

# INSPECTION REPORT

## **Hawk Management (UK) Limited**

**18 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 and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

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

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

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

## Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

# **INSPECTION REPORT**

## **Hawk Management (UK) Limited**

### **Contents**

#### **Summary**

|  |    |
|--|----|
| Description of the provider                                    | 1  |
| Scope of provision   | 1  |
| About the inspection   | 2  |
| Overall judgement  | 2  |
| Grades   | 2  |
| Key findings   | 3  |
| What learners like about Hawk Management (UK) Limited          | 10 |
| What learners think Hawk Management (UK) Limited could improve | 10 |
| Key challenges for Hawk Management (UK) Limited                | 11 |

#### **Detailed inspection findings**

|  |    |
|--|----|
| Leadership and management                          | 12 |
| Equality of opportunity                            | 14 |
| Quality assurance                                  | 15 |
| Business administration, management & professional | 17 |
| Retailing, customer service & transportation       | 22 |
| Foundation programmes                              | 26 |

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Hawk Management (UK) Limited (Hawk) is a private limited company which is known as Hawk Training. The company was established in 1988 and was based in Staffordshire before it moved to Twickenham in 1998. Hawk contracts with London South Learning and Skills Council to provide modern apprenticeships for young people. Hawk contracts with Jobcentre Plus to provide training to unemployed adults on work-based learning for adults, New Deal 25+ and New Deal for lone parents. A team of three directors and a small management team manages the company, which employs 17 staff, of whom three are involved with training for Jobcentre Plus clients and seven are involved with the training, assessment and internal verification of the modern apprentices.

### SCOPE OF PROVISION

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

2. Hawk has 83 learners in this area of learning, of whom 47 are advanced modern apprentices working on management programmes, and six are advanced modern apprentices and 13 are foundation modern apprentices on administration programmes. There are 17 Jobcentre Plus clients on longer occupational training (LOT) programmes working towards a nationally recognised information and communications technology (ICT) qualification or a certificate in business administration at level 1. All learners have their suitability assessed by interview and a test of their literacy, numeracy and language skills. Induction takes place in the training centre or at the workplace. Assessors visit the modern apprentices in the workplace each month to provide training, assessment and to review their progress. Hawk carries out training for Jobcentre Plus clients at its training centre.

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

3. There are 237 learners on work-based learning programmes for young people, of whom 210 are on customer service programmes, 26 on retailing programmes and one learner is working towards a qualification in warehousing and distribution. There are 56 advanced modern apprentices and 181 foundation modern apprentices. Hawk recruits its learners directly from employers and through Connexions. There are seven assessors, of whom two are internal verifiers. Assessors visit the modern apprentices in the workplace each month to provide training, assessment and to review their progress. Employers and assessors carry out training in the workplace. Assessors provide support for those learners with additional learning needs.

## Foundation programmes

4. There are 19 clients, all of whom are on basic employability programmes (BET). There is mix of Jobcentre Plus clients, New Deal 25+ clients and those on the New Deal for lone parents. The programme lasts for 26 weeks and it is designed to remedy the barriers faced by people who find it particularly difficult to get jobs and are likely to become permanently detached from the labour market. All clients receive an initial assessment of their literacy, numeracy and/or language needs, and Hawk carries out a diagnostic assessment for those clients identified as needing additional support.

## ABOUT THE INSPECTION

|                               |    |
|-------------------------------|----|
| Number of inspectors          | 6  |
| Number of inspection days     | 30 |
| Number of learner interviews  | 51 |
| Number of staff interviews    | 28 |
| Number of employer interviews | 12 |
| Number of visits              | 21 |

## OVERALL JUDGEMENT

5. The quality of provision is not adequate to meet the reasonable needs of those receiving it. Hawk's leadership and management are unsatisfactory and so are its equality of opportunity and quality assurance arrangements. In business administration, management and professional, the training is satisfactory. Training in retailing, customer service and Jobcentre Plus programmes is also satisfactory.

## GRADES

*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>Business administration, management &amp; professional</b> |                    | <b>3</b>           |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b><i>Business administration</i></b>                         |                    |                    |
| - Work-based learning for young people                        | 19                 | 4                  |
| - New Deal 25+ and work-based learning for adults             | 17                 | 3                  |
| <b><i>Management</i></b>                                      |                    |                    |
| - Work-based learning for young people                        | 47                 | 3                  |
| <b>Retailing, customer service &amp; transportation</b>       |                    | <b>3</b>           |
| Contributory areas:   | Number of learners | Contributory grade |
| <b><i>Retailing</i></b>                                       |                    |                    |
| - Work-based learning for young people                        | 26                 | 3                  |
| <b><i>Customer service</i></b>                                |                    |                    |
| - Work-based learning for young people                        | 210                | 3                  |
| <b><i>Warehousing and distribution</i></b>                    |                    |                    |
| - Work-based learning for young people                        | 1                  | None               |
| <b>Foundation programmes</b>                                  |                    | <b>3</b>           |
| Contributory areas:   | Number of learners | Contributory grade |
| <b><i>Employability/employment training</i></b>               |                    |                    |
| - New Deal 25+ and work-based learning for adults             | 19                 | 3                  |

## KEY FINDINGS

### Achievement and standards

**6. Management learners produce particularly good evidence for their national vocational qualification (NVQ) from evidence in the workplace.** Hawk encourages administration learners to take responsibility for their own learning. Work is of good quality and meets the standards required for achievement of their NVQs. Many New Deal clients are working towards a basic ICT award and they maintain good-quality portfolios that contain suitable evidence and are presented well. Learners and clients are developing effective new skills and their levels of confidence have increased.

**7. Achievement rates for ICT qualifications for New Deal clients are high.** Clients are working towards a variety of qualifications in ICT including adult literacy and business administration. However, the clients' rates of progress into jobs fell from over a third in 2001-02 to a fifth in 2002-03. There are some indications that this is starting to improve.

8. Retention rates for work-based learning learners and New Deal clients are satisfactory

## HAWK MANAGEMENT (UK) LIMITED

and improving. The upward trend has increased significantly in the current year following the introduction of improvement strategies by Hawk's management. Of the learners who started since August 2003, over 85 per cent are still in training.

### 9. **Achievement rates for modern apprenticeship frameworks were poor in 2001-02.**

Hawk recognises this and has implemented several initiatives to improve the achievement rates. Rates are starting to improve although the achievement rates for the full framework in foundation modern apprenticeships for administration are still poor.

## 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    |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Foundation programmes | 0        | 0        | 3        | 2        | 0        | 0        | 0        | 5        |
| <b>Total</b>          | <b>0</b> | <b>0</b> | <b>3</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>5</b> |

10. **There is good teaching and learning for New Deal clients.** Sessions are well planned and the learning materials are appropriate. There is good use of whole group and work in pairs during the training sessions. Tutors are effective in working with adults with literacy, numeracy and language support needs in a variety of settings. There is good use of the well-equipped classroom and other resources. Effective use is made of ICT facilities during learning sessions and clients have access to a well-designed website and the internet.

