

REINSPECTION REPORT

Security Industry Training Organisation Reinspection

08 July 2004



ADULT LEARNING
INSPECTORATE

SECURITY INDUSTRY TRAINING ORGANISATION REINSPECTION

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

Security Industry Training Organisation Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Security Industry Training Organisation (SITO) was established in 1991 as the approved national training organisation for the security industry. It is responsible for occupational standards and is a joint awarding body in addition to its role as a provider of commercial training. SITO National Training Programmes (SNTP) was established in 1997 as the training branch of SITO which is responsible for government-funded training programmes. SNTP trains foundation and advanced modern apprentices working towards security systems installation qualifications in the construction area of learning. In addition SNTP has recently started a series of programmes under the Employer Training Pilot (ETP) initiative, with learners working towards level 2 security qualifications in the public services area of learning.

2. SNTP is based in Worcester and provides training for modern apprentices in six regional training co-operatives throughout England. These co-operatives bring together employers, an SNTP representative and subcontracted training providers. The separate regional co-operatives are West London, the Southeast, Wales and the Southwest, Midlands, Yorkshire, and the Northwest. SNTP funds this training provision through London East Learning and Skills Council (LSC). All of the learners are recruited by employers and are then trained at the appropriate regional centre with on-the-job assessment for their national vocational qualification (NVQ). The ETP projects are based in London and Birmingham, and are funded by London East LSC and the Birmingham and Solihull LSC.

3. SNTP is managed by a national training programmes manager who is responsible to the general manager of SITO. The national training programmes manager is responsible for the overall development and implementation of the programme. SNTP also employs a supervisor, a co-ordinator and an administrator who deal with the detailed co-ordination, administration and funding of the programme. A project officer and administrative assistant manage the ETP project on a day-to-day basis. SITO employs 15 part-time assessors who carry out on-site assessment of the NVQs being awarded by the subcontracted training providers.

SCOPE OF PROVISION

Construction

4. There are 195 learners on construction training programmes. Eighty-two learners are advanced modern apprentices, and 113 are foundation modern apprentices. All learners are employed, most by small to medium-sized security companies. Off-the-job training is provided at five subcontracted colleges and one commercial provider across the country. Training is either through a day-release course or block-release training during college term times. On-the-job training is provided by the learners' employers. Assessment is carried out on and off the job. Work-based assessment and formal progress reviews are

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carried out by SNTP's part-time assessors. The first 24 months of the programme are spent working towards an NVQ at level 2, appropriate key skills, and part 1 of a vocational qualification. For those learners who progress to advanced modern apprenticeships, a further 18 months are spent achieving the NVQ at level 3 and part 2 of the vocational qualification.

Health, social care & public services

5. The ETP courses are expected to take between six and 13 weeks, depending on how quickly the learners complete a distance learning package. Learners start the programme with a SITO-designed three-day basic job training course, which introduces them to the role of a security officer. Successful learners receive a level 1 qualification. Learners then take a distance learning course, again designed by SITO. This package is complemented by two days of tutorials before learners attempt a level 2 examination, the certificate of knowledge for the professional security officer. At the time of inspection there are nine learners on a basic job training course, with 63 at various stages of the distance learning programme. The training is held in SNTP accredited premises in London and Birmingham. The training is delivered by accredited training staff working for specialist security training providers or for large employers in the security industry.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	16
Number of learner interviews	23
Number of staff interviews	16
Number of employer interviews	7
Number of subcontractor interviews	11
Number of locations/sites/learning centres visited	8
Number of visits	5

OVERALL JUDGEMENT

6. At the previous inspection, in April 2003, the arrangements for equality of opportunity were satisfactory. SNTP's leadership and management, the arrangements for quality assurance and the quality of work-based learning in construction were unsatisfactory. At the end of the reinspection process, the arrangements for leadership and management and equality of opportunity are satisfactory, but the arrangements for quality assurance remain unsatisfactory. The quality of work-based learning in construction is satisfactory. Programmes in health, social care and public services have been introduced since the previous inspection and the quality of learning in that area is good.

GRADES

Grades awarded at previous inspection

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

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Construction	4
Contributory grades:	
Work-based learning for young people	4

Grades awarded at reinspection

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

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

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

Health, social care & public services	2
Contributory grades:	
Entry to Employment	2

KEY FINDINGS

Achievement and standards

7. **There are very good achievement and retention rates for the ETP programmes.** Fifty-four per cent of the learners have achieved their level 2 qualification. A further 33 per cent of the learners have achieved a level 1 qualification, and are due to complete their level 2 courses shortly.

