

# INSPECTION REPORT

## **Tees and North East Yorkshire NHS Trust**

**04 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
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

## Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

# INSPECTION REPORT

## Tees and North East Yorkshire NHS Trust

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Tees and North East Yorkshire NHS Trust (the Trust) was created in April 1999 by a merger of mental health and learning disability services. It provides services from 52 sites.
2. The Trust offers work-based learning in care. This is co-ordinated from a training centre at its headquarters in Normanby. The occupational standards team in the human resources department is responsible for all training towards national vocational qualifications (NVQs) and advanced modern apprenticeships. The team is managed by the occupational standards manager and has five full-time and two part-time staff.
3. The training is funded through Tees Valley Learning and Skills Council, the Workforce Development Confederation and the Trust itself. In July 2003, Middlesbrough was ranked the ninth most deprived area in the country. In April 2004, the northeast region had an unemployment rate of 3.2 per cent, compared with a national average of 2.4 per cent. This was the second highest rate in England.

### SCOPE OF PROVISION

#### Health, social care & public services

4. Twenty-two learners are following advanced modern apprenticeships in care. Ten are male learners and 12 are female learners. Learners are recruited from within the Trust. All the learners are employed by the Trust and work with children or adults with learning disabilities or mental health difficulties. Learners work in a variety of settings, including day centres, hospital wards and residential and respite units. Learners attend the training centre one day each week for training and portfolio-building. Learners also receive individual coaching in the workplace from work-based assessors and members of the occupational standards team. There are work-based assessors at all the sites where learners work.

### ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	12
Number of staff interviews	20
Number of employer interviews	5
Number of locations/sites/learning centres visited	5
Number of visits	5

## OVERALL JUDGEMENT

5. The quality of the provision is adequate to meet the reasonable needs of those receiving it. Provision in care is good. Leadership and management and equality of opportunity are good and quality assurance is satisfactory.

## GRADES

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

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

Health, social care & public services			2
Contributory areas:	Number of learners	Contributory grade	
<i>Care</i>			
- Work-based learning for young people	22	2	

## KEY FINDINGS

### Achievement and standards

6. **All learners have good opportunities to develop extra skills.** They gain skills in areas such as food hygiene and control and restraint and qualifications in subjects such as drugs awareness and counselling.

7. **Retention and achievement rates are satisfactory and improving.** Twelve of the 22 modern apprentices who started in 1999-2000 completed their apprenticeship framework. Twenty-four of the 29 learners who started in 2000-01 achieved their qualifications. All the learners who stayed in training completed their advanced modern apprenticeships.

### Quality of education and training

8. **Learners' progress is thoroughly monitored.** All learners take a thorough initial assessment. This ensures that they are placed on a suitable programme. Clear targets are set at progress reviews and learners' progress against the targets is monitored carefully.

9. **Learners receive good support from the occupational standards team and their work-**

**based assessors.** Visits to the workplace are planned with learners and their managers and are arranged to tie in with shift patterns and workplace needs. Experienced staff help learners overcome any difficulties that are preventing them from attending training. Individual support is available in literacy, numeracy and language.

**10. On- and off-the-job teaching and learning are good.** Both learning sessions observed by inspectors were graded very good. Some work-based assessors are former modern apprentices. Teaching is individualised and takes account of learners' knowledge, abilities and preferred learning styles. Learners have opportunities to work in a range of settings. This ensures that they achieve their qualifications.

**11. Resources for learners are satisfactory.** Teaching rooms are spacious and suitably equipped. A range of books and journals are available at the training centre, in the workplace and at a nearby university. Learners can use all the facilities provided by the university.

**12. Assessment is satisfactory.** Assessments are planned and happen regularly. Learners' portfolios are well presented. However, assessors do not make enough use of audiotapes and observations. Some resources used for assessment are out of date and some evidence lacks detail.

