

# INSPECTION REPORT

## **Hillingdon Training Limited**

**20 January 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 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**

## **Hillingdon Training Limited**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Hillingdon Training Limited (HTL) was set up in July 2003 as a joint venture between the London Borough of Hillingdon and Hillingdon Education Business Partnership (HEBP). The company was set up to deliver high-quality training for the benefit of residents and employers in the local area. HTL works with a range of local education and business partners to deliver the programmes on offer and operates out of the recently opened Hayes Skills Centre, located within the grounds of a local school. The project is supported by many key partners: British Airports Authority (Heathrow), HEBP, London Borough of Hillingdon, the local Learning and Skills Council (LSC), London Development Agency and Connexions. HTL is accredited by London West LSC.
2. The focus of HTL's training is 16-19 year old learners who wish to follow apprenticeships in early years or sport and recreation, or to enrol on the Entry to Employment (E2E) programme that offers a range of curriculum options. Training takes place in workplaces, the Hayes Skills Centre and a range of specialist facilities that support the programmes. HTL is accredited to deliver national vocational qualifications (NVQs) and offer key skills, and literacy and numeracy. An externally accredited technical certificate course is delivered through HTL but is approved by a local school.
3. The sport and recreation apprenticeship is subcontracted to another training provider and this programme is not within the scope of the inspection.
4. HTL has two directors, one of whom is a senior member of the London Borough of Hillingdon's education department and the other manages HEBP. HEBP manages HTL, which is governed by a consultative group comprising local business, educational and council partners. A director is supported by a full-time deputy manager, an E2E manager and an early years assessor/tutor. HTL employs a range of specialist sessional staff to deliver E2E curriculum options. The early years programme is delivered in conjunction with staff from a local school.

### SCOPE OF PROVISION

#### Health, social care & public services

5. At the time of inspection there are 10 learners enrolled on the apprenticeship in early years care. The programme consists of an NVQ at level 2 in early years care, an externally accredited technical certificate and key skills in communication and application of number at level 1. All learners are women aged between 16 and 20 years. Ten per cent of learners are from minority ethnic groups. Learners are employed in a range of nursery settings and some of them have non-employed status and participate in work placements to generate evidence for their NVQs.
6. Learners attend work placements four days each week, and off-the-job vocational

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training is provided at the Hayes Skills Centre on one day a week. Learners receive key skills training once each fortnight. They also have the opportunity to complete a paediatric first aid course arranged through the local authority and key skills information technology at level 1 or 2. Professional development opportunities are available to learners in the workplace, such as 'Outdoor Play' programmes. Assessments take place in the workplace every month. HTL employs one assessor and two freelance internal verifiers.

### Foundation programmes

7. There are 26 E2E learners in training. Most of them are referred by Connexions to HTL and are aged between 16 and 19 years of age. Learners can choose options in health and social care, drama and construction. Retailing as an option will begin shortly. All learners are working towards a basic computer literacy qualification and there are nine learners working towards an externally accredited computer applications award. Learners attend a variety of venues throughout the London Borough of Hillingdon. These include a local theatre, where 24 learners attend lessons in social skills and drama, a local youth centre, where all learners study information and communications technology (ICT), and a purpose-built training centre at a local school, which accommodates several learning sessions.

## ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	26
Number of staff interviews	11
Number of employer interviews	3
Number of locations/sites/learning centres visited	11
Number of partner/external agency interviews	1

## OVERALL JUDGEMENT

8. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, HTL's leadership and management are satisfactory, as are its equality of opportunity arrangements and its training provision in health, social care and public services, and foundation programmes. Its quality assurance arrangements are unsatisfactory.

## 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	3
Quality assurance	4

<b>Health, social care &amp; public services</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Early years</b> - Work-based learning for young people	10	3
<b>Foundation programmes</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b> - Entry to Employment	26	3

## KEY FINDINGS

### Achievement and standards

9. **Learners on early years training programmes produce a good standard of work in their portfolios of evidence.** Learners' work is well structured and contains a range of evidence from a variety of sources. Responses to evidence questions are good. Learners have a good understanding of the knowledge and theory associated with working in childcare settings. Portfolios are cross-referenced well between the NVQ and technical certificate.

10. **Achievement in E2E is good.** In the first year of operation, in 2003-04, 80 per cent of learners achieved their qualification aims. There is good progression from E2E to employment, further study or apprenticeships.