11. **Hawk's staff give all learners, including New Deal clients, good personal and training support.** Tutors for New Deal Clients use their good professional skills and personal qualities to ensure learning and develop the clients' confidence. Similarly, assessors working with modern apprentices use their occupational and professional skills to carefully guide and support learners to produce good-quality evidence for their portfolios. There are many instances where assessors and tutors have extended their duties to support learners outside of their official working hours.

12. **Employers provide good support for learners, particularly on the customer service programmes.** Learners have a good range of opportunities to develop and demonstrate good customer service skills. Managers arrange workloads so that learners can experience different jobs and spend time away from their work area to work on their qualifications. There have been recent developments on the business administration programme to working in close partnership with larger employers. Hawk is involved in the selection and recruitment of learners and workplace managers have identified and appointed a mentor for each learner. Although most employers are generally supportive of the training process, they are insufficiently involved in the planning and reviewing of learners' progress.

13. **There is a good range of assessment methods for the NVQ, particularly in business administration and management.** Assessors for the NVQ are consistently using a diverse range of assessment methods to enable learners to demonstrate competence using their

preferred style. Assessors use their knowledge of assessment methods to support and advise clients on how best to present their evidence.

**14. New Deal clients gain many good occupational skills and qualifications in the training centre.** However, clients do not practise these skills sufficiently in a workplace while on the programme. There are few opportunities to gain work experience or work-tasters. There is weak recognition and recording of progress and achievement of a range of employability skills. Many New Deal clients have low self-esteem and are not confident when they start the programme. While they develop confidence during the programme, there is little formal identification or recording of clients' individual needs and barriers that may affect their progress towards gaining employment. Monitoring of trends in attendance and punctuality are not monitored over a given time period.

**15. There is insufficient recording of progress and achievement in literacy, numeracy and language skills.** All New Deal clients and work-based learners are screened at the start of the programme to identify any additional learning needs, but Hawk does not use this information effectively to plan individual training. There is insufficient information as to how literacy, numeracy and language skills are being developed and there is no formal recording of learners' progress towards their targets.

**16. There is poor target-setting for parts of the modern apprenticeship frameworks.** Assessors set clear target dates for the NVQ at the start of the programme. The other parts of the framework are not clearly planned and key skills have been introduced late in the programme for some learners. Although learners are given a lot of information and detail during the induction meeting, they do not remember it and some learners have a poor awareness of the requirements of the modern apprenticeship framework.

**17. Systems to review work-based learners' progress are incomplete.** Assessors visit the learners every month to carry out assessments, provide them with feedback, review their progress and carefully action plan for the next visit. The review focuses on the NVQ and there is insufficient review of training and progress in the workplace, key skills or technical certificates. The review document does not have the space for learners and employers to comment on the review process.

## Leadership and management

**18. Hawk has recently introduced a range of good strategies to improve retention rates.** Staff identify learners who may be at risk of leaving early and they work with the employers to support them. A new employer and learner liaison team has started to improve relationships with employers. A professionally designed website has recently been developed to provide a good range of additional learning resources. However, this has only recently been introduced and it is not yet widely used by the learners.

19. Hawk appreciates the importance of recruiting and retaining good staff. The company has good staff relations, which leads to effective teamwork and a productive working environment. Internal and external communication processes are generally satisfactory. Hawk maintains regular contact with most employers and other key external

## HAWK MANAGEMENT (UK) LIMITED

organisations. Staff are aware of future plans for the company's development and are able to contribute to its development.

**20. Hawk makes insufficient use of management information to monitor some aspects of the training programmes.** The company has developed a central computerised database to record learners' details and progress towards achieving their qualifications. However, the system is not yet fully operational and some important data has not been input into the database.

**21. Hawk places insufficient focus on the management of some aspects of the modern apprenticeship frameworks.** Achievement rates for the completion of frameworks have been poor. In some cases, the planning and target-setting for key skills and technical certificates has been poor and reviews of learners' progress do not adequately incorporate all aspects of their development and framework.

22. The arrangements for internal verification are satisfactory. Hawk uses appropriate documents to record the outcomes of internal verification, but the comments made by the internal verifier do not always help assessors to improve their assessment practice. Internal verifiers have started to meet with assessors to ensure that assessors' judgements are consistent, and to discuss issues raised through internal verification.

23. Hawk's training centre is located on the second floor of a town centre building. There are no lifts, and access to people with restricted mobility is limited, but the company has developed contingency plans to use alternative premises with appropriate facilities.

24. There is a detailed equal opportunities policy, which includes the main activities of the company. However, there is no information about how the company manages or responds to incidents of bullying or harassment. Hawk has procedures to deal with such incidents and the company's management effectively deals with issues raised by learners. Learners receive basic information about equality of opportunity during induction but there are no specific training activities or information on the issues relating to diversity, bullying and harassment.

**25. There is little monitoring of the rates at which different groups of learners and clients achieve, or of the imbalances between some of the programmes.** Some initial analysis has been made over the past few months but no comparison has been made between different areas of learning, programme types, gender, or learners who require additional learning support. There is no formal or systematic checking of employers' equal opportunities policies and procedures.

**26. The implementation of the quality assurance arrangements is incomplete.** Communications on quality assurance issues are informal and not always recorded. Where actions are identified they often lack specific details and realistic timescales. The follow-up or monitoring of issues at subsequent meetings is sometimes poor.

**27. The use of learners' and employers' feedback to monitor the quality of training**

**programmes is poor.** Learners' questionnaires have only recently been introduced and there is insufficient information to establish trends or identify areas for improvement. Clients on Jobcentre Plus programmes provide feedback through a suggestion box placed in the training room. However, it is not clear how the company uses the suggestions to bring about improvements to the programmes. Employers are not sufficiently involved in the overall evaluation of Hawk's training programmes.

28. **The self-assessment and action-planning process is ineffective.** A number of key weaknesses are not identified in the areas of learning or leadership and management. Some of the strengths are no more than normal practice and others do not clearly explain the impact on learners. Insufficient emphasis is given to the importance of learners' achieving the full modern apprenticeship framework.

