

# INSPECTION REPORT

## **Salford and Trafford Engineering Group Training Association (STEGTA) Limited**

17 June 2004



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

## Adult Learning Inspectorate

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

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

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

## Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

# **INSPECTION REPORT**

## **Salford and Trafford Engineering Group Training Association (STEGTA) Limited**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Salford and Trafford Engineering Group Training Association (STEGTA) Limited is a registered charity and a company limited by guarantee. It was established in 1966 to act as a training agency for member engineering companies in the Manchester area. STEGTA's offices are in Salford, where it manages training for foundation and advanced modern apprentices in engineering, construction and business administration. There were too few learners in business administration for this area to be inspected separately.
2. The chief executive is responsible for the operational management of STEGTA and reports to an elected board of eight representatives from member companies. The company has six full-time and three part-time members of staff. A team of six training officers is responsible for the recruitment, assessment and review of learners. Additional consultants offer support to learners for specific activities, including training for national vocational qualifications (NVQs) and key skills. Two members of staff are responsible for administration in the company.
3. STEGTA funds its training provision through Greater Manchester Learning and Skills Council. It subcontracts the training for engineering and construction through six local colleges of further education. According to the 2001 census, the proportion of people from minority ethnic groups in Salford is 3.9 per cent, compared with approximately 9 per cent for England and Wales. In 2003, the proportion of school leavers in the area achieving five or more general certificates of secondary education at grade C or above was 36.7 per cent, compared with 52.9 per cent for England.

### SCOPE OF PROVISION

#### Construction

4. STEGTA has 43 advanced modern apprentices in construction training programmes, all of whom are employed. Thirty are in building services, which includes gas fitting, plumbing, refrigeration, and heating and ventilation. Thirteen building technicians are following courses in building studies, construction and site supervision. Almost all of the learners attend college for one day each week for off-the-job training. College staff are responsible for the internal verification and assessment of building services learners. STEGTA's staff are responsible for the internal verification and assessment of building technicians. STEGTA's training officers review learners' progress every six weeks, either in the workplace or at college. Learners work in a range of building maintenance, services and construction companies. STEGTA works closely with two colleges which offer pre-modern apprenticeship programmes in gas fitting and plumbing. These learners attend college full time and work towards an NVQ and some key skills. STEGTA organises work placements for them and monitors and reviews their progress.

## Engineering, technology & manufacturing

5. STEGTA has 50 advanced modern apprentices in this area of learning, five foundation modern apprentices and two learners on NVQ programmes. Learners work towards a range of NVQs in electrical, mechanical and manufacturing engineering. STEGTA recruits advanced modern apprentices directly, or through their employers. All of the company's modern apprentices are employed. Local colleges provide off-the-job training, through a combination of day release or block attendance. Learners who attend college for 23 weeks of full-time block-release training, join a pre-modern apprenticeship programme working towards an NVQ and key skills at level 2. STEGTA carries out learners' progress reviews, monitors their performance generally, and organises work placements for all of the learners. STEGTA is responsible for most internal verification and assessment. On certain electronic training programmes college staff are responsible for internal verification and assessment.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	4
Number of learner interviews	26
Number of staff interviews	18
Number of employer interviews	19
Number of subcontractor interviews	7
Number of locations/sites/learning centres visited	29
Number of partner/external agency interviews	4
Number of visits	19

## OVERALL JUDGEMENT

6. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the quality of STEGTA's work-based learning in construction and engineering provision is good. The company's leadership and management and its approach to equality of opportunity and quality assurance are also good.

## 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	2

Construction		2
Contributory areas:	Number of learners	Contributory grade
<i>Technician and professional</i> - Work-based learning for young people	13	2
<i>Building services</i> - Work-based learning for young people	30	2

Engineering, technology & manufacturing		2
Contributory areas:	Number of learners	Contributory grade
<i>Mechanical engineering</i> - Work-based learning for young people	7	None
<i>Electrical engineering</i> - Work-based learning for young people	31	2
<i>Manufacturing</i> - Work-based learning for young people	19	2

## KEY FINDINGS

### Achievement and standards

7. Retention and achievement rates are satisfactory. Learners develop good personal skills. Construction learners are confident and work effectively in teams. Engineering modern apprentices are trusted to work on their own without close supervision before they complete their modern apprenticeship. Some of them have progressed to senior positions in their companies.

