

# INSPECTION REPORT

## **Newham Training & Education Centre**

**26 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

## Newham Training & Education Centre

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Newham Training and Education Centre (NEWTEC) is a voluntary sector community-based adult and community learning provider, based in Stratford in the London Borough of Newham. NEWTEC is a registered charity which was established in 1984. It provides information and communications technology (ICT), health and social care, and foundation training. Most training takes place at one of the two sites in Stratford. One site is used mainly for ICT and foundation learners. The other, a new specially designed facility called the East London Childcare Institute (ELCI), which opened in January 2004, accommodates learners studying childcare and early years care and education. Some health and social care outreach provision is also offered in the community.

2. A board of six governors supports strategic decision-making and provides advice. The operational management team consists of a chief executive, supported by three assistants who have responsibility for the key functions of education, operations and finance, and information services. Three service managers direct teaching and support staff on a day-to-day basis. Overall there are 56 staff, most of whom are employed full time.

3. Funding is provided by London East Learning and Skills Council. NEWTEC also attracts funding from a wide range of other organisations including the European Regional Development Fund, the European Social Fund, the London Development Agency, the London Borough of Newham, and the Single Regeneration Budget.

4. Newham is ranked among the most deprived areas of England. According to the 2001 census, over 40 per cent of its 254,000 population are aged under 25. Over 60 per cent are from minority ethnic groups, compared with 9 per cent for England and Wales as a whole. There are significant numbers of refugees and asylum seekers, and over 100 languages are spoken in the borough.

### SCOPE OF PROVISION

#### Information & communications technology

5. So far in 2003-04, 191 learners have enrolled on ICT programmes, compared with 379 for the whole of 2002-03. At the time of inspection, eight courses were running at the centre and there were 75 learners. All the programmes offered lead to nationally recognised qualifications from level 1 to level 4. They include a basic computer literacy course, an examination-based qualification in information technology (IT), a computer maintenance and installation certificate, and a network support qualification. Courses are offered at the main NEWTEC training centre, and are held during the day, in the evening, and at weekends. Most entry level courses run for three hours a week over 10 weeks, and technical courses run for six hours a week for longer periods. In 2002-03, half the learners were women and most were between 19 and 60 years of age. Over 90 per cent

## NEWHAM TRAINING & EDUCATION CENTRE

are from minority ethnic backgrounds. There is an ICT area leader, three full-time tutors and one part-time tutor.

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

6. The number of enrolments for 2003-04 to date is 182. At the time of inspection there were 123 learners on seven courses in early years care and education and child minding. In 2002-03, 146 learners were enrolled on four courses. Additional programmes have been added this year including national vocational qualifications (NVQs) at levels 2 and 3 in early years care and education and the certificate in childcare and education. Nearly 60 per cent of the learners are on NVQ programmes in early years care and education, at levels 2 and 3. The other courses offered include the foundation award in caring for children; introducing childminding practice; developing childminding practice; and extending childminding practice. The level 2 NVQ programme takes 12 months, but some learners are fast-tracked to complete in six months. Learners on the level 3 NVQ usually complete in 15 to 18 months. Learners taking NVQs at level 2 spend one and a half days a week at the NEWTEC training centre, and the rest of the time in a work placement. Learners taking NVQs at level 3 spend one day a week at NEWTEC. A few learners are on the employer training pilot programme. Work placements include day nurseries, nursery schools, primary schools and crèches. Programmes are provided around school hours, and some courses are offered in the evenings. Both of the NEWTEC sites are used for teaching sessions and one childminding course is offered in the community. Two of the learners are men. Just under 90 per cent of learners come from minority ethnic groups. Most learners are aged between 25 and 49. There are 11 staff, most of them full time.

### **Foundation programmes**

7. NEWTEC provides training to help learners improve their literacy and numeracy skills, and improve their employment prospects. During 2002-03 there were 126 enrolments, and at the time of inspection there were 42 learners. Courses are provided at the two NEWTEC sites. There are two main programmes. Literacy and numeracy courses last for 10 weeks and lead to key skills qualifications in application of number at levels 1 and 2, or communication at levels 1 and 2, or to national literacy and numeracy accreditation at entry levels 1, 2 or 3. There is dedicated additional support for learners on the 26-week classroom assistant course. These courses are provided by the basic and key skills team, which includes a team leader, and one-part-time and three full-time members of staff. A 20-week programme in employment skills is co-ordinated by NEWTEC's business development unit, with most learners being placed with an employer for part of their programme. Preparation for work courses are also offered which last from four to six weeks. These are designed to meet learners' needs in relation to specific partnership employers. Some Jobcentre Plus programmes are also offered, but these were not in the scope of this inspection. Most learners are women, and more than 90 per cent are from minority ethnic groups.

## ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	30
Number of learner interviews	132
Number of staff interviews	76
Number of employer interviews	10
Number of locations/sites/learning centres visited	25
Number of visits	10

## OVERALL JUDGEMENT

8. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, NEWTEC's leadership and management and equality of opportunity are good. Its quality assurance is satisfactory. Adult and community learning in ICT and foundation programmes are good, and in health, social care and public services they are satisfactory.

## GRADES

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

<b>Leadership and management</b>	<b>2</b>
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

<b>Information &amp; communications technology</b>	<b>2</b>
Contributory grades:	
Adult and community learning	2

<b>Health, social care &amp; public services</b>	<b>3</b>
Contributory grades:	
Adult and community learning	3

<b>Foundation programmes</b>	<b>2</b>
Contributory grades:	
Adult and community learning	2

## KEY FINDINGS

### Achievement and standards

9. **For ICT learners, retention and achievement rates are high.** In 2002-03, more than 77 per cent of learners completed their learning programmes, and on some courses the retention rate was 86 per cent. During 2002-03, 78 per cent of learners who started the examination-based qualification in IT, 81 per cent of those on the basic computer literacy course and over 90 per cent of those on the maintenance, installation and networking courses achieved their qualification. **Learners make good progress towards their individual goals.**

10. In health and social care retention and achievement rates are satisfactory. In 2002-03 the overall retention rate for the four early years care and education and childminding programmes was 89 per cent. During 2003-04 retention rates have fallen; for example, the retention rate for learners on the foundation award programme in caring for children is 50 per cent. In 2002-03, 67 per cent of the learners retained, achieved their qualification. Most learners develop appropriate knowledge and skills for working in early years care and education and childminding.

11. **For learners on foundation programmes, retention and achievement rates are good.** In 2002-03, 90 per cent of foundation learners were retained. In 2003-04, retention rates remain high at over 90 per cent. Learners develop good skills and improve their reading, writing, listening, speaking and numeracy skills.

### 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
Information & communications technology	0	2	3	0	0	0	0	5
Health, social care & public services	0	1	6	1	1	0	0	9
Foundation programmes	0	3	4	0	0	0	0	7
<b>Total</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>21</b>

12. **There is good teaching and learning on all programmes.** Schemes of work and lesson plans are particularly comprehensive and show in detail how sessions will meet the needs of learners. Tutors have a good understanding of learners' needs. Lesson aims are communicated well and tutors check to ensure that all learners have achieved their planned goal in the sessions. Staff use a wide variety of teaching methods and styles and support individual learners well. Tutors deal effectively with individual learners' needs.

13. **In ICT there are many good resources.** Tutors produce good-quality handouts, and on some courses very good online learning materials are available which learners can also access from home. There are sufficient good-quality computers for learners to use.

14. **Health and social care learners benefit from good identification of their literacy,**



**numeracy and language support needs.** This is used to plan learning sessions and differentiate teaching to respond to the needs of all the learners in the group. Individual learners' preferred learning styles are well matched to the materials used in lessons.

15. Learners on health and social care programmes receive good support. Staff give learners their mobile telephone numbers and encourage them to contact them by e-mail. Learners are given additional help to complete application forms and curriculum vitae.

16. **NEWTEC's foundation programmes are well designed to meet the needs of learners.** There is effective planning to ensure that employers' requirements are incorporated into the courses. Work experience is used well to provide good opportunities for learners to develop, apply and learn new skills.

17. **NEWTEC provides insufficient information and advice for some ICT learners.** Learners do not always have enough information about the details of their course or are unsure of the next step or progression route.

18. **Work placements for health and social care learners are not properly co-ordinated and there is too little communication with employers.** Some learners do not have the opportunity to take part in work placements early enough in their programme. Employers receive too little information about how the experience gained at work relates to assessment and are not sufficiently involved in learners' progress reviews.

19. **In health and social care, some of NEWTEC's procedures and processes are not monitored sufficiently.** Standard documents are used but they are not always completed in the same way. Assignments are not moderated and standardised on all programmes.

20. In health and social care, stationery items and handouts are available, but there is not enough specialist equipment for use in teaching sessions, and there are insufficient materials for demonstration.

21. All learners have a comprehensive initial assessment of their literacy and numeracy skills. There is **good support for learners' literacy, numeracy and language needs** and it is clearly related to their individual needs, particularly in health and social care. For learners on foundation programmes, diagnostic testing does not always follow the department's guidance document, and individual learning plans are not always developed at the beginning of the course.

