

REINSPECTION REPORT

Doncaster, Rotherham and District Motor Trades Group Training Association Limited

11 February 2005



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

REINSPECTION REPORT

Doncaster, Rotherham and District Motor Trades Group Training Association Limited Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Doncaster, Rotherham and District Motor Trades Group Training Association Limited (Doncaster GTA) is a private training provider and a registered charity. Founded in 1972, it became a company limited by guarantee in 1985. It specialises in training for the motor trade and road haulage industries and has contracts with major international motor manufacturers and national retail motor groups. It contracts with the South Yorkshire Learning and Skills Council (LSC) for the provision of work-based learning in motor vehicle engineering and business administration. Doncaster GTA also offers commercial training for other international, national and local companies, including lift truck training, goods vehicle driving, dangerous goods consultation, and health and safety consultation. The company derives 60 per cent of its funding from the LSC government-funded training. It has a five-acre site at Armthorpe on the outskirts of Doncaster with a comprehensive range of specialist training workshops and classrooms for motor vehicle, business administration and warehouse training.

2. Doncaster GTA has a board of directors from the local retail vehicle repair sector which oversees strategic planning. It employs 30 staff on work-based learning programmes, 12 of whom are directly involved in training and assessment. There are two business studies tutors and assessors, two vehicle body repair and refinishing tutor assessors and eight motor vehicle tutor assessors.

3. Doncaster GTA trains motor vehicle engineering and business administration learners in South Yorkshire. There are 159 motor vehicle learners on programme, of whom 44 are advanced apprentices, 113 are apprentices and two learners are following a national vocational qualifications (NVQ) through work-based learning. On business programmes, five advanced apprentices and 15 apprentices are working towards awards in business administration. All learners placed with local companies receive on-the-job training and opportunities for the development of a range of practice skills.

4. Following the inspection in October 2003, Doncaster GTA now has a nominated equal opportunities officer, a schools liaison officer and a quality development team.

SCOPE OF PROVISION

Engineering, technology & manufacturing

5. There are 159 work-based engineering learners, of whom 113 are on apprenticeship programmes in light vehicle maintenance, heavy vehicle service and repair, motorcycle maintenance, and body repair. A further 44 learners are on advanced apprenticeship programmes, including 28 learners in light vehicle engineering, 10 on heavy vehicle service and repair, one on motor cycle maintenance and five following qualifications in body repair. Two learners are following an NVQ-only programme in vehicle maintenance. Learners work for a variety of local employers ranging from vehicle

importers, main dealerships and privately owned service and repair centres. Off-the-job training is provided at the provider's training centre although a small number of learners receive their training completely in the workplace.

Business administration, management & professional

6. Doncaster GTA provides training for apprentices and advanced apprentices in business administration. There are 15 apprentices and five advanced apprentices. Companies employ some apprentices and others receive a training allowance while attending their work placement. All advanced apprentices are employed. Most apprentices attend the provider's training centre for one day each week for training sessions. There are four staff within the department responsible for training and assessment, of whom two have specific responsibilities for the internal verification process.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	9
Number of learner interviews	28
Number of staff interviews	17
Number of employer interviews	12
Number of locations/sites/learning centres visited	17

OVERALL JUDGEMENT

7. At the previous inspection in October 2003, the provider's leadership and management and quality assurance were unsatisfactory and its arrangements for equality of opportunity were satisfactory. Training in engineering, technology and manufacturing and business administration, management and professional was also unsatisfactory. At the end of the reinspection process, leadership and management and equality of opportunity are good. The quality assurance arrangements are satisfactory. Training in engineering, technology and manufacturing and business administration, management and professional is satisfactory.

GRADES

Grades awarded at previous inspection

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

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

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Engineering, technology & manufacturing	4
Contributory grades:	
Work-based learning for young people	4

Business administration, management & professional	4
Contributory grades:	
Work-based learning for young people	4

Grades awarded at reinspection

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

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

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

Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3

KEY FINDINGS

Achievement and standards

8. On engineering programmes, there is good development of learners' practical skills.

They demonstrate confidence in using tools and equipment, and are systematic when carrying out their work. Progress of advanced apprentices and apprentices recruited in 2004-2005 is now satisfactory.

9. Learners on business programmes make satisfactory progress towards achievement of their qualifications. All advanced apprentices have now achieved their NVQs and key skills end tests and are finishing their key skills portfolios. All apprentices are making appropriate progress in relation to their skills and length of time on the programme. Learners produce a high standard of work using a good range of work products as evidence. All apprentices who started the programme in 2004-05 are still in learning.