## Leadership and management

### Strengths

- good recent strategies to improve retention rates
- good support for staff

### Weaknesses

- insufficient use of management information to monitor some aspects of training programmes
- insufficient focus on some aspects of modern apprenticeship frameworks
- inadequate information on bullying and harassment
- insufficient monitoring of some aspects of equal opportunities
- incomplete implementation of quality assurance procedures

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

### ***Business administration***

#### *Strengths*

- good achievement of qualifications for New Deal clients
- good support for clients and learners
- good range of assessment methods used in NVQ
- effective initiative to work closely with modern apprentices' employers

#### *Weaknesses*

- poor achievement rates for foundation modern apprentices
- no work experience for New Deal clients
- insufficient recording of clients' progress and achievement in literacy, numeracy and language skills
- poor target-setting for parts of the modern apprenticeship framework
- incomplete system to review learners' progress

### ***Management***

#### *Strengths*

- good-quality evidence in learners' portfolios of evidence
- particularly good NVQ support for learners

#### *Weaknesses*

- slow progress towards achievement of modern apprenticeship framework
- insufficient involvement of employers in some aspects of the framework

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

### ***Retailing***

#### *Strengths*

- improving retention rates
- good employer support

#### *Weaknesses*

- insufficient planning of individual learning
- incomplete system to review progress
- slow progress for some learners

***Customer service***

*Strengths*

- improving retention rates
- good employer support

*Weaknesses*

- insufficient planning of individual learning
- incomplete system to review progress
- slow progress for some learners

**Foundation programmes**

***Employability/employment training***

*Strengths*

- good achievement of qualifications
- good training and learning
- high levels of support and guidance for clients
- good resources

*Weaknesses*

- poor rates of progress into jobs
- weak recognition and recording of progress and achievement of a range of employability skills
- insufficient recording of clients' progress and achievement in literacy, numeracy and language skills

**WHAT CLIENTS LIKE ABOUT HAWK MANAGEMENT (UK) LIMITED:**

- 'the staff are very friendly and explain things really well'
- 'I like the varied aspects of the NVQ - it's broadened my knowledge and I've progressed to level 3'
- 'it makes me think more in depth about my job and what I do day to day'
- 'I now feel I'm improving my customer service skills'
- 'I like the way it links the business into the qualification'
- the chance to gain a relevant qualification
- 'I feel far more confident'

**WHAT CLIENTS THINK HAWK MANAGEMENT (UK) LIMITED COULD IMPROVE:**

- better explanation of the amount of work required
- 'some visits are too short and hurried'

## **KEY CHALLENGES FOR HAWK MANAGEMENT (UK) LIMITED:**

- continue to develop strategies to improve retention and achievement rates
- increase focus on all parts of the modern apprenticeship framework
- better recognition and recording of New Deal clients' progress and achievement of employability skills
- improve delivery of literacy, numeracy and language skills to all learners
- more comprehensive reviews and monitoring of learners' progress
- more effective use of management information
- implementation of a range of quality assurance arrangements
- better promotion and monitoring of equal opportunities

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 4

#### Strengths

- good recent strategies to improve retention rates
- good support for staff

#### Weaknesses

- insufficient use of management information to monitor some aspects of training programmes
- insufficient focus on some aspects of modern apprenticeship frameworks
- inadequate information on bullying and harassment
- insufficient monitoring of some aspects of equal opportunities
- incomplete implementation of quality assurance procedures

29. Hawk has recently introduced a range of good strategies to improve retention rates. Managers recognise that retention rates have been poor and give a high priority to retaining learners. They encourage staff to focus on identifying learners who may be at risk of withdrawing from their programme and immediately contact their employer to agree a strategy for supporting them. A new employer and learner liaison team has started to build good relationships with employers to ensure that learners' training programmes are fully integrated with their everyday employment. Many of the newly appointed assessors have considerable experience of working in good-quality retailing and business administration environments. Assessors support the learners well. Hawk has recently developed a professionally designed website, which the learners can use to contact the company and access a good range of relevant information and training materials for key skills. Learners value the opportunity to contact staff in the evenings and at weekends to discuss any problems. Retention rates, which were poor in 2001-02, are starting to improve. Of approximately 500 learners who have started on training programmes with Hawk in 2003-04, few have left early and four-fifths of them remain in training.

30. Support for staff is good. Managers appreciate the importance of recruiting and retaining good staff. They have good relationships with staff, which lead to effective teamwork and a productive working environment. Staff appreciate the consultative management style and the opportunities to contribute new ideas to the development of the company and improvements to the training programmes. They are equipped well, with a wide range of good resources to support their role. All assessors have laptop computers incorporating up-to-date software, which enables them to access useful information electronically to support learners. The directors of the company take an active role in the operation of the training programmes and cover for any assessors who are absent from work. All staff have a detailed annual appraisal of their performance and

regular individual reviews with their line manager. Although staff development opportunities are available, training is not always linked to individual priorities identified in the appraisal records.

31. The management of additional literacy, numeracy and language support is satisfactory. Hawk does not have a policy or strategy for this support, but recognises its importance. The company's website contains a range of useful electronic literacy and numeracy learning resources. Learners who have additional support needs identified are generally supported well, although some work-based learning assessors are not qualified to deliver literacy and numeracy support. Some staff have recently attended workshops on delivering numeracy. Managers do not monitor the impact of additional support on learners' retention and achievement rates, and staff do not carry out enough formal recording of learners' progress in literacy and numeracy skills.

32. Internal and external communication processes are generally satisfactory. Hawk maintains regular contact with most employers and other key external organisations and holds management meetings every three months. Staff are aware of future plans for the company's development. The company uses weekly staff meetings to discuss changes to policies and operational matters. Hawk's management of resources is generally satisfactory. Resources and accommodation at the training centre are good, with learners using up-to-date ICT resources and software that reflect current industry standards. Learners on Jobcentre Plus programmes have access to a wide range of periodicals and textbooks. Staff are generally well qualified and experienced, and some are studying for teacher training qualifications.

33. Hawk makes insufficient use of management information to monitor some aspects of the training programmes. In its most recent three-year development plan, the company has identified that the information systems need to be more effective. It has recently developed a central computerised database to record all learners' details and their progress towards achieving their qualifications. However, the system is not yet fully operational and some important data has not yet been input. The responsibility for maintaining the database is unclear. Managers are aware of the reasons for the poor achievement rates on modern apprenticeship frameworks, but they do not monitor the overall progress of learners towards achieving their key skills or technical certificates. The planning of individual learning is insufficient for many learners and reviews of progress are incomplete in work-based learning. On Jobcentre Plus programmes, the company carries out little formal identification or recording of clients' individual needs and barriers to employment, and does not routinely monitor the clients' attendance rates and punctuality. The company has not developed relationships with employers to offer work experience for BET and LOT clients.

34. Hawk places insufficient focus on the management of some aspects of the modern apprenticeship frameworks. Achievement rates for the completion of frameworks has been poor, although they are now improving. While the quality of NVQ assessment is generally good, with a wide range of diverse evidence used, some learners and their employers have a poor understanding of the key skills and technical certificate elements of the frameworks. In some cases, learners' progress reviews do not adequately

incorporate all areas of their development.