8. In 2002, SNTP started to recruit construction learners on to a foundation modern apprenticeship programme, rather than recruiting all learners directly onto the advanced programme. This was in recognition of the difficulties some learners faced in completing the advanced programme. Sixty-six learners started the foundation modern apprenticeship programme in 2002. They are nearly at the end of their planned

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programme, and 66 per cent of the starters are still in learning. For most of these learners there is good progress towards the NVQ, with 46 per cent having completed all their units. All of the 2002 learners have now taken their technical certificate examinations. Most of the results are not yet available, but a good number have already achieved early passes. The achievement of key skills is poor in most colleges.

9. **Achievement rates for advanced modern apprentices in construction are poor.** This was a weakness at the previous inspection. A few learners have since completed the full framework, and many inactive learners have been removed from the programme. Achievement rates for the group of learners who started the four-year course in 1999-2000 and 2001-02, are now 9 per cent and 6 per cent respectively. At the previous inspection, these rates were zero.

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
Health, social care & public services	0	0	3	0	0	0	0	3
Total	0	0	3	0	0	0	0	3

10. **Construction learners gain good skills and knowledge.** College sessions are well planned with good integration of background knowledge and practical skills. Practical sessions are effective with learners operating to industry standards, and many are working on complex installations. Some learners have been authorised to work on sites without immediate supervision.

11. **Off-the-job resources are good for construction learners.** In nearly all colleges there are good, well-equipped, practical areas. A wide range of good equipment and test rigs give the learners a chance to develop their skills in a controlled environment. Some centres have excellent teaching facilities. One college has poor facilities, and has experienced difficulties in providing suitably qualified staff.

12. **Most of the colleges have effective systems to monitor the progress of construction learners' NVQ and technical certificate.** In addition SNTP uses its central records well to identify learners who need additional help with their NVQ. A new, electronic online system for recording NVQ progress is having a positive impact on some learners, although some are still uncomfortable with the system. Monitoring of key skills progress is not effective.

13. SNTP's construction programmes satisfactorily meet learners' and employers' needs. Employers are now involved in the learning programme and this was a weakness at the previous inspection. Assessment is satisfactory, as are the arrangements for the identification and support for literacy and numeracy needs.

14. **Management of the key skills element of the construction programme is poor.** Key skills are delivered by the subcontracted colleges, and some of this is carried out in a

planned way, and learners are making reasonable progress. In most cases the provision is poorly planned. Most learners are unaware of the key skills requirements and many are being asked to take classes and examinations after the planned finished date. SNTP does not have a coherent plan to deal with these problems.

15. **Progress reviews for construction learners are ineffective.** The format of the review has improved since the previous inspection. There are more staff to carry out the reviews at regular intervals. However, the content of the reviews is poor. Learners and employers are not clear on what actions are necessary to improve the learners' progress in all areas of their programme. Few targets are set and those that are recorded are vague.

16. **In the ETP programme the teaching and learning are good.** Each module has clear aims and objectives, and these are understood by the learners. Observed lessons were all graded as good. The teaching staff have current occupational knowledge and can deal with the learners' questions about the industry.

17. **The ETP courses use some excellent support materials.** These are mainly produced by SITO and cover the background knowledge of the modules of the course. Materials are clearly written and easy to follow. Most classrooms are well equipped, and meet minimum standards set out by SNTP.

18. **There is little support for literacy and numeracy needs on the ETP programme.** Learners take a simple test, and can receive additional support from their tutor, or they may be given advice on alternative sources of help. This system is not thorough enough. Many learners speak English as an additional language and their needs are not adequately met.

19. **Some of the learning activities on the ETP programme have insufficient time allocated for their completion.** The programme consists of standardised SITO lessons, but learners do not have sufficient time to complete the exercises.

Leadership and management

20. **Communication throughout the organisation is good.** The contact with employers is effective. SNTP's staff visit colleges routinely to meet staff and learners. The regular meetings of the co-operatives are a useful forum for the exchange of views. SNTP has a good range of meetings which focus on the learner's performance.

21. **SNTP maintains productive links with the security industry.** Links with its parent organisation allows SNTP to maintain its understanding of industry needs. ETP programmes have been developed to meet industry requirements. Some employers are actively involved in the co-operatives, and help the colleges update their understanding of new security systems. Staff have relevant industrial experience.