### Quality of education and training

11. **There is much good teaching on E2E programmes.** Many tutors make effective use of praise and encouragement. There are good relationships between tutors and learners and among learners. Lessons are set at a sufficiently challenging pace, while individual learners experiencing difficulty are well supported. In many lessons there is good use of resources, including ICT. However, literacy and numeracy teaching and learning are not sufficiently linked to the learners' interests and vocational needs.

12. **Partnership arrangements with employers to provide work placements for early years learners are good.** HTL finds good work placements for its learners. Employers offer professional training that enables the learners to develop vocational skills. HTL is active in supporting work-placement staff to become assessors. HTL has developed good communication links with schools and nurseries.

**13. Co-ordination of early years on- and off-the-job training is poor.** HTL's off-the-job training does not contribute to work-placement training. Employers are unaware of learners' NVQ completion and the review of learners' progress is inadequate. Learners have an unsatisfactory understanding of how on- and off-the-job training link together.

**14. On the E2E programme, there is ineffective use and response to initial and diagnostic assessment.** HTL's literacy and numeracy provision is poor and does not meet the learners' individual needs. Initial assessments are not completed at an appropriate time and some learners with additional learning needs are not identified. The results of initial assessments are not fully explained to learners and are not used to help develop individual learning plans. Targets for literacy and numeracy are not set in the appropriate part of the E2E Passport. In one example, all learners were working on algebra problems in a numeracy sessions, irrespective of their needs or abilities. The training and materials are insufficiently linked to learners' vocational needs or other contextual interests. There is an insufficient supply of numeracy resources.

**15. Additional learning support for learners in early years training is inadequate.** Initial assessments are not completed at the beginning of the programme and results are not fully explained to learners. Some learners with additional learning needs are not identified. HTL does not recognise learners' prior experience or qualifications. Learning needs are not used to help develop individual learning plans. There is insufficient support for learners with additional literacy and numeracy needs. All learners have recently been tested for dyslexia but those diagnosed as dyslexic have not received any additional support.

### **Leadership and management**

**16. HTL has good links with a range of partners to improve the learners' experience.** A wide range of partners have contributed financially to the recently opened Hayes Skills Centre, which offers learners a good training environment. Partners are supporting the enterprise with HTL to improve local young peoples' skills and qualifications and to create improved career opportunities.

**17. HTL takes successful action to improve training.** There are good strategies for improving training and developing new programmes. Current projects are the refurbishment of a construction workshop and plans to introduce retailing training using a key partner operating at Heathrow Airport. Management have used consultancy findings to improve training and staff are quick to respond to improving training. HTL has had a difficult first operating year but has managed to produce good overall learner achievements.

**18. HTL has set clear targets to improve learners' achievement, but there is insufficient target-setting and monitoring at HTL.** In most cases, HTL reacts to operational problems and planning. Target-setting for management, staff and learners, in most cases, is not specific, clear or time-related. HTL does not have a clear picture of learners' individual progress. Target-setting to improve teaching performance has only recently been introduced and sessional staff are not fully involved.



19. **Management of additional learning support is poor.** HTL has insufficient understanding of individual learners' needs. Any tests are not included in individual learners' plans and targets are not set. Learners are not tested to measure improvements. There are no qualified staff to support learners' literacy and numeracy needs, and teaching resources are inadequate.

## **Leadership and management**

### **Strengths**

- good use of partnership arrangements to improve the learners' experience
- successful action to improve training

### **Weaknesses**

- insufficient target-setting and monitoring
- poor management of additional learning support
- incomplete quality assurance arrangements

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

### ***Early years***

#### *Strengths*

- good standard of work in learners' portfolios of evidence
- good partnership arrangements to provide work placements for learners

#### *Weaknesses*

- poor co-ordination of on- and off-the-job training
- inadequate additional learning support

## **Foundation programmes**

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

#### *Strengths*

- good achievement rates
- much good teaching to develop effective personal and social skills
- good personal support for learners

#### *Weaknesses*

- ineffective use and response to initial and diagnostic assessment
- poor provision of literacy and numeracy to meet individual needs of learners

**WHAT LEARNERS LIKE ABOUT HILLINGDON TRAINING LIMITED:**

- the staff are approachable and supportive
- 'we are respected'
- 'we are confident and comfortable'
- the Hayes Skills Centre
- learners work well together
- good skills development
- training allowance for E2E learners

**WHAT LEARNERS THINK HILLINGDON TRAINING LIMITED  
COULD IMPROVE:**

- having to be transported between venues
- construction opportunities
- the training allowance for apprentices
- feedback on achievements
- the amount of course information