### **Equality of opportunity**

### **Contributory grade 4**

35. There is a detailed equal opportunities policy, which includes the main activities of the company and information relating to legislation such as the Disability Discrimination Act 1995 and the Human Rights Act 1998. The company updates the policy regularly and makes it available to all staff. The learners' agreement and handbook contains a basic equal opportunities statement. There is no mention of bullying and harassment in the policy and there is no separate policy or paperwork giving information about how the company manages or responds to such incidents. Hawk has recently amended the procedures for reporting any incidents to include issues relating to health and safety, bullying, harassment or discrimination. Hawk's management effectively and sensitively deals with issues raised by learners. All of Hawk's procedures specify the equal opportunities requirements, although this standard statement has not been adjusted to reflect the actual procedure to which it relates.

36. Hawk's training centre is located on the second floor of a town centre building. There are no lifts, and access for people with restricted mobility is limited. Hawk has developed contingency plans to use alternative premises, either in the local library or other locations, to provide appropriate alternative facilities. There are few posters or information displayed in the training centre to celebrate and promote the cultural diversity of Hawk's clients and learners.

37. Staff at Hawk received training in January 2003, and more recently in June 2004, to raise awareness on a range of equal opportunities and diversity issues and to provide information on new legislation. There are plans for staff to receive training every six months. Learners receive basic information about equality of opportunity during induction. There are no specific training activities, videos or worksheets to provide clients and learners with more information on the issues relating to equal opportunities, diversity, bullying and harassment. At each visit, learners are asked if there are any issues they wish to raise, although this is frequently done using closed questions and there is little checking or development of learners' understanding of potential or actual issues.

38. Hawk gathers information on learners' gender, ethnicity, age, disabilities, and any additional learning needs. It monitors the proportion of learners by gender and different minority ethnic groups for the two contracts as part of the quarterly management meetings. In July 2003, the management team recognised that the proportion of learners from minority ethnic groups on the Jobcentre Plus programmes had fallen and took appropriate action to rectify the imbalance. Since then, the proportion of clients from minority ethnic groups has increased from 29 per cent to 42 per cent. On work-based learning programmes the proportion of learners from minority ethnic groups reflects the local population and is between a quarter and one third. The proportion of female modern apprentices is higher than that of male modern apprentices at two-thirds. Hawk recognises that there are fewer male learners in business administration than other programmes and is focusing on employers that can provide a suitable work environment for them. On the Jobcentre Plus programme the proportion varies between 58 per cent

and 78 per cent, which reflects the number of lone parents who are predominately women.

39. There is little monitoring of the rates at which different groups of learners and clients achieve, or of the imbalances between the some of the programmes. Some initial analysis has been made over the past few months on rates of achievement for minority ethnic groups, but no comparison has been made between different areas of learning, programme types, gender or learners who require additional learning support. There is no data available on the ethnicity of Hawk's staff.

40. There is no formal or systematic checking of employers' equal opportunities policies and procedures. There is insufficient monitoring to ensure these policies and procedures are effective and are updated to reflect changes in legislation. Hawk's work-based learning contract with employers has not been updated to reflect current legislation.

### **Quality assurance**

### **Contributory grade 4**

41. Quality assurance is the responsibility of the quality and staff development director. Hawk has a quality assurance policy and a range of appropriate procedures that cover all aspects of work-based learning and Jobcentre Plus programmes. The company updates these procedures regularly to incorporate new developments. For example, procedures for induction and initial assessment make reference to the recent introduction of the employer and learner liaison team. Managers carry out detailed weekly internal audits of learners' files to ensure that important paperwork is completed correctly.

42. The implementation of quality assurance arrangements is incomplete. Regular informal communication takes place between managers and staff, but the outcomes of conversations are not always formally recorded. Formal management meetings are not held on a sufficiently regular basis to ensure that the quality of training is monitored adequately. Quality assurance is not a regular agenda item at staff or management meetings. Where actions are identified through staff or management meetings, they are often insufficiently detailed and do not have realistic timescales. When staff raise issues, the follow-up or monitoring of these at subsequent meetings is sometimes poor.

43. The use of learners' and employers' feedback to monitor the quality of training programmes is poor. Staff carry out useful telephone surveys of learners' views on work-based learning programmes. However, questionnaires have only recently been introduced for learners on modern apprenticeships, and they have not been returned in sufficient quantities to establish trends or identify areas for improvement. The system used for the collation of learners' questionnaires does not ensure that they are anonymous and this reduces their usefulness as an accurate measure of learners' satisfaction with their training programmes. Learners on Jobcentre Plus programmes feed back their ideas for improvements to training through a suggestion box placed in the training room. However, it is not clear how the company uses suggestions to bring about improvements to the training programmes. Employers are not sufficiently involved in the overall evaluation of Hawk's training programmes, although the introduction of the employer and learner liaison team has led to better planning of training with employers.

44. The procedures to observe training sessions on Jobcentre Plus programmes are satisfactory. Although few classroom observations have been carried out, feedback to tutors is detailed and appropriate actions are identified to help staff improve their teaching practice. Teaching and learning are good. Learners are consulted on their views of the session at the end of each classroom observation.

45. The arrangements for internal verification are satisfactory. The internal verifier uses a sampling framework to identify those units that will be internally verified, but the records to monitor the internal verification of individual assessors are not updated regularly. Appropriate paperwork is used to record the outcomes of internal verification, but the internal verifier's comments do not always help assessors to improve their assessment practice. All of the learners' completed portfolios of evidence are internally verified, but internal verification carried out during learners' training programmes has not identified weaknesses in progress reviews and target-setting for learners. Internal verifiers have started to meet with assessors to ensure that assessors' judgements are consistent, and to discuss issues raised through internal verification.

46. The self-assessment and action-planning process is ineffective. Hawk has produced three annual self-assessment reports and wrote its most recent self-assessment report in November 2003. This report was updated in March 2004 for the inspection. The company does not use employers' and learners' views sufficiently to contribute to an accurate evaluation of its strengths and weaknesses. Hawk does not identify a number of key weaknesses in its areas of learning or leadership and management. Some of the strengths are no more than normal practice and others do not clearly explain the impact on the learners. Insufficient emphasis is given to the importance of learners' achieving the full modern apprenticeship framework. The company does not update action plans to accurately reflect progress in rectifying key weaknesses, and the implementation of some important actions has been delayed.