22. **The ETP programme is particularly well managed.** There is a good strategic approach to the programme, with clear objectives and appropriate resources. Precise

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direction is given to subcontractors. Premises and programmes are subject to detailed accreditation by SNTP. The regular examinations are professionally handled. Resources are supplied promptly. Initial quality assurance was limited, but a more effective system is now in place.

23. **SNTP's strategic planning is insufficient.** Major changes have not had a coherent and detailed support plan. The large increase in the number of assessors has not been matched with a clear process for training, support, and quality monitoring. The online portfolio was introduced with some training, but there is limited continuing support or training for new users. Key skills have been noted as a weakness for some time. SNTP's managers are dealing with key skills problems retrospectively and there is no general policy on how to manage key skills more effectively. There is very little sharing of good practice between the colleges who provide key skills support.

24. Equality of opportunity policies have been revised and re-issued to learners and employers. **The policies are comprehensive and relevant.** There is no simple summary for learners, but most learners are aware of the basic concepts of equality.

25. Learners now discuss equality of opportunity at their review meetings. Initially this was done in a superficial way. Following a review of the process and further guidance to assessors, most learners are now receiving satisfactory reinforcement of equality of opportunity principles.

26. **Recruiting to the SNTP courses is open and fair.** Since the previous inspection women have been recruited to the construction programme. The ETP courses are attracting a significant number of learners from minority ethnic groups.

27. **Management information is used effectively to improve learner and assessor performance.** Several complex and under-used management information systems have been changed since the previous inspection. A good system for monitoring NVQ activity gives a clear picture of every learners' activity. This leads to effective interventions by SNTP with employers, assessors and learners. Details of assessor activity are also well maintained and monitored.

28. **There are some poor arrangements for quality assurance in SNTP's work.** Internal verification at subcontracted colleges varies from good to poor. In the worst case, accreditation has been withdrawn because of unqualified staff and poor assessment practices. Feedback on learners' performance is provided to SNTP and employers, but in some cases the quality of the report is poor. Regular meetings take place between the college and SNTP's staff, but there is little effective discussion on performance indicators. Assessors are employed by SNTP but are responsible to the colleges. There is no clear system for ensuring the quality of the assessors' work.

29. **SNTP's latest self-assessment report includes weak analysis of data.** The self-assessment process was identified as a weakness at the previous inspection. There has been an improvement in the range of opinion and data gathered for the latest version. However, the conclusions are very broad, and in some cases take an unduly positive

view of performance. Over the past year SNTP's work has been well guided by its post-inspection action plan.

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

Leadership and management

Strengths

- good communications
- productive links with industry
- effective use of management information to improve individual learner and assessor performance
- good management of ETP programme

Weaknesses

- insufficient strategic planning
- some poor arrangements for quality assurance
- weak analysis in self-assessment process

Construction

Strengths

- good knowledge and skills gained by learners
- good off-the-job resources
- very good monitoring of learners' NVQ progress

Weaknesses

- poor achievement rates for advanced modern apprentices
- poor management of key skills
- ineffective progress reviews

Health, social care & public services

Strengths

- very good achievement and retention rates
- good teaching and learning
- excellent support materials

Weaknesses

- little support for literacy and numeracy and language
- inadequate time for some learning activities

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

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

Strengths

- good communications
- productive links with industry
- effective use of management information to improve individual learner and assessor performance
- good management of ETP programme

Weaknesses

- insufficient strategic planning
- some poor arrangements for quality assurance
- weak analysis in self-assessment process

30. Communication throughout the organisation is good. E-mail is used effectively in the main office, but is also used to maintain close contact with employers, colleges and learners. Contact with employers is well maintained through routine letters, telephone calls, and visits by the part-time assessors. There is effective and prompt communication between colleges, SNTP and employers regarding learners' absence from college. The regular meetings of the co-operatives, which are held in the appropriate region, are a useful forum for exchange of ideas between SNTP, the colleges and employers. SNTP's staff routinely visit the colleges and these visits range from specific meetings on key skills, to more general discussions with learners. Expert witness courses are organised by SNTP in the regions to bring together employers and SNTP's staff. The training is useful and wider aspects of the learning programmes are also discussed. Since the previous inspection, SNTP has produced and distributed explanatory packs for employers, assessors, expert witnesses, learners, and colleges. The packs are professionally presented and comprehensive, but overly complex in some aspects. At the SNTP main office there are monthly meetings that have a particularly good focus on individual learners' progress, and they lead to a range of supportive actions. There are occasional meetings which bring together college staff, or groups of assessors. Some good practice is shared during these meetings, but this is fairly informal and ineffective. The latest intake of learners has been using an innovative online portfolio to accelerate communication between assessors, internal verifiers and learners. This system is not yet being used to its full potential.