### **Leadership and management**

22. **NEWTEC has a clear strategic direction.** It is well understood by the staff, and they are all kept up to date about developments. Staff have a good knowledge of the business and operational plans and are given clear information by the chief executive and senior managers to help their understanding.

23. **The organisation provides good staff development,** both through internal and

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external means. Following regular appraisal, development needs are recorded and training is scheduled in line with the organisational plans. There is thorough evaluation of training, and knowledge is shared across NEWTEC.

24. Internal communications are effective. Regular meetings take place across the organisation. Policies and procedures are made available both on paper and on NEWTEC's intranet. Staff are encouraged to attend the **monthly** briefings by the chief executive, where they can talk informally about developments.

25. **NEWTEC has a strong management commitment to equality of opportunity.** Policies and documents are frequently updated, and include good examples of how issues might apply or be recognised by learners. An equality and diversity group meets regularly. Its membership is drawn from a wide range of NEWTEC's staff.

26. **NEWTEC uses many effective practices to promote social inclusion.** Staff receive very regular updates from senior managers, and feedback from outreach workers. Frequent staff development ensures that staff are aware of changes in legislation and in the local community. Staff are encouraged to share their experiences of working with vulnerable learners.

27. **NEWTEC make effective use of self-assessment to promote continuous improvement.** Self-assessment and detailed development planning lead to effective action being taken to remedy weaknesses, such as in teaching and learning.

28. **Not enough information is collected, analysed or used in decision-making.** Managers do not have access to timely reports to help them to plan improvements. Retention and achievement data are not routinely used for management or quality assurance purposes. Data are not used to compare the performances of the particularly diverse groups of learners and target actions to ensure improvements.

*The following strengths and weaknesses were identified during this inspection:*

### Leadership and management

#### Strengths

- clear strategic direction
- good staff development
- effective internal communications
- strong management commitment to equality of opportunity
- effective practices to promote social inclusion
- effective use of self-assessment to bring about continuous improvement

#### Weaknesses

- insufficient collection, analysis and use of data to use as a basis for management decision-making

## **Information & communications technology**

### **Strengths**

- high retention and achievement rates
- good teaching and support in lessons
- good learning resources

### **Weaknesses**

- insufficient information and advice for learners on introductory courses

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

### **Strengths**

- good teaching and learning
- good identification of learners' literacy, numeracy and language support needs
- good staff support for individual learners

### **Weaknesses**

- insufficient learning materials
- inadequate co-ordination of, and communication with, work-placement providers
- insufficient monitoring of procedures and processes

## **Foundation programmes**

### **Strengths**

- good retention and achievement rates
- good teaching and learning
- well-designed programmes to meet the needs of learners

### **Weaknesses**

- late introduction of individual learning plans for some learners

## **WHAT LEARNERS LIKE ABOUT NEWHAM TRAINING & EDUCATION CENTRE:**

- the relaxed learning process for adults and the relaxed atmosphere in the training centre
- the good security of the sites
- the polite staff
- meeting friendly people
- the teaching methods used
- the good handouts that help learning
- access to computers out of hours
- the friendly and approachable tutors and assessors
- the support from staff
- the opportunity to access a childcare course

## **WHAT LEARNERS THINK NEWHAM TRAINING & EDUCATION CENTRE COULD IMPROVE:**

- the availability of hot drinks - 'a drinks machine in the canteen'
- the frequency of classes
- the quality of the computers in the networking laboratory
- the variety of teaching methods
- the length of work placements - 'make them longer'
- the amount of financial support available to learners
- the resources in some lessons
- the timing of work placements - they could start sooner

## **KEY CHALLENGES FOR NEWHAM TRAINING & EDUCATION CENTRE:**

- improve the collection, access and availability of data, and make better use of them to improve management decision-making
- improve the monitoring and standardisation of processes and procedures
- ensure better co-ordination of work placements and communicate more effectively with employers
- provide better course information and guidance, particularly for new learners
- ensure that individual learning plans are developed for all learners
- continue to develop and implement literacy, numeracy and language support
- continue to improve the good standards of teaching and learning

## Language of the Adult and Community Learning Sector

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
<b>Provider</b>	<b>Provider</b>	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

## Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
<b>Unanticipated, or unintended learning outcome</b>	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
<b>Subject-based programme</b>	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
<b>Issue-based programme</b>	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
<b>Outreach provision</b>	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
<b>Neighbourhood-based work</b>	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
<b>Community regeneration</b>	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

<b>Relating the term to Adult and Community Learning</b>	
<b>Community capacity building</b>	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
<b>Active citizenship</b>	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.



## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- clear strategic direction
- good staff development
- effective internal communications
- strong management commitment to equality of opportunity
- effective practices to promote social inclusion
- effective use of self-assessment to bring about continuous improvement

#### Weaknesses

- insufficient collection, analysis and use of data to use as a basis for management decision-making

29. NEWTEC has a clear strategic direction, a strength identified in its self-assessment report. There is a three-year strategic plan, which clearly details NEWTEC's mission, and its strategic aims and values. Effective links are made to ensure that widening participation and engaging new learners remains a high priority. The plan is disseminated to all staff and is also displayed on notice boards in NEWTEC's premises. Detailed business and operational plans expand on the strategic aims and provide comprehensive objectives. The success criteria and target dates for the successful completion of each aim are stated clearly. Useful commentary is provided to aid good understanding of how and when the action will be achieved. Members of the board of governors contribute effectively to the strategic plan. All staff demonstrate a good understanding of the organisation's aims and values.

30. Staff development is good, as identified in the self-assessment report. Staff receive an annual appraisal and a six-monthly review. Their individual training needs are identified and monitored and contribute to an overall learning plan. New staff have a six-month probationary period during which they are closely monitored and receive regular reviews to assess their progress and development needs. Training needs are directly linked to organisational objectives. NEWTEC encourages and supports staff development. Managers allocate time off to attend external courses and, when appropriate, provide mentoring support to develop new roles and responsibilities. The impact and application of all staff training is thoroughly evaluated. The knowledge gained or good practice shared is fully exploited by being passed on to other members of staff. Part-time staff are paid to attend meetings and in-house training. Some staff have successfully moved from being learners at NEWTEC to becoming members of staff.

31. Internal communications are good. NEWTEC has an open and consultative

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management style. The chief executive and executive team meet the board of governors regularly. Plans and policies are disseminated both on paper and through NEWTEC's intranet, and staff are also made aware of new developments through a **monthly** briefing from the chief executive. All staff are encouraged to attend the briefings, and the timings are varied to permit this. The briefings are also used as an opportunity for staff to raise issues with the senior management. There are frequent communications both within and across departments, and widespread inter-departmental consultation. Two days are allocated each year for all staff to work together. Communication with learners is good. Some computing learners can access the provider's interactive website from outside the centre. Learners also raise problems through their class representatives at regular learners' meetings.

32. Governance is satisfactory. The board consists of **six** governors, who approve new initiatives and plans proposed by the executive team. In addition, governors **provide support and advice** from their own professional fields on issues such as staff development, finance and contract law. They also actively identify, pursue and support opportunities for the provider to network with other organisations.

33. The management of learners' literacy, numeracy and language needs is satisfactory. There is a comprehensive strategy, and the development plan is being implemented. Actions outlined in the strategy are beginning to make an impact on the provision of literacy and numeracy support, particularly for learners on health and social care programmes. Language support is available within NEWTEC, but learners may be referred to external agencies or a translation service may be used. Additional support for learners with a hearing impairment is provided through partnership arrangements with an Asian deaf women's support group.

34. The management of resources is generally satisfactory. Some shortages have been identified within areas of learning, such as access to computers and materials for demonstration purposes, but in most cases these shortages have been recognised by NEWTEC and plans are in place to remedy them.

35. There is insufficient collection, analysis and use of data to use as a basis for management decision-making. NEWTEC produces routine reports that concentrate on contract compliance. Other reports, including data on retention and achievement, can be produced on demand, but are not collected systematically. There is no routine examination and analysis of trends over time, or monitoring of target achievements. Most management reports are collated manually. NEWTEC plans to develop its management information system, but has yet to do so.

### **Equality of opportunity**

### **Contributory grade 2**

36. NEWTEC's managers have a strong commitment to equality of opportunity. There is a clear strategy and ethos of improving social inclusion, widening participation and meeting the needs of the local community. NEWTEC has a wide range of policies and procedures that support equality of opportunity and diversity. The various policies, which include an equality and diversity strategy, are clearly written and regularly updated

to reflect current good practice and changes in legislation such as the Disability Discrimination Act 1995. The policies include good examples, such as how learners might identify bullying or harassment at work or at the training centre. NEWTEC has an established equality and diversity group which meets regularly. The group consists of a range of staff and has clear terms of reference. It considers changes in legislation, their possible effect on policy development and the impact on learners and staff. Staff are well supported through measures such as a work-life balance strategy and a home working policy.