## AREAS OF LEARNING

### Business administration, management & professional

| Business administration, management & professional |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:                                | Number of learners | Contributory grade |
| <b><i>Business administration</i></b>              |                    |                    |
| - Work-based learning for young people             | 19                 | 4                  |
| - New Deal 25+ and work-based learning for adults  | 17                 | 3                  |
| <b><i>Management</i></b>                           |                    |                    |
| - Work-based learning for young people             | 47                 | 3                  |

#### ***Business administration***

##### *Strengths*

- good achievement of qualifications for New Deal clients
- good support for clients and learners
- good range of assessment methods used in NVQ
- effective initiative to work closely with modern apprentices' employers

##### *Weaknesses*

- poor achievement rates for foundation modern apprentices
- no work experience for New Deal clients
- insufficient recording of clients' progress and achievement in literacy, numeracy and language skills
- poor target-setting for parts of the modern apprenticeship framework
- incomplete system to review learners' progress

#### ***Management***

##### *Strengths*

- good-quality evidence in learners' portfolios of evidence
- particularly good NVQ support for learners

##### *Weaknesses*

- slow progress towards achievement of modern apprenticeship framework
- insufficient involvement of employers in some aspects of the framework

### Achievement and standards

47. Management learners produce particularly good evidence for their NVQ from

**HAWK MANAGEMENT (UK) LIMITED**

evidence in the workplace. Learners are in positions of responsibility at work that demand high standards. Evidence is well presented, using a range of presentation techniques, such as text documents, images, graphs and digital photographs. Each piece of evidence is supplemented with an evidence explanation descriptor sheet, which helps learners to demonstrate their knowledge. Learners use the sheets to record how their evidence fits with the performance criteria of the NVQ. Administration learners are also encouraged to take responsibility for their own learning. Work is of good quality and meets the standards required for achievement of their NVQs. Learners and clients are developing new skills and their levels of confidence have increased.

48. Achievement rates for ICT qualifications for clients on the LOT programme are high. Clients are working toward a variety of ICT qualifications, including an internationally recognised basic computer qualification, desktop publishing and word processing. Since August 2003, 115 clients have started the programme and 64 qualifications have been certificated.

49. Retention rates for work-based learning learners and New Deal clients are satisfactory and improving. The upward trend has increased significantly in the current year following the introduction of improvement strategies by Hawk's management. The New Deal clients' retention rate has increased from 64 per cent in 2001-02 to 79 per cent in 2002-03. On the work-based learning programmes, the retention rate for the advanced modern apprentices was 34 per cent in 2001-02 and has improved to 50 per cent in 2002-03. The retention rates on the foundation modern apprenticeship show a similar pattern of improvement. All the administration modern apprentices who started since August 2003 are still in training.

50. Achievement rates for the full framework in foundation modern apprenticeships for administration are still poor. In 2001-02, only 20 per cent of learners completed their framework. In 2002-03, 6 per cent have achieved their framework and 19 per cent are still working towards it.

The following tables show the achievement and retention rates available up to the time of the inspection.

| <b>LSC funded work-based learning</b>        |                  |    |                |    |                |    |     |   |     |   |     |   |     |   |  |
|--|------------------|----|----------------|----|----------------|----|-----|---|-----|---|-----|---|-----|---|--|
| <b>Advanced modern apprenticeships (AMA)</b> | <b>2003-04</b>   |    | <b>2002-03</b> |    | <b>2001-02</b> |    |     |   |     |   |     |   |     |   |  |
|  | No.              | %  | No.            | %  | No.            | %  | No. | % | No. | % | No. | % | No. | % |  |
|  | Number of starts | 43 |                | 32 |                | 38 |     |   |     |   |     |   |     |   |  |
| Retained*                                    | 0                |    | 2              | 6  | 13             | 34 |     |   |     |   |     |   |     |   |  |
| Successfully completed                       | 0                |    | 2              | 6  | 3              | 8  |     |   |     |   |     |   |     |   |  |
| Still in learning                            | 38               |    | 14             | 44 | 1              | 3  |     |   |     |   |     |   |     |   |  |

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| LSC funded work-based learning          |                  |    |         |    |         |    |     |   |     |   |     |   |     |   |     |   |  |
|---|------------------|----|---------|----|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|--|
| Foundation modern apprenticeships (FMA) | 2003-04          |    | 2002-03 |    | 2001-02 |    |     |   |     |   |     |   |     |   |     |   |  |
|   | No.              | %  | No.     | %  | No.     | %  | No. | % | No. | % | No. | % | No. | % | No. | % |  |
|   | Number of starts | 10 |         | 16 |         | 20 |     |   |     |   |     |   |     |   |     |   |  |
| Retained*                               | 0                |    | 3       | 19 | 9       | 45 |     |   |     |   |     |   |     |   |     |   |  |
| Successfully completed                  | 0                |    | 1       | 6  | 4       | 20 |     |   |     |   |     |   |     |   |     |   |  |
| Still in learning                       | 10               |    | 3       | 19 | 0       | 0  |     |   |     |   |     |   |     |   |     |   |  |

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| Jobcentre Plus funded programmes                |                  |     |         |    |         |    |     |   |     |   |     |   |     |   |     |   |  |
|---|------------------|-----|---------|----|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|--|
| New Deal 25+ and work-based learning for adults | 2003-04          |     | 2002-03 |    | 2001-02 |    |     |   |     |   |     |   |     |   |     |   |  |
|   | No.              | %   | No.     | %  | No.     | %  | No. | % | No. | % | No. | % | No. | % | No. | % |  |
|   | Number of starts | 115 |         | 72 |         | 69 |     |   |     |   |     |   |     |   |     |   |  |
| Retained*                                       | 67               |     | 57      | 79 | 44      | 64 |     |   |     |   |     |   |     |   |     |   |  |
| Planned learning completed                      | 56               |     | 43      | 60 | 41      | 59 |     |   |     |   |     |   |     |   |     |   |  |
| Gained job                                      | 26               |     | 17      | 24 | 17      | 25 |     |   |     |   |     |   |     |   |     |   |  |
| Still in training                               | 17               |     | 0       | 0  | 0       | 0  |     |   |     |   |     |   |     |   |     |   |  |

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

## Quality of education and training

51. All learners, including New Deal clients, receive good support. Hawk's staff are particularly effective in gaining their confidence. LOT tutors use their good professional skills and personal qualities to ensure learning. Similarly, assessors working with modern apprentices use their occupational and professional skills to carefully guide and support learners to produce good-quality evidence for their portfolios. The level of NVQ support for learners working towards modern apprenticeships in management is particularly good, as assessors are skilled and experienced. Learners discuss their work activities with the assessors to decide how these can create opportunities to gather evidence. There are many instances where assessors and tutors have extended their duties to support learners outside of their official working hours. For example, an assessor visited a learner, who was due a bonus payment from Hawk, after work, to hand deliver the bonus in time for the learner's holiday. A New Deal client confirmed how his confidence levels have increased since receiving support to gain keyboard skills and qualifications.

