. Fifty-seven clients are following construction programmes, which are delivered at nine of Seetec's training centres. Thirty-six are New Deal 18-24 clients on the environment task force or full-time education and training options, and 21 are New Deal 25+ work-based learning for adults clients on LOT programmes. The full-time education and training option runs for 52 weeks and the LOT programmes for 26 weeks. Two of the clients are working towards an intermediate construction award in carpentry and joinery accredited by an external organisation. Eleven are working towards a Seetec certificate in painting and decorating, or the more general employability award. The remainder are working towards a level 2 NVQ in painting and decorating, which Seetec has introduced since the previous inspection. All clients receive an initial induction which includes literacy and numeracy skills assessment, and complete an individual learning plan. They receive their practical training and work experience through projects in the community, supervised by Seetec's trainers. The project sites include football club premises, community parks, museums and schools. All clients carry out at least half a day's jobsearch each week.

### Engineering, technology & manufacturing

6. Seventeen clients are following programmes in engineering and manufacturing at five of Seetec's centres. One client is on New Deal 25+, three are on New Deal 18-24 and 13 are on work-based learning for adult programmes. A range of external courses are provided by subcontracted organisations to meet clients' specialist needs. These include computer maintenance and programming, mechanical, electrical and electronic engineering, lift truck and locksmith courses. Additional training is provided in preparation for work, using computers, health and safety, and equality of opportunity. Programmes vary in length between two and 26 weeks. Initial assessment of clients' literacy and numeracy skills and identification of any additional learning needs is completed in their first two weeks on programme. All clients receive a further health and safety induction when they attend work placements.

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

7. Seetec has a mixture of 314 learners and clients on business administration, management and professional training programmes, which run at 13 of its centres. Seventy-two learners are following modern apprenticeships in administration or estate agency, 61 on foundation and 11 on advanced programmes. Learners are visited in the workplace every two weeks for training and assessment, and administration learners attend fortnightly technical certificate training over a 10-week period at Seetec's training centre. Of the remaining 242 clients, 49 are on New Deal 18-24, 78 are on New Deal 25+ and 115 are on work-based learning for adults programme. The programmes vary in length from two to 52 weeks. Clients receive training in their centres and on work placements.

### **Information & communications technology**

8. Seventy-nine learners and clients are following programmes in ICT. Sixty learners, who are all employed, are on ETP programmes. Three clients are following New Deal 18-24 programmes, one is on New Deal 25+ and 15 are on work-based learning for adults programmes. This represents a considerable reduction in New Deal and work-based learning for adults programmes since the previous inspection. ETP programmes take place at the Hockley centre, while New Deal and work-based learning for adults programmes take place at a number of regional centres. Clients typically spend two to three days each week at the training centre and half a day on jobsearch activities. Their programmes last for between two and 26 weeks. ETP learners can spend up to half a day a week at the training centre, although some choose to study by distance learning. They work towards units in computer literacy and computer programming examination-based qualifications. All clients and learners receive an initial assessment and an induction. Their progress is formally reviewed every four weeks.

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

9. Seetec has 425 retailing, customer service and transportation learners. One hundred and fifty-seven clients are on work-based learning for adults programmes, 101 clients are on New Deal 18-24, and 18 clients are on New Deal 25+. One hundred and fourteen learners are on ETP programmes, 31 are on foundation and four are on advanced modern apprenticeships. Programmes range from courses for driving instructors, lift truck and goods vehicle drivers, to programmes in customer service and retail operations, and are offered at 14 of Seetec's centres. The duration and attendance pattern of the programmes ranges from two-year programmes for advanced modern apprentices to one-week programmes for ETP learners. Most learners on modern apprenticeships receive their training on the job and through assessors' visits to the workplace. ETP learners attend a subcontracted training company for specific training in lift truck driving. Work-based learning for adults and New Deal programmes generally range from 13 to 52 weeks, depending on the programme. Clients attend centres for literacy and numeracy support, vocational training, personal skills development and jobsearch. A variety of work placements are used, ranging from large national supermarkets to charity shops. All practical driver, lift truck and driving instructor training is subcontracted to specialist companies.

### **Hospitality, sport, leisure & travel**

10. Twenty clients are currently following programmes in hospitality and sport, which was not included in the previous inspection as there were too few learners. Fourteen of these clients are on New Deal 18-24 programmes and the other six are on New Deal 25+ and work-based learning for adults programmes. Most of these clients are seeking employment in the hospitality sector, and the rest in sport and leisure. Hospitality and sport programmes are offered at 10 centres across Essex, Hertfordshire, North London and Suffolk. All vocational training is given by two subcontracted training companies and a college. Hospitality clients are trained mainly in bartending while those in sport are training towards nationally accredited fitness qualifications and football coaching awards at levels 1 to 3. All clients receive initial assessments and are offered support in literacy, numeracy and computing if needed. Clients attend Seetec's centres one day each week for jobsearch and progress reviews. No clients were recruited onto hospitality, sports and leisure programmes in 2002-03.

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

11. Forty-three clients are on health and social care programmes at 11 of Seetec's centres. Twenty-six of these are on New Deal 18-24 programmes, 15 in work-based learning for adults and two on New Deal 25+ programmes. Clients are either working towards a qualification in early years care and education or on an individually developed programme to provide them with the skills and experience they need to find employment in health and social care environments. For clients working towards early years care and education qualifications, training is subcontracted to two training companies. All clients carry out jobsearch at their centre each week. Their progress towards achieving their planned goals is reviewed monthly. This area of learning was not included in the previous inspection as there were too few clients at that time. No clients were recruited onto care programmes in 2002-03.

### **Foundation programmes**

12. Seetec has 417 learners and clients in total following foundation programmes, which are offered at most of its training centres. One hundred and ninety-six clients are following programme centre courses at five centres. These clients complete a 13-week programme that includes jobsearch advice and training relevant to gaining employment. Seetec has 176 work-based learning for adults and New Deal 25+ clients on its BET programmes, which are designed to improve clients' skills and employability and include significant literacy, numeracy and language support. Thirty-four clients are on the New Deal 18-24 full-time education and training basic skills option. The E2E programme, which started in August 2003, is offered to 11 learners at one centre only. Most clients and learners have the opportunity to complete work placements during their time on the programmes. All clients and learners, apart from those on programme centre courses, complete an initial assessment to identify literacy, numeracy and language skills support needs at the start of their programmes. Programme centre clients complete a fast-track initial assessment, with the option to complete the full initial assessment.



## ABOUT THE REINSPECTION

Number of inspectors	24
Number of inspection days	108
Number of learner interviews	286
Number of staff interviews	119
Number of employer interviews	69
Number of subcontractor interviews	11
Number of locations/sites/learning centres visited	21
Number of visits	63

## OVERALL JUDGEMENT

13. At the previous inspection of May 2003, Seetec's leadership and management, its approach to equality of opportunity and arrangements for quality assurance were found to be unsatisfactory. Training was satisfactory in ICT and construction, but unsatisfactory in land-based provision, engineering and manufacturing, business administration, retailing and customer service, and foundation programmes. At the end of the reinspection, Seetec's leadership and management, approach to equality of opportunity and arrangements for quality assurance were found to be satisfactory. Training was good in ICT, and satisfactory in land-based provision, construction, engineering and manufacturing, business administration, hospitality and sport, health and social care, retailing, customer service and transportation, and foundation programmes.

## GRADES

Grades awarded at previous inspection

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

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

<b>Land-based provision</b>	<b>4</b>
Contributory grades:	
New Deal 18-24	4
New Deal 25+ and work-based learning for adults	4

<b>Construction</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

<b>Engineering, technology &amp; manufacturing</b>	<b>4</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	4
New Deal 18-24	4

<b>Business administration, management &amp; professional</b>	<b>4</b>
Contributory grades:	
Work-based learning for young people	3
New Deal 25+ and work-based learning for adults	4
New Deal 18-24	4

<b>Information &amp; communications technology</b>	<b>3</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	3
New Deal 18-24	3

<b>Retailing, customer service &amp; transportation</b>	<b>4</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	4
New Deal 18-24	4
Work-based learning for young people	3

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<b>Foundation programmes</b>	<b>4</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	4
New Deal 18-24	4
Programme centres	4
Life Skills	4

## Grades awarded at reinspection

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

<b>Leadership and management</b>	<b>3</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

<b>Land-based provision</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

<b>Construction</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

<b>Engineering, technology &amp; manufacturing</b>	<b>3</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	3
New Deal 18-24	3

<b>Business administration, management &amp; professional</b>	<b>3</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	4
Work-based learning for young people	2
New Deal 18-24	3

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<b>Information &amp; communications technology</b>	<b>2</b>
Contributory grades:	
Other government-funded provision	2
New Deal 25+ and work-based learning for adults	2
New Deal 18-24	2

<b>Retailing, customer service &amp; transportation</b>	<b>3</b>
Contributory grades:	
New Deal 25+ and work-based learning for adults	3
Other government-funded provision	2
New Deal 18-24	3
Work-based learning for young people	3

<b>Hospitality, sport, leisure &amp; travel</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

<b>Health, social care &amp; public services</b>	<b>3</b>
Contributory grades:	
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

<b>Foundation programmes</b>	<b>3</b>
Contributory grades:	
Programme centres	3
New Deal 25+ and work-based learning for adults	4
New Deal 18-24	3
Entry to Employment	3

## KEY FINDINGS

### Achievement and standards

14. **Retention and completion rates are good in engineering and manufacturing.** On New Deal 25+ and work-based learning for adults programmes in land-based provision, ICT, retailing, customer service and transportation, retention and completion rates are showing significant increases on the previous inspection. **Completion rates for New Deal 18-24 clients in foundation have improved considerably and are now good.** Rates are more static, and satisfactory, on business administration programmes, and retailing, customer service and transportation have declined steadily over the past three years and are low. There are high early leaver rates and poor completion of training programmes in construction.

15. Rates of progression into employment were a weakness in many areas of learning at the previous inspection. **Job achievement rates are improving for New Deal 25+ and work-based learning for adults in ICT.** The employment rates for land-based provision, retailing, customer service and transportation, engineering and manufacturing, ICT, construction and business administration compare favourably with those of 2002-03 and are now satisfactory. Rates of progression in foundation programmes, which were poor at the previous inspection, have improved to acceptable levels over the past year.

16. Retention and achievement rates by learners on modern apprenticeships have improved since the previous inspection and are now satisfactory. **The retention rate on the foundation modern apprenticeship in estate agency is particularly high, with good completion rates.** On the retailing and customer services foundation modern apprenticeship, retention rates are good. E2E learners are making satisfactory progress into further education, training and employment.

17. Retention rates on ETP programmes are satisfactory, with a high proportion of learners still in learning. Most ETP learners on transportation programmes who are retained achieve their qualification. Some ETP learners in ICT courses are making slow progress. Target-setting for these learners is weak, and few have effective learning logs.

18. **Clients and learners develop good personal and employment skills.** They quickly gain confidence and improve their communication skills. They also develop satisfactory vocational, practical and written skills. **Construction clients show a high standard of practical work,** to industry standard, during their training. **Land-based clients make slow progress in developing their portfolios of work. E2E learners produce work of a high quality.** They develop good and relevant skills through team working and problem-solving.