## Leadership and management

**13. The Trust has a clear strategic direction.** A detailed business plan defines its aims and mission and expresses its commitment to learning. The occupational standards team is managed in an open and supportive manner. This ensures that all staff understand the team's priorities.

**14. The modern apprenticeship programme is well managed.** Learners work at their own pace to meet their own needs and those of their workplace. Learners and managers sign a learning agreement confirming their commitment to training.

**15. Staff development is good.** Needs for training are identified at yearly appraisals and three-monthly reviews of performance. Three-monthly targets and detailed job descriptions ensure all staff have clear responsibilities and accountabilities.

**16. Staff have good opportunities to take extra qualifications.** These include the certificate in education. The Trust provides a wide range of training that enables all staff to develop extra skills and maintain their professional competence.

**17. The Trust has effective links with local universities and further education colleges.** It uses these to share good practice and achieve lower costs.

**18. Equality and diversity are promoted well.** The Trust has thorough policies and procedures which are understood by all staff. Policies and information are up to date and are regularly revised. Ongoing training is provided for all staff. Learners have a good understanding of equality and diversity. The Trust targets people with disabilities in

recruitment.

19. **Quality assurance is satisfactory.** There is a strong emphasis on continuous improvement. A clear action plan identifies improvements for the occupational standards team. The responsibilities of staff for assuring quality are clearly defined and activities to assure quality are monitored every three months. A new quality assurance manual covers a range of key procedures. All staff in the occupational standards team are aware of the manual and the procedures.

20. **Internal verification is satisfactory.** The Trust has a clear plan for sampling portfolios. Assessors are not observed sufficiently and assessment is not adequately monitored.

21. **Communication with some work-based assessors is poorly managed.** The Trust holds workshops twice each year for assessors to ensure that they are following the same practice and the assessors have further meetings every two months. However, some assessors do not attend these events. Some assessors do not receive written information about changes in assessment practice and some assessment practices are out of date.

22. **The self-assessment report is not linked to the quality assurance strategy and procedures.** Nor is it linked to the Trust's business plan. The occupational standards team had little involvement in producing the business plan. Feedback from learners was used in the self-assessment report. However, managers were not involved in producing the report. The self-assessment report identified some of the strengths identified by inspectors but did not identify others. It identified some weaknesses that were not identified by inspectors. The grades given in the self-assessment report were lower than those given by inspectors.

## Leadership and management

### Strengths

- clear strategic objectives
- effective equality and diversity policy
- good actions to promote continuous improvement
- good management of training

### Weaknesses

- insufficient integration of self-assessment into quality assurance



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

### ***Care***

#### *Strengths*

- good on- and off-the-job teaching and learning
- effective monitoring of learners' progress
- good support for learners

#### *Weaknesses*

- poor management of communication with some work-based assessors

## **WHAT LEARNERS LIKE ABOUT TEES AND NORTH EAST YORKSHIRE NHS TRUST:**

- approachable staff and really good support
- being treated as an adult
- 'finding out that I can do things'
- meeting others on the same programme
- 'working at my own pace and in my own way'
- everything
- the food
- learning

## **WHAT LEARNERS THINK TEES AND NORTH EAST YORKSHIRE NHS TRUST COULD IMPROVE:**

- no improvements were suggested by any of the learners interviewed

## **KEY CHALLENGES FOR TEES AND NORTH EAST YORKSHIRE NHS TRUST:**

- improve management of assessors by internal verifiers
- use self-assessment to achieve continuous improvement
- maintain the high achievement rates of 2000-01
- integrate teaching towards key skills qualifications and the technical certificate with learners' other training

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- clear strategic objectives
- effective equality and diversity policy
- good actions to promote continuous improvement
- good management of training

#### Weaknesses

- insufficient integration of self-assessment into quality assurance

23. The Trust has a clear strategic direction. Policies and plans are linked to the Trust's defined strategic aims and mission. The Trust's business plan expresses its commitment to learning. It also sets out a clear strategic response to national and local NHS initiatives. The plan sets clear targets for staff training and the achievement of qualifications by staff.