52. There are a good range of assessment methods for the NVQ. Assessors for the NVQs are consistently using a diverse range of assessment methods to enable learners to demonstrate competence using their preferred style. Assessors use their knowledge of assessment methods to support and advise clients on how best to present their

## HAWK MANAGEMENT (UK) LIMITED

evidence. In the portfolios, clients have presented evidence as work product, text documents, personal statements, case studies, witness testimonies, audiotapes of professional discussions at level 2 and 3, and they make good use of digital photographic evidence. Hawk keeps its assessors up to date with best practice through the dissemination of information and use of internal training sessions after key staff have attended external training and events.

53. There have been recent developments on the business administration programme to work in close partnership with larger employers. In the workplaces where this has been established, Hawk is involved from the very beginning of the learning cycle. The company takes an active part in the recruitment and selection of learners to the employer and the modern apprenticeship programme. Hawk's staff also work closely with employers to link on- and off-job-induction. The company's presentations to staff in the workplace have raised awareness of the modern apprenticeship programme. Workplace managers have identified and appointed a mentor for each learner. Mentors and learners all report positively on these arrangements and learners have developed personally and their confidence has increased.

54. New Deal Clients have insufficient work-experience opportunities. Business administration clients on the LOT programme are based at the training centre and, while they gain many occupational skills and qualifications, they do not have the opportunity to practise these skills in the workplace while still in training. None of the clients currently in training have had the opportunity to use their new skills in a live workplace environment. Hawk does not promote the Jobcentre Plus programmes sufficiently to employers but it does recognise this and a representative from a local volunteer agency recently presented the opportunity of possible voluntary work to clients.

55. There is insufficient recording of the clients' progress and achievement in literacy, numeracy and language skills. Hawk screens all New Deal clients at the start of the programme to identify any additional learning needs and sometimes follows this with a diagnostic assessment to identify their current skills and areas for development. However, the company does not use this information effectively to help develop the learning plan. Targets are general and there is insufficient reference to how the company is developing the clients' literacy, numeracy and language skills. There is insufficient formal recording of progress towards targets or recognition that targets have been achieved.

56. There is poor target-setting for parts of the business administration modern apprenticeship framework. At the start of the programme, assessors agree NVQ target dates with learners. Targets for key skills and technical certificates are not being set until much later. The programme focuses on completion of the NVQ and many learners do not have sufficient understanding of the requirements of the other aspects of their programme. Although learners receive a lot of information and detail during the induction meeting, much of it is difficult for them to remember and they do not retain this information.

57. The progress of management modern apprentices toward their achievement goals is

slow. Some learners who have been in training for up to nine months have yet to be assessed. Past visits to the workplace have resulted in learners not feeling sufficiently well briefed to progress. Visits have been cancelled or rescheduled due to a variety of circumstances. This has now been resolved and learners are now clear about the requirements of the programme. The employers of learners following the management modern apprenticeship are generally supportive of the training process and Hawk. However, employers are insufficiently involved with the planning stage as to how the modern apprenticeship framework will be achieved. There is little co-ordination of on- and off-the-job training.

58. The system to review progress on the work-based learning business administration programmes is incomplete. At each monthly visit an assessment and review takes place which focuses on completion of the NVQ. There is no review of learners' progress in the workplace or towards key skills and technical certificates. The learners' individual learning plans are not referred to or updated and employers are not invited to contribute to the progress review. There is little evidence of how Hawk monitors the learners' understanding of equal opportunities or health and safety. Any support for learners who have additional learning needs remains unrecorded. The review document does not have the space to accommodate any learners' or employers' comments. Hawk asks all of its learners to sign the document and they receive a copy, but only some employers sign the document and receive a copy.

### **Leadership and management**

59. Management of the business administration and management programmes is satisfactory. The lead assessor communicates regularly with the training and assessment team through a series of meetings. Although they discuss matters relating to quality assurance during every meeting they do not always record them. In the larger employers the learners' mentors and assessors hold informal meetings. A planned series of observations has yet to take place. Internal verification practice is satisfactory, records are detailed but assessors' signatures are not always obtained. Internal verifiers' comments are directed at learners' actions rather than their assessors' performance.

60. The training and assessment team is provided with laptop computers and the technology to access Hawk's database system remotely. This arrangement, along with the geographical allocation of learners, helps the assessors cope with the travel times involved in working with learners across London.

61. Most learners' understanding of equality of opportunity is poor. The learners' introduction to the topic during induction is brief and is not followed up sufficiently during each visit. A standard question asked at progress reviews is not sufficient to ensure that the learners' understanding is maintained or developed adequately. The company's most recent self-assessment report partly recognises some of the strengths and weaknesses found during inspection.

**Retailing, customer service & transportation**

| <b>Retailing, customer service &amp; transportation</b>                              |                    | <b>3</b>           |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b><i>Retailing</i></b><br>- Work-based learning for young people                    | 26                 | 3                  |
| <b><i>Customer service</i></b><br>- Work-based learning for young people             | 210                | 3                  |
| <b><i>Warehousing and distribution</i></b><br>- Work-based learning for young people | 1                  | None               |

***Retailing***

*Strengths*

- improving retention rates
- good employer support

*Weaknesses*

- insufficient planning of individual learning
- incomplete system to review progress
- slow progress for some learners

***Customer service***

*Strengths*

- improving retention rates
- good employer support

*Weaknesses*

- insufficient planning of individual learning
- incomplete system to review progress
- slow progress for some learners

**Achievement and standards**

62. Retention rates are satisfactory and improving, as the number of learners leaving early has declined significantly in the past year. The company identified this improvement in its most recent self-assessment report. In 2001-02, 43 per cent of learners starting an advanced modern apprenticeship completed the planned duration of their programme. This has improved to 64 per cent of learners in 2002-03. Of the 47 learners who started since August 2003, 41 are still in learning. The retention rate for

foundation modern apprentices is also improving. Of the 199 learners who started since August 2003, over 80 per cent are still in training.

63. Achievement rates were poor in 2001-02. Hawk recognises this and has put in place several initiatives to improve the achievement rates. In 2002-03, the achievement rate for the advanced and foundation apprenticeship frameworks has improved to 28 per cent, with a large number of learners still in training. The rate of achievement of the NVQ part of the framework is satisfactory and two-fifths of learners achieve an NVQ.

64. The standard of learners' work in their portfolios of evidence is satisfactory, with a good range of work-based evidence in some of them.

