

# INSPECTION REPORT

## **Landmark Training**

**21 October 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas 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**

## **Landmark Training**

### **Contents**

#### **Summary**

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Grades	2
Key findings	3
What learners like about Landmark Training	7
What learners think Landmark Training could improve	7
Key challenges for Landmark Training	8

#### **Detailed inspection findings**

Leadership and management	9
Equality of opportunity	10
Quality assurance	12
Business administration, management & professional	13
Foundation programmes	17

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Landmark Training is a registered charity and company limited by guarantee based in Stratford, East London. It was founded in 1978 as Newham Community Employment Project Limited. Landmark Training has a contract with the London East Learning and Skills Council to offer business administration, management and professional, retailing, customer service and transportation, and Entry to Employment (E2E) training programmes to young people in the local area. There were too few learners in retailing, customer service and transportation for this area of learning to be inspected.

2. A director has overall responsibility for the company. She reports to a board of trustees and is supported by a management team which includes a head of training and development, a recruitment and placement officer, co-ordinators for each of the subject teams and a team of administrative and support staff. Six members of staff are employed as tutors and three as assessors. There is currently a vacancy for a fourth assessor. Other tutor and assessor support is bought in on a sessional basis by Landmark Training. Of the 31 members of staff currently employed by Landmark Training, 17 are part time.

3. Most of Landmark Training's learners come from the London boroughs of Newham, Tower Hamlets, Redbridge, Barking and Dagenham, and Hackney. Most have been identified by referral agencies as having additional learning or support needs. These boroughs are among the most ethnically and culturally diverse, and economically deprived, areas of the country. In Hackney and Tower Hamlets, less than one-third of young people gained five or more general certificate of secondary education passes at grade C or above in 2003. Unemployment rates in the area in August 2004 ranged from 5.7 per cent in Hackney and Tower Hamlets to 2.6 per cent in Redbridge, but were generally higher than the London average of 3.3 per cent.

### SCOPE OF PROVISION

#### **Business administration, management & professional**

4. Fifty-two learners are following business administration, management and professional programmes. Of these, 39 learners are working towards a national vocational qualification (NVQ) at level 2 in administration, two learners are working towards an administration NVQ at level 3 and 11 learners are on an administration apprenticeship. Learners are recruited directly or referred by Connexions and employers. All the learners have work placements. Learners are visited every two to four weeks in the workplace for progress reviews, assessment and action-planning. On-the-job training is given by employers. Off-the-job training in preparation for the technical certificate, key skills qualifications and portfolio-building is provided by Landmark Training for one day every other week.

## LANDMARK TRAINING

### Foundation programmes

5. Thirty-two foundation learners are following E2E programmes. Learners are referred by local Connexions offices and other agencies, or by direct application to Landmark Training. They may join the programme at any time. Learners are given group training sessions for two and a half days each week. These sessions cover personal and social skills, literacy, numeracy and computer skills, and jobsearch activities. Learners may also request individual sessions at any time during the working week. All learners spend at least 16 hours each week in training. They work towards foundation for work, basic information technology (IT), and literacy and numeracy qualifications. A team of five tutorial and support staff members is led by a co-ordinator who reports directly to Landmark Training's director.

### ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	25
Number of staff interviews	23
Number of employer interviews	8
Number of locations/sites/learning centres visited	8
Number of partner/external agency interviews	1

### OVERALL JUDGEMENT

6. The quality of provision is adequate to meet the reasonable needs of those receiving it. Landmark Training's leadership and management and its arrangements for quality assurance are satisfactory. Its approach to equality of opportunity is good. Training in business administration, management and professional, and foundation is satisfactory.

### GRADES

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

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

<b>Business administration, management &amp; professional</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Business administration</b> - Work-based learning for young people	52	3

  

<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b> - Entry to Employment	32	3

## KEY FINDINGS

### Achievement and standards

**7. Learners in business administration develop good personal and occupational skills.**

They acquire good team-working, communication and IT skills during their training and their self-esteem and confidence grow considerably.

