

# INSPECTION REPORT

## **Arthur Rank Training**

**09 December 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

## Arthur Rank Training

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Arthur Rank Training (ART) was established in 1980 as part of the Arthur Rank Centre. In 2001 it became an independent company with charitable status and in 2002 it relocated to new, larger premises in Kenilworth, Warwickshire. ART provides most of its provision for the socially and educationally disadvantaged young people of Coventry and Warwickshire. The organisation is governed by a board of governors, but the operational management is the responsibility of the chief executive. A total of 31 full- and part-time staff work for ART. The main programme that the organisation offers is Entry to Employment (E2E). Craft training in construction and motor vehicle trades is offered within the E2E programme. Learners are referred to the programme predominantly from Connexions but may also be referred by partner organisations. ART holds interviews at its training centre throughout the year.

### SCOPE OF PROVISION

#### Foundation programmes

2. ART provides E2E programmes, which support learners to develop the skills required for entry into the construction and motor vehicle trades. There are 83 learners on the programme. The programme takes new learners onto the programme each month. Most of the learners have additional learning needs, with 90 per cent of learners initially assessed at entry level 3 or below for their literacy and numeracy skills. Learners are given the opportunity to achieve qualifications, mostly national vocational qualifications (NVQs) at level 1. Additional activities such as bowling and residential stays give support to those learners identified with social needs. Literacy and numeracy are taught in separate lessons. At the outset, learners have an individual learning programme, which is planned in partnership with each learner's personal adviser from Connexions and their support manager.

### ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	14
Number of learner interviews	34
Number of staff interviews	25
Number of employer interviews	12
Number of locations/sites/learning centres visited	23

## OVERALL JUDGEMENT

3. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, ART's foundation programmes, leadership and management, equality of opportunity and quality assurance are satisfactory.

## GRADES

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

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

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b> - Entry to Employment	83	3

## KEY FINDINGS

### Achievement and standards

4. **Since the start of the programme, the number of learners leaving the programme is low.** In 2003, an average of 80 per cent of learners stayed on the programme for the initial period of training of 22 weeks.
5. **For 2003-04, progression overall is good, with 44 per cent of learners achieving a satisfactory outcome.** Forty-one per cent of the learners progressed into employment. There is a further 23 per cent still in training.
6. Achievement of vocational qualifications is satisfactory. Of the 221 learners who started their programme in 2003-04, 37 per cent gained units towards vocational qualifications at level 1 and 26 per cent gained full level 1 awards.
7. Skills development is good in carpentry and joinery and generally satisfactory in other areas of construction. Many learners in carpentry and joinery have developed good tool-handling skills. Learners in plumbing have not yet reached the standard of work required. The standard of work produced in background knowledge sessions is generally acceptable.

## Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Foundation programmes	0	0	4	5	2	1	0	12
<b>Total</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>12</b>

8. **There is a good variety of work placements, which are well chosen to match learners' career aspirations and their individual needs.** The type of placement varies from small local organisations to national companies. The employers providing the placements are very supportive.

9. Teaching and learning are generally satisfactory. The group lesson plans for teaching of literacy and numeracy are good, but longer-term planning is less well developed. The better lessons used the vocational context well, using practical examples to develop basic skills. Tutors promote good working relationships with learners. In carpentry and joinery there is some good teaching of practical skills.

10. Overall, ART's resources are satisfactory. There are sufficient staff to adequately supervise learners working in small groups. The resource centre is adequate and is being updated. Learners have adequate access to computers, but there is little use of interactive resources or visual display material to support independent study. Construction workshops are clean, tidy and equipped appropriately for the programmes offered. Learning materials vary in quality, the poorest of which have faded from repeated photocopying and are difficult to read. Paper-based resources, for literacy and numeracy, are up to date and appropriate but are in short supply. Essential texts, such as dictionaries and books for reading, are not easily accessible to the learners.

11. Progress monitoring is satisfactory on motor vehicle programmes and in centre-based construction programmes. Learners' reviews carried out at ART's centre are effective.

12. **The support provided for the development of learners' literacy, numeracy and language skills is unsatisfactory.** Learners on work placements do not have adequate access to support. There is no specialist learning support available for learners who are speakers of other languages or for those with dyslexia.

13. **Visits to placements are infrequent and employers are unaware of the off-the-job elements of training or the requirement for personal development and literacy and numeracy targets.** Employers are not clear on the part that they should play in the training, reviewing and assessing of learners. The overall recording of learners' progress is often incomplete and difficult to monitor, resulting in insufficient feedback to learners.