**KEY CHALLENGES FOR HILLINGDON TRAINING LIMITED:**

- fully develop and implement the quality assurance arrangements
- set targets to improve the organisation's performance
- develop initial assessments and additional learning support
- restructure management at HTL
- share good practice
- develop partnership arrangements with support agencies

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good use of partnership arrangements to improve the learners' experience
- successful action to improve training

#### Weaknesses

- insufficient target-setting and monitoring
- poor management of additional learning support
- incomplete quality assurance arrangements

20. HTL has good links with a range of partners to improve the learners' experience. Links with a major local employer, Hillingdon Borough Council, Business Enterprise, employers, local schools and some support agencies have contributed financially to the recently opened Hayes Skills Centre, which offers learners a good training environment. The range of other teaching venues is satisfactory or better and meets the learners' needs. Partners are supporting training with HTL to improve the skills and qualifications of local young people and to provide them with improved career opportunities.

21. HTL has taken successful action to improve training. Its strategies to improve training and develop new programmes to meet local needs are good. Current projects are the refurbishment of a construction workshop and plans to introduce retailing training using a key partner operating at Heathrow Airport. The first year of operation has been challenging for HTL in terms of developing programmes, employing suitable staff and introducing appropriate operational procedures. Through such operating difficulties, HTL has managed to produce good overall learner achievements. HTL has made good use of consultancy to highlight improvements to its performance. It is aware of many of its weaknesses and has clear plans for improvement, some of which have been introduced recently. However, it is too soon to judge the impact of such changes. Staff and management have a high response to improving training and are working hard towards reducing the impact of these weaknesses.

22. The company has effective financial management and control and good policies. Procedures for recruitment, selection, appraisal and staff development are effective. Staff have a good understanding of their roles and responsibilities and most are appropriately qualified or working towards a relevant qualification to support the company's business aims.

23. Communication is satisfactory. Most stakeholders have been informed of the company's key objectives. The consultative group, management, full-time staff and employers have regular opportunities to meet and discuss areas of concern. The

company takes minutes of meetings, but action points are not always made clear and are not always followed up. Sessional staff and some employers are not involved in team meetings. Service-level agreements between employers and partners are clear and monitored.

24. There is insufficient target-setting and monitoring at HTL. While achievement targets set in the development plan are realistic and above current local and national averages, target-setting for management, staff and learners is not specific, clear or time-related. In most cases, HTL reacts to operational problems and plans accordingly. The development plan is a direct response to training weaknesses and does not focus on the company's strengths. HTL does not have a clear picture of all learners' progress. Staff are not set targets for completion of key aspects of learners' training and tend to work to the end of the programme as a target for completion of all training components. The management information system is only just starting to contribute to decision-making. Target-setting to improve teaching performance has only been introduced recently and observations are not systematic or inclusive of all staff.

25. Management of additional learning support is poor. HTL recognises this in its most recent self-assessment report and it is included in the development plan. The company has insufficient understanding of individual learners' needs. Test results are not included in individual learners' plans and targets are not set. Learners are not tested to measure improvements. There are no qualified staff to support the learners' literacy and numeracy needs. Teaching resources are inadequate.

### **Equality of opportunity**

### **Contributory grade 3**

26. Equality of opportunity is satisfactory at HTL. There are good levels of mutual respect between staff and learners, and among the learners. Learners feel confident to discuss matters affecting their progress. Most learners in need of support receive good help and encouragement to help them deal with social and personal problems. HTL has many good links to support agencies in order to give learners specialist advice and guidance. For example, HTL works closely with the youth offending team, 16+ social services and a national association for young men. However, HTL is not always able to access some specialist services for learners with individual needs, such as counselling services.

27. Awareness of equality of opportunity and diversity across the company is satisfactory. HTL has clear policies and procedures on equality, disability, complaints, anti-harassment and bullying. Staff and learners are informed at induction of these aspects of equality and diversity. However, the language used within the documents is not suitable for all learners. Equality of opportunity is reinforced throughout the curriculum and the review of progress for E2E learners.

28. Monthly staff meetings include equal opportunities as a standard item but HTL realised that little was being raised during these meetings. The company has recently introduced separate sessions for staff to discuss and raise awareness of equality of opportunity. HTL has held one session on discrimination. Training of staff and

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monitoring arrangements of employers' compliance for equality of opportunity are satisfactory.