24. The Trust has an effective strategy to develop staff who do not hold professional qualifications. This provides opportunities for all staff. Staff can work towards NVQs as well as modern apprenticeships. The modern apprenticeship programme is thoroughly monitored, with reports to both the clinical governance education and training subgroup and the human resources training subgroup.

25. Senior managers in the human resources department give good support to the occupational standards team in running the advanced modern apprenticeship programme. The occupational standards manager works closely with the team. Management of the team is open and supportive. This ensures that all staff understand and share the team's priorities. The team has a well-structured action plan for 2004-05, which is closely monitored by the occupational standards manager. The plan identifies various areas for improvement, and in particular rates of retention, achievement and progression. Progress against the action plan is monitored at three-weekly meetings. This ensures good progress towards the plan's goals.

26. Learners' programmes are well managed. Learners benefit from a thorough and well-planned induction that includes information on their roles at work and on the role of the Trust as a whole. Off-the-job training is planned well and tailored to the needs of the individual learner. Training towards the modern apprenticeship is provided in a flexible fashion using a mix of methods. This allows learners to work at their own pace using the learning style identified as most suitable at initial assessment.

27. Occupational standards facilitators visit learners regularly in the workplace to review

their progress. They also provide support in a range of areas. Managers are involved in progress reviews and receive copies of the paperwork. Effective target-setting at reviews leads to good planning of on-the-job training.

28. All learners and managers sign a learning agreement that requires learners to spend one day each week receiving off-the-job training and support. If learners find they are unable to spend one day each week off the job, both learners and training staff receive good support from senior human resources managers.

29. Work-based assessors provide frequent assessment. Communication with these assessors is sometimes poorly managed. Workplace supervisors attend learners' progress reviews and receive copies of learners' action plans and other documents.

30. All staff receive ongoing health and safety training. New staff receive health and safety training as part of their induction.

31. The human resources department has a clear structure. The Trust has policies and procedures for a range of staffing matters, including recruitment, induction, development and appraisal. All staff have clear job descriptions. Staff have yearly appraisals, at which their job descriptions are reviewed and targets are set. They also attend three-monthly reviews of their performance against the targets. Staff make good use of personal development portfolios to record their targets and requirements for training.

32. The Trust offers a wide range of staff training opportunities and promotes them well. All staff training is recorded centrally on a management information system as well as in individual personal development portfolios. All staff can open NHS learning accounts which provide money towards personal and professional development. The Trust analyses data on the recruitment of modern apprentices and uses the results to guide its promotion of the apprenticeship programme. It also promotes the programme through direct contact with potential learners and their managers.

33. Staff have links with a range of other agencies, including several regional networks and the Workforce Development Confederation. Projects are developed jointly with neighbouring Trusts to reduce costs. Effective links exist with local universities and further education colleges. All the Trust's training is accredited by a local university. This allows staff to accumulate credits towards university qualifications. These links enable staff to share information and good practice.

34. The Trust has a satisfactory approach to developing learners' literacy, numeracy and language skills. All learners receive feedback on the results of their initial assessment. A designated key skills trainer provides suitable support, either at the training centre or at the learners' place of work. The Trust has no written strategy for developing support with literacy, numeracy and language.

35. The human resources department uses a satisfactory management information system to collect and analyse data. It is easy to create reports showing learners' progress and attendance and any extra training they have received. These are used at meetings to

report on learners' progress.

36. Communication structures are satisfactory. Various methods are used to communicate within the Trust. These include newsletters targeted at specific groups that provide good information and updates on the training programmes.