## Leadership and management

14. **ART has good strategies to ensure that learners are recruited to the programme and remain in training.**

15. **ART has strong external links.** Links with nationally recognised foundations and societies are mature and benefit ART significantly. Links with local education authorities are varied and give particular encouragement to the engagement of 14-19 year olds who are vulnerable or at risk.

16. **There are good internal communications.** Much time is allocated to staff to enable informal communication between the various tutors. All formal meetings have set agendas which are minuted and have action points that are monitored and reviewed at the next meeting.

17. **ART has detailed and comprehensive equality and diversity policies.** Senior management have implemented good systems for the collection and analysis of data, which helps to develop strategies on marketing and recruitment.

18. **There are clear intervention procedures documented in the event of bullying or harassment.** Any concerns raised by individuals are subject to careful investigation and ART follows these up with swift action as necessary.

19. **ART has a comprehensive range of policies and procedures.** All staff are aware of the requirements of the system and have the opportunity, through monthly meetings, to improve and influence changes. The procedures are audited to a predetermined schedule and identify areas for improvement. However, many of the procedures are new and some key staff have been appointed recently.

20. **ART uses its management information systems effectively.** It routinely collects data that monitors all aspects of its performance. The organisation uses the data to produce management reports that ensure that senior managers are well informed regarding key aspects of the organisation.

21. **The collection and use of feedback are particularly effective.** Learners and employers regularly complete questionnaires regarding the training and service that ART provides. There is a good return rate of these completed questionnaires. ART is particularly effective in obtaining learners' views.

22. ART's centre provides satisfactory ground floor access and facilities to learners with restricted mobility. The organisation offers comprehensive support to learners in remote locations through the use of its own dedicated transport and provides them with taxis when necessary.

23. The staff training and development are satisfactory. Staff receive an annual appraisal, at which their training and development needs are identified.



24. The internal verification systems are satisfactory across all of the vocational qualifications that ART offers.

25. ART produces a self-assessment report each year. The self-assessment report is developed through feedback from employers and learners. Results from the audit schedule, staff meetings and performance data also help develop the report. The self-assessment report produced just before inspection was found to be a true account but not sufficiently judgemental, as it did not identify many of the significant weaknesses.

26. **The programme design for learners in the workplace is weak.** When learners are considered ready for work they carry out a work placement for four days and attend the centre for one day each week. Only the motor vehicle work placements are visited regularly. The contact time that tutors have with most of the learners on work placements is insufficient to continue to develop all of the skills that the programme offers.

27. **There are shortcomings in the management of health and safety.** Workshops are clean and tidy, with good general housekeeping, but ART does not have a safety plan detailing how health and safety will be managed over a period. There are no formal, regular and properly documented hazard-spotting inspections. ART relies on the constant vigilance of staff and rightly expects them to report hazards and issues as they are seen.

28. **There is weak reinforcement of equality of opportunity.** All staff are provided with relevant training and appropriate development courses. With the exception of the learners on motor vehicle work placements, there are no frequent, formal on-site visits made by ART's staff. Learners, particularly in construction trades, receive little equality of opportunity reinforcement in the workplace and there is little validation of employer knowledge or support.

## **Leadership and management**

### **Strengths**

- good strategies to ensure effective recruitment
- strong external links
- good internal communications
- wide use of management information systems to make improvements
- effective collection and use of feedback

### **Weaknesses**

- poor E2E programme design for learners in the workplace
- shortcomings in the management of health and safety
- weak reinforcement of equality of opportunity
- infrequent application of the quality control systems

## **Foundation programmes**

### ***Employability/employment training***

#### *Strengths*

- low rates of early leavers
- good progress to employment
- very supportive work placements

#### *Weaknesses*

- inadequate learning support for literacy, numeracy and language
- insufficient monitoring of progress for learners on work placements

### **WHAT LEARNERS LIKE ABOUT ARTHUR RANK TRAINING:**

- the support that the staff provide
- the work placements
- 'that we can learn practical things'
- 'this is a good place to learn what we want to do'

### **WHAT LEARNERS THINK ARTHUR RANK TRAINING COULD IMPROVE:**

- the level of support and help when in work placements
- the number of visits to the work placements
- the variety of work at the training centre

