

INSPECTION REPORT

Twin Training International Ltd

04 March 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

Twin Training International Ltd

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Twin Training International Ltd (Twin Training) was established in 1995. It is a private limited company in central Lewisham and it has grown considerably over the past nine years. The company has several divisions that deal with a range of commercial training activities and educational travel programmes, such as English language summer schools, work experience for overseas students, and group travel. The company has a discrete division, known as Twin Training UK, that provides publicly funded training courses.
2. Twin Training has its own managing director, who is a member of the main company's board of directors. She is supported by a part-time director of strategy, and oversees 23 staff, including 12 teaching staff and two jobsearch specialists. Twin Training makes use of some of the wider company resources, such as a graphics department. Most of the training takes place on the second floor of a multi-use block of accommodation on Lewisham High Street. The company moved into those premises at the beginning of 2003, following refurbishment to make it suitable for training. The accommodation includes teaching rooms, a computer training suite, jobsearch facilities, interview rooms and client social areas. Twin Training makes some use of the premises that were used before the move to new accommodation.
3. The main training provided by Twin Training is through a Jobcentre Plus contract covering training for New Deal 25+ clients. In 2003-04, the company also provided programmes for New Deal 18-24 clients. In addition, Twin Training offers specific training (Skills Shop) for a few individuals in the local community using Single Regeneration Budget funding. This provision was not inspected.
4. Twin Training draws its learners from several London districts, but most are from in or around Lewisham. The 2001 census shows that the minority ethnic representation in Lewisham is 34 per cent, compared with around 29 per cent for London, and 9.1 per cent nationally. Home Office statistics show that at the end of 2002 there were just over 1,000 asylum seekers receiving subsistence-only support from the National Asylum Support Services in Lewisham, which was the 11th highest total in the London local authorities.

SCOPE OF PROVISION

Foundation programmes

5. There are 204 clients on foundation programmes. There are 173 clients on basic employability training (BET) and English for speakers of other languages (ESOL) programmes. These courses are designed to deal with the barriers faced by people who find it particularly difficult to get jobs and are in real danger of becoming permanently detached from the labour market. The programmes last for 26 weeks and include a high level of literacy, numeracy or language support, employability training and jobsearch.

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Training leads to ESOL qualifications at basic, elementary and intermediate levels, as well as speaking and listening, reading, and writing awards at entry levels 1, 2 and 3. There are a few numeracy awards at entry levels 1 and 2, and a small number of clients gain computer-related qualifications, first aid awards and manual handling awards.

6. There are many asylum seekers among the client group. A significant proportion of clients have very little command of the English language. Some have literacy and numeracy problems in their first language.

7. There are 31 clients on the New Deal 18-24 full-time education and training option. The programme lasts for up to 52 weeks and leads to a qualification or support for the development of prevocational or literacy and numeracy skills, or language support. Training also includes a period of work experience and the development of jobsearch skills.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	31
Number of staff interviews	21
Number of locations/sites/learning centres visited	2
Number of partner/external agency interviews	2

OVERALL JUDGEMENT

8. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, Twin Training's leadership and management are satisfactory. Its approach to equality of opportunity is good, but its quality assurance arrangements are unsatisfactory. The quality of the foundation programmes is satisfactory.

GRADES

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

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	4

Foundation programmes	3
Contributory grades:	
New Deal 25+	3
New Deal 18-24	3

KEY FINDINGS

Achievement and standards

9. **Progression into employment is improving.** On the adult programme, historical employment rates of 14 per cent have increased to 22 per cent in the current year. On the New Deal 18-24 programme the current employment rate is 33 per cent. Retention on both programmes is good at well over 60 per cent.

10. **The achievement of accredited qualifications is good.** Around 33 per cent of starters, or 50 per cent of those who complete their course, gain an award. There is an appropriate range of ESOL and other awards, and some clients gain additional qualifications in first aid or manual handling.

