

# REINSPECTION REPORT

## **Gloucestershire Training Group Limited Reinspection**

**28 October 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

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

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

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

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## **Gloucestershire Training Group Limited Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Gloucestershire Training Group Limited (GTG) was established in 1978 to provide work-based learning in engineering. It is a small engineering group training association with charitable status, owned and managed by nine local companies in the engineering manufacture and production sector. It also provides work-based learning in engineering for learners from eight non-member companies in these sectors. GTG trains apprentices and advanced apprentices in electrical and mechanical engineering. Since 1993, the number of member companies and also the number of learners that GTG trains has decreased.

2. GTG's engineering training centre is housed on a small industrial site in Gloucester. The management board consists of a senior representative from five of the member companies and the chief executive of GTG. The chief executive is also the group training manager and company secretary. He is responsible for the operational and strategic management of the company. He is supported in this by a training co-ordinator who also acts as a personal assistant. GTG has 10 staff. The training team consists of a chief instructor and two instructor/trainers, a training officer and a further education co-ordinator who manages the background knowledge and technical certificate training, which is subcontracted to three local colleges of education. There are two support staff. GTG is accredited as an Investor in People, a national standard for improving an organisation's performance through its people.

3. GTG funds its training largely through the Gloucestershire Learning and Skills Council. However, in the face of decreasing numbers, the management board has authorised the use of the organisations charitable reserve to continue delivering training for its apprentices and other employees. Since 1993, occupancy of the centre has fallen from 48 apprentices and 12 other learners to a total of 21 in the current first year of off-the-job training. GTG's training centre is currently on a newly negotiated short-term lease pending future developments. Approximately 4 per cent of Gloucestershire's employment is in advanced engineering, mainly in the manufacture of measuring instruments, aircraft and motor vehicles. Gloucestershire has a minority ethnic representation of 2.8 per cent, according to the 2001 census, compared with a national average of 9.1 per cent. The proportion of school leavers in Gloucestershire achieving five or more general certificates of secondary education (GCSEs) at grade C or above is high. In 2003, it was 61.2 per cent, compared with 52.9 per cent for England as a whole.

### SCOPE OF PROVISION

#### Engineering, technology & manufacturing

4. Sixty-nine learners are following engineering training programmes. Twenty of these learners are working towards a level 2 apprenticeship, 10 in mechanical engineering and 10 in dual skills engineering. The other 49 learners are working towards an advanced

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apprenticeship, 20 of them in mechanical engineering, 28 in electrical engineering and one in dual skills engineering. Learners are employed by local companies in the Gloucestershire area. During their first year in training, learners attend GTG's training centre in Gloucester full time and follow a level 2 national vocational qualification (NVQ) in performing engineering operations. On-the-job training is provided at the employers' premises and learners attend one of three colleges of further education on a day-release basis to work towards a technical certificate. Progress review visits are planned to take place every six weeks.

5. Learners receive an initial assessment at the start of their programme. Induction to GTG's programmes takes place in the training centre. Learners also undergo workplace inductions with their employers. Learners' skills and knowledge are assessed during on-the-job training visits by GTG's training officers and by employers' staff who are accredited work-based assessors.

## ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	9
Number of learner interviews	21
Number of staff interviews	14
Number of employer interviews	12
Number of locations/sites/learning centres visited	11
Number of visits	10

## OVERALL JUDGEMENT

6. At the previous inspection in July 2003, GTG's leadership and management and its arrangements for quality assurance were found to be unsatisfactory. Its approach to equality of opportunity was satisfactory, as was training in engineering, technology and manufacturing. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

## GRADES

Grades awarded at previous inspection

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

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

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Engineering, technology & manufacturing	3
Contributory grades:	
Work-based learning for young people	3

### Grades awarded at reinspection

*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	3
Quality assurance	3

Engineering, technology & manufacturing	2
Contributory grades:	
Work-based learning for young people	2

## KEY FINDINGS

### Achievement and standards

**7. Retention rates are good and completion rates are improving on apprenticeship programmes.** These aspects of training have improved since the previous inspection. The retention rate has risen from 75 per cent for learners starting in 2000-01, to an impressive 100 per cent for learners starting in 2003-04. The apprenticeship completion rate has improved from 63 per cent for 2001-02 to 80 per cent for those who commenced their training in 2002-03. All of the 2003-04 intake have successfully completed their key skills qualification and level 2 NVQ. Progress on advanced apprenticeship has improved and is now satisfactory.