19. **Clients have good opportunities to take a broad range of additional qualifications, and many achieve them successfully.** Many of these qualifications are highly desirable to employers and clients.

## Quality of education and training

### Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Land-based provision	0	0	2	1	0	0	0	3
Construction	0	0	1	2	0	0	0	3
Engineering, technology & manufacturing	0	0	1	0	0	0	0	1
Business administration, management & professional	0	1	0	0	0	1	0	2
Information & communications technology	0	1	3	2	0	0	0	6
Retailing, customer service & transportation	0	1	3	0	0	0	0	4
Hospitality, sport, leisure & travel	0	0	2	0	0	0	0	2
Health, social care & public services	0	0	1	0	0	0	0	1
Foundation programmes	0	0	7	5	3	1	0	16
<b>Total</b>	<b>0</b>	<b>3</b>	<b>20</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>38</b>

20. Sixty-one per cent of learning sessions observed by inspectors were graded good or very good. All sessions observed in engineering and manufacturing, retailing, customer service and transportation, sport and hospitality and care were good or better. The best learning sessions included a high level of interaction between trainers, clients and learners. Engineering training is given in a logical sequence, where skills are developed at a pace most suited to the client. **ICT learners receive good individual training and coaching. Practical lift truck training is particularly good**, with clear instruction about positions and manoeuvres. Equality of opportunity is effectively reinforced in technical certificate training sessions. Thirteen per cent of learning sessions were graded unsatisfactory, **with much of this unsatisfactory training observed in foundation programmes**. In the weaker sessions, trainers do not use a range of learning methods. Learning is poorly planned and at a slow pace. Not enough training in background knowledge in the context of work or job-seeking is delivered.

21. Resources for developing vocational skills are satisfactory in most areas of learning. Clients generally have appropriate small tools and access to equipment to complete their practical tasks. ETP learners use excellent learning materials, written and published by Seetec, to enable them to study at work and home. **The range of materials to support learning on foundation programmes is insufficient in some centres**. In particular, too few work-related learning resources and real-life objects are available to support the development of numeracy skills. Some centres have insufficient computers for the number of clients carrying out jobsearch activities.

22. Many of Seetec's learning centres are pleasant and spacious learning environments. A few learning centres are of poor quality, with insufficient space for training and learning activities. **Some ICT training rooms are cramped and very noisy**.

23. Seetec's staff are well-qualified and experienced in most areas of learning, and the

ratio of staff to learners is good. **However, in care, staff have insufficient industry knowledge and experience to manage and monitor effectively the quality of the subcontractor's training and assessment.** Insufficient trainers across the areas of learning have the qualifications and experience to provide effective literacy, numeracy and language skills support.

24. Clients and learners receive a basic initial assessment of their literacy and numeracy skills. For some, this is insufficiently detailed to identify their specific individual learning needs. **In business administration, hospitality and sport, and foundation programmes the results of initial assessment are not used effectively to plan learning.** Some ETP learners do not complete any initial assessment.

25. Assessment arrangements are satisfactory in most areas of learning, with regular, accurate and fair assessment being carried out. **Assessment of learners following modern apprenticeships in business administration is good. Key skills training and assessment are integrated well with the retailing, customer service and warehousing modern apprenticeships. However, the recording and monitoring of assessment and progress towards unit completion is poor in construction.**

26. **Progress reviews remain weak in construction, engineering and manufacturing, and foundation programmes,** having been weak in many areas of learning at the previous inspection. Progress reviews are not used effectively to record progress and achievement of a range of employability and vocational skills. Work-placement supervisors, employers and subcontractors have insufficient involvement in the review process.

27. **The target-setting process is weak in land-based provision, construction, business administration, care and foundation programmes.** Jobsearch targets are repetitive and often unchallenging. Individual learning and training plans are rarely updated to show progress towards targets and goals. Targets for land-based clients are vague and insufficiently relevant. Inadequate interim targets are set in construction.

28. **In hospitality and social care, learning programmes are planned effectively to ensure that they meet clients' needs. Training programmes are well structured in engineering and manufacturing.** Seetec's staff respond well in many areas of learning to requests for specialist technical training and seek appropriate subcontractors to deliver it. **Some business administration clients and learners are given insufficient and inappropriate advice about suitable training. Some New Deal and work-based learning for adults clients in retailing, customer services and transportation have learning programmes that are insufficiently challenging,** with clients spending too much time on jobsearch activities. Some clients' prior experience and qualifications are not considered sufficiently when agreeing their learning programmes.

29. **Jobsearch is now good in ICT,** and satisfactory in other areas. All clients attend regular, well-planned jobsearch sessions that support them well in finding work. Clients maintain thorough records of jobsearch activities. **Seetec instigates good initiatives to support learning needs.** In some rural areas, particularly good arrangements are in place

for clients to attend outreach centres for interviews and jobsearch activities. Staff respond well to individual client's and learners' needs.

**30. Good-quality work placements are provided in land-based, construction and retailing, customer service and transportation programmes.** Clients and learners are encouraged to work in teams and develop communication skills by supportive and enthusiastic supervisors. **In land-based provision, a high priority is placed on health and safety in all aspects of the work-placements and practical work-based learning.** However, some work-placement learning is not sufficiently co-ordinated with training at the centre. **Arrangements for work placements in ICT and sport are inadequate.**

31. Many areas of learning had poor induction programmes at the previous inspection. The induction has been revised and is now satisfactory in all areas. Appropriate attention is paid to learners' and clients' understanding of health and safety, their rights and responsibilities, Seetec's expectations of them and equality of opportunity.

**32. Clients and learners on most programmes receive good personal support from Seetec's staff,** and are well motivated by this support. Specific, relevant support is given to vulnerable learners. Practical help is given to enable clients to attend centres and job interviews more easily.

33. Some clients receive individual support to help them with their literacy, numeracy and language work. **Engineering and manufacturing, and transportation programmes provide insufficient literacy, numeracy and language skills support.** Clients do not receive appropriate, structured support to develop their literacy and numeracy skills. Very often the additional support is optional and clients are not encouraged by staff to take up the identified support.

### **Leadership and management**

**34. Seetec makes good use of management information in strategic and operational planning.** Managers routinely analyse and use data on groups, districts and areas of learning to monitor performance and target areas for development. Managers and staff make good use of the data from the review process to monitor the progress of individual and groups of clients and learners.

**35. Seetec has an extensive and comprehensive programme of in-house staff development events.** Staff development activities are highly appropriate with clear benefits to learners and clients. The well-established appraisal process is very effective in identifying staff members' development needs.

36. The previous inspection identified a weakness in the use of retention and achievement data. This has been rectified well through regular target-setting. **Seetec now carries out particularly effective target-setting and monitoring across the company** to improve completion and job achievement rates. Retention and achievement rates have improved significantly in many areas of learning. Staff performance is monitored very regularly at monthly performance review meetings with line managers.



37. Seetec communicates effectively internally through regular meetings. Staff are well-informed about Seetec's direction and changes to procedures. However, staff delivering modern apprenticeships and ETP programmes have insufficient opportunities to share best practice with staff who work on New Deal and work-based learning for adults programmes.

38. The previous inspection identified a weakness in inconsistent operational management. Although quality monitoring and auditing have improved in some centres, **a few centres and some aspects of programmes are not managed well.**

39. **Seetec does not adequately manage and monitor the quality of training being given by subcontractors.** Some subcontractors are monitored by a member of centre staff but in many cases this is ineffective and unsystematic.

40. Seetec has introduced a new system for initial assessment, but there is considerable inconsistency in how this is applied. Some learners and clients with literacy and numeracy needs are referred to specialist staff, but many are not appropriately diagnosed as needing this support. **In some centres, learners and clients do not have access to appropriate literacy, numeracy or language skills support.** Seetec has introduced a programme of staff development to improve support for literacy, numeracy and language skills across the organisation.

41. **Seetec has successfully introduced many initiatives to reinforce understanding of all aspects of equality of opportunity by learners, clients and staff.** Learners and clients receive regular, effective and varied training in equality and diversity. Staff have a good awareness of a wide range of aspects of equality of opportunity, and apply this understanding effectively in their conversations with learners and clients. Most learners and clients understand the relevance and importance of equality of opportunity.

42. Seetec analyses equal opportunities data thoroughly to identify the extent to which specific groups of clients and learners are participating in and succeeding on each learning programme. The company has set itself clear aims and action plans for achieving outcomes for clients and learners that are proportionate to the representation of specific disadvantaged or minority groups in each location.

43. Some promotional brochures which are aimed at encouraging under-represented groups contain stereotypical images such as illustrations of men in hard-hats, and others do not include images of women. Some information and publicity brochures are translated into languages in local use. A few centres are inaccessible for clients and learners with restricted mobility.

44. In the previous inspection, a relatively new quality assurance process was found to be unsatisfactory and used inconsistently. The revised quality assurance arrangements are now satisfactory. Matters which affect learners are appropriately identified, but are not always followed up in a timely or systematic way. Most subcontractors are not included in the quality assurance arrangements.

45. Seetec's observation of training is now satisfactory, having been found to be weak at the previous inspection. Training is now observed regularly, with appropriate feedback and action plans for staff being produced.

46. Internal verification is satisfactory in most areas of learning. However, **arrangements for internally verifying NVQs in land-based provision are unsatisfactory**. No internal verifier is currently in place for the small number of learners taking NVQs.

47. The mechanism for collecting clients' and learners' feedback is not established well enough. Response rates to requests for feedback are low. However, the results are analysed and used well by managers and the quality team. Seetec's mechanisms for collecting feedback from work placements and employers are ineffective.

48. The self-assessment process was found to be insufficiently evaluative at the previous inspection. Seetec has improved the process through effective use of data. However, its self-assessment remains insufficiently self-critical and accurate in identifying weaknesses. Staff had very little involvement in the self-assessment process in construction, hospitality, and health and social care.