**8. E2E learners develop good personal and social skills.** The programme is effective in developing learners' employability and team-working skills. Their self-esteem and self-discipline improve considerably during their training. Achievement and progression rates on the E2E programmes are satisfactory.

9. Retention rates on the NVQ programme in business administration have historically been low, but are improving. **Learners make slow progress in completion of their NVQs in business administration.** Many learners are on programme for several months before they are assessed and subsequent assessment is not sufficiently planned into their programmes. Progress towards apprenticeship completion is satisfactory.

### 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
Business administration, management & professional	0	0	1	1	0	0	0	2
Foundation programmes	0	0	2	4	0	0	0	6
<b>Total</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

**10. Learners in business administration have particularly good work placements** which contribute successfully to the development of their skills. Supervisors are involved in learners' progress reviews and many employers offer learners additional training or opportunities to extend their skills while they are on placement.

## LANDMARK TRAINING

**11. Landmark Training provides good support for learning.** Training programmes are well planned and shared with employers to secure appropriate levels of support at work. Attendance at off-the-job training can be adjusted to meet learners' needs. Staff at Landmark Training provide sound personal support for learners if they need extra support and advice.

**12. Landmark Training recognises and celebrates the attainment of its E2E learners well** to motivate them and build their confidence.

**13. Landmark Training's mentoring scheme is successful in improving learning on the E2E programme.** Mentors use a variety of effective strategies to tackle and reduce the problems which learners encounter.

**14. Landmark Training provides insufficient vocational training for E2E learners.** Although basic computing skills are offered, this strand of the E2E programme is currently limited to an overview of other career options and does not include the development of job competences.

**15. Scheduled progress reviews for E2E learners do not always take place on time and some are missed altogether.** Many learners do not know what progress they are making towards their learning goals and whether they will achieve them by the planned date.

**16. The E2E programme does not offer enough work-experience placements.** During the year preceding this inspection, only one learner has had the benefit of a work placement.

### Leadership and management

**17. Landmark Training uses strategic planning very effectively to improve its provision.** Its mission statement is clear, guides the direction of the organisation and is well understood by staff. Managers use business and development planning processes well to focus activities on continuous improvement.

**18. Landmark Training makes good use of feedback from a range of stakeholders** to review and improve its provision. Weaknesses are identified and evaluated, and action is swiftly taken to rectify problems. Staff are highly responsive to the need for change and improvement, and accommodate learners' requests wherever possible. The learners' forum is particularly effective in developing the E2E programme, and in building learners' confidence, communication and social skills.

**19. Landmark Training's self-assessment reports and development plans are good.** Many of the findings in the report, and the grades awarded, matched the inspectors' findings. Landmark Training's development plan to build on strengths and tackle weaknesses is thorough and provides enough detail to show how the desired changes will be achieved.

**20. Landmark Training pays particularly careful attention to learners' safety and protection.** Learners' understanding of what constitutes safe practice is good. Staff have



been trained to recognise and deal appropriately with learners who may have been abused. This attention is effective in helping learners to feel valued.

**21. Landmark Training is particularly successful in promoting diversity.** It takes action to recruit from under-represented groups and the ethnic, religious and cultural diversity of the local population is well reflected in the profile of its learners and staff. It is effective in creating an environment in which people from a wide range of diverse backgrounds feel comfortable.

**22. Landmark Training does not make enough use of data to monitor and plan its provision for learners.** Although learners' reviews are effective in monitoring their progress, Landmark Training has no system to collect data on the progress they are making and analyse it to identify trends or support plans for improvement.

**23. Landmark Training's monitoring of learners' experience is incomplete.** It does not systematically audit its provision to ensure compliance with, or maintenance of, its procedures. It carries out too few checks to ensure that the quality of key aspects of training meet the required standard.

**24. Landmark Training does not do enough to reinforce learners' understanding of their rights and responsibilities.** It does not use progress reviews well to develop learners' understanding further or to prepare them for progression beyond Landmark Training's care.