Quality of education and training

10. Teaching and learning are satisfactory. In most lessons, tutors clearly explain the planned objectives to learners and use a variety of teaching and learning methods. Employers are supportive of their learners and provide a good range of learning opportunities in the workplace.

11. **Engineering learners are provided with very responsive and flexible assessment.** The arrangements are planned to meet learners' work patterns and employers' operational needs. Learners can request assessment at very short notice. Good use is made of workplace mentors in order to confirm learners' skills development and readiness for assessment.

12. **There is very effective support for both engineering and business learners.** Staff work well with learners to ensure that they are not experiencing any difficulties. Learners receive good practical support such as taxis and lifts to the training centre. The recently introduced learner pastoral review interview has identified some of the issues that learners have experienced and effective support measures are now in place.

13. Engineering learners' progress reviews are satisfactory and make reference to individual learning plans. There is now greater employer involvement during planned learner reviews. Learners' progress is recorded against previously agreed action plan targets. Revised targets for learner progress are set at an appropriate level for the next planned visit.

14. **Planning of learning is insufficient on business programmes.** There is no detailed plan of what learning needs to take place to ensure that learners achieve targeted units. There is not enough use of the initial assessment of learners' literacy, numeracy and key skills to detail learning required during the learning programme.

15. **The recording of business learners' progress is poor.** Many reviews do not record specific progress against learning plans or previous reviews and often contain actions that are not measurable.

16. The structure of the support for literacy and numeracy was identified as a weakness at the previous inspection report. This is now satisfactory. Initial assessment procedures have improved and now clearly identify learners' literacy and numeracy support needs. A detailed programme of individual and group support is planned to coincide with learners' attendance patterns at the training centre.

17. **Actions to improve the business administration programmes are good.** There is a weekly workshop to support advanced apprentices and assessment visits are now more frequent. There is much improved lesson planning and a wider variety of resources available to staff to make lessons more interesting and demanding. Communication is good among the team and learners' needs are at the forefront of all actions taken.

Leadership and management

18. **There is clear strategic direction.** A comprehensive three-year business plan clearly describes the strategic direction for the company. An annual review of the planned targets details the progress made. Through the open management style, staff are encouraged to contribute their individual suggestions for the development of training programmes. Managers have developed a programme of very effective staff training linked to immediate business need.

19. **There are good links with external organisations.** This was identified as a strength at the previous inspection. Managers have a good awareness of the developments taking place in the automotive industry and use this knowledge to invest in new technology for learners. Through these links with major international car manufacturers they receive donations of high-quality motor vehicle equipment.

20. **Doncaster GTA has introduced good initiatives to promote equality of opportunity.** There is a nominated staff member responsible for the co-ordination and development of these arrangements. The well-prepared and detailed three-year equal opportunity plan sets out the actions required to meet set targets. Staff are active in widening participation to under-represented groups. The introduction of an effective pastoral review process allows staff to discuss with individual learners, their awareness and experiences received while on programme. Staff deal appropriately with barriers to learning raised during this review process.

21. **There is poor use of photographs and images in course leaflets.** There are no photographs of under-represented groups.

22. **Implementation of the quality assurance development plan is good.** Managers have established clear direction through good planning. Short, detailed action plans developed to concentrate resources in key areas clearly target the improvement of the learners' experience. Action plans include identification and support for learners making slow progress, equality of opportunity and quality assurance development.

23. **The quality assurance manual is incomplete.** Many of the key training process described in outline clearly indicate that the document is subject to ongoing development and change. The newly introduced quality assurance arrangements are working well. However, many of these arrangements do not have procedures. Staff do not understand the frequency of new arrangements.

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

Leadership and management

Strengths

- clear strategic direction
- effective external links

- good initiatives to promote equality of opportunity
- good implementation of the quality assurance development plan

Weaknesses

- poor use of photographs and images in course leaflets
- incomplete quality assurance manual

Engineering, technology & manufacturing

Strengths

- good skills development in the workplace
- very flexible and responsive assessment

Weaknesses

- no significant weaknesses

Business administration, management & professional

Strengths

- good workplaces
- very effective individual support
- good actions to improve programmes

Weaknesses

- insufficient planning of learning
- poor recording of learners' progress

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

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

Strengths

- clear strategic direction
- effective external links
- good initiatives to promote equality of opportunity
- good implementation of the quality assurance development plan