**8. Learners' attainment of additional qualifications is good.** Many learners have achieved or are working towards a wide range of additional qualifications. Ninety per cent of current learners are working towards academic qualifications in excess of their framework requirements. Twenty-two per cent of advanced apprentices are working towards key skills qualifications that are above the required standard for their framework.

### Quality of education and training

**9. Development of learners' skills is good during on- and off-the-job training.** The 2003-04 intake of learners became competent in all aspects of their key skills qualifications within the first year. First-year learners complete a design and build project that extends their competence in engineering well beyond the requirements of the programme.

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Learners leave the training centre with high levels of confidence and self-esteem.

10. Very good resources are available to learners in the workplace. Most of GTG's employers have an international reputation for high-quality products. Learners have good access to training opportunities and state-of-the-art, company-specific machinery.

11. **Learners' progress is now monitored very closely**, and their achievement of NVQs and key skills qualifications is managed more effectively than at the previous inspection. All first-year learners have a clear understanding of their current positions. Monitoring of work-based learners is particularly effective. Learners constantly refer to their individual learning plans, and keep them up to date.

12. Courses and programmes taken by learners are satisfactory. They meet the demands of the employers and the aims of all learners.

13. **Support for learners at GTG is particularly effective.** Most learners have designated work-based mentors and some have work-based assessors. Employers visit their learners regularly while they are still undergoing their first-year training at GTG. Employers work with GTG's training officers to provide good opportunities for assessment. Learners are set realistic, achievable targets. Support for additional needs is made available when necessary and employers allow learners time at work to carry out NVQ and key skills work.

14. **The amount of assessment by observation of learners' activities in the workplace is insufficient**, and too much reliance is placed on the assessment of documentary evidence. GTG has plans to increase this but these plans have still to be fully implemented. Internal verification of assessment activities carried out in the training centre at GTG has improved significantly since the previous inspection and is now satisfactory. However, the number of observations of assessors being carried out in the workplace is still insufficient.

### Leadership and management

15. **GTG's strategic management is clear and deliberate.** The chief executive of GTG is a forceful and highly organised leader who sets a demanding standard for staff and learners. The targets and values of GTG are conveyed with conviction to all employers and subcontractors. The current business plan outlines options for maintaining viability in a contracting market for engineering training. The organisation's financial situation remains sound despite falling recruitment and a reduction in income.

16. **The management of training is good.** Staff are in frequent contact with all the learners and know them well. The in-house initial training is particularly well managed, with well-resourced workshops and the regular review and assessment of learning. The achievement rate for key skills qualifications has improved significantly across all levels since the previous inspection. Completion rates for apprenticeships and advanced apprenticeship frameworks have also improved noticeably.



17. **Communications at GTG continue to be very effective.** Staff work together to ensure that learners receive the support and training that enable them to succeed. They receive regular reports on all aspects of the business and training at regular monthly staff meetings. Internal verifier and instructor meetings serve as a forum for staff development activities and for the sharing of good practice. GTG's board are kept closely informed about the quality of the training and progress on the development plan.

18. **GTG has particularly effective partnership arrangements.** It has very close and productive working relationships with major employers in Gloucestershire, especially the nine companies which are members of the training group and a further eight companies for whom GTG also recruits and trains.

19. **Arrangements for assuring the quality of training provided by the three subcontracted colleges are ineffective.** Problems experienced by last year's learners have yet to be resolved. However, a more constructive dialogue is now taking place between college staff and the further education co-ordinator at GTG. No alternative providers could supply this level of training in the area.

20. **GTG employs a good range of strategies for targeting under-represented groups.** A number of projects are underway to identify barriers for learners. Areas of low applications are to be targeted in the next recruitment drive. Tasters to encourage more women applicants have been developed and less-qualified learners with the right attributes are given alternative routes into training.