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

## **Leadership and management**

### **Strengths**

- good use of management information
- good staff development programme
- particularly effective target-setting for staff
- good strategies to reinforce equality of opportunity

### **Weaknesses**

- some poor management of training
- inadequate management and monitoring of subcontractors
- insufficient literacy, numeracy and language skills support

## **Land-based provision**

### **Strengths**

- good-quality work placements
- good development of personal and employability skills
- high level of health and safety awareness among clients

### **Weaknesses**

- insufficiently challenging targets for clients
- slow progress in developing portfolios of work
- inadequate arrangements for internally verifying NVQs

### **Construction**

#### **Strengths**

- high standard of clients' work
- good-quality work placements
- good personal support for clients

#### **Weaknesses**

- poor target-setting at reviews
- poor monitoring of clients' progress
- high early leaver rates

### **Engineering, technology & manufacturing**

#### **Strengths**

- good retention and completion rates
- broad range of additional qualifications achieved
- well-structured training

#### **Weaknesses**

- weak progress review process
- poor monitoring of clients' progress
- inadequate literacy and numeracy skills support

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

#### **Strengths**

- good achievement rates on estate agency modern apprenticeships
- good development of personal and work skills
- good assessment arrangements for learners on modern apprenticeships
- strong individual support for clients and learners

### **Weaknesses**

- insufficient and unreliable computers for jobsearch at two centres
- inadequate initial assessment and guidance for some work-based learning for adults clients
- ineffective setting and monitoring of targets for some New Deal and work-based learning for adults clients
- inadequate co-ordination of some work-placement training for New Deal and work-based learning for adults clients

### **Information & communications technology**

#### **Strengths**

- good tutorial support for New Deal and work-based learning for adults clients
- good initiatives to meet clients' and learners' needs
- good development of ICT skills
- good use of jobsearch to meet clients' needs
- improving job achievement rates on New Deal 25+ and work-based learning for adults programmes

#### **Weaknesses**

- insufficient use of work placements
- inadequate accommodation and resources in some centres
- poor learning and support for some ETP learners

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

#### **Strengths**

- good-quality work placements
- good development of personal and employment skills
- good practical lift truck training
- good key skills training and assessment on modern apprenticeships
- good retention rates on foundation modern apprenticeships

#### **Weaknesses**

- unchallenging programmes for many New Deal and work-based learning for adults clients
- poor support for some New Deal and work-based learning for adults transportation clients
- poor links between on- and off-the-job training for New Deal and work-based learning for adults clients

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good personal support for clients
- good development of clients' vocational and employability skills

### **Weaknesses**

- some inadequate advice and guidance
- inadequate work placements for sports clients

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

### **Strengths**

- good individual programmes to meet clients' needs
- good personal support for clients

### **Weaknesses**

- weak target-setting
- inadequate management of subcontractors

## **Foundation programmes**

### **Strengths**

- good completion rates for New Deal 18-24 clients
- good standard of work for E2E learners
- high level of effective support
- good development of personal skills

### **Weaknesses**

- some poor use of initial assessment
- inadequate identification and monitoring of learners' progress
- unsatisfactory teaching in some centres
- some inadequate resources

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

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

#### **Strengths**

- good use of management information
- good staff development programme
- particularly effective target-setting for staff
- good strategies to reinforce equality of opportunity

#### **Weaknesses**

- some poor management of training
- inadequate management and monitoring of subcontractors
- insufficient literacy, numeracy and language skills support

49. Seetec makes good use of management information in strategic and operational planning. It interprets data well to develop and modify its overall strategies and business plans. Managers routinely analyse and use data on groups, districts and areas of learning to monitor performance and target areas for development. Managers and staff make good use of data from the review process to monitor the progress of individual and groups of clients and learners. They use information drawn from quality assurance monitoring particularly effectively to identify and deal with areas requiring improvement. Action plans are developed at all levels of the company, with targets passed down to individual staff members.

50. Seetec publishes its extensive and comprehensive programme of in-house staff development events. It links its staff development events well to the development needs identified through its quality assurance process. The effects of staff development activities have been carefully mapped onto a matrix, so staff can readily relate them to areas of learning and learners' programmes. Staff development activities are highly appropriate, with clear benefits to learners. Staff have recently been trained in literacy, numeracy and language skills support and equality of opportunity. Seetec has a well-established appraisal process which is very effective in identifying staff development needs. Where these needs cannot be met by Seetec, the company sources this externally. Members of staff are given financial and other support to take part in further training and study for higher education qualifications.

51. The previous inspection identified a weakness in Seetec's use of retention and achievement data. The company has rectified this well through regular target-setting.

Corporate targets are set annually by the board and devolved effectively to centres and staff across the organisation. Centres and districts that are not performing well are targeted for improvement, resulting in locally produced action plans that are closely monitored. Staff performance is monitored very regularly at monthly performance review meetings with line managers. Many areas of learning have seen significant improvements in their early leaver and completion rates. Some areas of learning are starting to show improvements in job achievement rates. Staff have a good understanding of how their individual performance affects the company as a whole. Seetec has a sophisticated incentive scheme in place which provides bonus payments to members of staff twice a year, based on their performance.

52. Most of Seetec's resources are satisfactory for the programmes it offers. The buildings are well decorated and maintained. However, a few centres have unsatisfactory accommodation that is hot and over crowded. Some centres do not have sufficient computers for the number of learners attending. Staff are appropriately qualified and experienced for the programmes they deliver. However, a few areas of learning have insufficient staff with relevant vocational experience and qualifications. Seetec does not have enough staff with appropriate qualifications and experience to meet learners' literacy, numeracy and language skills support needs.

53. Seetec carries out effective internal communication through regular area of learning, district and quality board meetings. However, staff delivering modern apprenticeships and ETP programmes have insufficient opportunities to share best practice with staff who work on New Deal and work-based learning for adults programmes in each area of learning. Most centres have weekly meetings, where staff discuss individual clients' and learners' concerns. Staff are generally well informed about Seetec's direction and changes to its procedures.

54. The previous inspection identified the weakness of inconsistent operational management. Although quality monitoring and auditing have improved this in some centres, a few centres and some aspects of the programme are still not managed well. In many areas of learning, progress reviews are weak and target-setting is poor. Some individual learning plans are incomplete and initial assessment is not always used effectively. Some staff have established a network of good-quality work placements, while other areas have insufficient placements for clients on programme. The introduction of new training programmes has not been managed well in some centres.

55. Over 30 subcontractors provide a variety of training services for Seetec. Service level agreements have been introduced but some subcontractors are not aware of their existence. Some of the service level agreements are not appropriate for the services being provided by the subcontractor. Seetec does not adequately manage and monitor the quality of training being given by subcontractors. Some subcontractors are monitored by a member of centre staff but, in many cases, this is ineffective and unsystematic. Seetec does not routinely request copies of subcontractors' own quality assurance documents, including external verifier reports. Some staff are not clear about Seetec's responsibilities for managing the subcontracted provision.

56. Seetec has introduced a new system for initial assessment, but there is considerable inconsistency in how this is applied. Most learners and clients sit a fast-track initial assessment, but few take the optional diagnostic test that identifies their individual literacy and numeracy skill levels and support needs. Some learners and clients with literacy and numeracy support needs are referred to specialist staff, but many are not appropriately diagnosed as needing this support. Learners and clients in some centres do not have access to appropriate literacy, numeracy or language skills support, and some support is not sufficiently linked to the vocational learning. Seetec has introduced a programme of staff development to improve the support for literacy, numeracy and language skills provided across the organisation.

### **Equality of opportunity**

### **Contributory grade 3**

57. Seetec has introduced many initiatives to reinforce understanding of all aspects of equality of opportunity by its learners, clients and staff. It has made considerable progress since the previous inspection. Staff have attended briefings on the company's new approach to equality of opportunity. They have been trained in relevant topics including disability awareness and additional learning support. Equality training for learners has been extended to continue throughout their programmes. Some learners and clients have an informative, comprehensive and up-to-date workbook which deals well with sensitive subjects such as homelessness, asylum seekers and ex-offenders. Seetec has recently introduced a company-wide training schedule for staff to discuss a diversity topic each month with learners and clients. Sessions are well planned and trainers use a range of resources and activities to ensure clients and learners participate. Learners and clients find some of these learning activities enjoyable and stimulating. However, one video was inappropriate for adult learners as it dealt with bullying in schools. Some learners and clients have not completed any sections of their workbooks. The topics are presented clearly in the workbook but with few illustrations. The level of language used in the workbook and the large volume of text reduces the material's accessibility to some learners with literacy or language skills support needs. Seetec recognises the need to make the workbook suitable for all learners and clients. Trainers are using learning sessions to help learners to use their workbooks. Staff have developed a good awareness of a wide range of aspects of equality of opportunity, and apply this understanding effectively in their conversations with learners and clients. However, some of the questioning used to test and reinforce clients' and learners' understanding at progress reviews is superficial. Most learners and clients understand the relevance and importance of equality of opportunity.

58. Seetec analyses data thoroughly to identify the extent to which specific groups of learners are participating in and succeeding on each learning programme. The company has set itself clear aims of achieving outcomes for learners that are proportionate to the representation of specific disadvantaged or minority groups in each location. Action plans exist for each of 10 categories of clients identified as experiencing specific disadvantages in gaining employment. Individual centres operate local initiatives and produce promotional material to supplement that published centrally. Promotional brochures are aimed at occupations where men or women are under-represented, including women in manufacturing and warehousing, and men in healthcare. However,



some of these leaflets show stereotypical images such as illustrations of men in hard-hats, and others do not include images of women. Some information and publicity brochures are translated into languages in local use. Staff have a strong commitment to removing barriers to participation by individuals as well as groups.

59. Seetec has comprehensive policies and statements on equal opportunities. It has an anti-harassment policy and effective procedures for dealing with complaints and grievances, including regular analysis of complaints. Conformity with specific criteria for equality of opportunity are checked during quality assurance monitoring visits to each centre. However, equality of opportunity is not yet promoted effectively with all employers, work-placement providers and subcontractors.

60. Seetec has conducted an accessibility audit and produced an action plan. This action plan has not yet rectified some of the concerns over accessibility. Some centres have poor access for learners and clients with restricted mobility. Learners and clients have sufficient access to special learning aids such as text telephones.

### **Quality assurance**

### **Contributory grade 3**

61. The previous inspection found Seetec's relatively new quality assurance process to be unsatisfactory and used inconsistently. In the period since that inspection, Seetec has substantially revised its quality assurance procedures. Procedures implemented this year include regular monitoring visits, analysis of performance data, analysis of feedback from learners and ongoing development and monitoring of action plans. The revised quality assurance arrangements are now satisfactory. Seetec appropriately identifies matters that affect learners. A small quality team carries out a well-planned schedule of monitoring visits to the training centres. Each monitoring visit has a very specific focus on a different aspect of the work at the centre. The focus of each visit is very narrow, and does not always identify weaknesses outside the particular visit in a timely way. The quality team completes comprehensive and thorough records of the visit. The centre manager receives detailed feedback from a member of the quality team at the end of each visit, and three immediate actions are agreed. This is effectively followed up by a report and complete list of action points with target dates. However, action points are not always followed up at subsequent visits and the recording of how actions have been carried out is not clear. Managers have not received sufficient feedback on the subsequent progress made by centres which performed poorly in early monitoring visits. The aspect of the work is not usually scheduled to be monitored again for at least six months. Some improvements in training, for example in induction and jobsearch, have followed monitoring visits. Most subcontractors are not included in the monitoring visits. The monitoring visits provide good support to the centres' managers and staff. Seetec has implemented an innovative system that allows good practice observed by the quality monitoring team to be shared across the organisation.

62. Observation of training is now satisfactory, having been identified as weak at the previous inspection. Quality monitoring staff regularly observe learning, induction, jobsearch and progress reviews and keep detailed records of these observations. Staff receive appropriate feedback and develop action plans to meet identified development

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needs. The quality monitoring staff have been trained internally to observe training, but a small number of observations have been done by staff without appropriate experience for this role. Staff are also observed by some centre managers and, where appropriate, by internal verifiers. However, these observations are not always planned or co-ordinated with the quality monitoring team's observations. Little observation takes place of training at subcontractors' premises.