37. NEWTEC uses effective practices to promote social inclusion. Staff receive regular updates from senior managers and outreach workers on the learners who may be joining programmes, and their specific needs. There are frequent staff development sessions on equality of opportunity topics, such as the Race Relations (Amendment) Act 2000. Specialist support is provided for learners with specific cultural differences. Outreach workers and staff speak a range of languages and make good use of their extensive **network** of contacts to develop new learning programmes. Outreach workers also brief **staff about** recent changes in the local population and pass on useful information that **they gain from** contact with partner organisations, such as the Newham Early Years **Development and Childcare** Partnership. Tutors are encouraged to share good practice, such as their experiences of dealing with vulnerable learners. Learners are referred to a charity that provide business clothes to learners who are attending job interviews if they are unable to afford their own. There is free childcare for learners attending outreach programmes. On other courses childcare is subsidised for most learners, but some of the learners in health and social care do not receive sufficient support to cover their childcare and transport costs. Most learners do not pay course fees, as fees are waived for learners on means-tested benefits. NEWTEC is successfully bringing members of minority groups into learning. For example, in 2002-03, 90 per cent of learners recruited were from minority ethnic groups and 12 per cent were registered disabled.

38. NEWTEC provides good resources for learners with particular needs. For example, there is specialised computer software for visually impaired learners. Access to NEWTEC's premises is generally good, although the staircase at the main centre is not marked to help visually impaired learners identify steps and handrails. Much of the course promotional activities are carried out face-to-face by staff who can speak range of languages, although written materials are only produced in English.

39. Staff use information from external sources in business-planning and to target new groups of learners who are moving into the Newham area. Information is also gathered through contact with other local agencies. Some of the staff represent NEWTEC on local groups and receive good information on changes in local demography. NEWTEC collects data on the diversity of its learners, but these are not used to target any identified under-representation, or monitor the performance of particular groups of learners.

## Quality assurance

## Contributory grade 3

40. NEWTEC uses self-assessment effectively to promote continuous improvement. This strength was partly identified in the self-assessment report. Self-assessment is firmly established in the organisation and all staff make active contributions to the process. Departments carry out their own self-assessments which contribute to the overall report. Staff review the draft document and provide further feedback before it is finalised. The development plan is very detailed. It deals clearly with the issues identified and includes comprehensive success criteria and sets appropriate and challenging target dates. The latest self-assessment report was produced in December 2003 and many of the completion dates are targeted for later this year. Weaknesses identified in earlier self-assessment reports have either been remedied or good progress is being made towards remedying them. For example, the report for 2001-02 identified insufficient differentiation in teaching and learning. A programme of staff training was completed in July 2003 and the success of the measures was evidenced both in the recent teaching observations, and also at inspection, by well-managed differentiation in the sessions observed.

41. Teaching staff are observed twice a year by trained observers, and judged using the criteria in the 'Common Inspection Framework'. They receive written feedback and give their own evaluation of the observation process. In addition, there is peer observation by invitation or request. The effectiveness of this process was evident in the sharing of good practice. Formative observations are not graded, and although grades are awarded for summative observations, the grade profiles are not used to measure improvements or identify trends in the quality of teaching and learning.

42. Learners' feedback is collected satisfactorily and contributes to the course reviews. Learners on all courses complete evaluation questionnaires after induction, at the mid-point, and at the end of the course. Course tutors use these evaluations and analyse attendance, achievement and other data to produce generally satisfactory review reports. Meetings of the learners' forum are used to obtain additional feedback. Actions taken in response to this feedback include lengthening one course from 12 to 16 weeks.

43. There is satisfactory standardisation of paperwork. The provider maintains the latest versions of its operational manuals and documents on its intranet so that staff accessing them automatically use the most up-to-date versions.

44. In some areas, the monitoring of processes and procedures is incomplete, and quality assurance measures have not fully identified some problems. These include insufficient recognition of learners' views in ICT, insufficient monitoring of health and social care practices for consistency, and incomplete implementation of management guidelines in foundation.