8. **There is some slow progress in completing NVQ units in engineering.** Learners are attempting additional qualifications and often neglect the paperwork for the NVQ to concentrate on other examinations.

### Quality of education and training

9. **Induction is very effective.** Learners receive a comprehensive induction at college and with STEGTA. The company identifies their learning styles as well as their additional support needs. Health and safety and equality of opportunity are covered thoroughly with quizzes and role-play used to check understanding. Learners find it enjoyable and memorable.

10. **On- and off-the-job training are co-ordinated well for gas fitting and plumbing**

**learners.** Training officers seek agreement with college lecturers about the completion of tasks and activities for the NVQ. Employers work effectively with training officers to plan appropriate work experience that is relevant to learning taking place at college.

**11. STEGTA has good work placements for engineering.** Most employers are well established and many of them have up-to-date, technically advanced equipment. Learners make good progress in developing their competences across a wide range of skills.

**12. There are good opportunities for learners' personal and professional development.** All modern apprentices enjoy time spent at an outdoor residential centre. STEGTA helps towards the costs of learning to drive. Learners take many additional qualifications, such as higher national certificates (HNCs), and others in manual handling, hydraulics, pneumatics and abrasive wheel regulations.

**13. STEGTA provides its learners with particularly good pastoral and personal support.** Training officers visit learners frequently and also give their time freely, visiting learners outside normal visit times. Learners receive free toolkits. Learners with particular learning needs are given additional support sensitively. Additional consultants work with learners on key skills and help them with portfolio work in a well-equipped training room.

**14. Monitoring of learners' progress in engineering is very effective.** A newly designed form captures learners' progress on the NVQ and clearly shows what they need to do next. It includes learners' photographs and a summary of their progress. It is updated easily and used with employers.

**15. A good pre-modern apprenticeship programme successfully prepares the learners for work.** Some engineering learners take this as block-release training before starting units of their modern apprenticeship and take an NVQ at level 2 and key skills at level 2. STEGTA organises work placements for other college-based pre-modern apprentices, as well as carrying out their reviews and monitoring progress.

**16. Progress reviews for construction learners are weak.** STEGTA is using new paperwork but actions identified do not tell the learners clearly enough what they have to do before the next review. Some actions state what the training officer should do and do not emphasise what has been achieved for the NVQ.

### **Leadership and management**

**17. There is strong leadership of STEGTA.** Strategic and business planning are clear, concise and well written. The company uses reliable, well-presented data effectively as part of the process. Board members have significant input to the planning process and the board effectively supervises the executive and financial management of the company. The chief executive is a driving force for quality improvements in the local training community.

**18. STEGTA has good management.** Staff value the company's open, consultative style.



Communications are good, with formal individual meetings between staff and the chief executive to monitor performance and set targets. The ratio of training officers to learners is high. Other resources are good and are managed well.

**29. Staff development arrangements are good.** The company allocates a significant budget for training and carries out comprehensive appraisals to help identify staff development that is linked to the development plan. All staff are carrying out a variety of suitable training.

**20. STEGTA promotes equality of opportunity strongly.** Workplace supervisors in one large national company receive good training in equality and diversity organised by STEGTA. Learners also have good training, using theatre workshops, that is memorable and draws them into discussions. Effective, well-planned induction is followed up with activities that check the learners' understanding. Learners enjoy and remember this activity.

**21. The company has particularly effective strategies to widen the participation of learners from under-represented groups.** STEGTA routinely analyses applications for equality and diversity. Marketing has been targeted to challenge gender assumptions about women working in engineering. Strategies include STEGTA's female training officer attending industry days at a local Islamic girls' school, advertising in Asian newspapers and attending careers days. Applications from minority ethnic groups have increased, as have applications from women. Current numbers of learners from minority ethnic groups exceed the proportion of these groups in the community.