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	5	8	2	0	0	15
Total	0	0	5	8	2	0	0	15

11. **There is a particularly good learning environment at Twin Training.** The premises are smart and well maintained, with good social areas that are well used by clients. The reception staff make clients feel at ease. The professional approach of the teaching staff engenders an atmosphere of purpose and respect among clients. Some training rooms are too small for the number of clients.

12. **There is a very good rapport between staff and clients.** While learning takes place, clients are relaxed and feel comfortable in expressing their views and concerns. Clients are encouraged to offer each other mutual encouragement and assistance. There is good support for clients who have personal problems, from the tutors and the administrative staff. The staff come from a variety of backgrounds, and are able to empathise with many of the clients' experiences.

13. The jobsearch provision is satisfactory. Some clients who have never used a computer before are given the skills to enable them to use the internet to seek employment. Some of the clients, who have little understanding of English, found some of the language in jobsearch sessions difficult to understand. The jobsearch and other activities in Twin Training, including the use of internal awards, help clients increase their

confidence.

14. **The identification of individual learning needs is weak.** Clients' aims and potential are not properly examined. Diagnostic assessment is not thorough, and the systems are inappropriate for some clients. Learning needs are poorly recorded in individual learning plans.

15. **The recording of clients' progress is poor.** Individual learning plans show little detail of progress made. Targets are vague and are of little help in planning clients' programme of learning. Monthly progress tests provide some information, but the tests are not standardised. Tutors suggest when clients might move between different levels of training, but there is no systematic way of ensuring that clients who have particular skills, or problems, are in the correct class for their needs.

16. Some clients on the BET programmes need experience of real work to improve their work skills or employability prospects. **There are insufficient opportunities for work placement or work tasters for current clients.**

Leadership and management

17. **Twin Training has good long-term strategic development.** Recent expansion has been well planned and well carried out. A four-year business plan concentrates on increasing the business and improving the quality of training. Recent changes, including the appointment of a director of strategy, are providing a good framework for target-setting, performance monitoring and review.

18. **The promotion of equal opportunities is particularly effective.** Clients have basic equal opportunities material in a wide range of languages. Clients have access to staff who, between them, speak 18 different languages. Clients value the support from staff, and feel relaxed in the Twin Training environment. Good use is made of diverse images in training and routine material. Social occasions include celebration of diversity, with clients bringing in food which is particular to their country of origin. **There is a very good atmosphere of mutual respect.**

19. **Twin Training has established strong and effective links with local agencies to promote diversity and opportunity.** This helps make training more accessible to those who need it, and allows Twin Training to use partners' expertise to meet the needs of learners. A member of staff is employed specifically to link with partner organisations, which include community and refugee groups, as well as local colleges.

20. **There are some purposeful self-assessment and quality improvement activities taking place at Twin Training.** The latest self-assessment report was thoroughly prepared, and some good work is taking place from its associated action plan. Changes, such as recent expansion, staff reorganisation and inspection preparations have generated a number of specific improvement targets for individual staff members. A number of these, such as a new approach to the monitoring of client attendance, and revised handbooks, have benefited clients.

21. **Good use is made of lesson observation monitoring to improve training.** A senior tutor carries out observations at regular intervals, and tutors show signs of improvement after constructive criticism. An external consultant has also carried out observations, and actions, such as changes in resources, have been taken following his recommendations. The external observations also helped to standardise the internal observations. New staff have very detailed critiques after the practice lesson they delivered as part of their interview, and positive changes or close support have taken place where necessary.

22. Staff appraisal is satisfactory. A system has been in place for some time, but it has recently been revised. It now links more effectively with staff development, rather than just reviewing past performance. Staff qualifications and training are generally satisfactory, although insufficient staff are trained to deliver literacy and numeracy training. Communication within the company is satisfactory, with an appropriate range of meetings and methods of routine communication. The overall strategy for identifying and meeting clients' literacy and numeracy needs is satisfactory. **The initial assessment system is poor**, but most clients have satisfactory teaching and learning experiences.