## AREAS OF LEARNING

### Information & communications technology

Grade 2

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	75	2

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- high retention and achievement rates
- good teaching and support in lessons
- good learning resources

#### Weaknesses

- insufficient information and advice for learners on introductory courses

#### Achievement and standards

45. Retention and achievement rates are high, and this was recognised in the self-assessment report. In 2002-03, 78 per cent of learners on the examination-based IT programme, 81 per cent of those on the basic computer literacy programme and 90 per cent of those on the maintenance, installation and networking courses achieved their qualification. Learners make good progress towards their individual goals. Learners on beginner courses acquire good basic computing skills. They gain confidence and are proud of their achievements. Many make good use of their newly acquired skills. Learners on technical courses develop relevant skills for employment in computer maintenance and networking. Retention rates are good but this was not acknowledged in the self-assessment report. In 2002-03, over 77 per cent of learners completed their programmes. On some courses the retention rate is significantly higher, at up to 86 per cent. Attendance during inspection was satisfactory. Tutors demonstrate that they value punctuality.

#### Quality of education and training

46. Teaching is good. Tutors develop particularly detailed schemes of work and lesson plans which clearly state the skills and knowledge to be gained during the class. This strength is acknowledged in the self-assessment report. Learners are always made fully aware of the learning they will experience in each lesson. Tutors offer good individual support and allow learners to work according to their individual learning style and ability. Many of the learners are new to learning or have returned to education after many years, and they value the teaching methods. Tutors have a good understanding of learners' abilities and deal effectively with their learning needs. In one good word-

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processing lesson, entry level learners keyed in text of their own choice, used a good variety of editing skills and had a good understanding of their own progress.

47. There are many good learning resources. This strength was not identified in the self-assessment report. Learners use the good-quality professional handouts well. On several courses there are very good online learning materials which include presentations and assessment materials. NEWTEC has developed a comprehensive website for computer maintenance, installation and networking courses which is used in class as well as from home or work. There are many up-to-date computers giving sufficient access to all learners. Some computer rooms become too hot, and in others the computers are too close together leaving learners little space for their notes. All teaching staff have good specialist skills and expertise in IT. They have all achieved or are working towards a teaching qualification.

48. Assessment on all courses is satisfactory. All learners have their literacy, numeracy and IT skills diagnosed before they enrol, and the results are used to identify their support needs. Individual learning plans are used for all learners, and are designed around the needs of each course and learner. During classes, they are used with the learners to monitor and record progress, and they are also used effectively during tutorials. These processes are new on some courses and have yet to be fully established.

49. All learners receive a comprehensive induction and make use of their handbook. Computer rooms have clear displays about safe working practices. In some classes, the learners negotiate a contract of acceptable behaviour and this is displayed on the wall to reinforce their understanding of computer use. All learners have regular tutorials, which they value, at which their progress is discussed and appropriate targets set.

50. The provision of literacy, numeracy and language support for learners is satisfactory. Tutors make satisfactory use of information from initial assessments. In one class a reader supported a learner for whom English was an additional language. The tutor writes a brief report during each session detailing the additional support and provides a copy of this for the learner.

51. The centre offers programmes from entry level to level 4. The high-level courses give appropriate industry training in computer maintenance, installation and networking. At the time of inspection, the range of programmes at entry level and level 1 is very limited for example, there are no courses aimed at older learners or courses incorporating graphical applications or new media. Too many learners received insufficient information and advice when choosing their course. Although this was identified through course evaluations, it has not been fully discussed in course reviews or the self-assessment report. Additionally, some learners on introductory courses do not have a clear understanding of what further programmes are available.

## **Leadership and management**

52. The ICT staff have a satisfactory understanding of NEWTEC's strategic objectives. They benefit from opportunities to develop their teaching skills and maintain their professional expertise. An ICT development plan has been compiled and will be implemented over the next 18 months. However, there are few formal team and course meetings. Although there are good computer resources, managers have identified that some aspects of technical support have adversely affected the learners. This has yet to be dealt with fully.

53. Learners receive adequate information about equal opportunities when they join the programme. All tutors are aware of current legislation. In class, tutors provide good support for individual learners' needs. Special software is available for use by visually impaired learners.

54. Tutors are observed and receive feedback to help them improve. Course tutors do not make sufficient use of feedback from learners. Course reviews are used satisfactorily as part of self-assessment, but are not always sufficiently evaluative and are not monitored closely enough.

**Health, social care & public services**

**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	123	3

*The following strengths and weaknesses were identified during this inspection:*

**Strengths**

- good teaching and learning
- good identification of learners’ literacy, numeracy and language support needs
- good staff support for individual learners

**Weaknesses**

- insufficient learning materials
- inadequate co-ordination of, and communication with, work-placement providers
- insufficient monitoring of procedures and processes

**Achievement and standards**

55. Retention and achievement rates on early years care and education and childminding programmes are satisfactory. In 2002-03, the overall retention rate for the four early years care and education and childminding programmes was 89 per cent. In 2003-04, retention rates have fallen, and almost half the foundation childcare learners have already left the programme. In 2002-03, 67 per cent of learners who completed their programme achieved their learning goal, which is satisfactory. Most learners develop appropriate knowledge and skills for working in early years care and education and childminding, and improve their confidence. Those learners who have literacy and language support needs make good progress in these areas. Some learners progress to more advanced courses. Of the learners who completed courses in 2002-03, 24 per cent entered jobs or self-employment.