**22. STEGTA's quality assurance arrangements are good.** The comprehensive range of policies and procedures are well written and thorough. Regular audits make sure they are used effectively. The system is fairly new and has yet to have significant impact on all aspects of training, but improvements have been made. For example, problems identified with the review of learners' progress have resulted in the introduction of a new system.

**23. Self-assessment is a well-established process involving all staff and the board.** It is realistic and thorough and leads to a detailed development plan. Strengths and weaknesses identified during inspection match those found in the company's most recent self-assessment report.

## **Leadership and management**

### **Strengths**

- strong leadership
- good management
- good staff development
- strong promotion of equality and diversity
- particularly effective recruitment strategies to widen the participation of learners from under-represented groups
- good-quality assurance arrangements

### **Weaknesses**

- insufficiently thorough formal monitoring of employers' equality of opportunity

## **Construction**

### ***Technician and professional***

#### *Strengths*

- very effective induction
- good opportunities for the learners' personal and professional development
- significant effective support for learners
- good management of subcontractor

#### *Weaknesses*

- weak progress reviews for most learners

### ***Building services***

#### *Strengths*

- good co-ordination of training for gas fitting and plumbing
- very effective induction
- good opportunities for the learners' personal and professional development
- significant effective support for learners
- strong partnership working to establish pre-modern apprenticeship programme
- good management of subcontractor

#### *Weaknesses*

- weak reviews of progress for most learners

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

#### ***Electrical engineering***

#### *Strengths*

- good work placements
- very effective monitoring of learners' progress
- good pre-modern apprenticeship programme
- particularly effective support for learners
- good opportunities for learners' personal and professional development

#### *Weaknesses*

- some slow progress in completing NVQ units
- insufficient involvement of workplace supervisors in on-the-job training

***Manufacturing***

*Strengths*

- good work placements
- very effective monitoring of learners' progress
- good pre-modern apprenticeship programme
- particularly effective support for learners
- good opportunities for learners' personal and professional development

*Weaknesses*

- some slow progress in completing NVQ units
- insufficient involvement of workplace supervisors in on-the-job training

## **WHAT LEARNERS LIKE ABOUT SALFORD AND TRAFFORD ENGINEERING GROUP TRAINING ASSOCIATION (STEGTA) LIMITED:**

- achieving qualifications and getting paid while training
- work experience at good companies
- the helpful lecturers at college
- good communications from STEGTA and their employer's staff
- good support from training officers - 'they are always available'
- the availability of computers at STEGTA
- the residential outdoor activity course
- the help they receive in finding good jobs

## **WHAT LEARNERS THINK SALFORD AND TRAFFORD ENGINEERING GROUP TRAINING ASSOCIATION (STEGTA) LIMITED COULD IMPROVE:**

- the amount of information about college courses
- the planning of college courses
- the amount of work experience in their first year of training

**KEY CHALLENGES FOR SALFORD AND TRAFFORD  
ENGINEERING GROUP TRAINING ASSOCIATION (STEGTA)  
LIMITED:**

- continue to provide good support for the learners
- maintain the wide range of opportunities for the learners' personal and professional development
- continue to strengthen the pre-modern apprenticeship programme
- maintain the promotion of equality and diversity
- improve the clarity of actions for improvement during learners' progress reviews
- involve supervisors more closely in the learners' training

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- strong leadership
- good management
- good staff development
- strong promotion of equality and diversity
- particularly effective recruitment strategies to widen the participation of learners from under-represented groups
- good-quality assurance arrangements

#### Weaknesses

- insufficiently thorough formal monitoring of employers' equality of opportunity

24. There is strong leadership and good management of STEGTA. Strategic planning is clear, concise and understood by all staff. The business plan and the three-year development plans are well written, and the company uses reliable, well-presented data as part of the process. Its plans contain objectives that are precise and relevant, and focus on improving the training provision that it offers the learners. STEGTA corporate governance is also effective. The board meets quarterly and receives appropriate papers. The company's recording and paperwork are good. Board members make a significant input to the strategic-planning process and the board effectively supervises the executive and financial management of the company. The financial management is sound. The chief executive is a driving force for quality improvement in the local training community.