63. Learners' and clients' evaluations of their programme are sought following induction, in mid-programme and at completion. The rate of return of evaluations has been low, sometimes less than 30 per cent. A more straightforward survey has recently been devised. The results of evaluations are analysed and used effectively by centre managers and the quality team to support action-planning. Employers' feedback is collected and analysed, but the sample size for this is very small.

64. Assessment arrangements are satisfactory in most areas of learning, with regular, accurate and fair assessment of work. Assessment of work-based learners in business administration is good. However, in construction, the recording and monitoring of clients' assessment and progress towards unit completion is poor. Internal verification is satisfactory in most areas of learning, but arrangements are unsatisfactory in land-based provision. The small number of learners who are taking land-based NVQs currently have no internal verifier, although Seetec has recently secured someone externally to perform this role for the near future.

65. Seetec's self-assessment process was found to be insufficiently evaluative at the previous inspection. It has now improved the process through effective use of data. Seetec's most recent self-assessment report is fairly effective in recognising strengths, but insufficiently self-critical or accurate in identifying weaknesses. Some managers, and very few centre staff, were involved in the process, and few have an awareness of specific actions they need to complete to meet the development plan.

## AREAS OF LEARNING

### Land-based provision

### Grade 3

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	12	3
New Deal 25+ and work-based learning for adults	4	3

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

#### Strengths

- good-quality work placements
- good development of personal and employability skills
- high level of health and safety awareness among clients

#### Weaknesses

- insufficiently challenging targets for clients
- slow progress in developing portfolios of work
- inadequate arrangements for internally verifying NVQs

### Achievement and standards

66. Since the previous inspection Seetec has been working to rectify the identified weakness of low rates of progression into employment. The rate of progression into employment for New Deal 18-24 clients fell to 27 per cent in 2002-03 but has now increased slightly to 28 per cent, with many clients still in learning. On the New Deal 18-24 programme, retention and completion rates declined to 42 per cent in 2002-03 and are currently 38 per cent. The proportion of New Deal 25+ and work-based learning for adults clients gaining employment dropped in 2002-03 to 26 per cent, but has improved in the current year to 35 per cent. Retention and completion rates have increased significantly for New Deal 25+ clients, and are currently 70 per cent.

67. Many clients have low self-esteem when they begin their training, but after a short period on the programme, their motivation and practical work skills greatly improve. Clients quickly gain confidence and develop effective communication skills through working together and dealing with the public. Clients also learn appropriate jobsearch skills to help them seek permanent employment. They develop useful and valuable employment skills through a wide range of short courses, including manual handling, first aid, personal presentation and curriculum vitae building. Clients' standards of personal presentation, punctuality and attendance are greatly improved. The standard of clients' work and the level of their practical skills, such as fence, step and bridge construction, is of a satisfactory standard.

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

68. Seetec has developed high-quality work placements that are very relevant to the land-based industry. New Deal clients' practical work-based learning takes place for four days each week at a good variety of locations such as country parks, conservation areas and woodlands; one of the sites is a site of special scientific interest. The work is stimulating and clients take a pride in their work. They make good progress in acquiring new work skills and in personal development. Workplace supervisors have a good working relationship with their clients and play a supportive role. On- and off-the-job training are linked effectively through the progress review process. Workplace supervisors place considerable emphasis on ensuring clients work effectively in teams. Seetec provides clients with transport from various collection points to support them in accessing work-placement sites.

69. Health and safety are a high priority in all aspects of the work placements and practical training. Workplace supervisors continually reinforce safe work practices. Clients have a sound awareness of health and safety, and perform risk assessments before all work tasks. Clients are equipped with personal protective equipment before starting their work placement.

70. Learning sessions are well planned and delivered by vocationally qualified trainers. Clients are well motivated by their trainers, who have a good knowledge and genuine interest in the vocational area. Learning objectives are clearly stated and understood by clients. The learning environment is relaxed, with training frequently being delivered outside the centre, informally in the workplace. Individual learning styles are determined during the clients' initial assessment, but are not taken into account during learning sessions. Some learning sessions are very dependent on the use of handouts, and trainers do not always use valuable natural and physical training aids available in the workplace. For example, tools and plants are referred to during training but are not shown to clients to enable them to visualise and understand them better. The extent of clients' understanding is not always checked or assessed.

71. The resources available to clients are adequate. A sufficient number of hand tools are available at each site. However, one site has no power tools such as strimmers and mowers, and clients at this placement do not receive training in all areas of equipment use. Jobsearch resources are satisfactory in most centres. In one jobsearch session the newspapers available to clients were out of date or in poor condition.

72. Since the previous inspection Seetec has improved the four-weekly progress reviews used to plan future training and learning. The documents used have been revised and targets are set to improve the clients' attendance, punctuality, employment prospects, vocational skills and learning. Attendance and punctuality are closely monitored in individual centres.

73. All clients have an individual learning plan. Prior attainment is not always taken into consideration when planning individual programmes. For example, a client was placed

on a manual handling course despite having received similar training from another provider several months before.

74. Clients' recall of subjects covered in induction has improved since the previous inspection and is now satisfactory. Clients have an adequate understanding of equality of opportunity. All clients are offered an appropriate initial assessment to determine their literacy and numeracy skills support needs. Adequate support is provided for identified needs, usually by individual training and support.

75. Many of the targets set in progress reviews are insufficiently challenging or relevant. Not enough opportunities are created by staff for discussing learning and progression. Jobsearch targets are repetitive and generally refer to achieving two to three job enquiries a week. Some clients were observed wasting time in their jobsearch sessions as they had achieved the set target with ease but were not encouraged to progress further. Health and safety targets tend to relate to straightforward questions, which clients are allocated too much time to complete. Some targets are very general, relating to clients making further progress with portfolio-building. Some clients are not progressing to their full potential.

76. Clients are slow in building portfolios as evidence of their work experience and to achieve the Seetec certificate or NVQ. Photographs that are taken for the client to use as evidence are not made available until the film has been finished and developed. Staff have overcome this delay on one work placement by using a digital camera and printing photographs themselves, making them immediately available to the client. Some clients make slow progress in answering background knowledge questions and have few examples of evidence from the work placements in their portfolios.

77. Assessment is generally satisfactory. Internal verification of NVQs was judged as satisfactory at the previous inspection, but Seetec has not had an internal verifier in place for its land-based NVQs for five months. Although this affects only five clients, they cannot currently achieve their NVQ qualification. Seetec has recently secured someone externally who will perform the role until an internal member of staff can be trained.

## **Leadership and management**

78. Many aspects of the land-based provision have improved since the previous inspection, including the progress review documents, induction and the learning process. Data is now gathered as part of the review process to help managers and clients make judgements about progress made by clients. Clients can easily visualise improvements in their employment skills, such as punctuality and attendance, through graphs resulting from the data. A general staff development programme for land-based trainers has been followed since the previous inspection, and has included training to help improve clients' reviews and target-setting. However, staff members' personal development reviews in at least one centre have not been carried out for one and a half years, with staff training not meeting individual staff members' needs. Regular team meetings are held to share information and aid communication. However, not all

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important topics are discussed, including internal verification problems. Although satisfactory arrangements for quality assurance exist for most aspects of the programme, arrangements for the quality assurance of NVQ programmes are currently inadequate.

**Construction****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	36	3
New Deal 25+ and work-based learning for adults	21	3

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

**Strengths**

- high standard of clients' work
- good-quality work placements
- good personal support for clients

**Weaknesses**

- poor target-setting at reviews
- poor monitoring of clients' progress
- high early leaver rates

**Achievement and standards**

79. Clients' rates of progression into employment were identified as a weakness at the previous inspection. Since then, rates have improved slightly for New Deal 18-24 clients and currently stand at 35 per cent, compared with 25 per cent in 2002-03. Rates have changed less on the New Deal 25+ programme, with 29 per cent of clients this year achieving employment and 33 per cent still in training. The proportion of clients who leave their training programme early is high, at over 50 per cent in 2002-03 and improving little so far in 2003-04. Currently 51 per cent of New Deal 25+ clients and 43 per cent of New Deal 18-24 clients have completed their training programme, with some clients still in learning.

80. Clients who complete their programmes produce a high standard of practical work during their training and are well prepared to gain employment. Clients work on a wide range of decorating applications, to industrial standards, in commercial and community premises. A client on the carpentry and joinery programme has produced a range of work to a high standard of finish, including bookcase and shelving units and a pine table and chairs. Clients take pride in the quality of work they have produced and are committed to continuing to produce this standard consistently.

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

81. Seetec provides good-quality work placements for clients. The placement projects enable clients to develop further their practical skills in real-life environments.

Placements link well with the local community and enhance clients' personal and vocational development. For example, clients on painting and decorating programmes are able to take part in a full range of painting and decorating activity, including surface painting, at a school. Clients have good opportunities to collect the evidence required for their qualifications through their work placements.

82. Clients receive good support and guidance. Seetec's staff provide good, appropriate advice and guidance to develop clients' construction skills. Their approach to ensuring the clients' needs are met is highly flexible and active. For example, one client wanted to take a plumbing course but none were available in the local area. Staff researched courses outside the area, and found an appropriate short course. This client was supported well in following their career choices.

83. Seetec's staff effectively develop clients' practical skills, and pass on their knowledge to them through a variety of methods during practical and theory sessions. All learning sessions observed by inspectors were graded as satisfactory or better. Trainers plan sessions and use learning materials effectively to assist clients' understanding of subject matter.

84. The resources used for learning are satisfactory. Enough tools and equipment of an adequate standard are provided to allow clients to carry out work. Seetec's staff have appropriate industry experience and qualifications and some have, or are working towards, assessor qualifications.

85. Induction arrangements adequately prepare clients for their programme, and clients are sufficiently aware of Seetec's policies, procedures and expectations of them. All clients receive a basic initial assessment of their literacy and numeracy skills, and those with identified additional support needs receive appropriate support. This is an improvement since the previous inspection, when literacy and numeracy skills support was identified as a key weakness. However, the initial assessment is insufficiently diagnostic and more detailed testing is rarely used. Clients' literacy, numeracy and language skills are of an appropriate standard to support their vocational learning.

86. Jobsearch has improved since the previous inspection and is now satisfactory. Jobsearch is aimed at individual clients' needs, and Seetec provides adequate resources including internet facilities. It has made improvements to its recording of clients' information, including their previous qualifications and achievements. Seetec's staff give very appropriate advice and guidance to clients.

87. Staff carry out regular, accurate and fair assessment of clients' work. However, the recording and monitoring of clients' progress is poor. Trainers do not maintain effective records detailing the extent of clients' current achievements. Records of unit completion



are not routinely kept. Clients' portfolios contain a variety of evidence including photographs and witness testimonies. The overall quality of clients' portfolios is satisfactory. However, some clients have very little evidence in their portfolios. Internal verification on NVQ programmes is satisfactory.

88. Staff and clients do not use progress reviews effectively to set targets or milestones. Clients are set inadequate interim targets to support their development or achievement. Many progress reviews record bland comments about clients' general attributes and past achievements and do not mention future short-term goals for the client to work towards. The progress reviews do not sufficiently focus or guide the client.