Weaknesses

- poor use of photographs and images in course leaflets
- incomplete quality assurance manual

24. There is clear strategic direction. Doncaster GTA has a comprehensive three-year business plan that clearly describes the strategic direction for the company. Market assessment, employer engagement, the key risks the provider faces and a development action plan provides clear objectives. An annual review of the planned targets details the progress made and indicates completed targets. Through the open management style, staff are encouraged to contribute their individual suggestions for the development of training programmes. Staff, directors and managers have a good knowledge of local industry and school needs and all are able to contribute effectively to the future plans of the company. Managers have developed a programme of very effective staff training linked to immediate business need. There is a staff development, appraisal and review system that is effective in identifying these needs. Staff receive an annual appraisal that is thorough and covers all aspects of their roles and responsibilities. Identified individual training and development needs are met through an extensive range of training opportunities. Much of the training provides support for key aspects of the developing provision. For example, those closely involved in training 14 to 16 year olds receive instruction in child protection issues. The well-recorded staff reviews, have good action-planning and staff value them.

25. There are good links with external organisations, a strength identified at the previous inspection. Managers have a good awareness of the developments taking place in the automotive industry and use this knowledge to invest in new technology for learners. Through good links with major international car manufacturers they receive donations of up-to-date motor vehicle equipment. These donations have increased the company's resources and clearly benefit the learner's experience. For example, the use of a modern vehicle recently donated will provide advanced training activities to learners to meet the demands of employers for skills in modern technology in vehicle servicing. Managers in

discussions with an external organisation identified a gap in training for a bus and coach servicing course and have developed a training programme offering learners NVQ training and additional qualifications to meet the needs of the learner and employer. Through close links with a national breakdown recovery organisation the company has responded at short notice to deliver their training programme. There are good links with schools and a day-release motor vehicle training course for 14 to 16 year old school pupils is currently running. School taster training courses specifically designed to attract women into engineering are successful and regarded by the participants as interesting, informative and enjoyable. Staff have well-advanced plans to provide further taster courses.

26. The satisfactory range of frequently held meetings ensures staff are clearly informed about company strategy and are provided with the opportunities to influence developments. Directors, executives, managers and staff all have separate regular meetings. Small selected groups of staff meet to focus on specific short-term issues. These meetings help staff identify and develop solutions to a range of issues. Staff have a good understanding of issues that face the provider and are fully involved in developments through good action-planning by managers.

27. The structure of the support for literacy and numeracy was identified as a weakness at the previous inspection. This is now satisfactory. Initial assessment procedures have improved and now clearly identify learners' literacy and numeracy support needs. A detailed programme of individual support or for groups of learners is planned to coincide with learners' attendance patterns at the training centre. Attendance at planned support workshops is good. Initial assessment is comprehensive and includes an initial screening and further diagnostic assessment of learners' literacy and numeracy support needs. Learners are interviewed by Doncaster GTA's staff and subsequently by employers to assess their suitability for the administration programme.

Equality of opportunity

Contributory grade 2

28. Since the previous inspection, Doncaster GTA has introduced good initiatives to promote equality of opportunity. There is a nominated staff member responsible for the co-ordination and development of these arrangements. The well-prepared and detailed three-year equal opportunity plan sets out the actions required to meet set targets. The plan defines the objectives, targets, action and implementation, responsibilities and achievements. After three months on their programme, all learners receive reinforcement of equality and diversity through CD-ROM material. Parents receive reports on learners' activities and staff contact parents to discuss identified issues. Doncaster GTA works well to widen participation by under-represented groups. For example, links with a local school have developed into a course introducing young women to motor vehicle activities. They attend the training centre one day every week over a five-week period. Good publicity generated by the course is used in staff presentations to school pupils interested in engineering. The introduction of an effective pastoral review process provides staff with the opportunity to discuss with the individual learners their awareness and experiences received while on programme. Staff deal appropriately with barriers to learning raised during this review process.

29. Since the previous inspection the company has produced a well-prepared equal opportunities report that clearly details the progress it has made in establishing and developing strategies and procedures for assuring equal opportunity and diversity. It deals with all aspects including staff training, learner awareness, widening participation, marketing, monitoring and the effect on learners. The introduction of an assessor checklist for equality of opportunity discussion provides a good approach to ensure that learners have the opportunity to discuss meaningful issues that arise during their work placements and off-the-job training activities. Application forms now record ethnicity, disability and gender. During the next enrolment, analysis will be made of all applicants and there are plans to use this information to monitor and develop the application process.