23. **There is very poor access to the training premises for clients with restricted mobility.** There is currently no alternative to two long flights of steep stairs. The interior of the building does not meet the needs of these clients. There are plans to deal with these problems, but they are subject to debate with the landlord.

24. **The overall quality assurance system is ineffective.** Recently developed policies are not detailed, and individual staff responsibilities for quality assurance are not clear. Some quality assurance activities, such as lesson observations, do take place, but there is little managerial input to ensure that they take place regularly and that problems are dealt with.

25. **There is insufficient analysis of data.** The recording of some information is good, such as learners' views, achievement of qualifications, and retention and achievement. However, there is very little use of data for target-setting, and few managerial reviews of any sort of analysis. Data are generally used to examine the views of a particular group of clients, but are rarely used to identify trends.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good long-term strategic development
- particularly effective promotion of equal opportunities
- wide range of partnerships to promote diversity and opportunity
- some purposeful self-assessment and quality improvement activities
- good use of lesson observations to improve training

Weaknesses

- very poor access for clients with restricted mobility
- ineffective overall quality assurance system
- insufficient analysis of data

Foundation programmes

Strengths

- particularly good learning environment
- very good rapport between trainers and clients
- good achievement of accredited qualifications

Weaknesses

- weak identification of individual learning needs
- poor recording of clients' progress
- insufficient opportunities for work experience or work tasters

WHAT LEARNERS LIKE ABOUT TWIN TRAINING INTERNATIONAL LTD:

- the extra training and qualifications available
- the good teaching, and supportive tutors
- 'that we can read at the end of the course, although we couldn't when we arrived'
- the fact that Twin Training gives some people timetables that also lets them keep up with college courses
- 'the way they sit down and help us sort any problems'
- 'that they make us much more confident'

WHAT LEARNERS THINK TWIN TRAINING INTERNATIONAL LTD COULD IMPROVE:

- the initial explanation of what the courses will involve
- the ventilation in the rooms
- more time on computers
- some opportunities for work placements
- the access to the premises
- more speaking practice

KEY CHALLENGES FOR TWIN TRAINING INTERNATIONAL LTD:

- introduce promptly a thorough system for the identification of individual clients' needs
- ensure that client progress is clearly recorded, and that this information is effectively shared and acted upon by staff
- fully implement a detailed quality assurance system
- ensure that data are reviewed and acted upon routinely

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good long-term strategic development
- particularly effective promotion of equal opportunities
- wide range of partnerships to promote diversity and opportunity
- some purposeful self-assessment and quality improvement activities
- good use of lesson observations to improve training

Weaknesses

- very poor access for clients with restricted mobility
- ineffective overall quality assurance system
- insufficient analysis of data

26. Twin Training has good long-term strategic development. Changes in the government training programmes are clearly linked with broader developments in the commercial part of the company. For instance, there are plans to use the work placements organised by the commercial sector for clients on New Deal programmes. There have been well-planned and well-carried out major changes in the two years preceding the inspection. These include a move to purpose-designed premises, which increased the training accommodation fourfold and teaching staff threefold. Twin Training has a clear four-year business plan which identifies significant changes in its approach to training that are linked to business imperatives, but which also require improvements in quality of provision. However, there is little use of retention and achievement targets in its planning. A part-time director of strategy is giving a clearer focus to the long-term business needs and is ensuring that these are being dealt with by medium-term planning, good target-setting, and regular reviews. The director of strategy is used effectively as a neutral chairperson of several meetings. Staff reorganisations, partly driven by expansion, have meant some overlap of responsibilities, but recent reviews of job descriptions have given most staff a better understanding of their tasks.

27. The staff appraisals are satisfactory. A recent change from an annual performance review system to a more regular personal development review has yet to have a significant impact. There is adequate staff training. Training is now recorded more clearly through the new appraisal system, and partly with the introduction of a central record of staff training requirements and activities. Most individual staff training needs are being met, although there is little formal management review and company-wide planning.