**25. Assessment processes in business administration are not sufficiently co-ordinated or effectively monitored.** Some portfolios have not been assessed or verified for several months. Learners do not routinely receive feedback on their assessments and do not always know what to do to make progress towards their qualification.

**26. Not enough sharing of good practice takes place in business administration.** Procedures are not consistently interpreted or implemented and different approaches to assessment are not shared effectively.

## Leadership and management

### Strengths

- very effective strategic planning to improve provision
- particularly careful attention to learners' safety and protection
- successful actions to promote diversity
- good use of feedback

### Weaknesses

- insufficient use of data to support decision-making
- insufficient reinforcement of learners' understanding of equality of opportunity
- incomplete monitoring of learners' experience

## **Business administration, management & professional**

### ***Business administration***

#### *Strengths*

- good development of occupational and personal skills
- particularly good work placements
- good support for learning

#### *Weaknesses*

- slow progress in completion of the NVQ
- insufficient co-ordination of assessment
- insufficient sharing of good practice

## **Foundation programmes**

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

#### *Strengths*

- good development of personal and social skills
- good recognition of learners' attainment
- effective mentoring system to support learning
- good use of learners' feedback to improve provision

#### *Weaknesses*

- insufficient vocational training
- poor implementation of progress review schedules
- insufficient work placements

### **WHAT LEARNERS LIKE ABOUT LANDMARK TRAINING:**

- the friendly and helpful staff
- that the teacher makes learning exciting - 'it's fun learning'
- the quick responses from staff when there are problems
- the work placements
- the comfortable atmosphere at the centre

### **WHAT LEARNERS THINK LANDMARK TRAINING COULD IMPROVE:**

- the food in the recreation room
- the amount of money provided
- the consistency of the assessors

## **KEY CHALLENGES FOR LANDMARK TRAINING:**

- continue to implement the development plan to maintain momentum in improvement
- monitor the progress of learners more frequently and systematically
- improve the sharing of good practice among staff
- improve the co-ordination of assessment in business administration
- ensure the full E2E framework is covered

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

### Grade 3

#### Strengths

- very effective strategic planning to improve provision
- particularly careful attention to learners' safety and protection
- successful actions to promote diversity
- good use of feedback

#### Weaknesses

- insufficient use of data to support decision-making
- insufficient reinforcement of learners' understanding of equality of opportunity
- incomplete monitoring of learners' experience

27. Landmark Training uses strategic planning very effectively to improve its provision. Its business and development plans are well linked and purposeful. They deal with the maintenance and improvement of strengths in provision as well as tackling weaknesses. Staff are involved in, and contribute to, their development. The company's mission to help meet the training and employment needs of learners is well understood and supports planning processes. Objectives are measurable, achievable, assigned to individuals and have specific dates. Implementation of plans is carefully monitored and actions have been successful in bringing about improvements within the stated timescale. For example, following a planned programme of recruitment, Landmark Training now has a profile of learners and staff which reflects the diverse community that the company serves. Following concerns about the promotion of health and safety to learners, Landmark Training successfully implemented an action plan to raise their awareness of its importance. Planned and radical change has successfully ensured Landmark Training's continuation as a training provider. Several of the weaknesses identified by inspectors have been identified by Landmark Training. Plans have been prepared and action taken to deal with these weaknesses, although some have yet to have an impact.

28. Internal and external communications are satisfactory. Managers promote an open style of communication and, within the training centre, there is easy access to most staff for the exchange of information and ideas. Regular management, team and whole staff meetings are used well to update and develop staff, and appropriate records of these meetings are kept. However, not enough sharing of good practice takes place during some team meetings. Communications with external agencies and employers are effective, although some employers would like more information on NVQs and their assessment. Landmark Training is currently developing its communication links with employers to improve this aspect of its work.