29. HTL welcomes all learners but its arrangements for learners with additional learning needs are inadequate. The company does not have any learners with limited mobility, but access to the training rooms and its office on the upper floor of the new Hayes Skills Centre can only be reached by stairs.

30. HTL collects data on learners' recruitment patterns and is aware that it does not recruit sufficient Asian learners to reflect the local minority ethnic community. However, the company has taken no action to promote itself to them. It has no course or marketing materials available to learners whose first language is not English. There is no analysis of data on the progress of different minority ethnic groups while in training or after leaving HTL.

### **Quality assurance**

### **Contributory grade 4**

31. HTL's most recent self-assessment report is satisfactory and reflects well the findings of the inspection. The self-assessment report contributes to the company's business and development plans. The development plan is sufficiently detailed and robust to deal with many of the desired changes. There is commitment from management and staff to improve key aspects of training and the learners' experience. One of HTL's directors developed the self-assessment report and shared it among all staff for them to review and make comments on.

32. Feedback from learners and employers is positive and the company uses the findings to help develop the self-assessment report. However, there is insufficient use of formal feedback from key stakeholders. Learners have one opportunity at the end of their programme to inform HTL of the quality of its provision. Results from learners' feedback are not shared with them. Feedback from employers is through monthly meetings, but not all employers attend regularly. HTL's procedures for internal verification are satisfactory and meet awarding body requirements.

33. Quality assurance arrangements are incomplete and have not been fully implemented. HTL recognises this in its most recent self-assessment report and development plan but some arrangements are insufficiently detailed on how the company will quality assure key training aspects. Quality assurance strategy and policies are satisfactory and cover many key aspects of training, such as learners' reviews, assessment, teaching, and portfolios. Quality assurance procedures are clearly documented and some have been reviewed and improved recently.

34. Observation of teaching is taking place, although it is not applied consistently and does not cover all teaching staff. Some feedback does not contain constructive comment and teaching observation is not always carried out by appropriately qualified staff. Procedures do not include guidance for staff to work to the standard required by the company. For example, reviews are to be observed but there is no indication as to what the review should include and what criteria would inform staff of what would be a

high standard. The company does not monitor the co-ordination and effectiveness of on- and off-the-job training to ensure that training meets learners' individual needs. HTL has good resources for planning teaching sessions, but only one tutor uses these and other resources are of variable quality. There is no clear system for monitoring the effectiveness of the quality assurance procedures, which are unsatisfactory.

## AREAS OF LEARNING

### Health, social care & public services

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
<b>Early years</b> - Work-based learning for young people	10	3

#### **Early years**

##### *Strengths*

- good standard of work in learners' portfolios of evidence
- good partnership arrangements to provide work placements for learners

##### *Weaknesses*

- poor co-ordination of on- and off-the-job training
- inadequate additional learning support

#### **Achievement and standards**

35. Learners produce a good standard of work in their portfolios of evidence, which are cross-referenced to the NVQ and externally accredited technical certificate. Learners' work is well structured and contains a range of evidence from a variety of sources. The quality of responses to evidence questions are good and learners are able to fully demonstrate a full understanding of the knowledge and theory associated with working in childcare settings.

36. Retention and achievement rates are satisfactory. In 2003-04, 50 per cent of learners achieved the full framework. The achievement rate of key skills at level 1 is high, but several members of this intake of learners had already achieved level 2 qualifications in English and mathematics. Attendance and punctuality are satisfactory. Rates of attendance are 82 per cent at off-the-job training, but rates of attendance for some learners in work placements are lower. Learners are making steady progress towards completing their qualifications, but they are very reliant on their assessor and are not confident to independently identify, gather or generate the evidence for units for their NVQ qualification. Learners perform satisfactorily in the workplace.



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

LSC funded work-based learning																	
Apprenticeships	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	10		6													
Retained*	0		4														
Successfully completed	0		3														
Still in learning	9		1														

\*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

37. Teaching and learning are satisfactory on the early years programme. Tutors are experienced teachers who make clear links to occupational settings and situations to develop the learners' knowledge and understanding. Lessons are well planned to include a variety of learning tasks. Tutors cross-reference to units of the NVQ, the externally accredited technical certificate and key skills so that learners are able to use work generated in class to achieve qualifications without duplication. Tutors are approachable and use humour to develop a good rapport with the learners. In key skills, tutors use vocational scenarios to prepare learners to deal with conflict and develop communication skills with parents.