28. Communication within the company is satisfactory. There is an appropriate range of

meetings, at various levels, with essential items recorded and satisfactory monitoring of the main actions. A weekly tutors' meeting, which is an important element in trying to identify and meet clients' needs, relies on a number of systems, such as charts on the staffroom wall, to generate actions. This does not always ensure that clients' needs are met. There is appropriate use of e-mail to help staff understand the company developments and client activity. There is good use of training afternoons, which allows staff to discuss matters of specific and broader interest. Resources in the centre are adequate.

29. Identifying and meeting clients' literacy and language needs is an important part of the provision. The overall strategy is satisfactory. Formal identification of individual needs is poor. However, most clients have satisfactory teaching and learning experiences. Numeracy needs are also identified and some of the clients have satisfactory support with numeracy. On the ESOL programme the main effort is directed towards improving the clients' literacy and language skills, with limited numeracy work.

Equality of opportunity

Contributory grade 2

30. Promotion of equality of opportunity is particularly effective. There are clearly written policies and procedures that refer to and meet relevant legislation. Policy documents deal with equality, grievances, work-life balance, bullying, harassment, whistle blowing and HIV/AIDS. The documents are reviewed every two years and are available at locations around the provider's premises, as well as in staff and client handbooks. A director of the company has responsibility for equality of opportunity. All staff have attended training in equality of opportunity. The provider has thoroughly evaluated the training and is currently organising further sessions for staff.

31. When a client is referred to Twin Training, the equal opportunities policy and other elements of the client handbook are usually available in their first language. The provider has staff who are able to speak eight of the most common languages spoken by clients, and regularly calls on staff from other divisions of the company to communicate in a further 10 languages. Clients value the opportunity to speak with staff in their native language, especially during induction and when dealing with complex problems on benefits or housing.

32. The company has a policy of employing former clients whenever possible, and the current administrative team consists entirely of individuals who have progressed from training. There are many photograph displays and visual images around the company's premises to celebrate success and promote diversity. The provider has developed flexible training programmes and timetables for clients who have domestic and personal commitments. Clients' religious observance and prayer needs are also taken into account when planning training programmes. Social events are held at regular intervals; they include clients' families and celebrate diversity through clients bringing in food which is particular to their country of origin.

33. Twin Training has established many strong and effective partnerships with local agencies to promote diversity and opportunity. A member of staff is employed

specifically to link with partner organisations and promote training among under-represented groups. Discussions take place frequently with community and refugee groups to ensure that provision is meeting the needs of target groups. The company maintains very good links with a local college and several other training providers so that clients who have a disability or a learning need that cannot be met at Twin Training may access training. Good links are also maintained with the local chamber of commerce to provide up-to-date information on job opportunities and economic trends.

34. Senior managers collect and review data on equal opportunities each month and each quarter. The number of referrals, the number of qualifications gained and the number of job outcomes for clients across minority ethnic groups are discussed. However, these data are not sufficiently detailed, or linked to quality improvement activity, and do not yet produce clear actions or targets.

35. Twin Training provides clients with a wide range of support, information, advice and guidance. During timetabled tutorial sessions, clients can raise problems relating to housing, benefits, travel or domestic issues. Tutors may respond directly, or may refer clients to the company administration manager who contacts appropriate agencies on their behalf. Many clients have been able to deal with their problems and continue their training after support from staff.

36. There are clients from nearly every major ethnic group. White British clients account for just under 10 per cent of the overall numbers. There is an atmosphere of mutual respect and support, which is shown in behaviour in classes and recreational areas, and came across strongly in client interviews.

37. There is very poor access for clients with restricted mobility. The new main training centre is only accessible using a long flight of steep stairs. A second site, where clients can use social facilities and gain free internet access, is also reached by stairs. The interiors of both premises do not meet the needs of clients who have restricted mobility. Toilets, classroom entrances, kitchen and social areas are currently unsuitable for such clients. The provider has been negotiating with its leaseholders and property owners for over 12 months and has now secured agreement for the installation of a lift, as well as ramps and other adaptations to the building entrances and public areas.