21. Learners' awareness of equality of opportunity is satisfactory. They demonstrate a clear knowledge of the grievance and appeal against assessment procedures. Some discussion of equality of opportunity takes place in the workplace but there is little formal monitoring of policies or their implementation.

22. Quality assurance arrangements at GTG have improved markedly since the previous inspection. The system is now easy to understand and is suited to the organisation. However it is too early yet to judge the effectiveness of many of these arrangements. Internal verification and assessment are satisfactory within GTG. However, the amount of assessment by observation happening in the workplace is still insufficient, and little work-based internal verification takes place.

23. Self-assessment at GTG involves all parties. The most recent self-assessment report gives a clear and largely accurate picture of the strengths and weaknesses and how GTG has progressed since the previous inspection. The resulting development plan is evaluated and reviewed on a quarterly basis.

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

### **Leadership and management**

#### **Strengths**

- clear strategic direction
- good management of training
- good internal communications
- particularly productive partnership arrangements
- good range of strategies for targeting under-represented groups

#### **Weaknesses**

- ineffective arrangements for assuring the quality of college training

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

#### **Strengths**

- good retention rates and improving completion rates for apprenticeships
- good attainment of additional qualifications
- good development of skills
- effective monitoring of learners' progress
- particularly good learning support

#### **Weaknesses**

- insufficient observation of learners and assessors in the workplace

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

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

#### **Strengths**

- clear strategic direction
- good management of training
- good internal communications
- particularly productive partnership arrangements
- good range of strategies for targeting under-represented groups

#### **Weaknesses**

- ineffective arrangements for assuring the quality of college training

24. GTG is managed well. A clear strategy for achieving the organisation's objectives is in place. The chief executive of GTG is a forceful and organised leader who sets a high standard for staff and learners. The targets and values of GTG are conveyed with conviction to all employers and subcontractors. Responsibility for different aspects of training and its improvement is allocated to GTG's team members and external partners. The current market for engineering training is limited compared with the opportunities available several years ago. The rolling business plan for the next five years outlines a number of options for maintaining viability. The financial situation at GTG is sound despite falling recruitment and a reduction in income over the past four years. Staff at GTG are all well qualified to deliver the training programme. The staff appraisal process at GTG is thorough. Individual staff members' performance is monitored closely, with constructive feedback given on areas for development and improvement. Investment in staff development and training is linked to business targets and staff members' contributions to the post-inspection action plan have been closely monitored. The progress made since the last inspection has been achieved through close teamwork and full staff co-operation.

25. The management of training at GTG is good. Staff are in frequent contact with all the learners and know them well. The training co-ordinator and chief executive monitor learners' progress closely through a progression matrix kept centrally and updated regularly by tutors and assessors. Initial training is particularly well managed during the first year in generously resourced workshops. Learners work in different workshops in the training centre, acquiring a good range of skills to prepare them for work in their second year. They are confident in their ability to perform at the required level and they assume responsibility swiftly once in the workplace. There has been a significant improvement in the achievement rate for key skills qualifications across all levels since the

previous inspection, especially in the first year at level 2. However, there is still some slow completion of higher-level key skills by third- and fourth-year learners.

26. GTG has made improvements to the induction process and the sessions observed during progress monitoring visits were satisfactory. GTG carries out an initial assessment on all learners before their induction and in addition to that carried out by employers. Follow-up support for numeracy and literacy is provided both on and off the job. There has been a notable improvement in the completion of apprenticeship and advanced apprenticeship frameworks since the previous inspection. Links between GTG, its learners and their employers and mentors are particularly close. GTG makes some good use of learners' feedback to improve aspects of training, such as the better use of witness testimony in assessment, a reduction of the working week and tackling problems with local colleges.

27. Communications at GTG continue to be very effective. Staff at GTG work closely to ensure that learners receive the support and training that enable them to succeed. Staff are regularly updated on operational, training and administrative matters on a daily basis, through memos and at monthly staff meetings. Monthly internal verifier and instructor meetings also serve as a forum for staff development and the sharing of good practice. Information on a variety of GTG's operations is available on the intranet to which all staff have access. There is a well-established apprentice committee chaired by the chief executive which meets regularly and acts as the formal conduit of information between first-year learners and the organisation. Five representatives of member companies serve on the GTG's board. They are kept informed of all key business processes, and learners' progress and achievement rates, at the regular group member board and executive meetings.