38. Resources are satisfactory on the early years education programme. Learners have access to the school library close to the training centre and the classes are based in well-resourced and spacious classrooms. In class, learners are given a range of learning resources, including books, handouts and research materials. Staff are suitably qualified or are receiving professional training to increase their skills and experience. HTL carries out health and safety visits to work placements and carries out criminal record checks on behalf of learners. However, one learner is still awaiting the results of a criminal record check and has been working in a nursery for over two months.

39. Assessment and internal verification are satisfactory. Learners are assessed regularly and the assessor plans assessments with them, although this is not always recorded. Learners do not have full understanding of the assessment process and are not confident to generate information independently. The internal verifier has established regular and effective systems for sampling and observing assessments. HTL responds swiftly to recommendations given by awarding bodies.

40. There is poor co-ordination of on- and off-the-job training. Learners begin employment or work placements before they start their training course and some learners have little understanding of what is required of them. This means that learners

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do not receive any background knowledge or guidance before starting their work placements. Employers do not support learners with assessments, despite some of them being experienced assessors or working towards assessors' qualifications. Employers do not have schemes of work and are not aware of what learners are being taught during off-the-job training sessions or what is being assessed. Employers are unaware of learners' progress towards completion of their NVQs. HTL staff are not informed of learners' professional development organised by employers. Learners' progress reviews with their employer, learner and assessor do not take place simultaneously. Employers are not involved in setting targets for learners. Learners have an unsatisfactory understanding of the overall programme and their responsibilities to collect evidence in the workplace.

41. Additional learning support is inadequate. Initial assessments are not completed at the start of the training programme and learners with additional learning needs have not been identified. HTL does not recognise learners' prior experience or qualifications. Some learners have achieved grade C general certificates of secondary education in English or mathematics, yet they have still been required to complete key skills qualifications at level 1 in communication and application of number. The results of initial assessments are not fully explained to learners and are not used to help develop individual learning plans. There is insufficient support for learners with additional literacy and numeracy needs. HTL has no learners requiring support for English as a second or other language. All learners have been tested recently for dyslexia due to an employer informing HTL that a learner had a problem at work. However, those diagnosed with dyslexia have not received any additional support.

42. While there are numerous employment opportunities available for nursery nurses in the area there are no opportunities for learners to progress from the level 2 programme. HTL is planning to offer the advanced apprenticeship programme in the near future. Learners have access to an additional paediatric first aid qualification.

### **Leadership and management**

43. Partnership arrangements with employers to provide placements for learners are good. HTL finds good work placements for its learners. Employers offer professional training that enables the learners to develop their skills. HTL offers funding and supports work-placement staff to become assessors. This arrangement has been organised by HTL to provide enhanced opportunities for learners to be assessed more frequently and in line with individual learners' development. The assessor and workplace staff communicate regularly through monitoring meetings, visits and correspondence to discuss issues relating to learners' progress in the workplace.

44. Staff meet regularly and, despite changes in the staffing team, internal support and communication are satisfactory. The self-assessment report has identified many of the programmes' developmental needs.

45. Equality of opportunity is satisfactory. There is adequate coverage of equal opportunities in the induction and learners receive copies of HTL's equal opportunities, grievance, complaints and appeals procedures and policies. Learners are aware and are

able to explain their rights and responsibilities. The teaching of equal opportunities is adequate and learners learn about the dietary needs of different cultures and the needs of children with special needs, in classes and in the workplace. HTL produces an employer's pack that outlines their responsibilities and the company's expectations of them. Some learners do not feel that they are treated as fairly in the workplace and there are issues involving contractual arrangements that they are not clear about, such as annual leave and the status of pay/training allowances.

**Foundation programmes**

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Employability/employment training</i></b> - Entry to Employment	26	3

***Employability/employment training****Strengths*

- good achievement rates
- much good teaching to develop effective personal and social skills
- good personal support for learners

*Weaknesses*

- ineffective use and response to initial and diagnostic assessment
- poor provision of literacy and numeracy to meet individual needs of learners

**Achievement and standards**

46. Attainment in drama and social skills lessons is good. In one example, learners in a drama class mastered a complex dance sequence in order to prepare for a staged performance. Learners develop a repertoire of personal and social skills through the medium of drama and in their social skills lessons. For example, one learner in a social skills lesson gave a good presentation to the group. The tutor, learner and the learner's colleagues commented on the evident improvement in the confidence with which she gave the presentation, compared with that displayed in previous lessons. She was questioned appropriately and supported by her colleagues. There is a satisfactory or better standard of work in learners' folders for most subjects. Many learners attain the learning outcomes outlined in the lesson plan. Learners make satisfactory or better progress in their vocational courses and in working towards qualifications. However, in some learners' folders, the standard of literacy and numeracy work is poor and achievement of targets set to improve the learners' literacy and numeracy skills are unsatisfactory.