Quality assurance

Contributory grade 4

38. There is some purposeful self-assessment and quality improvement activity in Twin Training. The company completed its second self-assessment report four months before the inspection. The most recent report is thorough, and is based on good research and a wide range of evidence. Two managers spent significant time preparing the report. They ensured that all staff, and some clients, were involved in the final production. The report is clearly laid out, and most weaknesses identified by the inspection are also noted in the self-assessment report. The main grades were the same as those given by inspectors. A manager is responsible for the associated development plan and most of the planned actions are being carried out.

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39. Over the past year there has been a range of specific quality initiatives that have had a beneficial impact on clients. Some of these initiatives have been driven by the increased staff numbers and staff reorganisations. Others have been linked with personal development reviews, and have resulted in some good, detailed individual targets that have been well monitored. For example, one member of staff was given the task of changing the system for monitoring client attendance. This task has just been completed and Twin Training now has a good structure for identifying, recording and acting on client absences. There have also been many helpful initiatives, such as client and tutor handbooks, which have been partly driven by a long preparation for inspection. The benefits of this latter work have been, to some extent, negated by managers not having time in the short-term to carry out some of their routine analysis and monitoring duties.

40. Twin Training uses lesson observations well to improve the quality of training. All staff should be observed at least every three months by the senior tutor, but this target has not been met. However, most staff have had a reasonable number of observations. The observations result in constructively critical comment, and many staff could recall changes they made to their teaching as a result of the observations, and linked this activity with their appraisal and discussion of training needs. An external consultant has also carried out observations on most staff, again leading to positive feedback, including the introduction of overhead projectors. The external consultant also offered helpful advice to the senior tutor on lesson observations. When Twin Training recruits new tutors they have to take a practice lesson as part of the recruitment process. Those lessons are also used extremely well as development opportunities, with very detailed critiques that have led to support for new tutors, or have been fed back to the new tutors who have amended their approach in line with the advice given.

41. The overall quality assurance system is ineffective. A recently issued quality assurance policy has yet to be fully implemented. The policy is not detailed and responsibilities are assigned at a broad level with limited structure to a reporting or monitoring system. The first main procedures have been well written but are not yet implemented. There are few formalised checks to ensure that many routine staff and management activities are taking place as planned. For instance, while helpful lesson observations do take place, senior managers are not aware if they are taking place routinely in accordance with a planned timetable, nor do they get any formal summary of the results. A recent review of responsibilities and job descriptions, and other activities, have made responsibilities for many routine activities clearer, but they have not been clearly matched with quality assurance responsibilities. For example, client files have recently been split into two parts. The part with administrative details is well maintained, with routine checks of the contents. Those files that have details of clients' learning are poorly maintained and rarely checked or formally reviewed.

42. There is insufficient analysis of data at Twin Training. Much data are collected on client progress, retention, achievement, qualifications and client feedback. The results are maintained and reviewed by individuals, but in most cases not in a systematic way and with little detailed management information generated. Overall, qualification rates are considered occasionally, but there is no detailed analysis of trends in achievements of specific qualifications. Good client feedback is gathered on a class basis, from

questionnaires, reviews and interviews, and then charts and a simple analysis are produced. However, changes as a result of these data only take place after general discussion by staff who are directly involved in the process. There is no cumulative objective review and analysis of data. There is no formal management review of the information gathered. Recruitment figures, usually linked to financial targets, are examined by higher levels of management, but there is very little examination of what is happening in respect of client retention and achievement. Client progress is examined when tutors draw attention to specific issues, but there is no system for the routine examination of client progress by other interested parties.