25. Communication within the company is good. Team meetings are regular, well-planned and clearly recorded. Specific action points are routinely followed up to monitor effectiveness. The chief executive holds formal meetings with individual members of staff to monitor their performance against specific targets and provide them with an opportunity to raise issues. The company's staff appreciate the open management style and enthusiasm for development. The company focuses on the learners, and inspectors found many examples of where staff had provided pastoral and learning support to learners outside normal visits and working time.

26. STEGTA's management of its training programmes, including its management of subcontractors, is satisfactory. Recent changes have tightened the subcontracting arrangements and there are regular meetings between staff from STEGTA and their subcontractors. However, some learners' progress reviews are ineffective. STEGTA receives suitable information from the subcontractors' quality assurance systems.

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27. STEGTA manages its resources well. The company chooses and uses good employers for its work placements. The proportion of training officers to learners is high and staff are well qualified, with appropriate skills and experience.

28. The company has effective relationships with a range of external organisations, which it uses to improve the learners' experience. For example, the chief executive has worked closely with local colleges to put in place a pre-modern apprenticeship programme and most of these learners become modern apprentices with STEGTA.

29. Staff development arrangements are good. The company prioritises staff training and allocates a significant budget to it. All of its staff are working towards a variety of suitable training, most of which it identifies from the requirements of the development plan. The company considers individual requests for training sympathetically. The recording and follow-up of training is good and there is an informal but effective system for evaluation. The company carries out comprehensive staff appraisals each year.

30. The management information system is appropriate and sophisticated. STEGTA uses it to record and analyse a wide range of information. Recent improvements to the range of reports and variety of graphic presentation have helped management make key decisions.

31. STEGTA's arrangements for the management of literacy, numeracy and language support are satisfactory. The company carries out suitable initial assessments and offers those learners with identified needs appropriate diagnostic assessments. Suitably qualified staff provide effective help with basic support needs. STEGTA has no learners registered with additional learning needs, but 20 per cent of its learners are receiving additional support in literacy and numeracy to help them achieve their full modern apprenticeship framework. There are appropriate arrangements to support learners with more specialist needs using external providers.

### **Equality of opportunity**

### **Contributory grade 2**

32. There is strong promotion of equality and diversity. STEGTA's chief executive uses partnerships and networks well and seizes opportunities to broaden the experiences of learners and companies that are members of the training group. STEGTA has organised particularly effective training for workplace supervisors at one large company, where an external consultant is using a good range of activities during half-day sessions in the employers' training rooms. Other external consultants are used to provide good training on equality and diversity for learners on the pre-modern apprenticeship programme at a local college. Actors and tutors challenge these learners using particularly relevant scripts and scenarios, which capture their attention and draw them into discussion and debate. This good practice is shared, as some of the learners who attend the training come from other further education colleges. Effective, well-planned induction includes equality of opportunity, with effective follow-up that uses quizzes and role-play that the learners enjoy and remember.

33. STEGTA has particularly effective recruitment strategies to widen the participation of



learners from under-represented groups. It carries out routine analysis of applications for gender, ethnicity, geographic area and school, and uses it to target recruitment effectively. The company has a greater number of applications from areas with high indices of deprivation, minority ethnic groups, and women looking to work towards engineering qualifications than in previous years. The proportion of learners at STEGTA from minority ethnic groups is higher than that in the local population, and this also applies to the percentage of female learners in engineering. STEGTA is also receiving applications from schools where work-based learning is not the first choice for learners, and from areas where the number of school leavers in post-compulsory learning is low. A female engineering training officer has worked effectively to break down typical gender assumptions about engineering with local girls' schools by attending industry days and careers events. The company has carried out wide and varied marketing, including advertising in Asian newspapers, attending a careers day at a local Islamic school and advertising in a local cinema magazine. There are no learners with disabilities currently in learning at STEGTA and the company does not target this market. However, learners are well supported and the company identifies their individual learning needs quickly. Its support for dyslexia is particularly good.