## **KEY CHALLENGES FOR ARTHUR RANK TRAINING:**

- maintaining the high retention rates
- maintaining the learners' good progress to employment
- improving the learning support for literacy, numeracy and language
- reviewing the E2E programme design for learners in the workplace
- improving the management of health and safety
- ensuring quality assurance systems improve all aspects of learning
- ensuring frequent monitoring of progress for learners on work placements

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good strategies to ensure effective recruitment
- strong external links
- good internal communications
- wide use of management information systems to make improvements
- effective collection and use of feedback

#### Weaknesses

- poor E2E programme design for learners in the workplace
- shortcomings in the management of health and safety
- weak reinforcement of equality of opportunity
- infrequent application of the quality control systems

29. ART has good strategies to ensure that learners are recruited to the programme and remain in training. There is a wide range of biannual bite-size taster sessions, where learners of all ages can gain an insight into the various trades that the organisation offers. There is close liaison with 18 schools in the area. ART provides a worklink programme aimed at year 10 and 11 pupils at risk of exclusion. There were 650 applications for training in 2003. Each successful applicant joins ART part time for a two-week induction. This enables potential learners to experience ART and make informed decisions as to the suitability of the training on offer. Staff at ART also use this time effectively to ensure that the programme will meet the learners' needs. Those learners who live in rural areas or have difficulty accessing public transport are provided with a minibus service. The provision of this service enables all learners to attend the main centre at ART and aids punctuality.

30. ART has strong external links. Links with nationally recognised foundations and societies are mature and benefit ART significantly. These organisations provide trustees to the board and various bursaries are also offered to benefit learners. Links with local education authorities are varied and give particular encouragement to the engagement of 14-19 year olds who are vulnerable or at risk.

31. There are good internal communications. Much time is allocated to staff to enable informal communication between the various tutors. At the end of each day, one hour is dedicated to allow staff to share their experiences and discuss learners' progress. All formal meetings have set agendas which are minuted and have action points that are monitored and reviewed at the next meeting. The trustees on the board meet quarterly and are well informed by the use of management information reports.

## ARTHUR RANK TRAINING

32. ART's staff training and development are satisfactory. Staff receive an annual appraisal, at which the organisation identifies their training and development needs. All staff had received training relevant to their job roles during 2004.

33. The programme design for learners in the workplace is weak. The programme design for the centre-based learners has developed since the introduction of E2E and satisfactorily embraces the three strands of literacy, numeracy, personal and work skills development. However, when learners are considered ready for work they carry out a work placement for four days and attend the centre for one day each week. Only the motor vehicle work placements are visited regularly. The contact time that tutors have with most of the learners on work placement is insufficient to continue to develop all of the skills that the programme offers.

34. There are shortcomings in the management of health and safety. Workshops are clean and tidy, with good general housekeeping, but ART does not have a safety plan detailing how it will manage health and safety over a period. For example, there is no pre-planning of hazard-spotting inspections, risk-assessment reviews or scheduled submission dates of formal reports to the health and safety committee. There are no formal, regular and properly documented hazard-spotting inspections. ART relies on the constant vigilance of staff and rightly expects them to report hazards and issues as they are seen. However, in this higher-risk environment with entry-level learners this is insufficient. The recently constituted safety committee has met twice. The intention is that the committee meets quarterly but a meeting is now due and no date has been set. There are too few teaching staff on the committee, with only one of the four occupational areas represented.

### **Equality of opportunity**

### **Contributory grade 3**

35. ART has detailed and comprehensive equality and diversity policies. Senior management have implemented good systems for the collection and analysis of data, which helps to develop strategies on marketing and recruitment. ART has made considerable efforts to achieve balance and consistency in the profile of recruits with regard to ethnicity, which are broadly representative and in line with the local catchment areas of Coventry and Warwickshire. The focus on construction, motor vehicle and engineering trades has generated a gender imbalance, with mainly male recruits and few female learners on programme. Management are aware of this and have arranged open days, press advertising, networking and work-taster sessions within local schools to increase the participation of female learners.

36. There are clear intervention procedures documented in the event of bullying or harassment, and this is covered in detail as part of the learners' induction. Any concerns raised by individuals are subject to careful investigation and ART follows this up with swift action as necessary.

37. Learners receive appropriate training at induction and this is then generally followed up at the monthly review meetings within ART's centre. When identifying equality of opportunity issues, the two personal development tutors plan appropriate improvement

and awareness measures at the next relevant training session.