AREAS OF LEARNING

Foundation programmes

Grade 3

Programmes inspected	Number of learners	Contributory grade
New Deal 25+	173	3
New Deal 18-24	31	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- particularly good learning environment
- very good rapport between trainers and clients
- good achievement of accredited qualifications

Weaknesses

- weak identification of individual learning needs
- poor recording of clients' progress
- insufficient opportunities for work experience or work tasters

Achievement and standards

43. Progression into jobs is improving. The employment rate was 14 per cent over the past two complete years for the adult programme, although the current year is showing 22 per cent. Retention rates are regularly over 60 per cent. In the current year, 33 per cent of New Deal 18-24 clients who have left the programme have gained a job. The current retention rate for 18-24 clients is good at 69 per cent.

44. The achievement of accredited qualifications is good. In the first half of 2003-04, 191 clients achieved 214 qualifications. In the previous two years, 50 per cent of those who completed their course gained a qualification. The main qualifications were ESOL awards at basic, elementary and intermediate levels, as well as speaking and listening, reading and writing qualifications at entry levels 1, 2 and 3. There were a few numeracy awards at entry levels 1 and 2, some information technology qualifications. Twelve clients gained additional awards in first aid and 10 gained an award in manual handling.

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

Jobcentre Plus funded programmes																
New Deal 18-24																
	2003-04															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	49															
Retained*	11															
Planned learning completed	11															
Gained job	6															
Still in training	31															

*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

Jobcentre Plus funded programmes																
New Deal 25+																
	2003-04		2002-03		2001-02											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	344		321		214											
Retained*	116		198	62	139	65										
Planned learning completed	104		164	51	118	55										
Gained job	37		46	14	29	14										
Still in training	173		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

45. There is a particularly good learning environment at Twin Training. All areas are in a good state of decoration, and are kept very clean and tidy. Reception staff are based in a well-laid out and constantly manned reception area. They deal effectively and pleasantly with new and regular clients. The area for clients' breaks is well equipped and regularly used. Clients appreciate this facility. Teaching staff create a professional atmosphere in their classes which promotes good attendance and respect among all parties. Clients tend to move promptly and quietly to their classes, and rarely overstay their time in the communal areas. Classrooms are suitably equipped with whiteboards, overhead projectors and other teaching aids. There is a good computer suite which has modern equipment and up-to-date software. However, some classrooms are too small for the size of groups. Most classrooms have no outside windows. During the inspection the air conditioning system was out of action and some classrooms were hot. Staff qualifications are generally satisfactory, but insufficient staff are formally trained in

the delivery of literacy and numeracy. This training need is recognised by management, and training is being organised. Some staff have insufficient awareness of the language needs of basic ESOL clients and do not use suitable language in induction briefings, for example. Some clients did not fully understand what was being taught during the jobsearch sessions.

46. There is a very good rapport between clients and staff at Twin Training. Clients feel comfortable in voicing their opinions in class. Many of them have come to the country as asylum seekers or political refugees and value the chance to express their ideas freely. Many of the staff are former Jobcentre Plus clients and are sympathetic to the needs and concerns of the clients. However, tutors maintain an appropriate level of professional detachment to ensure that they can manage the learning. Within the classroom sessions there is very good interaction between clients who come from very different language, cultural and religious backgrounds. There is a good system of encouraging clients from similar backgrounds to give each other mutual support. There are regular social events held at Twin Training's premises. Celebrations of success take place based on achievement of formal qualifications and internal awards, and are positive incentives for some clients.

47. Teaching and learning are satisfactory. Sessions are well planned and trainers are able to use a range of teaching techniques. There is good use of group and pair work in learning sessions to enable clients to practise their oral skills and increase their confidence. However, there is little differentiation of learning between a range of clients working on the same task. Clients who have good language skills are not being sufficiently challenged and those with a lower level of language do not always understand what is required of them. In some classes there is insufficient demonstration of correct pronunciation and intonation. In one class, clients were required to read from a worksheet without hearing an example of the correct pronunciation and intonation from the tutor. Insufficient attention is paid to the needs of ESOL clients who have literacy problems in their first language. Twin Training has previously run handwriting classes to deal with this need. However, with the increase in the number of clients coming to the centre, there is no space on the timetable to continue with the classes. There is an over-reliance on worksheets in classroom sessions.