31. SNTP maintains productive links with the security industry. The training division exploits contacts with industry through its parent company, and a linked professional

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association. These links ensure developments in SNTP programmes meet industry requirements and regulatory changes. They also allow access to potential learners through employers. The ETP training was introduced to meet industry needs. The co-operative system gives regular and formal links with some of the employers who have learners on the scheme. Some employers then take an active role in discussions with colleges, and are able to provide technical support, or equipment, to reflect latest industry initiatives. Most of the part-time assessors have a good industrial background and several are still active in security systems.

32. The ETP programme is particularly well managed. The project was introduced with good strategic direction by SNTP's managers, and appropriate resources. There is good liaison between SNTP and employers who might benefit from the scheme. There is clear direction to the subcontractors, and an effective system of accrediting appropriate staff and premises. The guidance notes, which are followed by trainers and employers, are good. The regular examinations are professionally managed. The supply of training materials is handled effectively, with appropriate resources being delivered promptly to meet the learners' requirements. Data is well maintained and allows managers to review and revise the programme. The initial quality assurance of the scheme was insufficient for a new programme, but more rigorous systems are now in place. Identification and support for learners with literacy and numeracy needs was initially inadequate, but the scheme manager has responded to concerns with a more appropriate approach.

33. SITO's senior managers give satisfactory guidance to SNTP's activities, although there is insufficient formal review of retention and achievement rates. Staff numbers at the SNTP main office have significantly increased since the previous inspection. They, and the physical resources, are now satisfactory. There is no staff appraisal system at SITO. There is some provision of training to meet staff needs, but the requirements are not identified in a coherent way.

34. The system for identifying and supporting learners with literacy and numeracy needs has improved since the previous inspection and is now satisfactory. Health and safety is dealt with effectively at the SITO main office and with learners in colleges and on work-sites.

35. SNTP's strategic planning is insufficient. There has been a great deal of effort put into some significant changes over the past 18 months, but the detailed planning has been insufficient. The change from learners starting at advanced rather than foundation level courses had to be moderated when it was realised that this did not meet the needs of all learners. The number of part-time assessors has been greatly increased. This change has had some positive impact on learners' progress, but the change has not been supported by a clear strategy for training and supporting the larger number of staff. The online portfolio was introduced with a reasonable degree of training and publicity. At first it was enthusiastically welcomed, but there is now very little, easily accessible, continuing support or further training for those finding difficulties with the scheme. There was no trial to identify potential problems. Changes to the review system were carried out with a small trial and consultation. It has taken some time and several changes to get some good guidance in place and ensure a consistent approach to the

system. There are other areas where there is no real strategic planning. In particular there has been a great deal of activity to try and solve problems with key skills achievement, but this has been inconsistent, with a variety of short-time solutions tried in the various colleges. There has been some informal sharing of good practice between the colleges, but there is no analysis of success and no direction, clear targets or detailed performance monitoring. A good three-year management plan has been developed, and noted by the local LSC, but it has not been the focus of activity in SNTP or SITO. There have been no targets, and no review of performance against the plan.

Equality of opportunity

Contributory grade 3

36. Equality of opportunity policies have been satisfactorily revised since the previous inspection. They are comprehensive, and include appropriate reference to legislation such as the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. The policies have been given to all learners, employers and assessors with a covering explanation, but there is no simple summary for learners. Most learners are aware of their general rights and responsibilities, and understand the grievances and complaints procedures.

37. At the previous inspection there were concerns over the lack of reinforcement of equality of opportunity issues. It was then made part of the routine progress reviews, but the initial approach was inadequate, with superficial reference to a long list of closed questions. The approach has now been revised, with a new format, some good covering notes and advice by managers. Reinforcement is now satisfactory for most learners.