## LANDMARK TRAINING

29. Landmark Training manages its resources satisfactorily. Following a period of uncertainty, managers successfully secured the financial viability of the company. Staff have a good understanding of their roles and responsibilities. Induction is particularly effective in helping new staff to settle into the company and contribute effectively to provision. Staff are appropriately qualified and experienced. Appropriate personnel policies and procedures are in place, although they have not always been used effectively to deal with poor performance in a timely manner. The company has had some difficulties in recruiting and retaining suitable staff, which has hampered the development of provision. However, this situation is now much improved. Most staff have clear performance objectives which are reviewed and developed during monthly supervision meetings with their line managers. Many of these objectives are specific and promote continuous improvement. Staff appraisal is used to encourage staff to identify their strengths and areas for development.

30. Landmark Training has a management information system which it uses mainly to prepare reports to monitor or meet funding body requirements. The company sets targets for retention and achievement rates and these are regularly monitored. Staff members' efforts are directed at helping learners who have made very slow progress and may be out of funding. However, the company does not make enough use of data other than retention and achievement rates to monitor and plan its provision for learners. Although learners' progress reviews are effective in monitoring their progress and setting targets at an individual level, Landmark Training has no system to capture the progress they are making collectively in order to identify patterns and trends or support plans for improvement.

### **Equality of opportunity**

### **Contributory grade 2**

31. Landmark Training pays particularly careful attention to learners' safety and protection. Arrangements for the health and safety of learners are covered thoroughly at induction and are well remembered by learners. Clear signs around the building and in training rooms include guidance on behaviour, information on health and safety in IT workshops and prominently displayed posters to discourage bullying. Landmark Training thoroughly checks and reviews health and safety arrangements at work placements. Learners' awareness of health and safety matters is reinforced during their progress reviews. Their understanding of what constitutes safe practice is good. Landmark Training systematically reviews its health and safety arrangements and acts to rectify any weaknesses it identifies. It has prepared a detailed child protection policy, procedure and guidance to help staff advise and support learners who may have been abused, and it has a child protection officer in place. Staff have been trained to recognise and deal appropriately with learners who may have been abused. This attention to their health, safety and protection is effective in helping learners, many of whom are vulnerable or from disadvantaged backgrounds, to feel valued.

32. Landmark Training has a well-written equal opportunities policy and a detailed action plan for its implementation. It is particularly successful in promoting diversity. Having identified that some groups were under represented, it targets its promotional and recruitment activities carefully. The ethnic, religious and cultural diversity of the local

population is now well reflected in the profile of its learners and staff. Staff attend local and community events aimed at different groups to promote Landmark Training's services. When vacancies for staff arise, the company advertises in local and community newspapers as well as nationally. It is careful to avoid inappropriate and stereotypical images and language in its publicity literature. Its leaflets and website use images which portray learners from diverse backgrounds in a positive light. It promotes different religions and cultures prominently on the walls of its premises and uses motivational posters well to promote learning and achievement. Managers analyse the achievement rates of learners against ethnicity and gender and take action to rectify imbalances. For example, they identified that learners from black minority ethnic groups are less successful than those from other groups and adapted the mentoring system to tackle the imbalance. However, it is too soon to say whether this has improved the overall achievement rates of the targeted group. Landmark Training's premises have good access for people with restricted mobility. There is a lift to its first-floor training rooms and toilet facilities for wheelchair users. At induction, learners are made aware of Landmark Training's arrangements for people with disabilities. The company obtains adaptive technology for those people who need it; for example, it has obtained equipment to assist a learner with a hearing impairment. Staff receive regular training and updating on equality of opportunity and associated matters such as the Disability Discrimination Act 1995. Landmark Training has appropriate and sensitive arrangements in place to meet learners' personal, cultural and religious needs and is effective in creating an environment in which people from a wide range of diverse backgrounds feel comfortable.

33. Landmark Training's recruitment procedures are systematic and based on appropriate selection criteria. Learners are offered a good range of choices when selecting their work placements. Landmark Training checks employers' equal opportunities policies and procedures against its own policies and, if necessary, provides employers with copies of them. Although its contract with employers does not make explicit reference to equality of opportunity, it makes clear employers' responsibilities for providing access to training and assessment. Progress reviews include a series of questions which help Landmark Training to monitor whether learners are receiving fair treatment and the access to which they are entitled. Any concerns picked up by assessors are dealt with effectively through Landmark Training's complaints procedure. However, review records are not routinely checked to monitor employers' compliance with Landmark Training's equal opportunities policy. Although preparations for the introduction of work tasters to the E2E programme are well advanced, they do not include the monitoring of employers' arrangements for equality of opportunity.