**Quality of education and training**

56. There is good teaching and learning. This strength was identified in the self-assessment report. Schemes of work and lesson plans are detailed and include differentiation for individual learners. A good range of teaching methods is used. Tutors make good use of open questioning and informal assessment. They define clear, achievable and challenging aims and objectives for learners, and use their own experiences to make sessions interesting. Learners are encouraged and stimulated to reflect on their own developing practice. Tutors manage the diverse groups of learners well. They maintain a good pace while ensuring that individual needs are met. Individual learners receive good support with language and literacy in all lessons. Tutors obtain good feedback from learners, and encourage and motivate them during group work and



other activities. Learning from previous sessions is effectively linked by thorough recapping of subjects and topics.

57. There is good identification of, and good support for, learners' literacy, numeracy and language needs. Learners complete a comprehensive initial assessment and diagnostic test, the results of which are recorded on their individual learning plans. Learners have a good awareness of the additional support available. The effective support enables learners to build their confidence and progress. One of the programmes is supported particularly well. A subject specialist and a basic skills tutor work together to help the learners, who all have literacy and language support needs. Detailed session plans are used to map the core curriculum to the requirements for the qualification. Handouts and activities are designed to include all learners. For example, scenarios are written to match the preferred learning styles of the group, to help them to complete the activity successfully. All tutors have received additional training in dyslexia support. Learners referred for additional support attend an informal meeting with the support tutor before further assessment is completed to tailor flexible support.

58. Individual learners receive good support from staff, such as extra time and individual sessions. Staff offer additional guidance and are flexible to support learners' varying needs. Tutors effectively enthuse and encourage learners. Learners are given the mobile telephone numbers of staff and encouraged to use e-mail to contact staff outside teaching sessions. Learners are helped to complete application forms and curriculum vitae. Their personal problems are dealt with sensitively. However, many learners in receipt of benefits are only reimbursed approximately half their travel costs. Learners who use their own vehicles receive no help with transport costs. Although there is support for childcare, the arrangements are not always flexible enough. Induction procedures are satisfactory, and learners benefit from the information and guidance they receive.

59. Assessment is satisfactory, and the procedures for planning and recording observations of learners are sound. Assessors have a good knowledge of individual learners' needs. There is an appropriate range of programmes at different levels which meet the needs of learners. Curriculum plans indicate that courses are provided to meet local needs and initiatives as well as national targets.

60. There are insufficient learning materials. Learners are encouraged to purchase their own books but there are not always enough books available in learning sessions. Tutors often provide their own resources for lessons. There is basic stationery, such as paper, coloured pencils and paints, but there are too few resources for practical demonstrations. There is insufficient access to professional journals outside the taught sessions. The new accommodation and training facility offers a good teaching environment, but computer access is only currently available at the main site.

## **Leadership and management**

61. Most aspects of curriculum management at the training centre are satisfactory, but co-ordination of, and communication with, work-placement providers is inadequate. Some learners start work placements too late in their programme. There is insufficient planning of work placements for learners on the foundation award in caring for children. Work-placement providers receive outline information such as course details and contact information, but are not informed in enough detail of how work experience relates to teaching sessions or assessment requirements. Too much responsibility is left with the learner to communicate their needs to the work-placement provider. There is insufficient contact with workplace supervisors, and few records are kept of visits to work placements. Supervisors are not included in the progress review process. Work placements are not always checked to ensure their suitability. Some supervisors are not sure what to do if they identify a problem with a learner. Work-placement co-ordination has been recognised by the provider as an area for development for the early years care and education programmes.

62. There is insufficient monitoring of procedures and processes. This weakness was not identified in the self-assessment report. Standard documents have been introduced, including individual learning plans, forms for progress reviews and tutorials, assessment records and work-placement monitoring forms. However, the paperwork is not always completed, or the processes monitored. NEWTEC has recognised that many of the procedures and processes are completed informally. Team meetings are held, but joint marking and standardisation of assignment work is not well established for all courses. In some cases, learners receive too much guidance and support in the completion of assignments. Internal moderation has been delayed by staff shortages, although the provider has recently identified this and begun to deal with it. Internal verification procedures for the recently introduced NVOs have been outlined but it is too early to judge their effectiveness.