### **Leadership and management**

89. The leadership and management of training in construction is satisfactory. However, some centres are not well-managed and the clients' experience is less effective. Staff are appraised and developed as part of a well-established system, and staff development is satisfactory, regular and used well. Communication between staff is adequate and regular minuted meetings are held. Targets are set at management level and staff understand these targets. Management data relating to clients' progress and outcomes is collected and used effectively in most centres. Systems for monitoring the quality of training, subcontractors and other key process are not yet fully effective. Many of these systems have been recently introduced or revised following the previous inspection. Some improvements have been made to jobsearch training and the rates of clients gaining employment. Staff have little involvement and understanding of the self-assessment process and report. The most recent self-assessment report and development plan recognised many strengths and weaknesses. The process is insufficiently evaluative or focused on the construction area and the clients' experience. Resources are managed appropriately and staff are deployed to meet the needs of the organisation. Staff and clients have a satisfactory level of understanding about equality of opportunity, but insufficient reinforcement or promotion of this takes place after induction.

**Engineering, technology & manufacturing****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	14	3
New Deal 18-24	3	3

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

**Strengths**

- good retention and completion rates
- broad range of additional qualifications achieved
- well-structured training

**Weaknesses**

- weak progress review process
- poor monitoring of clients' progress
- inadequate literacy and numeracy skills support

**Achievement and standards**

90. Retention and completion rates have improved significantly since the previous inspection. The proportion of New Deal 25+ and work-based learning for adults clients being retained and completing their training has increased considerably to 54 per cent in 2002-03 and 61 per cent in 2003-04, with 18 per cent of clients still in learning. Forty-eight per cent of these clients are gaining employment, which is a considerable increase on employment rates at the previous inspection. Completion rates on the New Deal 18-24 programme were very good in 2002-03, with 75 per cent of clients being retained and completing their training programme and 50 per cent gaining employment. A high proportion of clients, 54 per cent, on the New Deal 18-24 programme are still in learning for this year. Forty-two per cent have already completed their programme, with 25 per cent gaining employment.

91. Clients achieve a broad range of additional qualifications. Examples include lift truck, health and safety, manual handling and first aid qualifications. Seetec's staff conduct a thorough skills analysis with local employers to identify additional qualifications that are desirable. Clients' achievement of these qualifications significantly increases their opportunities for employment.

92. The standard of clients' work is satisfactory. Clients on placements are encouraged to work, where possible, with minimum supervision. While at first the client finds this to be a daunting prospect, they successfully overcome their initial concerns and their confidence improves significantly. Clients greatly improve their levels of self-esteem

during the programme.

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

93. Training programmes have been thoughtfully and carefully designed as a series of training modules. Training is given in a very logical sequence where skills are developed at a pace most suited to the client. The modular teaching style allows the clients to start their chosen programmes at any time throughout the year, with little or no disruption to clients already on the programme. Trainers use a broad range of learning and support materials such as videos, workbooks and CD-ROM software. Seetec's staff respond well to clients' requests to receive particular specialist technical training and actively seek suitable subcontractors to deliver it. Seetec offers clients programmes that will meet their career aims, where possible. Staff consider local employment opportunities well when offering learning programmes and courses to clients.

94. The quality of training resources available at Seetec's centres has improved somewhat since the previous inspection, when they were identified as a weakness. The facilities and learning resources are now satisfactory overall. However, the quality of resources does still vary between Seetec's centres. One of the centres is a modern property with air-conditioned, spacious and pleasant classrooms. Access for clients with disabilities is good. Another centre is less pleasant, with most training being given in one room which Seetec's staff also share. Clients have no areas for quiet study or recreation. Enough computers are available at most centres. Seetec's staff are well qualified and experienced.

95. Clients participate in a wide range of activities during their work placements. They effectively develop their technical knowledge, communication and administration skills during this time, and become valuable team members.

96. Clients are given satisfactory pastoral support. Seetec's staff and employers handle clients' individual personal concerns sensitively. Complaints are dealt with appropriately.

97. Clients' progress reviews remain weak, having been found so at the previous inspection. Improvements have been made to the documents used since the previous inspection. However, in practice the discussion between clients and staff conducting the reviews are not detailed enough. Staff do not sufficiently question clients' understanding of workplace safety and equality of opportunity. Some clients have a poor understanding of the content or purpose of legislation. Clients in work placements do not always appreciate that workplace safety is relevant to them, and why it is so. Staff do not adequately deal with such situations when they arise. Progress reviews do not involve work-placement supervisors or the subcontracted training provider at the time of the review. At some centres, progress reviews are not completed at the work placement but only at the training centre.

98. Clients complete a number of exercises and tests throughout their training

programme, but little formative assessment of their work or personal development takes place. Seetec has produced documents to allow this to happen at the end of each training module but none of the teaching staff or advisers use this option. Clients receive insufficient ongoing feedback.

99. Literacy and numeracy skills support remains insufficient, having been identified as a key weakness at the previous inspection. Some improvements have been made since the previous inspection. Appropriately qualified training staff have been recruited and initial assessment has been improved. However, clients do not yet receive suitable or appropriate support for their identified literacy and numeracy skills learning needs. Seetec's team of specialist trainers has only recently developed an action plan to meet the needs of clients and improve learning session material and staff members' awareness of literacy and numeracy. No significant progress has been made yet on these actions.

### **Leadership and management**

100. Learning programmes are satisfactorily managed. Managers use the management information systems effectively to collate and use data from a range of sources. Managers at each centre are able to analyse this information relatively easily, which is an improvement from the previous inspection. New staff are inducted into the company effectively and receive a wide range of in-house and external training. Staff have two periods of performance review each year. Seetec has made some improvements to the delivery of equality of opportunity to staff and clients, most significantly during the induction onto programmes. However, staff do not apply their knowledge of equality of opportunity during the clients' progress reviews at work placements. Quality assurance arrangements are satisfactory. Observations of teaching and training take place but have not yet had any significant effect on the quality of teaching and learning. Formal and informal meetings take place among staff at each office and between staff from regional offices. Management teams are sometimes slow to deal with some of the concerns resulting from these meetings.

**Business administration, management & professional****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	193	4
Work-based learning for young people	72	2
New Deal 18-24	49	3

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

**Strengths**

- good achievement rates on estate agency modern apprenticeships
- good development of personal and work skills
- good assessment arrangements for learners on modern apprenticeships
- strong individual support for clients and learners

**Weaknesses**

- insufficient and unreliable computers for jobsearch at two centres
- inadequate initial assessment and guidance for some work-based learning for adults clients
- ineffective setting and monitoring of targets for some New Deal and work-based learning for adults clients
- inadequate co-ordination of some work-placement training for New Deal and work-based learning for adults clients

**Achievement and standards**

101. Retention rates for learners following modern apprenticeships improved to 58 per cent in 2002-03, and completion rates to 38 per cent, which are satisfactory. Numbers on the advanced modern apprenticeship are very low, but one of the three learners who started in 2003-04 has already completed the full framework and the other two are still in learning. The retention rate on foundation modern apprenticeships in estate agency is high, at 71 per cent, and the achievement rate of 57 per cent is good.

102. Seetec has introduced detailed case conferencing on New Deal and work-based learning for adults programmes, which highlights potential early leavers or learners making slow progress. Staff take effective action to overcome problems. Retention rates have improved steadily on the New Deal 18-24 programme to 60 per cent in 2002-03 and are currently 54 per cent in 2003-04 with many clients still in learning. The rate of New Deal 18-24 clients entering employment has steadily improved from 43 per cent in 2002-03 to 47 per cent in 2003-04. On the New Deal 25+ and work-based learning for adults programmes, retention and achievement rates dropped slightly in 2002-03 to 46 per cent, but improved slightly to 48 per cent in 2003-04. Rates of progression into

employment have been static over the past two years at 36 per cent. However, 25 per cent of clients starting programmes in 2003-04 are still in learning. Seetec's own data shows a significant increase in the proportion of leavers entering the employment since the previous inspection.

103. Learners and clients acquire good practical and personal skills. They effectively develop their self-confidence and esteem, team-working and interpersonal skills while on their programmes. Learners and clients carry out a wide range of work, reaching a good standard after a few months on programme, and their confidence and ability increases measurably in a short time. At the previous inspection, learners on foundation modern apprenticeships made slow progress. They now make satisfactory progress towards achieving all aspects of their qualification. Estate agency learners make particularly good progress and achieve key skills qualifications and technical certificates early in their training.

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

104. Learners and clients are encouraged and motivated by the strong individual support they receive from advisers, trainers and assessors. Staff are readily available by mobile telephone or e-mail when learners and clients have personal or work problems, and often make additional visits. Staff intervene with employers in cases of high workload or personality conflict, and find alternative work placements. Learners value highly their interactions with other learners and the support they receive in the off-the-job training for the technical certificate in business administration. Staff at some centres work with New Deal and work-based learning for adults clients to find appropriate courses in a range of topics, such as multimedia courses, through external institutions. They give sound advice on how to apply for funding and support. Learners' and clients' successes are celebrated well through a trainee of the year award.

105. Learners on modern apprenticeships receive good advice from assessors about how to structure portfolios and present evidence. A good range of assessment methods is used, including direct observation, witness testimony, professional discussion and product evidence. Learners' portfolios contain a good standard of work which is assessed very frequently and regularly. Key skills training and assessment are integrated well with modern apprenticeships, and achievement rates are good on technical certificates in administration. The learners value the feedback from assessments and take part in planning and negotiating assessments with their assessor. However, in some cases learners do not take enough responsibility for referencing and matching evidence to criteria. Progress reviews are thorough, and short-term action-planning is very effective on modern apprenticeships.

106. Work placements are of a high standard and are well matched to the needs of the client. Seetec's staff have established very good working relationships with its employers, and has been associated with many of them for many years. One client has recently been given a second-hand computer from their work placement to use at home.

107. Training sessions are of a good quality, with a high level of interaction between staff, and learners and clients. Trainers use a good variety of activities in off-the-job training. Equality of opportunity is reinforced particularly effectively through the technical certificate training sessions. A small number of teaching and learning sessions for New Deal 25+ and work-based learning for adults clients are less effective. Trainers use poor examples to illustrate theory and learners have little or no opportunity to try out suggested business examples. Some sessions are poorly planned.

108. The ratio of trainers to learners and clients at teaching and learning sessions is good. Staff are appropriately qualified and experienced for the learners, clients and learning programmes being offered. Trainers, assessors and internal verifiers on modern apprenticeships have up-to-date industry knowledge.

109. Induction was a weakness at the previous inspection, but the induction programme has been reviewed and rewritten and is now satisfactory. Learners and clients attend a group induction session for half a day which includes health and safety, and equality of opportunity. This information is reinforced over a three-month period, and learners and clients have a good recall of it.