38. Recruiting to the various programmes is open and fair. There is limited use of illustrations in SNTP's materials, but there are some positive images of under-represented groups. At the previous inspection all the learners were men, but there are now two women on the apprenticeship programme. The ETP scheme is being run in areas of high unemployment, and is aimed at learners who do not have a level 2 qualification. In some cases nearly 70 per cent of the learners on the ETP programme are from minority ethnic groups. Data on the learners' backgrounds is not readily available and is not subject to routine review by management.

39. SNTP's managers have had some training on equality of opportunity, particularly relating to changes in disability discrimination legislation. Equality of opportunity has been the focus of some of the work with part-time assessors. They have considered their role in the review system, but discussion and training has been limited.

Quality assurance

Contributory grade 4

40. Management information at SNTP is used effectively to improve individual learner and staff performance. There has been a major revision of previously complex and underused information systems. The current, simple but effective systems are now well managed by new staff. The staff play an important role, not just in collating information, but in ensuring that action is taken in areas of concern. A system for NVQ monitoring gives a clear picture of every learner's progress. Routine reviews during SNTP's monthly meetings, ensure effective interventions with employers, assessors and learners. Assessor

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activity is closely monitored. Good records again lead to clear actions to ensure that assessors are making regular and productive visits to learners. Assessor reviews are monitored by a senior manager who examines their reports and gives advice when necessary. Key skills information is not available in a useful format, and there is little specific intervention by SNTP's staff.

41. SNTP's management and office procedures are governed by a detailed and well-used SITO quality assurance system. However, the system does not apply to much of the work carried out off site by SNTP. Subcontracted work is governed by appropriate contracts, and a good system of purchase orders for specific events. Some contracts are out of date, and there is little detailed review of achievement against contract requirements.

42. There are some poor quality assurance arrangements in SNTP's work. Internal verification at subcontracted colleges varies from good to poor. In the worst case, accreditation has been temporarily withdrawn as there are insufficient qualified staff and poor assessment practices, and SNTP has put emergency measures in place to provide support to learners. In other cases there is limited support for inexperienced internal verifiers; some have a large caseload, and the range of checks is restrictive. External validation reports on individual centres, are reviewed at SNTP, and some action is taken. However, SNTP has not intervened when external verifier visits are missed for a considerable period. Feedback on learner performance is given to SNTP and employers, but in some cases the quality of the report is poor. There is prompt and effective monitoring of attendance and liaison with employers over non-attendance at colleges. SNTP has a good strategy of carrying out observations of college teaching staff for quality assurance purposes, but there are few constructive comments and they are not carried out to a planned schedule. Regular meetings between college staff and SNTP are helpful in dealing with some quality issues, but there is little structured discussion of performance indicators. Assessors are employed by SNTP but are responsible to awarding centres for the assessment of their NVQs. The assessors have some supervision from the awarding centre through internal verification procedures, and evaluation of their review documents and frequency of visits. However, there is no clear system for ensuring the quality of their work, their professional development or general support.

43. SNTP's recently published self-assessment report includes some weak analysis. The self-assessment process was noted as a weakness in the last report. The latest report involved more input from learners, assessors and employers. Some useful feedback was collected and there was much data examined at SNTP. This information was not critically analysed or reviewed in detail with interested parties. The report includes the main strengths and weaknesses identified at inspection, but only in a general way. There is no detailed identification of concerns and problems. A development plan has not yet been published. The previous post-inspection action plan did, however, include a detailed and challenging strategy for improvement activity over the past year.

AREAS OF LEARNING

Construction

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	195	3

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

Strengths

- good knowledge and skills gained by learners
- good off-the-job resources
- very good monitoring of learners' NVQ progress

Weaknesses

- poor achievement rates for advanced modern apprentices
- poor management of key skills
- ineffective progress reviews

Achievement and standards

44. Achievement rates for advanced modern apprentices are poor. This was a weakness at the previous inspection. Since then a small number of learners have completed their framework, and many inactive learners have been removed from the programme. For instance, the learners recruited in 1999-2000 on a four-year programme now have an achievement rate of 9 per cent, compared with zero at the previous inspection. Retention rates for that group of learners have stayed at 52 per cent, although the number in learning has dropped from 52 per cent to 20 per cent. For learners who started in 2000-01, the achievement rate has increased from zero to 6 per cent. There are 28 learners still in learning for this group, 11 per cent less than the previous inspection. Recruiting to the advanced modern apprenticeship programme was stopped for two years and learners were encouraged to start on the foundation modern apprenticeship.