28. GTG's partnership arrangements are effective. It has very close working relationships with major employers in Gloucestershire. Currently nine companies are members of the training group. Representatives of five companies are board members. They advise the organisation and contribute to its strategic direction. GTG has been instrumental in procuring and implementing a virtual learning centre. This has been achieved through an effective partnership arrangement between two local colleges, GTG and two of its major employers. All sites are linked over the internet, and learning sessions are stored and can be accessed remotely. It is under-used by partners, but it is used by current learners at GTG for key skills qualifications practise and tests, background knowledge questions and recording learners' progress. GTG is in negotiation with a local college to extend existing training provision. It is also working in collaboration with a large local employer to establish a centre of vocational excellence. In addition, it is an active contributor to various local projects aimed at attracting new learners and extending learning partnerships.

### **Equality of opportunity**

### **Contributory grade 3**

29. GTG employs a good range of strategies for targeting under-represented groups. It is involved in several projects to identify barriers to learners. For example, an equality and diversity impact measures project, identified barriers through surveys and employers,

and involved GTG going into three schools to encourage more female learners into engineering. A project funded by the European Social Fund promotes the higher education opportunities available to engineering apprentices and employers. This has now been built into the training programme for all first-year learners and will be shared with other learners as the year progresses. GTG carries out an analysis of learners and recruitment broken down by school and postcode. It is targeting low application areas in its February recruitment drive. It is also running tasters training for girls in targeted schools, using videos promoting women in science and engineering, and activities designed to engage women learners. Less qualified learners with the right qualities and motivation are not excluded from the opportunity to train with GTG. One employer has devised an individual learning route to enable such a learner to take up an apprenticeship by doing a preparatory foundation course.

30. Learners have satisfactory awareness of equality of opportunity at GTG. The organisation has an equal opportunities policy which it promotes through the induction process by the use of videos, activities and presentations. Learners demonstrate a clear knowledge of the grievance and appeal against assessment process procedures. Equality of opportunity is reinforced through systematic questioning conducted during progress reviews. However, sometimes this questioning is rather cursory and results in little discussion or increase in understanding. Marketing materials include images of GTG's own learners, employers and their products, and feature men and women and minority ethnic groups. Literature for learners and employers is appropriately placed and pitched. Monitoring of equality of opportunity in the workplace is satisfactory. Policies are examined by tutors and assessors, who discuss the contents with learners and employers as part of the review process. However, GTG does not formally monitor the implementation of these policies. GTG has offered to support one employer without a policy, by helping them to produce one.

31. Learners with restricted mobility have no access to the second floor of the training centre, and GTG has no disabled toilet facilities. However, the current lease on the centre has only 18 months to run and no current learners have a disability. GTG's new premises will be required to have appropriate access. Three of the 69 learners at GTG are women, and two are from a minority ethnic group. All staff members are familiar with the terms of the Disability Discrimination Act 1995 and Racial Discrimination Act 2000 and receive regular updates of the requirements this legislation places upon them. Learners are fully informed about current equality and diversity legislation in their induction programme.

### **Quality assurance**

### **Contributory grade 3**

32. GTG's quality assurance arrangements have improved markedly since the previous inspection. The system is easy to understand and is suited to the organisation. It is directed by a standard operating procedures manual that contains all GTG's policies and key procedures. These operate on a cyclical basis and are updated annually by the owners of each process. GTG's approach to quality assurance is now more consistent. However, it is too early to judge the effectiveness of many of these arrangements. Graded observations of training are carried out on all staff, with useful feedback

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provided. However, in some cases this feedback is not sufficiently detailed. Individual learning plans and progress review documents are audited regularly to assure the quality of the contents. Internal verification and assessment are satisfactory within GTG. There is still insufficient assessment of learners by observation happening in the workplace, and little observation of assessment practice in the workplace. Plans to increase this have not yet been fully implemented.