The following tables show the achievement and retention rates available up to the time of the inspection.

| LSC funded work-based learning        |                  |    |         |    |         |    |     |   |     |   |     |   |     |   |     |   |  |
|---------------------------------------|------------------|----|---------|----|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|--|
| Advanced modern apprenticeships (AMA) | 2003-04          |    | 2002-03 |    | 2001-02 |    |     |   |     |   |     |   |     |   |     |   |  |
|                                       | No.              | %  | No.     | %  | No.     | %  | No. | % | No. | % | No. | % | No. | % | No. | % |  |
|                                       | Number of starts | 47 |         | 36 |         | 30 |     |   |     |   |     |   |     |   |     |   |  |
| Retained*                             | 0                |    | 23      | 64 | 13      | 43 |     |   |     |   |     |   |     |   |     |   |  |
| Successfully completed                | 0                |    | 10      | 28 | 5       | 17 |     |   |     |   |     |   |     |   |     |   |  |
| Still in learning                     | 41               |    | 13      | 36 | 2       | 7  |     |   |     |   |     |   |     |   |     |   |  |

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| LSC funded work-based learning          |                  |     |         |     |         |     |     |   |     |   |     |   |     |   |     |   |  |
|---|------------------|-----|---------|-----|---------|-----|-----|---|-----|---|-----|---|-----|---|-----|---|--|
| Foundation modern apprenticeships (FMA) | 2003-04          |     | 2002-03 |     | 2001-02 |     |     |   |     |   |     |   |     |   |     |   |  |
|   | No.              | %   | No.     | %   | No.     | %   | No. | % | No. | % | No. | % | No. | % | No. | % |  |
|   | Number of starts | 199 |         | 181 |         | 227 |     |   |     |   |     |   |     |   |     |   |  |
| Retained*                               | 7                |     | 67      | 37  | 70      | 31  |     |   |     |   |     |   |     |   |     |   |  |
| Successfully completed                  | 6                |     | 53      | 29  | 70      | 31  |     |   |     |   |     |   |     |   |     |   |  |
| Still in learning                       | 162              |     | 19      | 10  | 0       | 0   |     |   |     |   |     |   |     |   |     |   |  |

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

## Quality of education and training

65. Employers provide good support for learners in training. Learners are employed in a wide variety organisations that provide a good range of opportunities for them to develop and demonstrate good customer service skills. There are good opportunities for learners to collect a wide range of evidence. Some employers move learners around different jobs to allow them to gain different experience. Some employers welcome the assessors and regard them as an integral part of the training team. Managers arrange

## HAWK MANAGEMENT (UK) LIMITED

workloads so that learners can spend time away from their work area to work on their qualifications. Learners make good use of ICT and other resources in the workplace.

66. Resources at Hawk are satisfactory. Some learners had problems with too few assessments and made slow progress. However, changes have taken place and they now have clear action plans on what they need to do. Covering for shortages within the staff team and other work responsibilities has put significant short-term pressure on the existing team. New assessors have been appointed recently. Assessors are occupationally competent and experienced and have the appropriate assessor qualifications or are working towards them. Hawk has purchased a proprietary computer-based system to support the diagnosis and training for key skills and literacy, numeracy and language. The company also provides assessors with laptop computers and digital cameras for key skills training and evidence collection. Learners are able to access the redesigned Hawk website, which provides a good variety of learning resources.

67. There is insufficient planning of individual learning. The company did not identify this in its most recent self-assessment report. The results of initial assessment are not recorded on the individual learning plans and some learners do not receive feedback on their basic skills test. There are no formal plans of how learners with additional learning needs will receive support. Most are well supported by their assessor but there are few records of this. Learners are given a well-structured handbook about their programme at induction but most do not make good use of this information. It is not always read and sections that require input from the learners are not always completed. The different parts of the framework are not planned clearly and key skills have been introduced late in the programme. Key skills diagnostic testing is not routinely carried out for all learners. Many learners are unaware that the NVQ evidence is used for their key skills when they start them. Many individual learning plans are poorly completed and there is no routine review of the learners' progress towards achieving the different parts of the framework. Training delivered by the employers is not routinely captured in the learners' learning plans, although Hawk has recently introduced a learning log to record this information.

68. Systems to review the learners' progress are incomplete. This was partially identified in the self-assessment report. Assessors visit learners every month, to carry out assessments, provide them with feedback, review progress and carefully action plan for the next visit. This review does not fully consider the learners' progress towards the different parts of the framework or what they need to complete to achieve targets. Employers are rarely involved in the review process and do not comment on how the learners progress in the workplace, although they frequently receive a copy of the review document. There is no space for learners to add their own comments to the review. Learners are offered financial incentives to complete different aspects of their programme but the company does not use these effectively to drive progress.

69. There has been slow progress by some learners. Effective short-term targets are set at each visit and reviewed at the next, although some learners are not set demanding or challenging targets for the different aspects of their programme. Some learners have a poor understanding of the key skills and technical certificate requirements of their modern apprenticeship framework and they are unaware that they will need to sit key

skills tests. Assessors focus mainly on the NVQ requirements of the modern apprenticeship programme. Some learners do not understand the evidence requirements of the NVQ and wait for the assessor to visit and suggest what evidence they need to collect to meet the performance criteria.

### **Leadership and management**

70. The company sought the views of all of its staff for the completion of its most recent self-assessment report, but it did not identify the strengths and weaknesses found by inspectors. Staff apply the procedures for key learning activities differently and the learners' experience is inconsistent. Internal verification procedures are satisfactory and are carried out by suitably experienced and qualified staff. Assessors gather learners' opinions at three key stages during their programmes. A few learners felt they were unable to raise issues about their assessor as the questionnaires were not anonymous. The management information system is still being developed. A monitoring system has been designed and introduced recently but this is not yet used effectively to monitor learners' progress through all parts of the framework. Equality of opportunity is part of the learners' induction and learners have a satisfactory understanding of the broader issues. At each progress review, learners are asked if they have any problems in their workplaces but equality of opportunity is not promoted or reinforced after induction. Many learners have a poor understanding of their roles and responsibilities in relation to bullying and harassment.

## Foundation programmes

| Foundation programmes  |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b><i>Employability/employment training</i></b><br>- New Deal 25+ and work-based learning for adults | 19                 | 3                  |

### ***Employability/employment training***

#### *Strengths*

- good achievement of qualifications
- good training and learning
- high levels of support and guidance for clients
- good resources

#### *Weaknesses*

- poor rates of progress into jobs
- weak recognition and recording of progress and achievement of a range of employability skills
- insufficient recording of clients' progress and achievement in literacy, numeracy and language skills

### **Achievement and standards**

71. Clients are encouraged to take responsibility for their own learning. Tutors encourage them to take notes and maintain presentable portfolios of their work for their own reference. Many clients work towards a basic ICT award and they maintain good-quality portfolios that contain suitable evidence and are presented well. So far this year there have been good achievement rates on qualifications. Thirteen clients have achieved one or more units of the ICT qualification, six have achieved the adult literacy qualification at entry level 2 and 3, and one client achieved the adult numeracy qualification at entry level 3.