34. The company's policies and procedures are satisfactory and refer to all relevant legislation. Its equal opportunities statement is easy to follow. There are good examples of what might constitute harassment. Statements regarding equal opportunities monitoring are satisfactory but other comments about successful implementation are vague and do not clearly explain how monitoring will take place and who will do this.

35. Employers are aware of their broad responsibilities for equality of opportunity. They sign an agreement to abide by STEGTA's equal opportunities policy. Most employers have their own policy but, where they do not, STEGTA's training officers provide one or help them to develop one. Formal monitoring of employers' equality of opportunity is insufficiently thorough. A quality assurance procedure checks the suitability of employers' adherence to sound health and safety practices, but there is no similar procedure for checking suitability regarding equality and diversity. Training officers check frequently and routinely that learners are treated fairly and with respect. However, some written review records are insufficiently detailed. Learners' understanding is good. STEGTA recognises the problems associated with ensuring that all employers pay good attention to equality and diversity and has begun to develop a range of different strategies. Training officers spend time explaining and testing employers' awareness during frequent visits by using prompts designed to identify areas for further development. Employers are given simple booklets, good practice guides, samples of policies and procedures, and are invited to free training days, although few of them have attended. A letter sent from the chief executive to all of the employers reminding them of the impact of inappropriate material and posters displayed around the workplace has had positive results.

36. Staff development and training for equality and diversity has been recently updated for all training officers using an external consultant. The training was carried out on STEGTA's premises, with colleagues from a local college there to share experiences.

37. All of STEGTA's premises are located on the ground floor and the company has a stated policy to find suitable employers for learners with limited mobility. Similarly, off-the-job training is arranged at colleges that meet the learners' individual needs and personal requirements.

### **Quality assurance**

### **Contributory grade 2**

38. There are good-quality assurance arrangements. The quality assurance system is comprehensive, with a full range of policies and procedures that are well written and thorough. Regular audits ensure they are used effectively. Many of the procedures are described in flow charts and are easy to understand. Staff are all involved in the development and continuous improvement of the system. Recent improvements in the way that STEGTA analyses data has improved the system. There is effective observation of training and teaching. STEGTA also has full access to the observation profiles of its subcontracted colleges.

39. The quality assurance system is relatively new and has not yet had a significant effect on all areas of the provision. However, inspectors recognised improvements already brought about by the quality assurance processes in many aspects of training and administration. For example, weaknesses identified in monitoring the learners' progress have led to the introduction of a sophisticated new system. STEGTA's quality assurance arrangements have been effective in identifying areas of weaknesses in the subcontracted provision. The management of internal verification and assessment is satisfactory. The company holds regular standardisation meetings and internal verifiers give proper feedback to assessors. The processes meet awarding body standards.

40. The self-assessment report is a well-established process that involves all of STEGTA's staff and the board. The process leads to a detailed development plan, which the company uses as a working document. Self-assessment is realistic and the company carries it out thoroughly. Strengths and weaknesses identified through the self-assessment process reflect those found during the inspection.

41. STEGTA carries out regular evaluations with learners and employers, and there are examples where this feedback has made positive changes to the training provision. However, those giving it do not receive feedback on its impact.

## AREAS OF LEARNING

### Construction

Construction		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Technician and professional</i></b> - Work-based learning for young people	13	2
<b><i>Building services</i></b> - Work-based learning for young people	30	2

#### ***Technician and professional***

##### *Strengths*

- very effective induction
- good opportunities for the learners' personal and professional development
- significant effective support for learners
- good management of subcontractor

##### *Weaknesses*

- weak progress reviews for most learners

#### ***Building services***

##### *Strengths*

- good co-ordination of training for gas fitting and plumbing
- very effective induction
- good opportunities for the learners' personal and professional development
- significant effective support for learners
- strong partnership working to establish pre-modern apprenticeship programme
- good management of subcontractor