110. Initial assessment and guidance are inadequate for work-based learning for adults clients. Some clients receive a perfunctory verbal initial assessment which does not sufficiently identify their literacy and numeracy skills support needs. Other clients have no initial assessment. Clients are not always encouraged to take up support if it is identified. The results of initial assessment are not being used effectively to develop individual learning plans. Trainers do not always adapt teaching methods to accommodate differentiation identified in learning styles questionnaires when they are used. Some clients have been given insufficient or inappropriate advice and guidance on suitable training. Highly qualified and experienced clients are at times encouraged to take courses at too low a level. Others experience long delays between joining the programme and starting their vocational programme. When literacy, numeracy and language skills support is taken up, it is satisfactory.

111. Setting and monitoring of targets is ineffective for some New Deal and work-based learning for adults clients. Those targets set relate more to personal development, than to job and vocational skills. Target dates for achievement are often all the same rather than being based on the individual client. Individual learning plans, where they exist, are often not updated following progress reviews. Reviews contain weak and generally vague comments about clients' progress. Clients are often confused about the progress they are making towards their qualifications and training.

112. Two centres do not have enough computers for clients to carry out jobsearch effectively. The computers frequently break down and clients are not able to complete their planned activity. Many clients sit at desks for long periods of time reading through newspapers to find jobs.

113. Some communication between work-placement managers and Seetec is ineffective on New Deal and work-based learning for adults programmes. Seetec's staff and



employers do not sufficiently co-ordinate on- and off-the-job activities. The time that clients' spend on work placements is not always effectively planned. Work-placement managers and supervisors are rarely included in the progress review process.

### **Leadership and management**

114. Managers have successfully rectified many of the weaknesses identified at the previous inspection, including the poor management of some programmes. The operational management and structure of the training has improved. Internal communications have improved at some centres, with regular and well-recorded team meetings being held. Information is shared regularly within business administration and across other areas of learning. However, little sharing of good practice takes place between staff who deliver modern apprenticeships and the teams that deliver New Deal and work-based learning for adults programmes. Learners and clients have access to good learning materials on equality and diversity, which are well promoted and reinforced by discussion at induction and at progress reviews. Internal verification is satisfactory. Observations of teaching and learning are now being carried out. Key staff have a clear understanding of and are involved in self-assessment and development planning. The self-assessment report is insufficiently self-critical of the New Deal and work-based learning for adults programmes, but reasonably accurate about modern apprenticeship training.



**Information & communications technology****Grade 2**

<b>Programmes inspected</b>	<b>Number of learners</b>	<b>Contributory grade</b>
Other government-funded provision	60	2
New Deal 25+ and work-based learning for adults	16	2
New Deal 18-24	3	2

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

**Strengths**

- good tutorial support for New Deal and work-based learning for adults clients
- good initiatives to meet clients' and learners' needs
- good development of ICT skills
- good use of jobsearch to meet clients' needs
- improving job achievement rates on New Deal 25+ and work-based learning for adults programmes

**Weaknesses**

- insufficient use of work placements
- inadequate accommodation and resources in some centres
- poor learning and support for some ETP learners

**Achievement and standards**

115. Rates of progress into jobs were poor at the previous inspection. They have increased significantly for work-based learning for adults and New Deal 25+ clients, from 29 per cent in 2001-02 to 48 per cent in 2002-03 and 53 per cent in the current year, with many clients still in learning. Retention rates on these programmes have improved steadily and currently stand at 66 per cent for 2003-04. A high proportion of clients who complete their training programme achieve employment. The New Deal 18-24 programme has not been offered in the past year, and only three clients are left on this programme.

116. Learners and clients acquire good computer skills which they put into practice at work and at home. Many learners and clients use their newly acquired skills to good effect in their work placements, often leading to employment. One learner has successfully built their own computer and repaired another at work. Clients are enthusiastic about their training and the work they produce is of a high standard. Some clients achieve their planned learning early, and are encouraged to continue and to complete additional modules or units. Many clients have the opportunity to take additional qualifications and certificates.

117. Almost 80 per cent of learners who started the ETP programme are still in learning, with 10 per cent having achieved their full qualification aims. However, a few learners who have been enrolled on the programme for many months have achieved very little. Target-setting for some ETP learners is weak. A few learners have received no guidance interviews, initial assessment or individual learning plans.

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

118. Seetec has introduced some good initiatives to ensure that the needs of clients and learners are met well. It has made particularly effective use of a number of outreach centres for clients living in very rural areas. Clients can more easily attend these centres for interviews and jobsearch activities. Staff make good use of laptop computers and portable resources to maintain the good-quality learning experience for clients. Where individual clients are seeking training not offered at the training centre, such as software development courses, staff take great care to find the right qualification from another source. At one centre, a well-designed programme to develop clients' motivation and communication skills has been introduced in response to clients' requests. Learners on ETP programmes use excellent learning materials, written and published by Seetec, that meet their individual needs well. These resources are highly appropriate for learners studying in the workplace or at home. A very useful and well-devised programme has been introduced to help learners assess their readiness for examinations. This includes an intensive three-day course to support learners in preparation for their examinations and good opportunities to practise using multiple mock tests.

119. Work-based learning for adults clients benefit from good tutorial support. The initial assessment of clients' experience and previous knowledge of ICT is good and is used particularly effectively in guiding the client onto the most appropriate programme. Clients have appropriate individual learning plans which identify the most suitable starting point for them. Clients' progress reviews are conducted frequently and productively, making good use of the individual learning plan. Staff focus strongly on supporting clients' needs and assisting them in obtaining future employment. Clients and staff agree new, measurable and achievable targets during reviews. Health and safety, and equality of opportunity are appropriately checked and reinforced.

120. Jobsearch has been changed considerably and is now good, having been identified as a weakness at the previous inspection. Seetec takes all available opportunities to assist clients in seeking and obtaining employment. Clients gain good experience of interview techniques, completing application forms and mock interviews through well-planned jobsearch sessions. One centre links jobsearch with vocational learning very effectively, with clients completing curriculum vitae as their first word-processing exercise. Up-to-date and current job vacancies are promoted well at most centres, through noticeboards, recommended lists of internet job sites, and good stocks of local newspapers and magazines.

121. Trainers use resources to good effect in training sessions. Clients receive good individual training, with many working independently in the computer suite. Trainers are

experienced and well qualified. The ratio of trainers to clients and learners is satisfactory. Clients' and learners' attendance and punctuality is satisfactory. Two of the three training sessions observed were graded as good or better.

122. Initial assessment is adequate for most New Deal and work-based learning for adults clients. Arrangements for literacy and numeracy skills support are satisfactory. Clients with identified skills development needs are given the opportunity to work at improving their skills with specialist staff. However, few clients take up this option.

123. Induction to the programme is satisfactory, with a wide variety of questionnaires and quizzes to test clients' and learners' knowledge and understanding of topics covered. Clients and learners receive sufficient information on health and safety, equality of opportunity and Seetec's expectations of them.

124. The assessment process is satisfactory, with work being marked and returned quickly. Staff give positive and constructive oral and written feedback that encourages and supports clients and learners to achieve their qualification.

125. Insufficient use is made of work placements. Staff and clients at some centres treat work placements as optional, and most clients show little interest in participating. One centre has few work placements available for its clients. Agreements with work-placement providers are weak and do not include any requirement for employers to ensure equality of opportunity for those placements. However, at other centres, work placements are good.

126. Some computer training rooms are not suitable for holding group training sessions. At one centre, the rooms are cramped and very noisy from the street outside. At another centre the large open-plan room is used for different groups of clients at the same time, and is sometimes very crowded and distracting. Plans are in place at this centre to move the computer suite into newly acquired rooms in the same building. Some centres do not have enough computers for their clients. Some computers are unreliable and break down when clients are using them, and internet access is sometimes very slow.

## **Leadership and management**

127. Management of the ICT programmes varies considerably in quality, with some centres and courses being managed well and others not. The two different qualifications offered in the ETP programme are managed very differently. Learners' experience differs in quality, with a small number getting a less satisfactory level of support and training. Staff have good opportunities to develop their own skills and qualifications, and are clear about their roles and responsibilities. Some sharing of good practice takes place, for example at area of learning meetings. Centre managers attend company-wide meetings to discuss progress towards action plans. Actions taken to improve the poor job outcomes of previous years and to increase learners' and clients' completion rates have largely been successful. Equality of opportunity is promoted well in most centres, but

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learners and clients in one centre have not used Seetec's equality and diversity workbook. Feedback from learners and clients is gathered and analysed by centre managers, but no mechanism exists at centre level to obtain feedback from work-placement providers or employers. The self-assessment process appropriately recognises the weakness around work placements, but missed many other key weaknesses and strengths.

**Retailing, customer service & transportation****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	175	3
Other government-funded provision	114	2
New Deal 18-24	101	3
Work-based learning for young people	35	3

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

**Strengths**

- good-quality work placements
- good development of personal and employment skills
- good practical lift truck training
- good key skills training and assessment on modern apprenticeships
- good retention rates on foundation modern apprenticeships

**Weaknesses**

- unchallenging programmes for many New Deal and work-based learning for adults clients
- poor support for some New Deal and work-based learning for adults transportation clients
- poor links between on- and off-the-job training for New Deal and work-based learning for adults clients

**Achievement and standards**

128. Rates for progress into jobs are now satisfactory for New Deal and work-based learning for adults programmes, having been identified as poor at the previous inspection. Thirty-three per cent of work-based learning for adult and New Deal 25+ clients progressed into employment in 2002-03, compared to 39 per cent in 2001-02. The rate has increased this year to 38 per cent, with 26 per cent of those clients recruited in 2003-04 still in learning. On the New Deal 18-24 programme, the rate of progress into jobs remains the same in 2003-04 as in 2002-03, at 34 per cent, with 32 per cent of clients still in learning. Again the rate for 2002-03 is a downward trend on the previous year. Retention rates have improved on the New Deal 25+ and work-based learning for adults programmes, from 45 per cent in 2002-03 to 53 per cent in the current year. The retention rate on the New Deal 18-24 programme, has declined steadily over the past three years, and currently stands at 41 per cent.

129. The retention rate for learners on foundation modern apprenticeships is good, having increased from 61 per cent in 2001-02 to 88 per cent in 2002-03 and the current

year. The completion rate for foundation modern apprenticeships has improved from 33 per cent in 2001-02 to 44 per cent for learners starting in 2002-03, and is satisfactory. Numbers on advanced modern apprenticeships are low, with none starting in 2002-03. All four learners starting modern apprenticeships in the current year remain in training.

130. The retention rate on ETP programmes is currently satisfactory, at 59 per cent, with a high proportion of learners still in training. Most learners who are retained achieve their qualifications, with the achievement rate being 56 per cent.

131. The standard of learners' and clients' written and practical work is satisfactory. They develop credible curriculum vitae and improve their letter writing and job application skills. Learners and clients make good progress in developing competence in a range of personal skills. The lift truck licence pass rate is good, at 90 per cent. Learners and clients benefit from a wide range of additional training such as courses in health and safety, manual handling and first aid. They also receive a wide range of learning opportunities in work placements and at work.