48. The jobsearch sessions are satisfactory. Clients are able to use the internet and telephone, and access newspapers. Many clients have never used the internet before and are pleased with their newly acquired basic computing skills. Videos are used well to teach interview techniques in the jobsearch sessions. Clients use this as a starting point for discussion about what makes a good interview and points to avoid when going to their own interview. Clients value the jobsearch activity and the confidence it gives them.

49. Staff offer clients support for a wide range of personal and learning issues. For example, assistance has been given to clients who have housing problems, childcare issues, benefit concerns and transport problems. Staff have good links with external agencies and are able to direct clients to these. Many of the staff at Twin Training are former Jobcentre Plus clients and are very empathetic to the needs of clients who have

literacy, numeracy and language problems. They are good role models for the clients. One member of staff is a qualified counsellor and offers individual counselling sessions. Training staff now have specific pastoral responsibilities to a tutor group, and tutorial sessions are programmed into the timetable. These sessions are valued by clients who have difficulties, but some clients who do not have current problems feel that the sessions interfere with their training.

50. The identification of individual learning needs is weak. There is insufficient exploration of clients' aims and potential at the start of the programme. One client's individual learning plan stated that he wanted a job in catering, but this was not what he wanted to do and he was unaware that it had been recorded. Diagnostic assessment is not thorough. ESOL clients are required to complete a literacy assessment at the start of their course but the language is inappropriate for ESOL learners. Twin Training is aware of this and is negotiating with Jobcentre Plus to run the test later in the programme when the client has a better understanding of English. Individual learning plans are not detailed. The results of initial assessments are recorded in the individual learning plans, but there are no details about how individual needs are to be met. There are some references to the completion of milestones, but these statements are very general. There are no references to any of the clients' work as evidence of their achievements. Given that the initial assessment is not thorough, it is difficult to measure and record overall progress. Twin Training has had the improvement of individual learning plans as a target since its previous inspection.

51. The recording of clients' progress is poor. For instance, there is insufficient recognition of the acquisition of personal skills, such as team working, problem-solving, timekeeping, attendance and self-confidence, which many gain during their programmes. These skills are not detailed on their individual learning plans and some clients are unaware of their progress. As many clients do not gain employment on completion of their programme, these soft and transferable skills may be the only positive outcome which is important to the future progress of the client. Monthly progress tests are used to measure achievement, but are not standardised across the organisation. New tests are created at the end of each four-week period to reflect the themes and language units covered. Some learners are more skilled in one of the four areas of language and tutors can suggest that clients can move between different classes. However, there is no systematic procedure that enables clients to move to a group that better reflects their needs. Progress reviews are poor. Insufficient clear objectives in individual learning plans makes monitoring difficult. There are no specific or measurable targets set and action statements are usually very general and have no continuity.

52. There are insufficient opportunities for some clients to take part in a work placement or work taster. Twin Training offers BET programmes to a wide range of clients who have many barriers to progress. Many clients receive appropriate support just from Twin Training sessions, but some would benefit from experience in the workplace. This is not noted as a milestone in those clients' individual learning plans. There are only five clients taking part in work experience.

Leadership and management

53. The management of the foundation programmes is satisfactory. Timetabling is complex, but is carried out effectively. In many cases, timetables are adapted to meet the needs of an individual, including lone parents and those with other training commitments. The monitoring of lesson materials and teaching and learning standards is satisfactory. The teaching staff work well as a team. There is an appropriate number of managerial and support staff but insufficient formalised sharing of information on clients' progress. There is insufficient language development for some staff to enable them to communicate with clients who have an extremely low level of spoken English. Some of the teaching staff are unsure of the qualifications the clients are taking. There is insufficient moderation and standardisation of the assessment processes. The new managers are working towards improvements in the area of learning, for example by refining the schemes of work and making the induction process more understandable.