30. The equal opportunities policy and procedures are well prepared and cover many aspects of equality and diversity. After a poor response from employers to an equal opportunities questionnaire, contact by telephone has ensured 88 per cent of employers have taken part in the survey. Those employers who do not have an equal opportunities policy of their own are encouraged to adopt the provider's own. Those who have indicated an interest in equal opportunity training have been contacted and planning is well advanced to provide this training.

31. There is appropriate access to Doncaster GTA's training centre for people with restricted mobility. Access to ground floor classrooms and the on-site café is satisfactory and there are toilets for those with a disability.

32. There is poor use of photographs and images in course leaflets. There are no photographs of under-represented groups. The good progress made in promoting equality of opportunity through the recently developed aims, values and strategies is not reflected in the provider's advertising material. However, staff have identified this issue and plans are at an early stage to develop the material in line with their own agenda for widening participation.

Quality assurance

Contributory grade 3

33. There is now good implementation of the quality assurance development plan. After the previous inspection, managers and staff formed a quality development team to review and develop solutions to the weaknesses in the report. With the implementation of the quality assurance development plan, managers have established clear direction through good planning. Short, detailed action plans developed to concentrate resources in key areas, clearly target the improvement of the learners' experience. Action plans include identification and support for learners making slow progress, equality of opportunity and quality assurance development.

34. The introduction of an effective pastoral review for engineering and business learners provides staff with the opportunity to discuss with the learner their awareness and experiences received while on programme. There is clear evidence that many of the barriers to learning raised during the review process are dealt with appropriately by staff.

Parents and guardians now receive progress reports.

35. The implementation of a well-thought-out and well-presented monitoring system provides staff with a satisfactory summary evaluation of progress made in portfolio-building and exam evidence. Slow progress in gaining achievement is identified and action is taken to support the learner. There has been good progress made on the development and use of new documents for the observation of teaching and learning. The well-prepared and detailed documents are now used in a variety of contexts wherever teaching and learning takes place. This includes classroom and workshop sessions, and reviews.

36. A company questionnaire provides a satisfactory range of feedback on the employers' perception the services supplied by Doncaster GTA. From an analysis of returns, an action plan is developed and issues clearly dealt with. Feedback from learners is now collected regularly, evaluated and action is taken on the issues raised. For example, learners raised concerns about their poor knowledge of the programme framework. Staff responded quickly by providing the details of the components of the framework through a series of tutorials.

37. The recently completed quality assurance calendar now in use provides the basis for planning the quality assurance of a range of key training processes throughout the year. It is too early to judge the effectiveness of the calendar in ensuring that timely activities take place to assure the quality of the provision.

38. The self-assessment report is accurate and identifies most strengths and weaknesses found by inspectors. Doncaster GTA has taken appropriate action to deal with many of the weaknesses identified at the previous inspection.

39. The quality assurance manual is incomplete. Many of the key training process described in outline clearly indicate that the document is subject to ongoing development and change. The newly introduced quality assurance arrangements are working well. However, many of these arrangements do not have procedures. Staff are unclear on the frequency of new arrangements and the new methods and procedures are not described in detail. Managers have identified this and plan to introduce procedures to support the newly introduced quality assurance activities.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	159	3

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

Strengths

- good skills development in the workplace
- very flexible and responsive assessment

Weaknesses

- no significant weaknesses

Achievement and standards

40. There is good development of learners' practical skills in the workplace, a strength identified at the previous inspection. Employers provide learners with good opportunities to develop these skills on a wide range of high specification equipment. Learners soon develop their practical skills and demonstrate confidence in using tools and equipment, and are systematic when carrying out their work. Most employers allocate learners to experienced workplace mentors as well as moving them around various part of the business. This allows learners to extend their skills and knowledge.

41. At the previous inspection, the framework completion rate for all programmes was poor. More specifically, the completion of the advanced apprenticeship programme ranged from 3 per cent to 19 per cent during the period from 1997 to 2000. Since 2000-01, of 95 learners starting advanced apprenticeships, 17 have completed the qualification and 48 remain in learning. The average achievement rate for the apprenticeship programme during the period 1998-2000 ranged from 30 per cent to 33 per cent. Since 2001-02, of 277 learners starting the apprenticeship programme, 61 have completed the qualification and 116 remain in learning. Progress of both advanced apprentices and apprentices recruited in 2004-2005 is satisfactory. Of the 52 apprentices who started the programme, 28 have achieved three units of certification towards their NVQ.