33. The self-assessment process at GTG involves all parties. The most recent self-assessment report gives a clear and largely accurate picture of GTG's strengths and weaknesses and how it has progressed over the past year. It is an integral part of GTG's quality assurance system. Learners, staff, members of the administrative team and external stakeholders all contribute to the process. Feedback is collated by the chief executive, who produces a draft report for circulation and comment. The final report generates the action plan for corrective action and continuous improvement. The development plan has contributed significantly to the improvements noted since the previous inspection. It is evaluated and reviewed formally on a quarterly basis to coincide with group management board meetings and is amended informally at staff meetings as progress is made and goals are achieved.

34. GTG's arrangements for assuring the quality of training provided by all three subcontracted colleges are ineffective. This was not judged to be a weakness at the previous inspection. Problems experienced by learners and employers in the past year include frequent changes of staff, staff sickness and absences, loss of teaching and learning time, unfinished and unmarked assignments, misinformation about project deadlines, late or missing reports, and a failure to report regularly on attendance and work completion rates. Despite comprehensive new service level agreements and a more structured and frequent dialogue between GTG and college staff over the past few months, many of these problems remain unresolved. Interviews with learners, employers and staff during the reinspection revealed that many learners are still experiencing difficulties. This is borne out by learners' and employers' feedback. GTG has no alternative training providers to supply this level of training in the area.

## AREAS OF LEARNING

### Engineering, technology & manufacturing

### Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	69	2

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

#### Strengths

- good retention rates and improving completion rates for apprenticeships
- good attainment of additional qualifications
- good development of skills
- effective monitoring of learners' progress
- particularly good learning support

#### Weaknesses

- insufficient observation of learners and assessors in the workplace

### Achievement and standards

35. Retention rates on apprenticeships are good, and completion rates are improving. The retention rate was 75 per cent for the 2000-01 intake, 83 per cent for learners starting in 2001-02, and 80 per cent for those starting in 2002-03. It increased to an impressive 100 per cent for the 2003-04 intake. The completion rate for apprentices has improved from 63 per cent for the 2001-02 intake of learners, to 80 per cent for those who commenced their training in 2002-03. The 2003-04 intake of learners have yet to complete the academic content of their frameworks. However, all 10 have successfully completed their key skills qualifications and their level 2 NVQ in performing engineering operations. Progress on advanced apprenticeship is satisfactory, with only two learners currently out of their funding period due to extenuating circumstances. This is a significant improvement on progress at the previous inspection, which was judged to be slow with 13 learners exceeding their time limit.

36. Many learners achieve a wide range of additional qualifications or are working towards them. Courses are relevant to the industries in which learners are employed and include manual handling, lifting and slinging, quality management awareness, higher education courses, abrasive wheel regulations and construction site safety passports. At present 90 per cent of learners are working towards academic qualifications in excess of the requirements of their qualification framework. Additionally, 22 per cent of advanced apprentices are working towards key skills qualifications that are also in excess of the required standard. Some learners are completing a level 2 NVQ with additional units,



which will enable them to work successfully as electrical and mechanical technicians.

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

37. Learners' develop good skills during both on- and off-the-job training. Learners attending the training centre are taught skills that enable them to perform relatively complex tasks early on in their programme. All learners in the 2003-04 intake acquired competence in all aspects of their key skills qualifications during their first year of training. At the end of their first year, all learners complete a design and build project. This extends their competence in engineering to beyond the requirements of the level 2 NVQ programme. They gain additional skills in research, budgets, teamworking and presentation skills. Employers and learners value this aspect of training. The basic training given ensures that when learners enter the workplace they swiftly become full team members and make a valuable contribution to their company's engineering or manufacturing function. Additionally, learners leave the training centre with a high level of confidence and self-esteem. All learners are employed in factories whose products demand high-quality engineering skills. Learners' skills are developed further, often in specialised branches of engineering such as measurement and control instrumentation, aerospace support industries, precision manufacturing and bulk material movement and storage.

38. Learners in the workplace have access to exceptionally good resources. Most employers have businesses in high-quality engineering manufacturing industries with international reputations. Industries cover such areas as aerospace, automotive, metrology and related supply-chain businesses. Learners have good access to training opportunities on state-of-the-art, company-specific machinery and equipment. Learners' skills and competences are developed safely and quickly, and maximum benefit is made of the opportunities available. Staff in the workplace are well qualified technically and have a wealth of experience and expertise on which to draw.