##### *Weaknesses*

- weak reviews of progress for most learners

### Achievement and standards

42. STEGTA's retention and achievement rates are satisfactory. Of the 21 learners who

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started in 2000-01 and 2001-02, 51 per cent were employed by a specialist design company and were made redundant. In the past two years, starting in 2002, there has been a significant improvement, with 92 per cent of the 41 starters retained. Nine of the 23 starters in 2003 are on an accelerated one-year advanced modern apprenticeship. They have made very good progress and have completed all elements of their framework except for a small amount of work on their NVQ portfolios. Other learners are making satisfactory progress. There is good development of learners' personal skills. Learners are confident and work effectively in teams. The standard of work in the workplace is satisfactory.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	23		18		10		11		8		5					
Retained*	0		1	6	0	0	1	9	2	25	5	100				
Successfully completed	0		0	0	0	0	1	9	2	25	5	100				
Still in learning	21		16	89	2	20	1	9	3	38	0	0				

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

## Quality of education and training

43. There is good co-ordination of on- and off-the-job training for gas fitting and plumbing. Training officers use a well-designed form effectively to record target dates for completion of important tasks and activities to achieve the NVQ. These are agreed between the college lecturers and the training officer. Copies are given to employers, who are able to see what progress learners are making. Employers work well with learners and training officers to plan training and make appropriate work experience relevant to the learning taking place at the college.

44. Induction is very effective. All learners receive a comprehensive induction with the provider and at college. Those modern apprentices who have attended the pre-modern apprenticeship programme will have had an additional induction from STEGTA before starting their modern apprenticeship. The company plans carefully to meet the needs of all learners. It identifies each modern apprentice's learning style and explains it to them. STEGTA thoughtfully reviews every induction programme and learners' views and takes them into consideration. The learners remember this training well, which covers health and safety and equality of opportunity well. STEGTA continuously reinforces these topics throughout the whole training programme. Learners are clear about the content and structure of their training programmes. Induction is interesting and enjoyable, and uses role-play well. STEGTA records this and plays it back to the learners to usefully

emphasise key learning points. The company uses quizzes effectively to check the learners' understanding.

45. STEGTA provides its learners with a wide range of good and useful opportunities for personal and professional development. It pays for its modern apprentices to take 10 driving lessons and their driving theory test, which is particularly valuable for when they complete their training and need to drive to perform work activities. Many employers pay for the balance of driving lessons needed for the learners to pass their test. All of the modern apprentices enjoy the time that they spend at a residential outdoor activity centre, which the company uses to improve team-working and communication skills. Learners are able to gain relevant additional qualifications in addition to those identified on the learning plans. For example, technicians are taking HNCs at the same time as completing their modern apprenticeship frameworks.

46. Learners receive significant effective support from STEGTA. All learners receive a comprehensive initial assessment, which includes tests of their occupational and key skills and identifies any support needed for literacy, numeracy and English for speakers of other languages. There is good personal and pastoral support and where STEGTA identifies additional learning needs it provides sensitive support. Training officers have been involved in visiting learners' homes and working with their parents to resolve difficulties. The training officers visit the colleges every week to resolve any problems. Learners are given free toolkits and relevant personal protective equipment. Employers also support the learners well and give them time at work to further their learning.

47. Resources are satisfactory. STEGTA's staff are occupationally competent, and where the company identifies learners' additional learning needs, it meets them. College staff are appropriately qualified. The accommodation and equipment at the colleges are satisfactory.

48. Most learners' progress reviews are weak. STEGTA has identified this weakness and has changed the progress review paperwork. However, reviews are not sufficiently clear. Actions are too broad and do not focus sufficiently on what learners need to do before the next review. Some actions state what the training officer should do. There is insufficient emphasis on progress against the qualification. The individual learning plans do not set any targets to measure progress against. Learning plans are incomplete.

## **Leadership and management**

49. The provision is well managed. There is strong partnership working with the college to develop the pre-modern apprenticeship programme, which offers NVQs at level 2 and some key skills. The programme is offered by the college but STEGTA carries out recruitment and selection. STEGTA's staff visit these learners regularly and carry out useful reviews. STEGTA organises a parents' evening at the college that ensures that they understand the programme and how they can provide support. The company also finds work placements and employment for the learners. Most of these learners progress to modern apprenticeships with STEGTA.