42. At the previous inspection, retention rates on all engineering programmes were poor. In the previous report the retention rate for the apprenticeship programme was 40 per cent. A recent analysis by managers of the past three years of retention data has established that in the first four months of programme, on average, 8 per cent of apprentices left the programme. After six months on programme the current group of apprentices have a leaving rate of only 4 per cent. Of the 24 advanced apprentices who

started in 2004-2005, all remain in learning.

Quality of education and training

43. There is very flexible and responsive assessment. Learners have frequent contact with their assessor who visits the workplace at least every four to six weeks to carry out assessments and progress reviews. There are flexible arrangements for the timing of these visits to meet learners' work patterns and employers' operational needs. Learners can request on-demand assessment at very short notice through an assessment telephone hotline. Good use is made of workplace mentors in order to confirm learners' skills development and readiness for assessment.

44. Teaching and learning is satisfactory. In most lessons, tutors clearly explain the planned objectives to learners and use a variety of teaching and learning methods. For example, in a lesson covering vehicle refinishing techniques, the tutor made particular good use of a multimedia presentation illustrating various refinishing problems learners may encounter. Learners were then encouraged to apply this knowledge to identify likely causes of refinishing problems and suggest possible preventive or corrective actions.

45. New training resources recently purchased have allowed learners to practise their technical skills development in the training centre. Learners now have a much improved level of technical understanding of vehicle systems and operating principles. Provider staff are appropriately qualified and occupationally competent in relevant subject areas. A staff development programme enables tutors to update their technical knowledge and keep their occupational expertise current. Of the 10 training staff, nine have assessor qualifications and four have an internal verifier award, while another three are working towards internal verifier awards. All learner workplaces have an appropriate range of modern industry-standard equipment, some to an excellent standard. Training resources for learners at the provider's premises is satisfactory. Classrooms utilised for training are modern, well presented and attractively furnished. All are equipped with a range of resources to support multimedia delivery. Recent purchases of additional equipment to support practical skills training now cover heavy goods vehicle maintenance training and motorcycle service and repair.

46. Learners' progress reviews are satisfactory and make reference to individual learning plans. There is now greater employer involvement during planned progress reviews. Learners' progress is recorded against previously agreed action plan targets. Revised targets for learner progress are set at an appropriate level for the next planned visit. Learners have a good working relationship with provider staff and feel well supported. They know who to contact if they require any help or assistance of a pastoral or welfare nature.

47. Learners' awareness of the required components associated with their apprenticeship frameworks has much improved. However, many employers and supervisors do not fully understand the apprenticeship frameworks requirements beyond

the NVQ training programme.

48. Since the previous inspection, initial assessment procedures have improved and now clearly identify learners' literacy and numeracy support needs. Where these needs are identified, this is sensitively discussed with the learner and recorded on the individual learning plan. A detailed programme of support is provided either as individual support or on a group basis to fit in with learners' attendance patterns at the training centre. Learners value this support, and attendance at planned support workshops is good.

Leadership and management

49. Internal departmental communications are also satisfactory with regular course team meetings to ensure that all staff are kept informed on appropriate matters. Internal verification is satisfactory, learners have an appropriate understanding of the appeals procedure, the issues related to equality of opportunity, harassment and bullying and are aware of how to seek support on matters of personal welfare. The provider has recently introduced an e-learning package covering equal opportunities for all newly recruited learners. Engineering staff have recently attended training workshops covering recent changes to equality issues and quality assurance updates. Tutors were fully involved in the development of the provider's self-assessment report. Inspectors agreed with the strengths and weaknesses in the report.

Business administration, management & professional**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	20	3

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

Strengths

- good workplaces
- very effective individual support
- good actions to improve programmes

Weaknesses

- insufficient planning of learning
- poor recording of learners' progress

Achievement and standards

50. Learners make satisfactory progress towards achievement of their qualifications. At the previous inspection, progress by advanced apprentices was slow. However, staff have worked closely with learners and employers to improve this. Learners now receive more frequent visits on both programmes for assessment towards their qualification, and all learners attend the training session each week for support. This has been effective in increasing the speed in which learners achieve units towards their qualifications. All advanced apprentices have now achieved their NVQs and key skills end tests and are finishing their key skills portfolios. All apprentices are making appropriate progress in relation to their skills and length of time on the programme. Learners produce a high standard of work using a good range of work products as evidence.