34. Learners are aware of what to do if they wish to complain, and complaints, of which there are few, are handled promptly and fairly. However, Landmark Training does not do enough to reinforce learners' understanding of their rights and responsibilities. Learners do not remember their introduction to equality of opportunity at induction well, and their descriptions of equality of opportunity concepts are rudimentary. Progress reviews are not used to develop learners' understanding further or to prepare them for progression beyond Landmark Training's care. The company has introduced well-designed activities aimed at developing E2E learners' awareness, but these have yet to affect their

understanding fully.

### **Quality assurance**

### **Contributory grade 3**

35. Landmark Training makes good use of feedback from a range of stakeholders to review and improve its provision. Its survey questionnaires are detailed and have a high response rate. The information they provide is valued and used well to improve the quality of the training. Weaknesses are identified, evaluated and action is swiftly taken to rectify the problem. Outstanding matters are incorporated into the company's development plan. Teaching sessions are evaluated by learners and tutors make changes or improvements to meet any identified needs. Learners' representatives have weekly meetings with Landmark Training's staff to discuss ways of improving the training and the training centre environment. Staff are highly responsive to the need for change and improvement and accommodate learners' requests wherever possible. All staff meet individually with their line managers each month to discuss work performance in an open and reflective way. Managers and staff use these sessions well to review provision, develop a better understanding of staff and training topics and to make improvements to provision.

36. Landmark Training's self-assessment reports and development plans are good. Many of the findings in the report, and the grades awarded, matched the inspectors' findings. Self-assessment involves staff and draws on stakeholders' views. Management, team and whole-staff meetings are used well to improve training and the learners' experience. The company's development plan to build on strengths and tackle weaknesses is thorough and provides enough detail to show how the desired changes will be achieved. Many of the recent and effective changes seen by inspectors followed these evaluation, review and planning processes.

37. Landmark Training's quality assurance strategy and policies are satisfactory and cover many of the key aspects of training. Its procedures are clearly documented and some have recently been reviewed and improved. However, some procedures do not include sufficient detail on how their implementation will be monitored. Although Landmark Training reviews the programmes it offers effectively, its monitoring of learners' experience is incomplete. This weakness is identified in Landmark Training's self-assessment report, and development plans to rectify the problem are in place. Landmark Training does not systematically audit its provision to ensure compliance with, or maintenance of its procedures. It carries out too few checks to ensure that the quality of key aspects of training meet the required standard. Inconsistencies in implementation of procedures have not been picked up quickly enough. In one example, Landmark Training only became aware of some poor practice when an employer notified it. However, actions are in place to rectify this problem. Landmark Training has introduced improvements to the planning of staff observations of key training aspects and a more systematic approach to these observations. When staff are observed they are given good feedback and, if necessary, clear actions for improvement.



## AREAS OF LEARNING

### Business administration, management & professional

Business administration, management & professional		3
Contributory areas:	Number of learners	Contributory grade
<b>Business administration</b> - Work-based learning for young people	52	3

#### **Business administration**

##### *Strengths*

- good development of occupational and personal skills
- particularly good work placements
- good support for learning

##### *Weaknesses*

- slow progress in completion of the NVQ
- insufficient co-ordination of assessment
- insufficient sharing of good practice

### Achievement and standards

38. Learners in business administration develop good personal and occupational skills. They learn to work in teams and to communicate effectively at work and socially. For example, one learner was given help to improve her telephone skills and overcome her shyness. She now handles calls from customers competently and with confidence. She, and her employer, are pleased with the improvement in her skills. Many learners gain good additional skills in using IT that enable them to progress in their own workplace and the broader employment market. Learners become more self-confident and are motivated by the improvements in their skills. Their self-esteem grows considerably. Many learners are given increased responsibility at work and handle more complex administrative tasks as their training programmes progress, and they rise to these new challenges well. The evidence contained in learners' portfolios is from the workplace, is of a good standard and shows progression in the development of their administrative and IT skills.