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50. Management of the subcontractors is good. Colleges are visited weekly and training officers meet with lecturers to ensure that the programme is meeting the learners' needs and to look at ways of improving the provision. The quality of teaching is checked routinely through observation. STEGTA receives copies of internal verification reports, external verification reports and summative lesson observations. STEGTA's training officers are all occupationally competent, sit in on lessons and give useful comments to the lecturers to further benefit the learners. Assessments and internal verification are thorough. The company's most recent self-assessment report is realistic and identifies most of the strengths and weaknesses found by the inspectors.

**Engineering, technology & manufacturing**

<b>Engineering, technology &amp; manufacturing</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Mechanical engineering</i></b> - Work-based learning for young people	7	None
<b><i>Electrical engineering</i></b> - Work-based learning for young people	31	2
<b><i>Manufacturing</i></b> - Work-based learning for young people	19	2

***Electrical engineering****Strengths*

- good work placements
- very effective monitoring of learners' progress
- good pre-modern apprenticeship programme
- particularly effective support for learners
- good opportunities for learners' personal and professional development

*Weaknesses*

- some slow progress in completing NVQ units
- insufficient involvement of workplace supervisors in on-the-job training

***Manufacturing****Strengths*

- good work placements
- very effective monitoring of learners' progress
- good pre-modern apprenticeship programme
- particularly effective support for learners
- good opportunities for learners' personal and professional development

*Weaknesses*

- some slow progress in completing NVQ units
- insufficient involvement of workplace supervisors in on-the-job training

**Achievement and standards**

51. Learners progress to higher-level courses and a few have gone on to degree courses.

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Some learners are employed by multi-national companies and have progressed to senior positions in these companies. Modern apprentices at STEGTA have often developed good levels of collaboration with senior colleagues, are trusted, and work on their own without close supervision before they complete their modern apprenticeships.

52. Retention and achievement rates are satisfactory. Retention in advanced modern apprenticeships has improved since the introduction of the pre-modern apprenticeship programme 18 months ago. During 1999-2000 and 2000-01, learners left training as employers made redundancies. There is some slow progress in completing units of the NVQ. Learners take additional units and have more work to do. Many modern apprentices attempt additional qualifications, including HNCs. Although they rarely give up, they neglect finishing their NVQ paperwork until they finish their exams.

53. STEGTA's pre-modern apprenticeship programme successfully prepares the learners for work. Retention and achievement rates on this programme are good. Learners have the opportunity to gain an NVQ at level 2, level 2 key skills, a chance to work in their chosen field and confirm their choices before taking an advanced modern apprenticeship. Most pre-modern apprentices progress to a modern apprenticeship with STEGTA.

54. The standard of work in learners' portfolios of evidence is satisfactory. Some learners produce comprehensive reports detailing tasks they have carried out and take great care in the presentation of their work, but others are too untidy. However, all learners have collected satisfactory evidence that uses a wide range of methods.

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

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	13		17		12		23		26		19					
Retained*	0		0	0	0	0	1	4	9	35	9	47				
Successfully completed	0		0	0	0	0	1	4	9	35	7	37				
Still in learning	11		11	65	9	75	12	52	7	27	0	0				

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



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<b>LSC funded work-based learning</b>																
<b>Foundation modern apprenticeships (FMA)</b>																
	<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	5		2		2		2		5							
Retained*	0		0	0	1	50	1	50	3	60						
Successfully completed	0		0	0	1	50	0	0	2	40						
Still in learning	3		2	100	0	0	0	0	0	0						

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

<b>LSC funded work-based learning</b>																
<b>NVQ Training</b>																
	<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>		<b>1999-2000</b>		<b>1998-99</b>							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		2		2		3		4							
Retained*	0		0	0	2	100	2	67	2	50						
Successfully completed	0		0	0	2	100	2	67	1	25						
Still in learning	1		1	50	0	0	0	0	0	0						

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

## Quality of education and training

55. STEGTA provides its learners with good work placements and has wide experience in the engineering industry. Staff have developed good links with the employers, most of which are well established and have a strong commitment to training. Many learners benefit from using up-to-date, technically advanced machinery. Learners have a wide range of learning opportunities and make good progress in developing their competence across a range of skills. However, most on-the-job training is not formally planned and training opportunities occur through normal workflow.