51. All apprentices who started the programme in 2004-05 are still in learning. There have been no advanced apprenticeship starts since 2002-03.

Quality of education and training

52. Learners work in good workplaces. Doncaster GTA works with a wide variety of local and national employers to meet the needs and interests of learners. Employers are supportive of their learners and provide an appropriate range of learning opportunities for them to meet the requirements of their qualification. Provider staff have long-standing working relationships with most of the employers and work well with them to resolve any issues that arise. Employers encourage learners attending work experience to apply for vacancies when they arise.

53. Individual support for learners is very effective. Staff work closely with learners to ensure that they are not experiencing any difficulties. Learners receive good practical support. For example, where appropriate, transport is provided to the training centre. Additional individual coaching provided to learners who are having difficulty understanding aspects of their qualification is satisfactory. The recently introduced learner pastoral review interview has identified some of the issues that learners have experienced and effective support measures are now in place. Class sizes are small and individual support within lessons is good. Doncaster GTA and employers work closely together to support learners when issues arise, such as poor conduct, attendance and timekeeping at work.

54. Training is provided at the training centre each week. The variety of teaching methods used includes group work, whole-class exercises and individual activities. Learning was interesting and stimulated learners. For example, learners were developing a good understanding of organisational structures by preparing an organisation chart that included a series of photographs that depicted the hierarchy of the company.

55. Resources are satisfactory and include a comprehensive range of paper-based resources such as well-prepared handouts and textbooks. Computers are of industry standard and are situated in a well-decorated training room that has displays of learners' work on the walls. Doncaster GTA has recently invested in some additional practical resources that make lessons more interesting and are effective in supporting learning concepts. These include a range of new learning materials and educational games. Staff have appropriate occupational competence and/or qualifications. Some staff have teaching qualifications and those who do not have them are working towards them.

56. Initial assessment is comprehensive and comprises an initial screening and further diagnostic assessment of learners' literacy and numeracy support needs. Learners are interviewed by Doncaster GTA's staff and subsequently by employers to assess their suitability for the administration programme. The structure of the support for literacy and numeracy was a weakness at the previous inspection and this is now satisfactory. Assessment arrangements for qualifications including assessment planning and recording are also satisfactory. Assessment by direct observation is frequent and no longer a weakness.

57. Learners have a satisfactory understanding of key induction topics including programme content, rules and regulations, and health and safety. Most learners have a good understanding of equality of opportunity arrangements and how they apply in the workplace. They know what action to take if they or any of their colleagues are bullied or harassed.

58. There is insufficient planning of learning. Individual learning plans list the NVQ units and key skills that the learners are working towards with expected achievement dates. However, there is no detailed plan of what learning needs to take place to ensure that learners achieve those units targeted. Initial assessment of learners' literacy, numeracy and key skills is not yet used to detail learning required during the learning programme. Lesson planning is satisfactory and the planning for achievement of units is also

satisfactory.

59. Recording of learners' progress is poor. Progress reviews generally take place every 10 weeks. Many reviews do not record specific progress against learning plans or previous reviews and often contain actions that are not measurable. Doncaster GTA has introduced a monitoring sheet that records progress and completion of unit achievement, but this is not yet able to review the stages of a learner's progress towards unit achievement over a period of time.

Leadership and management

60. Actions to improve the administration programmes are good. Managers and staff have dealt successfully with all of the weaknesses identified in the previous inspection. There have been several staff changes since the previous inspection. The current team have been in place for a short period of time and have made significant changes that have improved the provision. A weekly workshop introduced to support advanced apprentices takes place and assessment visits have increased in frequency. Retention and learner progress has improved and is now satisfactory. There is much improved lesson planning and a wider variety of resources available to staff to make lessons more interesting and demanding. Communication is good among the team and the learners' needs are at the forefront of all actions taken. Links between key skills and NVQ delivery are not yet fully established.

61. Staff have a satisfactory understanding of health and safety and a good understanding of equality of opportunity. The availability of staff development is also good. Staff are aware of the self-assessment report and those who were employed at the time of production had input into the content. The self-assessment report identified some of the strengths at inspection. It also identified improvements made since the previous inspection. Although staff are aware of the weaknesses identified at inspection, they were not included in the self-assessment report. Staff are aware of the new quality assurance initiatives in place but, in the absence of a fully completed quality assurance manual, it is not always clear on the frequency of some of these new procedures.