## **Equality of opportunity**

## **Contributory grade 2**

37. The Trust has comprehensive policies and procedures which are well understood by all staff. These cover equality, diversity, bullying and harassment, flexible working, special leave, appeals, whistle blowing, disability, and grievances and complaints. The equality and diversity policy and procedure have clear aims and objectives, including the recruitment of a workforce that reflects the local population. The equality policy takes into account relevant legislation. A designated member of staff reviews the policies regularly to ensure they are up to date. The human resources department keeps good records of the policy and procedures.

38. The Trust provides training to promote diversity to staff. One initiative to promote diversity throughout the Trust is overseen and publicly supported by a designated board member. The Trust takes steps to remove any barriers to employment faced by disabled applicants. It has also introduced an initiative to support all staff with a range of benefits, including flexible working, help with childcare, support for carers and opportunities for suitable training and development. Signers, lip speakers and interpreters are available to assist learners, staff and clients.

39. All new staff receive training on various aspects of equality and diversity at induction. This is regularly updated. All managers have received training to improve their understanding of equality and diversity in recruitment.

40. A file is available for learners to record concerns without making a formal complaint. Entries in the file are monitored thoroughly and discussed in detail at team meetings. Staff are allocated to carry out actions and respond to learners.

41. Equality of opportunity and diversity are reinforced at regular progress reviews. Staff have developed an effective bank of questions to check learners' knowledge and understanding. Learners' responses are recorded in detail on the review documents. They are also analysed to assess learners' understanding of specific topics so that extra information, training and support can be provided if necessary.

42. Equality and diversity are promoted well throughout the Trust, particularly in the training department. All leaflets and promotional brochures refer clearly to the Trust's commitment to equality and diversity. Recruitment policies and procedures reflect this commitment and are clearly displayed on notice boards in the training centre.

43. The Trust carries out satisfactory analysis of data on learners. It records the gender, age and ethnicity of modern apprentices and any disabilities. Of all the learners recruited so far, 2.6 per cent have been from minority ethnic groups, which reflects the

local population. There are similar numbers of men and women among the current learners.

44. The Trust does not use data systematically in its recruitment of modern apprentices as all the recruits are existing employees. However, it seeks to remove barriers to employment and promotes the programme effectively to those who are employed through direct contact with potential learners and their managers. The Trust accepts all applicants for modern apprenticeship programmes who are the appropriate age and have adequate literacy and numeracy skills.

45. The Trust has audited all its premises for compliance with the Disability Discrimination Act 1995. Where old buildings restrict access, effective alternative arrangements are made to ensure that staff are not disadvantaged.

### **Quality assurance**

### **Contributory grade 3**

46. The Trust places a strong emphasis on continuous improvement. It has a clear system for promoting continuous improvement through meetings, staff development, personal development and well-monitored action plans. A clearly written action plan identifies improvements for the occupational standards team. In the past six months, all staff in the occupational standards team have been allocated responsibilities for carrying out the plan. Progress is monitored at three-weekly team meetings. Staff are set demanding targets at three-monthly reviews. These are updated at the next review. Job descriptions set out clear responsibilities for assuring quality and all staff understand their role.

47. The Trust has recently introduced planned observations of teaching and progress reviews. All teaching staff are now observed three times each year. This observation results in detailed feedback, which has led to continuous improvement. Staff are assessed against clear criteria. The Trust plans to use tutors from two other local training providers as observers. However, it is too soon to judge the impact of this. Training in the workplace is not sufficiently monitored or evaluated.

48. The occupational standards team has recently produced a quality assurance manual that covers a range of key procedures. These are followed and compliance is audited during three-monthly reviews. The quality assurance system focuses on the learner and most aspects of learners' experience are monitored and evaluated.

49. The management of complaints is satisfactory. The few complaints that are received are dealt with by the occupational standards manager. Learners and staff have a clear understanding of the complaints procedure.

50. Learners are asked for feedback on all learning sessions and are asked for feedback on support sessions every other week. Since August 2003, feedback has been collected from learners at the start of their programme, during training and on completion of the framework. This is analysed thoroughly. Learners are asked about their inductions, about the content and structure of their learning and support sessions, about guidance

and support and about their overall impressions of the programme.