39. GTG monitors learners' progress very closely and the achievement of NVQs and key skills qualifications is managed much more effectively than at the previous inspection. Good monitoring documents are used in the training school to monitor level 2 NVQs and key skills qualifications. NVQ progress charts are posted on the walls of the workshop and learners consult these frequently. Monitoring of progress for work-based learners is particularly efficient. Individual learning plans are present in all NVQ portfolios and are referred to regularly by learners and kept up to date. They have an attached monitoring document that identifies all aspects of their NVQ progress. Learners and assessors check these together as assessments are completed. All of GTG's learners are well aware of the progress they are making on their NVQ programme.

40. The courses and programmes taken by learners are satisfactory. They meet the demands of the employers and the aims of the learners. In all instances, level 2 and level 3 NVQ units are selected after consultation between GTG, the learners and the employer. Some companies have additional training requirements and learners take additional NVQ units at level 2 during their off-the-job training period.



41. Support for learners is particularly effective. Most learners have designated work-based trainers and mentors, and some have work-based assessors. There are many effective work-based learning programmes in place. These are reviewed frequently by employers. Learners are often visited by their employers while they are still undergoing their initial training at GTG. Together with GTG's training officers, employers support learners by providing good opportunities for assessment. Learners request assessment when they have collected adequate evidence to cover the assessment criteria, and are invited to bring evidence to any of the regular six-weekly visits carried out by training officers. Learners are confident, enthusiastic and well motivated and they produce very good work. GTG's training officers are knowledgeable and supportive. They set learners realistic, achievable targets and ensure that they apply themselves appropriately to the required workplace activities and tasks. The progress review process is thorough and well documented, including contributions from both learners and employers. Employers allow learners a generous amount of time at work to carry out NVQ and key skills work. Some employers provide learners with free prescription lens safety spectacles.

42. Learners are not assessed enough by observation in the workplace, and not enough observation of assessors in the workplace takes place. Assessment of level 3 NVQs is satisfactory and some aspects of work-based assessment are good. However, not enough assessment is done by observation of learners' activities in the workplace. Assessors currently rely too much on the assessment of documentary evidence. Assessment plans have been developed to carry out assessment observations twice a year for each learner. However, this has still to be fully implemented. In addition, there is also insufficient observation of assessment taking place in the workplace. This was a weakness in the previous inspection. Internal verification of assessment activities carried out in the training centre is satisfactory. Observations of assessor practice are made and effective developmental feedback is given to assessors. However, the number of assessor observations carried out in the workplace is still insufficient. Two GTG assessors have been observed, each by their internal verifier, while carrying out assessment observations in the workplace. However, one work-based assessor has not been observed since undergoing training two years' ago. Other aspects of internal verification in the workplace are satisfactory.

### **Leadership and management**

43. Training at GTG is well managed. Training in the centre is good. On-the-job training is clearly structured and learners are given good support for their college work. There is a clear management structure. Staff meetings are held monthly and meetings are minuted. The management team have been effective in rectifying the weaknesses identified at the previous inspection. This has been particularly noticeable in the improvement of framework completion rates and the successes gained by learners in their key skills qualifications. Plans are drawn to show the sections in which learners will be trained and when this will happen. The progress of each individual is closely monitored and exhibited on workshop noticeboards.

44. Literacy, numeracy and language skills is satisfactory. All learners undergo an appropriate initial assessment of their literacy, numeracy and language skills and, where relevant, prior learning is accredited. GTG also carries out a satisfactory initial assessment of learners' aptitude and skills for the training programme on behalf of employers, if required. Most learners have achieved GCSEs at grade C or above and many employers require this level of attainment before they offer a work placement to a learner. Appropriate additional support is offered to learners by GTG at all stages of their programme and sometimes after it has been formally completed. Tuition is given as and when needed, especially for key skills qualifications. Learners are given the time and opportunity to come into the training centre from work should they need additional help and college tutors are required to offer support to GTG's learners as part of their service level agreements.