72. The rates of progress for clients into jobs fell from over a third in 2001-02 to a fifth in 2002-03. There are some indications that this is starting to improve, with 14 per cent of clients in the current year already gaining employment while 40 per cent are still in training. During jobsearch sessions clients record details of letters sent to prospective employers. However, these records do not include outcomes after the letters are sent and it is difficult to identify whether employers responded or an interview took place.

The following table shows the achievement and retention rates available up to the time of the inspection.

| Jobcentre Plus funded programmes                |                  |    |         |    |         |    |     |   |     |   |     |   |     |   |     |   |  |
|---|------------------|----|---------|----|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|--|
| New Deal 25+ and work-based learning for adults | 2003-04          |    | 2002-03 |    | 2001-02 |    |     |   |     |   |     |   |     |   |     |   |  |
|   | No.              | %  | No.     | %  | No.     | %  | No. | % | No. | % | No. | % | No. | % | No. | % |  |
|   | Number of starts | 47 |         | 44 |         | 37 |     |   |     |   |     |   |     |   |     |   |  |
| Retained*                                       | 14               |    | 30      | 68 | 17      | 46 |     |   |     |   |     |   |     |   |     |   |  |
| Planned learning completed                      | 13               |    | 30      | 68 | 14      | 38 |     |   |     |   |     |   |     |   |     |   |  |
| Gained job                                      | 4                |    | 8       | 18 | 13      | 35 |     |   |     |   |     |   |     |   |     |   |  |
| Still in training                               | 19               |    | 0       | 0  | 0       | 0  |     |   |     |   |     |   |     |   |     |   |  |

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

### Quality of education and training

73. There is good teaching and learning. Sessions are well planned and the learning materials are at an appropriate level for clients, based on their literacy, numeracy and language skills. There is good use of whole group and work in pairs during the training sessions. Clients take an active part throughout and are able to respond confidently in a group setting. There are good explanations of topics and their context to ensure understanding. In one session, the tutor discussed formal and informal dress to illustrate the use of those terms in describing speech. There is good use of the ICT facilities during learning sessions to word process letters or research topics on the internet. However, there is an over-reliance on the use of generic worksheets and few are relevant and specific to the local area or to clients' own interests.

74. There is a high level of support and guidance for clients. Clients appreciate the supportive atmosphere created within the training centre. They also recognise, and are positive about, the professional approach that all members of staff demonstrate. Clients are encouraged to work together throughout their time on the programme and the tutors use this effectively to enhance learning. Clients are able to discuss personal issues that affect their progress with tutors and receive advice and guidance and referral to external agencies where appropriate. Many clients have poor literacy, numeracy and/or language skills, and they have the opportunity to receive good individual support often outside of the formal learning sessions. Tutors have also been able to devise innovative strategies to support individual clients. One client is working for five hours each week in a local primary school as a teaching assistant. The provider has arranged for this client to give individual literacy support to another BET client as part of her own development. One client has completed a stage one teaching adult learners qualification, and arrangements have been made to allow this client to teach numeracy and have their teaching practice assessed at the training centre as part of the stage two of the qualification. Clients' achievements and successes are celebrated and also published in the provider's

newsletter and on a dedicated website.

75. There are good resources. Tutors are experienced in working with adult learners with literacy, numeracy and language support needs, in a variety of settings. While they do not hold suitable qualifications for teaching literacy, numeracy and language at present, they are working towards the achievement of level 4 teaching qualifications and are planning to take part in specific basic skills training courses later this year.

Additionally, tutors have attended skills for life training programmes concerning the core curriculum and diagnostic assessment practices. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Learning sessions take place in two well-equipped classrooms with good access to ICT facilities. There is also a well-equipped ICT suite and all computers have internet access and have suitable software for the client group.

76. The BET programme offers clients the opportunity to broaden their experience and enhance their personal development and employability skills. Clients are able to achieve relevant qualifications that match their career aims. Clients take part in a range of planned workshops, which include writing application letters, team-building, getting to know England, and telephone techniques for clients for whom English is not their first language. There are few work experience or work-taster opportunities. The provider has recognised this and a representative of the local borough's volunteer bureau has recently given a presentation to clients describing the wide range of opportunities available through this route. The bureau represents all registered charities within the borough and is able to offer clients a wide range of opportunities in real work settings.

77. There is weak recognition and recording of progress and achievement of a range of employability skills. During induction, clients are required to complete their individual training plans together with a separate sheet which asks clients to record their employment career objectives, their prior employment history and their learning achievements. Many clients have had long periods of unemployment, for example, and may have difficulties initially with regular attendance and time-keeping. Many clients have low self-esteem and lack confidence when starting the programme. However, there is little formal identification or recording of clients' individual needs and barriers that may affect their progress toward gaining employment. There is no routine review of progress towards the achievement and development of employability skills. Additionally, some clients have childcare issues or part-time jobs which are not recorded in the training plans. Punctuality and attendance are not monitored over a given time period.

78. There is insufficient recording of clients' progress and achievement in literacy, numeracy and language skills. Hawk screens all clients initially to identify any additional learning needs at the start of the programme. Those clients who are identified with additional learning needs take a diagnostic assessment to identify their current skills and areas for development. However, this information is not used effectively to help to identify clients' goals and targets, and help develop the learning plan. Reviews do not accurately check or record progress towards clients' specific targets. Targets are general; for example, in one review the target was 'to brush up on report-writing and business correspondence skills'. There was no further reference to this in a subsequent review nor

any details as to how progress towards this target may have been planned. Additionally, there is no final assessment against targets and little recognition that targets have been achieved.

### **Leadership and management**

79. There is good teamwork among tutors and other members of staff, and regular sharing of information relating to the clients' progress. Tutors emphasise supporting the clients throughout their time on the programme. Tutors are innovative and willing to adapt and improve the programme to cater for clients' individual needs. However, there is insufficient focus on progressing the clients into full-time employment and improving the programme to include planned work experience or tasters, talks by guest speakers, employers and agencies, that would raise the profile of employment as an outcome. The emphasis and awareness of employability skills are weak and attendance and time-keeping, for example, are not routinely promoted as skills that employers recognise and value.

80. Clients do not find the induction process memorable. Clients have limited recall of induction topics other than form filling and some aspects of health and safety. Clients have a poor understanding of equal opportunities in its widest sense and how it affects them and their responsibilities within current legislation. Some of the text in the induction materials is written in an inappropriate way, with some of the language used unsuitable for many clients whose language skills are weak.

81. The company's self-assessment report does not identify the key weaknesses found during the inspection. It does not attach importance to job outcomes and the achievement of literacy, numeracy, language and a range of other skills associated with employment. It does not identify most key strengths in terms of teaching and learning, support and guidance, and resources.