51. Since November 2003, managers have been asked their views on the quality of provision twice each year. They are asked about the modern apprenticeship programme, communications with the training team, the quality and frequency of information received from the training team, and the usefulness of progress reviews and support for learners. Learners are told about plans for improvement at their weekly support sessions. Learners' views of improvements are sought after eight weeks.

52. Internal verification is satisfactory. It takes place sufficiently regularly and is recorded. The Trust holds workshops twice each year for assessors to ensure that they are following the same practices, and the assessors have further meetings every two months. However, some assessors do not attend these meetings or receive a record of any decisions. Assessors do not receive enough ongoing, planned support and assessment is not sufficiently observed or monitored. Assessors do not have enough opportunities to share good practice.

53. Self-assessment is not linked to the quality assurance strategy and procedures or the Trust's business plan. The self-assessment report was written by the occupational standards manager. Staff had little involvement in producing the report. Managers were not involved in producing the report and only a little feedback from learners was used. However, the Trust plans to use recently introduced evaluation forms to involve managers in self-assessment. Wider staff involvement has started with recent action-planning.

54. The self-assessment report was self-critical. It identified some of the strengths found by inspectors but not others. It identified several weaknesses that were not identified by inspectors. The grades given in the self-assessment report were lower than those given by inspectors.



## AREAS OF LEARNING

### Health, social care & public services

Health, social care & public services		2
Contributory areas:	Number of learners	Contributory grade
<i>Care</i> - Work-based learning for young people	22	2

#### *Care*

##### *Strengths*

- good on- and off-the-job teaching and learning
- effective monitoring of learners' progress
- good support for learners

##### *Weaknesses*

- poor management of communication with some work-based assessors

### Achievement and standards

55. The Trust is effective in developing the skills learners need to gain and stay in work. Learners gain extra qualifications that are relevant to their work. These include qualifications in food hygiene, control and restraint, counselling and drug awareness.

56. Learners show good practical skills that are relevant to their work. They are confident and competent in working with clients with difficult behaviour. Managers find that learners can work independently and to a good professional standard.

57. Retention and achievement rates are satisfactory and improving. Of the 22 learners who started in 1999-2000, 12 stayed in training and completed their framework. Of the 29 who started in 2000-01, 24 stayed in training and successfully completed their framework. Of the 20 learners who started in 2002-03, 19 have stayed in training and completed at least half of their framework. Two of the three learners who started in 2003-04 have completed 40 per cent of their framework and have been set the target of completing it within one year.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		20		3		29		22							
Retained*	3		19	95	2	67	24	83	12	55						
Successfully completed	0		1	5	1	33	24	83	12	55						
Still in learning	3		18	90	1	33	0	0	0	0						

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

## Quality of education and training

58. Learners' progress is monitored effectively. All new learners are thoroughly assessed. This assessment includes interviews, self-assessment, a computer-based test and a questionnaire to identify preferred learning style. Needs for help with literacy, numeracy, language and information technology (IT) are identified at the start of training. Previous learning and relevant work experience are discussed, as well as any personal matters that might affect learning. The initial assessment enables suitable programmes to be identified and additional support to be provided if needed. Individual learning plans record needs for training and support and set demanding targets. Progress reviews are held in the workplace every eight weeks. These are used to set targets and identify any difficulties learners are facing. Individual learning plans are updated at each progress review and copies given to learners and assessors.

59. Thorough reviews are carried out every six months to ensure learners are aware of health and safety policies and procedures and are working in safe environments. The occupational standards facilitators keep detailed records of all contact with learners and keep close links with managers. Any concerns can be raised at the three-weekly advanced modern apprenticeship team meeting. Learners' progress is reviewed at these meetings using up-to-date spreadsheets. Learners' progress is also discussed at internal verifiers' meetings every two months.