38. ART's training centre provides satisfactory ground-floor access and facilities to learners with restricted mobility. However, personal hygiene facilities are limited and disabled and female learners share the same facility. ART offers comprehensive support to learners in remote locations through the use of its own dedicated transport and provide taxis when necessary.

39. There is weak reinforcement of equality of opportunity. All staff are provided with relevant training and appropriate development courses. With the exception of the learners on motor vehicle work placements, there are no frequent, formal on-site visits made by ART's staff. Learners, particularly those in construction trades, receive little equality of opportunity reinforcement in the workplace and there is little validation of employers' knowledge or support. ART does not provide interesting or informative leaflets and the centre has no visible promotion. No learners spoken with were able to state clearly a good understanding of equality of opportunity and most of them did not know whom to contact and were unable to recall the telephone number of the centre. A business style card is issued at induction, which no learner was able to remember.

### **Quality assurance**

### **Contributory grade 3**

40. ART's quality assurance system is managed by the programmes and quality manager who controls and monitors compliance. A comprehensive range of policies and procedures are in place and all staff are aware of the requirements of the system and have the opportunity, through monthly meetings, to improve and influence changes to the system. The procedures are audited to a predetermined schedule and identify areas for improvement. However, many of the procedures are new and some key staff have been appointed recently. The audit schedule is infrequent in many cases and has failed to identify quickly areas requiring improvement. For instance, the observation of teaching processes had not taken place for over one year for many tutors and the quality of teaching varies.

41. ART uses its management information systems effectively to make improvements. The organisation collects data routinely to monitor all aspects of its performance. It uses the data to produce management reports that ensure that senior managers are well informed regarding key aspects of the organisation. The report system highlights areas for improvement and the senior management team then analyses them and takes action to ensure improvements.

42. The collection and use of feedback are particularly effective. Learners and employers regularly complete questionnaires regarding the training and service that ART provides. There is a good return rate of these completed questionnaires. ART is particularly effective in obtaining learners' views. Four times each year ART holds a series of focus groups between learners and senior managers. The organisation analyses the results of the groups and makes the relevant improvements. Recent improvements have included the provision of quiet study areas and recreational facilities.

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43. The internal verification systems are satisfactory across all of the vocational qualifications that ART offers. Assessors meet regularly with internal verifiers and the recording of internal verification is to awarding body requirements.

44. ART produces a self-assessment report each year. The self-assessment report is developed by feedback from employers and learners. Results from the audit schedule, staff meetings and performance data also help develop the report. The organisation's most recent self-assessment report was found to be a true account, but not sufficiently judgemental, as it did not identify many of its significant weaknesses.



## AREAS OF LEARNING

### Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Employability/employment training</i></b> - Entry to Employment	83	3

### ***Employability/employment training***

#### *Strengths*

- low rates of early leavers
- good progress to employment
- very supportive work placements

#### *Weaknesses*

- inadequate learning support for literacy, numeracy and language
- insufficient monitoring of progress for learners on work placements

### **Achievement and standards**

45. Since the start of the programme, the number of learners leaving the programme is low. Of the 2003 intake, on average, 80 per cent of learners remain on the programme for the initial period of training of 22 weeks. For 2003-04, progression overall is good, with 44 per cent of learners achieving a satisfactory outcome, 41 per cent of the learners progress into employment. There is a further 23 per cent still in training.

46. Achievement of vocational qualifications is satisfactory. Of the 221 learners who started their programme in 2003-04, 37 per cent gained units towards vocational qualifications at level 1 and 26 per cent of learners gained full level 1 awards. Skills development is good in carpentry and joinery and generally satisfactory in other areas of construction. Many learners in carpentry and joinery have developed good tool-handling skills and have produced high-quality joints and test pieces for the level of the programme. Learners in plumbing have not yet reached the standard of work required. They generally have the basic skills, such as bending a pipe, but most do not understand the concept of transferring measurements from the drawings to the materials to produce a model of the specified size and shape. The standard of work produced in background knowledge sessions is generally acceptable.

## ARTHUR RANK TRAINING

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

LSC funded work-based learning																	
Entry to Employment	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	41		221													
Progression <sup>1</sup>	3		98	44													
Achieved objectives <sup>2</sup>	3		139	63													
Still in learning	33		50	23													

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

## Quality of education and training

47. There is a good variety of work placements, which are well chosen to match learners' career aspirations and their individual needs. The type of placement varies from small local organisations to national companies. The employers providing the work placements are very supportive. They understand and recognise the level of support required for a level 1 learner to succeed and provide supervision and help with the development of their skills, including literacy and numeracy. Many employers succeed in motivating their learners, encouraging them to work effectively and take pride in their work.