45. The two-year foundation modern apprenticeship now has some learners within four months of the end of their planned learning. Learners are making satisfactory progress towards completing most parts of their framework. For example, 66 learners started a foundation modern apprenticeship in 2002 and 66 per cent of this group are still in learning. Sixty-one per cent of those have completed, or are very close to achieving, their NVQ. All of that group have recently taken the examinations for their technical certificate. However, many learners have yet to achieve the key skills. For some learners it is not clear when, or how, this will be done.

Quality of education and training

46. Learners gain good knowledge and skills. Many, despite their relative inexperience, are working to current occupational standards on very complex installations. Learners are working on very large retail installations, or fault finding and extending complex network installations. Some learners are competent to work on these installations without supervision. Employers are satisfied with the standards of learners' skills and knowledge. There is good off-the-job training. Training is mainly well planned over the duration of the programme. Sessions are well planned with good integration of background knowledge and practical sessions. In most sessions, lessons have clear aims and objectives, and handouts are good, are well written and are used effectively during training. There is good use of demonstration techniques used by teachers to emphasise aspects of the training programme. For example, at one subcontractor, small cubicles have been constructed and contain an intruder alarm system. Practical training sessions are effectively planned to progressively develop practical skills. NVQ portfolios are generally completed to a good standard. At most training locations teachers are well qualified and experienced in the industry and pass on their knowledge and skills to learners. However, some teachers have not had any formal teacher training.

47. The off-the-job resources are good. The practical training workshops have safe working conditions and are well-equipped working areas for training, and assessment of NVQ units. These include testing and commissioning rigs for intruder systems with alarm modules that reflect modern practice in domestic, commercial and industrial installations. The installation training areas provide good simulations of typical dwellings and other properties, and an environment for realistic exercises in wiring and the fitting of sensors. The wide range of good resources means that learners can develop their skills in a controlled environment. Resources are in good condition and reflect those used in the security industry. Some employers provide equipment and components for training and assessment to ensure that their apprentices are trained on the latest equipment. Some learners produce good work for their practical assignments, which are then used for training others. Teaching rooms at most centres are generally good, and in one centre they are excellent. There is good access to computers. However, at one college there are insufficient practical resources and the accommodation is poor.

48. Most colleges, and assessors, have very good systems for monitoring the learners' progress and achievement, particularly on their NVQ and technical certificate work. SNTP has recently introduced additional systems to advise learners and assessors of learners' activity and this is having a positive impact on learners' NVQ planning. Most learners have a good understanding of their progress and what is to be achieved. SNTP has also introduced an accredited, online system to record progress and achievement with the NVQ. Learners can maintain a semi-electronic NVQ portfolio which means that they, and others, can access it from college or home. Most learners have been trained in the use of the electronic system. Some learners are using this process but others still prefer the paper-based portfolio. Progress with key skills is poorly recorded.

49. The modern apprenticeship framework meets the needs of the learners and the

employers in the industry. The security industry has a poor record for training and these frameworks provide a good combination of skills development and teaching of underlying principles. Learners recognise the benefits of having a formal recognised qualification.

50. All learners take an initial assessment of their literacy and numeracy skills and the results are recorded on the individual learning plan. However, this information is not always passed promptly to the colleges. Colleges carry out their own assessment of learners' skills and when additional support is needed it is effectively provided, in most cases, through the colleges' support provision.

51. Employers are involved in the training programme. This was identified as a weakness at the previous inspection, but it has now improved. Most employers take an active interest in their learners' progress, and allow learners to gain valuable installation experience. Some employers take part in the co-operative meetings, and give support to the colleges. All employers have recently had a comprehensive pack from SNTP to explain the programme, and their part in it. However, some employers found the material too complex.

52. Most of the assessments carried out by colleges are satisfactory. NVQ assessments are frequent and carried out on-site by either the assessor or in some cases an expert witness. Learners identify their own assessment opportunities. Many employers are co-operative and ensure that learners are given appropriate on-site opportunities for assessment and collection of evidence. However some employers do not fully assist the process. There are some good examples of planned on-the-job training, but not all employers are providing training.