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

132. Seetec provides good work placements that offer a wide variety of experience. Most employers are well established and strongly support Seetec's learners and clients in developing their skills in the workplace. Seetec has taken great care when identifying the companies providing work placements to ensure they are reputable. The training given to learners and clients by the large retailers is linked well to that given by Seetec. Learners and clients gain confidence and self-esteem through their work experience in charity shops and other placements.

133. Clients are prepared well for jobs, which many have not had for more than six months. Trainers provide a disciplined training environment that is fair and taken seriously by clients. Clients are given useful hints on building curriculum vitae, using the telephone and further developing their newly acquired computer skills. They are given constructive and helpful advice about dress code and personal hygiene. Clients receive good support in using their computer skills in their search for employment. They are enthusiastic to learn new skills, with staff stressing their importance for gaining employment

134. The standard of practical lift truck driver training is good. Training venues are clean, spacious, well laid out and suitable for the purpose. Trainers are well qualified, experienced and calm. They give very clear instruction and advice about lift truck positions and manoeuvres. Clients have good opportunities to reflect on and review their progress through suitable pauses in the sessions. Trainers create supportive learning environments, where clients can seek clarification when needed. Clients quickly gain confidence in their ability to drive a lift truck.

135. Key skills training and assessment are effectively integrated with modern apprenticeships from the start of the programmes. Learners show a good understanding

of key skills and their importance at work. Standards of work for key skills are good and employers are involved effectively in supporting key skills. Employers often give learners specific tasks that generate key skills evidence from the workplace. Assessors place a strong emphasis on key skills in action plans and progress reviews.

136. Learners and clients receive an adequate induction that prepares them for their training programme. Clear messages about equality of opportunity and diversity are given. However, some clients and learners who work with smaller organisations do not receive a sufficiently appropriate induction into their employers' workplace.

137. Learners and clients receive good individual and pastoral support from Seetec's staff, and particularly effective professional help is provided for vulnerable clients. Learners and clients at work can contact their assessors and advisers between visits to clarify the targets they are expected to achieve by the next visit. Seetec's staff are quick to respond to work-placement problems and find new placements where appropriate.

138. The weak management of subcontractors identified at the previous inspection has been partially rectified through the introduction of service level agreements. However, one of the subcontractors used for driver and lift truck training does not have accreditation from the awarding body to award nationally recognised qualifications. Some clients have complained about this subcontractor and are not attending training. The subcontractor has responded to clients' complaints but Seetec has not yet resolved the matter effectively.

139. Many planned learning programmes are not challenging enough. Clients with good employability and literacy, numeracy and language skills are given uninspiring learning programmes. Most clients spend too long completing jobsearch activities. Not enough use is made of clients' prior vocational experience and qualifications when developing individual learning and assessment plans. Some clients have very recent retailing experience, yet are still entered for level 2 units of the NVQ. Where clients have achieved NVQs in customer service, these are rarely accredited towards their retailing NVQ.

140. Initial assessment of literacy and numeracy support needs on transportation programmes is unsystematic. If additional learning needs are identified, clients and learners do not receive appropriate or structured support and their support needs are not recorded on individual learning plans. A client who requested literacy and numeracy skills support had not yet had this provided at the time of the reinspection, six weeks later. The client is having difficulty completing the home study that is a large part of the programme. Clients at one centre are not receiving appropriate or sufficient support from their trainer for their theory training. The trainer has no relevant occupational experience in transportation and cannot adequately answer clients' queries. Clients at this centre often have to work through training materials on their own. The transportation programmes at this centre started in April 2004. Clients had to wait several weeks for a trainer to be recruited and adequate training resources to be purchased. During this time clients only carried out jobsearch.

141. Seetec's staff do not make enough visits to New Deal and work-based learning for adults clients at their work placements. Managers and supervisors at work placements are rarely involved in progress reviews and are unaware of clients' action plans. While employers and supervisors give feedback about clients' performance at work, this is very brief and completed with little direction from Seetec. Seetec's staff and work-placement supervisors and managers do not collaborate enough in planning training and skills that clients should develop in the workplace. Work-placement supervisors and managers have insufficient knowledge of the content of training given off-the-job at Seetec. No effective contract or service level agreement exists between Seetec and its work-placement providers.

### **Leadership and management**

142. Many aspects of the overall management of the training programmes are satisfactory. However, some aspects of the work-based learning for adults and New Deal programmes are poorly managed. The proportion of clients who complete these programmes or progress into employment has yet to improve significantly. Subcontractor reviews are satisfactory on the ETP programme, but one of the transportation subcontractors has not been managed well. Seetec holds frequent and well-attended staff meetings. Action plans are agreed at these meetings, and are reviewed thoroughly. Seetec has carried out effective action-planning to rectify some concerns over jobsearch and learners' and clients' awareness of equality of opportunity identified at the previous inspection. Equality of opportunity is now promoted well to learners and clients. All staff have six-monthly or annual appraisals, and receive regular and effective training and development. The system of observations of training has been effective and quality assurance arrangements are identifying some matters that affect learners and clients. The self-assessment report recognises some strengths in this area, but is insufficiently self-critical in identifying weaknesses that affect work-based learning for adults and New Deal clients.



**Hospitality, sport, leisure & travel****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	14	3
New Deal 25+ and work-based learning for adults	6	3

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

**Strengths**

- good personal support for clients
- good development of clients' vocational and employability skills

**Weaknesses**

- some inadequate advice and guidance
- inadequate work placements for sports clients

**Achievement and standards**

143. Rates of progress into jobs in 2003-04 are satisfactory on the New Deal 25+ and work-based learning for adults programmes, with 41 per cent of clients so far finding jobs. The rate is lower on the New Deal 18-24 programme, with 31 per cent of clients finding jobs, but a high proportion of this year's clients are still in training. Currently, 41 per cent of work-based learning for adults and New Deal clients in 2003-04 have been retained and achieved the goals on their individual learning plans. This rate is lower on the New Deal 18-24 programme, at 34 per cent.

144. Clients gain a good range of practical skills that are planned well to meet the needs of employers. They develop their personal and occupational skills very effectively. Clients' self-confidence and their ability to communicate effectively with colleagues and other clients improve significantly. They are able to manage their time more effectively and are more conscientious about attendance and punctuality. Some past clients are now holding very responsible jobs in the hospitality industry.

**Quality of education and training**

145. Clients receive a high level of pastoral and personal support from trainers. Financial support is readily available to help them complete work placements. Work-placement managers and employers support clients well to develop their skills at work, and are actively involved in the progress review process. Seetec's staff seek suitable work placements and employment opportunities, and carefully match clients to them. Clients are offered literacy and numeracy skills support and generally take it up.

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146. The quality of training on the hospitality bartending course and the football coaching courses is good. Both courses are nationally accredited and the qualifications are recognised and valued by employers. Sports learning sessions are very active and clients participate well throughout. Trainers make good use of available equipment. Clients on work placements receive individual tuition in the workplace, but this tuition is not always planned well.

147. Seetec has sufficient, appropriately experienced staff to develop clients' jobsearch and personal skills. However, staff do not have experience or knowledge of either the sport or hospitality industries.

148. Assessment arrangements are satisfactory. Clients on the football coaching course attend a local college for a week, where they complete practical work and build a portfolio of evidence. The trainer gives these clients effective support to complete their portfolios and prepare them for further coaching sessions.

149. Clients have regular and effective progress reviews. Seetec's staff closely monitor the progress that clients are making, and support them well with all aspects of their work. Staff carry out detailed action-planning, which is recorded well to check progress to date and agree next actions.

150. Jobsearch is satisfactory, although some clients do not use the time allocated for it very constructively. All clients produce a curriculum vitae and are given appropriate guidance on using online jobsearch methods. Clients keep thorough records of jobsearch, and have access to a wide range of resources to assist them in gaining employment.

151. All clients have an appropriate induction to prepare them for their programme. Health and safety are covered effectively. However, equality of opportunity is not effectively introduced at induction or effectively followed up during training sessions and progress reviews.

152. Some sports clients are allocated work placements that are not compatible with their training. Some football coaching clients are inappropriately placed into sports centres as recreational assistants, where they do not have the opportunity to develop coaching skills and experience. Clients have insufficient interest or motivation in their work placements. Although staff endeavour to find appropriate work placements, clients often complete unsuccessful placements before attending one this is suitable for their learning needs. Hospitality clients generally have appropriate work placements. Seetec has maintained links with previous clients now working in the hospitality industry to offer effective placements to its current clients.

153. Some clients have a very strong education background which is not discussed or used effectively when planning their learning programme. Others have many years of experience in industry, but this is not considered when agreeing goals with them. Individual learning plans vary in their usefulness and content. Some contain insufficient information about the programmes clients are following or the support they are

receiving. Many learning plans are not individual and some are not kept up to date. Initial assessment is not always used effectively to plan learning.

### **Leadership and management**

154. Management of this programme area is generally satisfactory and staff have a good awareness of their roles and responsibilities. However, one of the centres visited was not managed well. Sport and hospitality is jointly managed with two other areas of learning, with no staff having specific responsibility for managing this area. Subcontractors and work placements are managed well. Demanding targets for rates of retention, achievement and progression into employment are set and being met well. Seetec thoroughly and regularly monitors each staff member's achievement of job outcome targets and their performance on a monthly basis. New quality assurance procedures are adhered to and staff attend quality assurance meetings with colleagues from other centres. All clients complete questionnaires at the end of their programme and generally show a high level of satisfaction with their training. However, Seetec has not sufficiently followed up the small number of clients who expressed dissatisfaction with the relevance of their programme. Few staff were involved in the self-assessment process, and the self-assessment report for this area is insufficiently accurate. Staff have an adequate awareness of equality of opportunity, and discuss potential barriers to employment with clients.

**Health, social care & public services****Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	26	3
New Deal 25+ and work-based learning for adults	17	3

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

**Strengths**

- good individual programmes to meet clients' needs
- good personal support for clients

**Weaknesses**

- weak target-setting
- inadequate management of subcontractors

**Achievement and standards**

155. Achievement and retention rates are currently satisfactory for clients recruited in 2003-04. In the current year, on the New Deal 18-24 programme, 41 per cent of clients have achieved employment, with a further 36 per cent still in learning. Forty-four per cent of these clients have achieved the targets on their individual learning plans. Twenty-nine per cent of New Deal 25+ and work-based learning for adults clients have so far entered employment, with a further 34 per cent still in learning. Thirty-four per cent of these clients have achieved the targets on their individual learning plans.

156. Clients produce work of an appropriate standard and are making good progress towards reaching their personal goals. Those in relevant work placements develop satisfactory vocational skills. They produce a good standard of evidence and written work in portfolios at an appropriate level.

**Quality of education and training**

157. Learning programmes are planned well to ensure that they meet the clients' individual needs. Individual learning plans are successfully adapted to include any additional or changed circumstances. Clients who wish to find employment in a childcare situation are working towards a full level 2 NVQ in early years care and education, rather than a small number of units. The completion of this NVQ is given priority in target-setting. Staff ensure that clients work specifically on improving their self-confidence, where appropriate. Clients choose from a wide range of workshops to

support their personal development, which is particularly valuable for those who are less clear about their employment goals. These clients gain useful qualifications in computing, first aid and food hygiene. Where a client's main employment goal requires some work experience, they are encouraged and assisted to find appropriate work placements. Seetec uses a variety of voluntary work projects effectively to develop clients' skills and experience.