60. Learners receive good support from their workplace supervisors and from the occupational standards team. Support is tailored to the needs of individual learners. Learners who require extra support receive it from vocational and specialist staff, including a key skills co-ordinator. All staff within the Trust receive training in helping learners, staff and clients with literacy, numeracy and language. Learners are visited at times that fit in with their work rotas. Visits take place during the evening or early in the morning when necessary. Learners can contact the occupational standards facilitators by telephone at any time. Qualified managers and senior nursing staff act as mentors and assessors within learners' workplaces. They are involved in all aspects of learners'

programmes, contributing to the planning of learning and the reviewing of progress. Learners who find it difficult to travel to and from the training centre are given lifts by staff.

61. On- and off-the-job teaching and learning are good. Training is provided by staff from the occupational standards team and the wider Trust. All tutors have up-to-date, relevant vocational experience. Effective use is made of learners' and tutors' experiences to reinforce learning. Learners are motivated and make good progress towards their advanced modern apprenticeships. Training is tailored to learners' current levels of achievement and their preferred learning styles. Managers can arrange for learners to change work patterns or to carry out different roles or activities within the workplace or to gain experience in different settings. This enables learners to achieve their qualifications. Assessors provide individual coaching. Learners receive individual help with literacy, numeracy and language and can attend sessions held every three weeks. Teaching towards key skills qualifications and the technical certificate is not integrated with learners' other training.

62. The training centre has a good range and quantity of up-to-date books and other learning resources. Learners can use electronic learning programmes and can refer to over a 1,000 books and journals in university and NHS libraries across the region. Local resource centres are being established at nine sites across the Trust. Training rooms are spacious and well equipped with sufficient teaching aids. The training centre has a well-equipped IT room. Two laptop computers are available for learners to borrow.

63. Assessment is satisfactory. Assessments take place regularly and are planned by the learner and assessor. Portfolios are well presented and learners take pride in preparing their work. Assessors' judgements are accurate. Knowledge is assessed using workbooks and written and oral questions. Some evidence lacks detail and some materials are out of date. Insufficient use is made of audiotapes, photographs and observations and there is a strong reliance on learners' own accounts. Most learners choose to take their NVQ unit by unit and evidence is rarely cross-referenced between units or referenced to the key skills requirements.

64. Some communication with work-based assessors is poorly managed. The Trust holds workshops twice each year for assessors to ensure that they are following the same practices and the assessors have further meetings every two months. However, some assessors do not attend these events. Some assessors do not receive the minutes of the meetings or any written information about the issues discussed. Some assessors are unaware of changes in assessment practice and paperwork and do not know about changes in the recording of assessment that have been agreed within the training centre. For example, the requirement to include detailed reports of observations has been discussed within the training centre for 12 months but some assessors are still not meeting it. The internal verifiers detect when assessors are not carrying out agreed changes and provide written feedback. This is sometimes followed by 100 per cent sampling.

## Leadership and management

65. Internal verification is satisfactory. An occupational standards facilitator acts as internal verifier for the advanced modern apprenticeship programme. Assessors are observed but this is not planned. There is a clear strategy for sampling portfolios. All assessments by unqualified assessors are checked. Satisfactory systems exist for the countersigning of work done by unqualified assessors. Twenty-five per cent of the work of qualified assessors is sampled. The internal verifier provides detailed written feedback. The Trust keeps records of assessors' attendance at meetings. However, non-attendance is not always followed up. The internal verifier contacts managers regularly to discuss any problems. Learners are unaware of internal verification. None of the learners interviewed remembered being questioned by the internal verifier.

66. Two of the three strengths identified in the self-assessment report were also identified as strengths by inspectors. One of the weaknesses in the self-assessment report was identified as a weakness by inspectors. The self-assessment report did not identify one of the strengths identified by inspectors.