53. There is poor management of key skills. Delivery of key skills is carried out by the colleges and the training centre. Arrangements for key skills vary at different colleges and range from good to unsatisfactory. In one college, learners have taken key skills tests despite having suitable academic qualifications to gain exemptions. They have brought this to the attention of the college and provided certificates, but no action has been taken. Many learners have completed all components of their framework except key skills and are now beyond the planned end of their apprenticeship. In some locations the key skills provision is well planned, and learners are making reasonable progress, but in others the provision is poorly planned, and learners are unsure about what they should be doing and when. SNTP is fully aware of the problems in some colleges and is attempting to deal with them individually. SNTP has no coherent plan to deal with key skills across the provision.

54. Progress reviews are ineffective and they do not fully involve the learner and employer. Reviews were noted as a weakness at the previous inspection. SNTP has employed additional part-time assessors to carry out reviews on site. This has improved the frequency of reviews although a small number of learners are overdue for a review, and some reviews have been missed. SNTP now monitors all review dates and reminds assessors in advance of a planned visit and follows up on late reviews. The SNTP assessment and review form has been revised since the previous inspection and the new

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format is an improvement. However, the content of many reviews contain little detail over and above a listing of NVQ units. There are few meaningful or challenging targets. There are very few agreed actions and little follow up of targets at the next review. Reinforcement of health and safety in reviews is satisfactory. Individual learning plans are completed and updated and copies are given to learners and employers. They do not always contain sufficient information on individual learners and their needs.

Leadership and management

55. SNTP has subcontracted much of its training to a number of colleges and a commercial training centre. Some colleges manage the learning programmes effectively, with good co-ordination of college and workplace assessment, but others do not. Although contracts with subcontractors are in place, there is insufficient auditing of provision by SNTP. Internal verification systems range from good to poor. SNTP does not monitor internal verification closely. Equality of opportunity is now satisfactorily reinforced with learners. Most learners are aware of the main principles of equality of opportunity.

Health, social care & public services**Grade 2**

Programmes inspected	Number of learners	Contributory grade
Entry to Employment	72	2

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

Strengths

- very good achievement and retention rates
- good teaching and learning
- excellent support materials

Weaknesses

- little support for literacy and numeracy and language
- inadequate time for some learning activities

Achievement and standards

56. Retention and achievement rates on the ETP programmes are very good. There have been 194 learners on the programme since its inception in September 2003. Fifty-four per cent of those learners have already completed their programme and have gained a level 2 qualification. Another 33 per cent of that intake are still on the programme, and most of them are due to take their final examination shortly.

57. The standard of learners' work and their knowledge and understanding of the security industry are satisfactory.

Quality of education and training

58. The quality of teaching and learning is good. Observed teaching sessions were all graded as good. There are small class sizes, and learners are focused on their work and play an active part in the sessions. The content of the course is clear, and the scheme of work is broken down into different modules. Each module has clear aims and objectives, and these are understood by the learners. The resources for the training are satisfactory. The teaching staff have good current occupational knowledge, and are able to answer the learners' questions about the industry.

59. There are some excellent, centrally produced, support materials that all learners are given at the start of their course. The material is used for the background knowledge for all of the modules of the course. The content is relevant to the industry and appropriate to the learners' needs. Materials are clearly written and easy to follow. Video clips are also used effectively during the teaching sessions. The physical resources are good. The

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classrooms are subject to review and accreditation to a minimum standard by SNTP. Some classrooms are well equipped with digital projection equipment which is used effectively. The programme prepares learners well for qualifications in the security industry.

60. There is little support with literacy and numeracy and language. At the beginning of the programme learners complete a literacy test to identify their support needs. The test is good, but those who need additional support do not always receive it. Learners are advised to access an online course. These arrangements have recently changed with a more detailed assessment, and planned referral to partner organisations for those who are identified as having significant needs. For many learners, English is an additional language, and they will need to be literate to adequately carry out their duties as a security officer. Their needs are not adequately met.

61. The taught elements of the programme are delivered in accordance with SITO's guidelines. However, there is insufficient time to adequately deliver all aspects of the programme in the specified time. Learners were given a classroom exercise to complete, but were not given sufficient time to do so. They were not given sufficient feedback on the outcome of the exercise. There is insufficient variation of learners' activity.

Leadership and management

62. Routine management of the programme is good. There are clear guidelines for subcontractors with specific requirements in purchase orders. There is good liaison to discuss induction and support. The retention and achievement rates are good. However, there has been little use of formal quality assurance procedures to confirm the quality of the provision. More procedures are now in place. Recruitment is open and fair. The programme has over 70 per cent of learners from minority ethnic groups.