158. Clients receive good personal support in helping them solve problems. Staff create frequent and effective opportunities for clients to discuss their barriers to work and their social situation. They give clients useful and practical help in writing letters, approaching outside agencies, completing forms and finding solicitors. Staff are active and practical in supporting clients into work, including providing clothing suitable for the work environment or interviews if needed and giving clients stationery and stamps.

159. Training given by subcontractors is of a good standard. Clients receive a high level of individual support from subcontractors' trainers and assessors. They are learning at an appropriate level for the stage in their programme. Some of the time that clients spend in training at Seetec before they start their work placement has insufficient direction and focus. Some clients spend long periods of time during their first four to six weeks on programme engaged purely in jobsearch.

160. Seetec's premises have satisfactory training rooms and workshops, with specific areas for jobsearch and computer training. Clients have good access to computers and the internet. An appropriate range of publications is provided, and some clients are given a textbook to support their learning in early years care and education. Although Seetec has sufficient staff to support the current clients, some changes of staff have occurred in the past and the quality of the clients' experience has been adversely affected.

161. Clients receive an appropriate initial assessment of their abilities, and those with identified literacy and numeracy skills support needs are provided with appropriate support. One client is receiving particularly useful support for dyslexia. However, some clients experience a delay in receiving this support.

162. Assessment practice is satisfactory. Clients receive appropriate guidance in assessment planning and portfolio-building. Some subcontractors' assessors have carried out insufficient observation of clients in their work placements. Clients' portfolios are well presented.

163. Jobsearch is highly individual, with appropriate publications, including specialist journals, being available. Staff support clients well in researching appropriate qualifications and training opportunities.

164. Seetec has established some very good work placements, particularly in early years care and education. Clients are supported well by supervisors in their placements. Placements have a good degree of flexibility to ensure clients' development needs are met. Work-placement supervisors do not always receive sufficient information from

Seetec before the placement starts, leading to confusion in the job role the client will be involved in.

165. Target-setting in progress reviews and individual learning plans is weak. Targets on learning plans are often not detailed enough to be monitored effectively. Clients generally have a low awareness of the content of their individual learning plan and targets. Reviews are ineffective in monitoring clients' progress or driving them towards achievement. Subcontractors, work-placement managers and supervisors have insufficient involvement in target-setting and monitoring clients' progress towards achieving the NVQ.

### **Leadership and management**

166. Most aspects of the care programme are managed satisfactorily. Regular and effective staff communication includes weekly team meetings and managers' monthly meetings. These meetings include good discussion of the performance of each centre and opportunities to share ideas for development. Staff receive twice-yearly reviews in which their development needs are effectively discussed. Care programmes are managed by various staff at Seetec's centres, none of whom have a background or experience in care. Staff do not have enough knowledge of the requirements of the award to monitor the quality of the subcontractors' training and assessment. Seetec has inadequate systems to select and monitor appropriate subcontractors. Contracts with the two subcontracted training companies are relatively new. Communication with one of these subcontractors is inadequate. This subcontractor does not provide off-the-job training, and its clients are not receiving sufficient training to help them achieve their NVQ. Most clients have a very clear awareness of equality of opportunity, but clients at one centre have received no equality training. Quality assurance arrangements for Seetec's own procedures are satisfactory and actions are taken to respond to points raised. These arrangements are becoming more established. Staff have had very little involvement in the self-assessment process. The self-assessment report is self-critical in recognising some weaknesses, but has insufficient focus on the subcontracted training and assessment.

**Foundation programmes****Grade 3**

Programmes inspected	Number of learners	Contributory grade
Programme centres	196	3
New Deal 25+ and work-based learning for adults	176	4
New Deal 18-24	34	3
Entry to Employment	11	3

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

**Strengths**

- good completion rates for New Deal 18-24 clients
- good standard of work for E2E learners
- high level of effective support
- good development of personal skills

**Weaknesses**

- some poor use of initial assessment
- inadequate identification and monitoring of learners' progress
- unsatisfactory teaching in some centres
- some inadequate resources

**Achievement and standards**

167. Rates of completion and retention for New Deal 18-24 clients have improved dramatically since the previous inspection. The completion rates for these clients are now good, having risen from 45 per cent in 2001-02 to 62 per cent in 2002-03. The current rate is 73 per cent. However, the rate of progression into jobs for these clients has been low, at 30 per cent in 2002-03 and 29 per cent in the current year, with 29 per cent still in learning.

168. For clients on New Deal 25+ and work-based learning for adults, and programme centre programmes, rates of progression, which were poor at the previous inspection, have improved to acceptable levels over the past year. Thirty per cent of these clients in 2002-03, and 29 per cent of clients in the current year, have progressed into employment. A large proportion of clients, just over 50 per cent, left their programmes early in 2002-03 and 2003-04.

169. Clients and learners develop good personal skills across all programmes. Programmes have been carefully designed to support the development and practise of skills through a range of jobsearch activities. Achievement of personal goals is good across all programmes. Clients and learners gain confidence and self-esteem, which they

say has made a big difference to their daily lives. Some have achieved adult literacy and numeracy and employability awards, together with in-house certificates identifying improvements in their basic skills.

170. E2E learners develop good and relevant skills through team-building and problem-solving activities. They also participate in a wide range of educational and external visits, and use computers well to produce high-quality pictorial wall displays. The programme is designed well to enable learners to develop life and employability skills. Each learner compiles a well-organised folder of their work containing diverse examples and evidence. Learners produce high-quality work, of which they are proud. Sixteen of the 35 learners starting E2E programmes this year have progressed to further education, training or employment, with 11 learners still on programme.

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

171. Learners and clients receive a high level of effective support. Good individual learning and personal support develops learners' and clients' self-confidence. Staff provide sound, practical support to enable clients to attend centres and work placements more easily. Appropriate adjustments are made to timetables when needed, such as for childcare arrangements. Some learners and clients have been given clothes to attend interviews. Specific, relevant support is provided for vulnerable learners and clients. Staff monitor attendance regularly and maintain contact with learners and clients who do not attend. Tutorial and progress review sessions are positive and encourage clients and learners to become independent and meet their personal targets. Peer support is encouraged and clients with more complex needs are referred to statutory and voluntary agencies.

172. Trainers are appropriately qualified and experienced in supporting personal and jobsearch skills development. Many staff are new and were not in post during the previous inspection. However, insufficient trainers have the qualifications and experience to provide effective literacy, numeracy and language support. Seetec has recognised this weakness, which was also identified as a weakness at the previous inspection. Some trainers have already completed professional updating and others are scheduled to take part later this year.

173. Jobsearch is satisfactory, with centres offering a wide range of job-related learning opportunities matched to the needs of the local population. Programmes are structured well to provide learners and clients with the skills they require. Some centres have good work placements and partnerships with employers.

174. One centre does not provide adequate early advice about the Rehabilitation of Offenders Act to learners and clients convicted of committing offences. Another centre uses a booklet to inform learners and clients about the act. However, staff are not trained in advising about appropriate ways for learners and clients to disclose convictions without prejudicing their chances of obtaining jobs.



175. The quality of teaching and learning is unsatisfactory in some centres. In the weaker sessions observed, trainers do not use a wide enough range of teaching methods. Insufficient planning is carried out to meet the individual needs of learners and clients. Teaching and learning activities are not sufficiently varied and the pace is slow. Language is not taught in the context of work or job seeking. Literacy work consists of completing worksheets on punctuation or alphabetical order, out of context. Most sessions are uninspiring and do not challenge or fully engage clients or learners. Insufficient activity-based learning takes place, and some clients find the sessions boring. Some sessions do not have clear aims and objectives and learners and clients do not always see the relevance of topics in their own programmes. However, trainers in the better learning sessions clearly identify aims and objectives, the resources needed and the assessment methods to be used. Trainers, clients and learners have a good working relationship, and group discussions are encouraged as one method of increasing self-confidence. Learning materials are produced at appropriate levels and access to computers during learning sessions is good.

176. The previous inspection identified the weaknesses of poor target-setting and inadequate literacy, numeracy and language skills support arrangements. Many elements of these two weaknesses remain at reinspection. Clients and learners are initially assessed to identify any literacy, numeracy and language skills support needs before starting on the programme. Those identified as having support needs take part in a more detailed diagnostic assessment. However, the results of initial and diagnostic assessments are not used effectively to plan learning. The results of initial assessment are not sufficiently discussed when identifying clients' and learners' goals and targets. The approach to initial assessment is inconsistent between centres, and learners and clients at one centre do not complete it.

177. Seetec's recognition and recording of progress and achievement are weak for a range of employability skills. The progress that clients and learners have made in overcoming barriers to employment are not sufficiently identified or recorded, in areas including personal qualities, confidence, motivation, attendance, timekeeping and self-esteem. Individual learning plans are not comprehensive and set few realistic targets and goals. In particular, targets for literacy, numeracy and language skills are very general. Reviews of progress towards identified targets in literacy, numeracy and language are weak. No final assessment against targets takes place and the progress made by learners and clients is not sufficiently recognised. In some centres, good use is made of interpreters to support the review process.

178. Most training rooms are suitable for their group sizes and are adequately equipped with suitable teaching equipment. However, some centres do not have enough computers available for clients and learners to use for jobsearch activities. All centres have local newspapers, but some do not have a wide enough range of specialist magazines and national papers. Telephones are provided for jobsearch activities, but are in public areas in some centres, giving clients' insufficient privacy.

179. The range of materials provided to support learning is insufficient, with not enough work-related or real-life objects available to develop numeracy skills. Seetec does not

have specialist software to support the development of literacy, numeracy and language skills. Although some learners have access to computers at an additional session, this is not sufficiently used to support the development of their literacy, numeracy or language skills.

### **Leadership and management**

180. The previous inspection found that Seetec's management of foundation programmes was poor. The company has made considerable changes to its management in foundation since then, and has appointed new staff in some centres. Staff teams are well managed with staff having clear roles and responsibilities. Communications between staff are good. Centre managers have regular meetings with staff, giving briefings to update them on changes and discussing matters that arise in programmes. In some centres, however, meetings are not adequately minuted and targets for actions are not set. Staff have good access to the company's staff development programme and Seetec is currently encouraging staff to take part in training in skills for life, the government's strategy on training in literacy, numeracy and the use of language. Staff have a yearly professional development review and are observed in their training role by managers. However, new staff in some centres have not received an induction or a formal review or feedback on their performance. Seetec has introduced new quality assurance procedures, and regular monitoring takes place through quality monitoring visits. While the new procedures are effective in picking up some concerns, they are missing aspects of training, support and the recording processes that are having a negative effect on learners and clients. Quality assurance arrangements are not effective in ensuring that the learners' and clients' experience is consistent across all centres. Equality of opportunity is satisfactory. Equality topics are covered at induction and learners are aware of their obligations in relation to equality and diversity. In addition the programmes provide suitable modules related to aspects of equality and diversity.