39. Retention rates on the NVQ programme have historically been low, but have begun to improve. The retention rate on the level 2 NVQ in administration for learners starting in 2002-03 was only 44 per cent, with four learners still in learning. However, of those learners who started their programme in 2003-04, 17 per cent have been retained and over half remain in learning. Since the start of the current recruitment year, only one learner has left the programme.

## LANDMARK TRAINING

40. Learners make slow progress in completing their NVQs. Of the 54 learners who started the programme in 2002-03, only four achieved the qualification. Many learners are on programme for several months before they are assessed and subsequent assessment is not sufficiently planned into their programmes. Landmark Training has recognised this weakness and taken action to rectify it. It has appointed new and additional assessors to work with learners and introduced mentors for those learners who need extra support or who are able to complete the programme more quickly. Current progress towards apprenticeship completion is satisfactory for most learners and there is a good standard of evidence in their portfolios. However, these improvements have yet to affect completion rates.

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

LSC funded work-based learning																
Apprenticeships																
	2004-05		2002-03													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	12		2													
Retained*	0		1	50												
Successfully completed	0		1	50												
Still in learning	11		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

LSC funded work-based learning																
NVQ Training																
	2003-04		2002-03													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	64		54													
Retained*	11		24	44												
Successfully completed	4		12	22												
Still in learning	37		4	7												

\*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

41. Learners have particularly good work placements which contribute successfully to the development of their skills. Landmark Training carefully selects employers to meet the particular needs of learners, who are able to choose the placements they apply for. Communication between Landmark Training and its work placements is good. Many employers have provided work placements for Landmark Training's learners for several years. They have a good understanding of the programme requirements and their role in

developing learners, although some would like more information on the NVQ to help them support their learners more effectively. Workplace supervisors provide good practical support and coaching to develop learners' occupational skills. They give learners access to a wide range of resources at work and provide opportunities for the collection of evidence. Supervisors are involved in learners' progress reviews and many employers offer learners additional training or opportunities to extend their skills while they are on placement.

42. Landmark Training provides good support for learning in work placements and in its training centre. It uses induction, initial assessment and an occupational skills analysis well to identify learners' individual needs and any additional learning or social needs. Training programmes to meet these needs are well planned and shared with employers to secure appropriate levels of support at work. Workplace supervisors are provided with information about the themes of off-the-job training, although some have insufficient information on the content of this training. If learners cannot attend a particular session, they are offered the opportunity to attend at another time. Employers are actively involved in, and contribute to, learners' training and progress reviews. Their contributions are effective in identifying additional learning opportunities and expanding learners' roles. Landmark Training's contracts with its employers make their responsibilities in the training programme clear, and it provides helpful guidance on the role of the workplace supervisor. Key skills training and assessment are satisfactorily linked to learners' activities in the workplace. Employers are encouraged to identify any extra training that learners might need as they progress in their placements and to communicate these to Landmark Training for inclusion in the programme. For example, when an employer reported that a learner needed extra help with her oral communication, Landmark Training included it in the learners' programme and followed up her progress to ensure that the need had been met. Staff at Landmark Training provide sound personal support for learners and encourage them to contact them at any time if they need extra guidance and advice.

43. Off-the-job training is well planned and effective in developing learners' occupational and key skills and in helping them to build their portfolios. Workshops include satisfactory sessions on literacy and numeracy for those learners who need them. Jobsearch sessions are used well to develop learners' oral and written communication skills as well as to prepare them to apply for jobs. Learners receive sound individual guidance and support on their development during off-the-job training days.

44. Resources at Landmark Training's premises are satisfactory. Rooms are suitably equipped with teaching resources and learners have sufficient access to IT and other facilities. Staff are appropriately qualified as assessors but few have teaching qualifications. There have been several changes in staff during the past two years and one assessor post currently remains vacant. When vacancies arise, Landmark Training uses sessional staff to cover the shortfall.