**Foundation programmes****Grade 2**

Programmes inspected	Number of learners	Contributory grade
Adult and community learning	42	2

*The following strengths and weaknesses were identified during this inspection:*

**Strengths**

- good retention and achievement rates
- good teaching and learning
- well-designed programmes to meet the needs of learners

**Weaknesses**

- late introduction of individual learning plans for some learners

**Achievement and standards**

63. The retention and achievement rates are good. In 2002-03, 90 per cent of learners on foundation courses were retained. This year, retention rates remain high at over 90 per cent. Of the learners who started in 2002-03, 87 per cent successfully completed their course and achieved the targets set in their individual learning plan. Learners develop good skills and improve their reading, writing, listening, speaking and numeracy skills. They also gain the confidence to use these skills in everyday situations. Additionally, learners successfully acquire skills that improve their employability. In 2002-03, just under half the learners achieved externally accredited certificates and 26 successfully gained permanent employment.

**Quality of education and training**

64. There is good teaching and learning. This strength was identified in the self-assessment report. Tutors prepare well for lessons, producing detailed lesson plans and comprehensive schemes of work. The lesson plans contain clear information on how they will provide differentiated teaching, and tutors follow them successfully. Aims and objectives for all sessions are clearly communicated and are used well to review the sessions at the end. Learning materials are good and tutors are skilled at using different teaching methods to help learners with a wide variety of literacy and numeracy needs and learning styles. Good links are made between new topics and previous learning. Tutors use homework well, marking it and discussing it before the start of sessions and during breaks. Group work activities are used well, and enable learners to support each other. During activity sessions, additional support is provided according to individual learners' identified needs.

65. Programmes are designed well to meet the needs of learners. Course materials, lesson plans and individual learning plans are appropriately cross-referenced to the adult

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literacy and numeracy core curriculum. All courses are well structured. Following a diagnostic assessment, effective additional learning support is provided for those who need it. Other aspects of assessment are satisfactory. As identified in the self-assessment report, employability programmes are researched well to identify the skills needed by employers and learners. NEWTEC has good relationships with good local employers. The employers have confidence in learners referred by NEWTEC; they provide stimulating work environments which learners use to develop and practise skills. Courses are adapted to provide the skills required by specific employers. Mock interviews take place and learners are guided in producing an accurate curriculum vitae. Learners are shown how to deal with customers, and they learn leadership skills. There is an established work-placement programme, and after a successful placement, learners are often offered a short-term contract with an employer, which sometimes leads to a permanent job.

66. Resources are satisfactory. Staff are suitably qualified and experienced. One tutor has had additional training in Access for All. All staff have received relevant training in helping learners with dyslexia. The basic and key skills area leader has attended training in the management of basic skills. Teaching staff have participated in core curriculum training. However, no tutors are currently studying for the level 4 subject specialist qualifications. The accommodation is adequate, but some rooms have poor ventilation or heating. Computers are not yet available to all learners. The provider has just relocated some of its provision to the new ELCI centre and has identified the need to improve the range and quality of learning resources available.

67. Tutors provide appropriate advice and guidance to learners, and NEWTEC is further developing this service. Staff work hard to help learners stay on their courses when personal problems arise that might hinder learning. Learners contact tutors out of session time to gain additional support. Tutorial sessions are used to assist learners and update individual learning plans. If learners do not find employment by the end of the course, they are given four more weeks of jobsearch, and then further support is provided for up to a year. Learners who need suitable clothes for interviews are referred to a charity which specialises in providing business dress. Language support is available and signed interpreting is arranged for learners with hearing impairments. Materials are adapted for learners with visual impairment. Learners with dyslexia are given handouts on suitably coloured paper.

### **Leadership and management**

68. Managers have not yet established a system to ensure that NEWTEC's policy on individual learning plans is implemented consistently at the start of each course. This was partly identified in the self-assessment report. There are clear procedures for initial assessment, diagnostic testing and the development of individual learning plans. However, some learners do not yet have individual learning plans.

69. Other aspects of curriculum management are satisfactory. Team leaders communicate effectively with staff, both formally and informally. Staff are supervised and receive regular appraisals. There are effective arrangements for the observation of

learning sessions and the provision of feedback to staff. Staff are fully involved in the self-assessment and development process

70. Learners have a good understanding of equality of opportunity. Learners from many diverse ethnic backgrounds work together and support each other in a relaxed environment. The provider effectively ensures that partner employers have appropriate policies on equal opportunities. One employer has now designated a prayer room for learners.