48. Teaching and learning are generally satisfactory. The group lesson plans for the teaching of literacy and numeracy are good, but longer-term planning is less well developed. The better lessons used the vocational context well, using practical examples to develop basic skills. For example, in lessons on estimation, construction learners used bricks and walls to estimate lengths, before calculating accurate measurements. Weaker lessons do not use specific individual targets and strategies to improve basic skills such as spelling. Tutors promote good working relationships with the learners. In carpentry and joinery there is some good teaching of practical skills. In the better sessions, learning was taking place as result of good, patient coaching from tutors who worked hard to ensure that learners received individual attention. Learners worked in an orderly, professional atmosphere, similar to that of an industrial joinery shop. Learners were taught useful practical methods to increase the accuracy and quality of their work. In the weaker lessons in other areas, mistakes and unacceptable work were pointed out to learners, but they were given little guidance to help to improve.

49. Overall, ART's resources are satisfactory. There are sufficient staff to adequately supervise learners working in small groups. Staff qualifications are satisfactory. An essential skills co-ordinator has been appointed. The resource centre is adequate and is being updated. Learners have adequate access to computers, but there is little use of interactive resources or visual display material to support independent study.

Construction workshops are clean, tidy, and equipped appropriately for the programmes offered. Each workshop has its own immediately adjacent classroom. The layout is convenient for alternating background knowledge and practical sessions. Classrooms are fit for their purpose but are sparse and modestly furnished. There are sufficient materials of an appropriate quality, except in the brickwork shop where the sand and some bricks need replacing. Learning materials vary in quality, the poorest of which have faded from repeated photocopying and are difficult to read. Paper-based resources for literacy and numeracy, are up to date and appropriate but they are in short supply. Essential texts, such as dictionaries and books for reading are not easily accessible to the learners.

50. In construction and motor vehicle, assessment is satisfactory and is generally fair, accurate and reliable. Internal verification is satisfactory, planned and standardisation meetings are beginning to take place.

51. All of the learners on the programme have learning needs, some of which are severe. The support provided for the development of learners' literacy, numeracy and language skills is unsatisfactory. Initial assessment is completed for all learners and the results are used to set targets on individual learning plans, but diagnostic assessment is not carried out to further identify more specific targets. Learners assessed at level 1 for literacy or numeracy do not have targets that adequately challenge them to progress towards level 2. Learners on work placements do not have adequate access to support. There is no specialist learning support available for learners who are speakers of other languages or for those with dyslexia.

52. Progress monitoring is satisfactory on motor vehicle programmes and in centre-based construction programmes. Learners' reviews carried out at ART's centre are effective. However, there are a significant number of learners on placement four days each week. For these learners, there are insufficient reviews and monitoring of progress. Visits to placements are infrequent and employers are unaware of the off-the-job elements of training or the requirement for personal development and literacy and numeracy targets. Employers are not clear on their role in the training, reviewing and assessing of learners. The overall recording of learners' progress is often incomplete and difficult to monitor, resulting in insufficient feedback to learners.

## **Leadership and management**

53. ART's staff have clear roles and responsibilities. There is appropriate induction and training for new staff. The organisation uses data well to help develop its key processes, for example the reassessment of literacy and numeracy to measure improvement. There is a detailed development plan for skills for life, which deals with the long-term staff development needs.

54. There is an effective partnership with the Connexions personal adviser, who holds reviews for learners reaching 22 weeks. There is good monitoring of learners' satisfaction through focus groups. Transport arrangements benefit the learners and promote attendance. The quality review process has identified improvements for action. The self-assessment report is broadly accurate, but has insufficient judgements to help develop

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action-planning.

55. Management of the teaching is unco-ordinated, resulting in the repetition of topics and failure to develop the learners' literacy and numeracy skills. There is little or no partnership teaching involving skills for life teachers and craft teachers. There is poor management of the placement, with insufficient information to explain the workplace supervisor's or employer's role, and pre-visit planning.

56. Learners know how to complain, and they understand their rights and responsibilities in the workplace. There are few displays to help learning, promote and reinforce equality and diversity, or demonstrate ownership by particular crafts.