45. Individual assessments are suitably planned and recorded. An appropriate variety of assessment methods are used. Observations of performance are particularly effective in capturing a great deal of evidence of learners' competence. Oral and written questioning

## LANDMARK TRAINING

is effective and used to confirm and reinforce learners' understanding of background knowledge. Records of assessment have improved recently, becoming less descriptive and more judgemental. However, insufficient use is made of learners previous learning and experience in assessment.

46. Learners' progress reviews are satisfactory. Workplace supervisors contribute effectively to the review process. Targets and action plans are generally specific and clear, but are not always timebound. Most individual learning plans are detailed and changes to the plan are regularly recorded.

### **Leadership and management**

47. Several changes in business administration staff have taken place during the past two years. Induction programmes for staff are good and new members quickly become part of the team at Landmark Training. Arrangements for the further development of staff as assessors is satisfactory and managers ensure that staff have the necessary administration skills and experience to meet learners' needs.

48. Assessment processes are not sufficiently co-ordinated or effectively monitored. Some portfolios have not been assessed or verified for several months. Learners do not routinely receive feedback on their assessments and do not always know what to do to make progress towards their qualification. Landmark Training recognises that there are weaknesses in its internal verification processes and has recently introduced a revised procedure and plan for its implementation. This includes a sound programme for managing assessment and its standardisation, observation of assessors and improved mechanisms for communicating between assessors and verifiers. However, the procedure has yet to fully affect provision.

## Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Employability/employment training</i></b> - Entry to Employment	32	3

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

#### *Strengths*

- good development of personal and social skills
- good recognition of learners' attainment
- effective mentoring system to support learning
- good use of learners' feedback to improve provision

#### *Weaknesses*

- insufficient vocational training
- poor implementation of progress review schedules
- insufficient work placements

## Achievement and standards

49. E2E learners develop good personal and social skills. The programme for learners' development is well planned and sessions are effective in developing their employability and teamworking skills. For example, during one session on teamwork, tutors used an introductory activity well to begin the session and introduce the topic. Learners were involved in organising the class, and successfully encouraged to contribute to activities. Positive responses and feedback were given to learners during the session. Learners' communication skills improved during the session and they became more confident of their ability to work with others. This programme of development is complemented by a series of up to twenty workshops, each on a specific topic such as anger management or drug awareness. These workshops are effective in developing learners' wider personal and social skills. Their self-esteem and self-discipline improve considerably during the programme. Learners are pleased with the progress they make and with the improvements in their relationships with family and friends.

50. Achievement and progression rates on the E2E programme are satisfactory. Of those learners who began the programme in 2003-04, 30 per cent achieved their main learning aim and 24 per cent progressed to employment or further training. A further 11 per cent are still in learning and are making good progress towards these aims. However, this progression rate does not include those learners who have progressed into part-time or temporary employment. Many learners start their E2E training with particularly high barriers to education and employment. Part-time employment represents significant

## LANDMARK TRAINING

progress for most of these learners. Although progression rates have improved significantly during recent months, progression rates into employment with training or further education remain low.

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	22		100													
Progression <sup>1</sup>	1		24	24												
Achieved objectives <sup>2</sup>	1		30	30												
Still in learning	21		11	11												

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

51. Landmark Training recognises and celebrates the attainment of its learners well. These include the achievement of formally accredited qualifications, success in internal short courses and a range of personal and social improvements both in and outside the training centre. A noticeboard, displayed prominently in the E2E department, is frequently updated with announcements about learners' attainment. Motivational posters are displayed around the building and tutors make good use of positive thinking to encourage learning. Retail vouchers are used effectively to reward learners who have shown particular improvement. Tutors give regular and frequent praise to learners who perform well in class. They use feedback sessions well to draw learners out and encourage them to participate. Landmark Training holds a regular awards presentation for learners who have achieved their learning aims. These celebrations of achievement are effective in motivating learners and building their confidence.