47. Achievement is good. In the first year of operation, in 2003-04, 80 per cent of learners achieved their qualification aims. The retention rate for the 2004-05 learners is 93 per cent. There is good progression from E2E to employment, further study or modern apprenticeships. Many learners in training have made good progress towards their qualification aims.

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	29		20													
Progression <sup>1</sup>	1		16														
Achieved objectives <sup>2</sup>	0		16														
Still in learning	26		0														

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

48. Teaching and learning at HTL are good. Many tutors make effective use of praise and encouragement. There are good relationships between tutors and learners and among the learners. Explanations and demonstrations are clear. Lessons are set at a sufficiently challenging pace, while individual learners experiencing difficulty are well supported. In the better lessons, there are thorough and detailed lessons plans. In many lessons there is good use of resources, including ICT. Most lessons have clear aims and learning outcomes that are understood by the learners. However, literacy and numeracy teaching and learning are not sufficiently linked to the learners' interests and vocational needs. Learners are well motivated and enjoy their lessons. They respond well to instructions and participate well in discussions.

49. HTL provides good personal support for learners. Learners attend regular progress reviews at which they receive effective support with personal problems. Each learner is allocated a key worker who acts as a mentor and provides detailed and appropriate advice and guidance. There is good provision of advice and guidance in relation to vocational options and progression. Tutors go to considerable lengths to support learners who have personal problems or who are experiencing difficulties affecting their learning. For example, in one class a learner was clearly distressed about a domestic situation. The tutor gave her effective support during the break period and provided appropriate strategies to enable her to continue with the lesson. In another example, a key worker demonstrated interest and concern in a learner's recent court experience. She discussed the possible impact on the learner's progress and vocational prospects with sensitivity.

50. Resources are satisfactory. The new training centre at a local school provides spacious, comfortable, well-equipped accommodation. Accommodation for drama at the local theatre and for ICT sessions at the local youth centre is also good. All E2E learners are able to use up-to-date computers with internet access. Learning resources in vocational areas, social skills and drama sessions are satisfactory or better. However,

## HILLINGDON TRAINING LIMITED

there is an inadequate range of literacy and numeracy resources to meet the needs of learners. There is no practical numeracy equipment. Learners do not use ICT to develop their literacy or numeracy skills. Some tutors are not qualified teachers, trainers or assessors. Others have school teaching qualifications but none relevant to training in vocational contexts. There are no tutors with qualifications in teaching literacy or numeracy skills. The provision of work placements is satisfactory. HTL has made arrangements for learners to be placed in hospitals, football clubs, construction companies, care homes, the retail sector at Heathrow Airport and in a nursery. However, the development of work placements is slow.

51. There is ineffective use of and response to initial and diagnostic assessment. Learners are assessed, but there are no arrangements to provide support in vocational areas for those learners with additional support needs. Lesson plans and the E2E Passport do not reflect learners' additional learning needs. Learners have a good choice of vocational options and qualifications and new vocational options are provided in response to learners' needs and preferences. For example, a coaching award has been provided in response to learners' requests. Programmes meet the requirements of awarding bodies.

52. Literacy and numeracy provision is poor and has not been developed sufficiently to meet the learners' individual needs. Targets for literacy and numeracy are not set in the appropriate part of the E2E Passport. In one example, all learners were working on algebra problems in a numeracy session, irrespective of their needs or abilities. The training and materials are insufficiently linked to learners' vocational needs or other contextual interests. None of the tutors have literacy or numeracy qualifications. HTL has no learners requiring support for English as a second or other language.

### **Leadership and management**

53. There is flexible management of course provision to respond to emerging demands from learners. There is also responsive management of continuous improvement. The self-assessment report has identified many of the programme's developmental needs. There are plans to deal with many of these, while some improvements are already in place. For example, there is now a greater range of qualifications available to learners. There is good communication among staff and between staff and managers. However, sharing of best practice is not sufficiently developed.

54. There are adequate internal verification procedures. However, quality assurance procedures are incomplete. Some systems have recently been put in place, but they are not used by all members of staff. Lesson observations do not provide sufficiently detailed information to meet the developmental needs of staff.