56. STEGTA has recently developed a good way of monitoring learners' progress, which is very effective. It uses a well-designed form effectively as part of the review process to give a clear picture of what learners have done and what they need to do next. It includes a list of NVQ units held in a database, printed onto one sheet of A4 paper, in a table. On the reverse is a student profile, with their photograph as well as a brief summary of their progress. It is easily updated and is readily produced for the employer or the learner.

57. STEGTA works collaboratively with a local further education college to run a good pre-modern apprenticeship training programme. Most learners progress to become modern apprentices with STEGTA. Some advanced modern apprentices in their first year of training join this course to gain background knowledge and basic practical training.

Training exercises, practical and assessment projects are well prepared. Detailed marking, recording and monitoring schemes enable the learners to identify their achievements. Achievement charts are displayed for all learners to identify their achievement of NVQ units on their learners' profiles. Learners and employers value the high level of skills they acquire. Other learners have well-organised off-the-job training at local further education colleges one day each week.

58. STEGTA's occupationally experienced and well-qualified training officers provide the learners with particularly effective support. There are frequent regular visits by training officers who also offer mobile telephone numbers for the learners to call at any time if they have problems. Training officers give their time freely working outside normal visit times. On occasions, training officers have worked with learners in their own homes. Learners receive free toolkits. Induction provides the learners with detailed and comprehensive information regarding the whole of their training programme. Further support for learners with key skills or portfolio work is available from an external consultant who makes effective use of a training room with good information technology resources. There is constant reinforcement of equal opportunities, health and safety and key skills.

59. There are good opportunities for the learners to develop personally and professionally in the modern apprenticeship programme. For example, all of them attend an outdoor activity centre. Many learners take additional vocationally relevant qualifications in manual handling, hydraulics, pneumatics and abrasive wheel regulations. For those learners whose jobs require them to drive, STEGTA helps towards the costs of driving lessons.

60. Initial assessment is satisfactory. STEGTA gives its modern apprentices aptitude tests and offers them support where appropriate. The company records initial assessment results on the learners' individual learning plans. Support for literacy, numeracy and language skills for those learners whose first language is not English is satisfactory. Training for key skills is integrated effectively with vocational training. Learners also receive key skills lessons in college.

61. Assessment practice is satisfactory. Assessors spend additional time with the learners to identify the relevance of the work being assessed for the NVQ. There is good questioning at the end of the assessment. Staff and learners understand the assessment process well and internal verification is satisfactory. There is carefully planned sampling and verification of the learners' work. Less-experienced assessors are sampled more and some assessors have all of their work checked. External verifiers' reports over recent years indicate no areas of concern.

## **Leadership and management**

62. Management of the training is satisfactory. STEGTA focuses on improving training and supporting all of the learners effectively. Training officers are well aware of their responsibilities. The company deals promptly and effectively with issues raised. STEGTA agrees action plans and monitors them regularly. It also monitors equality of opportunity

consistently and reinforces it during the learners' progress reviews. STEGTA carries out staff appraisals regularly and identifies and meets their training needs. Staff contributed to the company's most recent self-assessment report, which was realistic, and inspectors findings matched those in the report.

63. There is insufficient involvement of STEGTA's workplace supervisors in off-the-job training. Reliance is placed on learners working with a colleague or a mentor at work rather than formal planned training. Most workplace supervisors are not involved in the feedback or future planning of training and they are rarely involved in setting training targets. Few employers have a formal learning plan in the workplace or knowledge of their learners' individual learning plans. Only a small number of companies introduce training assignments in the workplace, to increase the learners' competence. College work is not co-ordinated with the work the learners are doing in their daily jobs. There is written training guidance for employers on their role in training in the workplace, but workplace supervisors rarely refer to it.