52. Landmark Training has a mentoring system which is particularly effective in improving learning on the E2E programme. It has appointed a team of four learning mentors, led by a mentor co-ordinator. They provide classroom assistance in many learning sessions. Mentors identify learners who may be having difficulties or whose behaviour is adversely affecting their, and others, learning. They use a variety of effective strategies to tackle and reduce the problems learners encounter. They work with learners individually and in small groups to help them overcome difficulties with the topics they are studying, or to improve their behaviour in class. If necessary, mentors provide good individual guidance and support outside the class. Learners and staff value the mentoring system and the work of mentors. The system is effective in improving learning and the rate at which learners progress. Landmark Training keeps good records to monitor and evaluate the work of the mentors. However, these records do not contribute to the

learners' E2E Passport files. Passports do not always provide a comprehensive, up-to-date record of the learners' programmes or progress.

53. Resources on the E2E programme are satisfactory. The staff, who are all new, have extensive experience of working with young people with a range of intellectual, behavioural and social problems. One member of staff working with E2E learners has teaching qualifications and two members are working towards qualifications in teaching and training. Landmark Training recognises the need to develop the teaching skills of its staff still further. Teaching accommodation at Landmark Training is suitably equipped for training and an appropriate range and number of learning resources are available for use there.

54. Landmark Training provides appropriate support for learners with additional learning needs. Help is given during timetabled literacy and numeracy sessions and in additional individual sessions. The development of learners' literacy and numeracy skills during their E2E programme is satisfactory.

55. Insufficient vocational training is provided for learners and this strand of the E2E programme is not yet fully developed. Landmark Training is currently developing a practise office and offers learners training and a qualification in basic computing. All learners are working towards this qualification and those with an interest in this type of work are making good progress towards achieving the qualification. Several learners have other career aims, however, and their individual learning programmes do not offer enough appropriate and specific vocational training to help further these aims. Alternative career options are considered as part of the jobsearch programme but training is limited to an overview of these options and does not include the development of job competences.

56. Landmark Training has a procedure for regularly reviewing learners' progress through the programme, but the procedure has not been implemented with all learners. Scheduled reviews do not always take place on time and some are missed altogether. Many learners do not know what progress they are making towards their learning goals and whether they will achieve them by the planned date. Although tutors and mentors set targets for learners these are sometimes not drawn together and reviewed systematically. This weakness has been recognised by Landmark Training and action plans to improve E2E learners' reviews have been drawn up, but these have not yet been implemented.

57. Not enough work-experience placements are available for E2E learners. During the year preceding this inspection, only one learner has had the benefit of a work placement. Landmark Training recognises this weakness and has employed a project worker to develop a new work-placement programme. Two learners are about to start work placements which have been well planned with the employers. Other placements are being negotiated but Landmark Training does not currently have enough employers to offer the number of placements required.

## **Leadership and management**

58. Landmark Training uses feedback from learners well to improve the E2E programme. A brief questionnaire is used each week asking learners to evaluate and comment on their classes. The questionnaire is also used after each of the learning workshops. Tutors make good use of these questionnaires to improve their teaching and other aspects of provision. For example, following feedback from learners, the timetable was amended to include more individual sessions. A forum is held once or twice a week, where learners may debate their views and ideas on the programme. This forum is attended by a member of staff but is led by the learners. Not only is this effective in collecting feedback from learners and making improvements to the programme, but it is also effective in building their confidence, communication and social skills.

59. The staff in the E2E team have been in post for between two and 16 weeks and the team co-ordinator has been in the post for eight weeks. There is nevertheless a strong team spirit. Staff are included in the management decisions in the department and there is real consultation with the learners to support management. Staff are responsive to the need to build on strengths and rectify weaknesses. Many of the strengths and weaknesses identified by inspectors were in the E2E self-assessment report and in an action plan that Landmark Training has prepared for implementation of proposals to develop the programme. However, it is too early to make judgments about the effectiveness of the new management of the E2E department.