INSPECTION REPORT

CWT

28 July 2005

ADULT LEARNING
INSPECTORATE

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 aged 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

• *grade 1 - outstanding*
• *grade 2 - good*
• *grade 3 - satisfactory*
• *grade 4 - inadequate*

INSPECTION REPORT

CWT

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Coventry and Warwickshire Chambers of Commerce Training Limited (CWT) is based in Coventry. It is a wholly owned subsidiary of the Coventry and Warwickshire Chamber of Commerce and was established in 1983 to provide training appropriate to the changing needs of local small and medium-sized businesses. CWT was first inspected by the Adult Learning Inspectorate (ALI) in 2001.

2. Work-based learning is offered in engineering, business administration, information and communications technology (ICT), hairdressing, hospitality, retailing, and customer service, early years care and education, and foundation programmes, leading to apprenticeships and advanced apprenticeships and national vocational qualifications (NVQs).

3. Training is funded through contracts with Coventry and Warwickshire Learning and Skills Council (LSC) and Jobcentre Plus. Most learners live and work in Coventry and Warwickshire. Most training is provided directly by CWT's staff, with some provision in engineering, retail and accountancy is subcontracted to local colleges.

4. The proportion of people from minority ethnic groups in Coventry and Warwickshire is 13.7 per cent and 11.3 per cent respectively. The unemployment rate in Coventry in 2005 is 3.1 per cent and for the West Midlands is 3 per cent compared with the national average of 2.3 per cent.

OVERALL EFFECTIVENESS   Grade 3

5. **The overall effectiveness of the provision is satisfactory.** CWT's leadership and management is good as is business administration, management and professional, hairdressing and beauty therapy. ICT, retailing, customer service and transportation, and health, social care and public services and the arrangements for equality of opportunity and quality improvement are satisfactory. However, the provision for engineering, technology and manufacturing is inadequate.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** All staff contributed to the self-assessment report which provides an accurate account of the provision. Staff have used a reasonably self-critical approach and the inspectors' findings match many of the judgements and grades in the report. Self-assessment is regarded as an important part of the provider's quality improvement procedures.

7. **The provider has demonstrated that it is in a good position to make improvements.** CWT has a clear commitment to improve the quality of the provision. Managers monitor achievement and progression and have made significant improvements in some areas of learning since the previous inspection in 2003.

KEY CHALLENGES FOR CWT:

* improve monitoring of health and safety in workplaces
* improve the rates of retention and achievement for all learners
* maintain effective working relationships with employers and other partners
* improve target-setting for learners to improve progression and achievement
* continue to celebrate learners' success and promote learning
* ensure that action plans are completed and monitored effectively

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

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

Engineering, technology & manufacturing		4
Contributory areas:	Number of learners	Contributory grade
Other contributory areas		*4*
Apprenticeships for young people	40	4

Business administration, management & professional		2
Contributory areas:	Number of learners	Contributory grade
Business administration		
Apprenticeships for young people	92	2
NVQ training for young people	4	3
Accounting and economics		
Apprenticeships for young people	50	2
NVQ training for young people	12	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Other contributory areas		*3*
Apprenticeships for young people	23	3

Retailing, customer service & transportation		3
Contributory areas:	Number of learners	Contributory grade
Customer service		*3*
Apprenticeships for young people	20	3
NVQ training for young people	1	3

Hairdressing & beauty therapy		2
Contributory areas:	Number of learners	Contributory grade
Hairdressing		*2*
Apprenticeships for young people	49	2
NVQ training for young people	3	2

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
Early years		*3*
Apprenticeships for young people	40	3
NVQ training for young people	25	3

ABOUT THE INSPECTION

8. Inspectors reported on and graded engineering, technology and manufacturing, business administration, management and professional, information and communications technology (ICT) retailing, customer service and transportation, hairdressing and beauty therapy, and health, social care and public services. There were too few participants on New Deal and foundation programmes for these areas to be inspected.

Number of inspectors	10
Number of inspection days	33
Number of learners interviewed	76
Number of staff interviewed	37
Number of employers interviewed	39
Number of subcontractors interviewed	3
Number of locations/sites/learning centres visited	37
Number of partners/external agencies interviewed	2

KEY FINDINGS

Achievements and standards

9. **There are high rates of retention for level 4 accountancy learners.** All of the learners who started since 2002-03 are still in learning or have successfully achieved their NVQ.

10. **Learners develop good practical skills and knowledge in the workplace.**   Learners quickly progress from carrying out simple to more complex operations and many have been promoted or given additional responsibilities since starting their programme. **Hairdressing learners develop good practical skills very early in their training.** After only three months they can apply complex skills and are able to cut hair to a professional standard.

11. Some employers provide learners with access to additional training programmes to further develop their learner's skills. These include telephone techniques, food hygiene and paediatric first aid, which help to improve learners' employability and motivation.

12. **Progression for business administration and accountancy learners is good.** Many business administration learners progress from level 2 NVQ to level 3 NVQ and accountancy learners progress from level 2 NVQ to level 4 NVQ. There are clear progression routes which are understood by all learners and employers.

13. **Work placements are good** and help learners develop a wide range of skills. Employers recognise these improved occupational skills and many learners take on increasingly responsible roles.

14. Retention and achievement rates in customer service and early years programmes are

satisfactory. In business administration, retention and achievement rates, though satisfactory, are improving.

15. Achievement rates for advanced apprentices in customer service have improved from 43 per cent in 2001-02 to 62 per cent in 2003-04. Of those who started in 2003-04, half have already completed their framework.

16. Very few advanced apprentices were recruited to early years care until 2004-05. However, 87 per cent are still in learning. Of the apprentices who started in 2001-02 and 2002-03, 50 per cent and 41 per cent respectively completed their framework.

17. **The rates of achievement for engineering and ICT are poor.** Of those engineering apprentices who started in 2000-01, only 11 per cent have completed their framework to date. Less than half of those who started in 2003-04 are still in training. **Attendance at key skills training by some engineering learners is poor. No advanced apprentices in ICT have completed their framework since 1999.** Only 44 per cent of the apprentices who started in 2002-03 have achieved their framework.

18. **Retention and achievement rates are unsatisfactory in hairdressing.** In hairdressing, 64 per cent of advanced apprentices completed their framework in 2001-02. This fell to 42 per cent for those who started in 2002-03.

19. Learners leaving their programme early are accredited with the units and other parts of the framework they have achieved. Attendance at technical certificate training sessions is satisfactory.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Business administration, management & professional	0	2	0	0	2
Hairdressing & beauty therapy	0	1	2	1	4
Total	**0**	**3**	**2**	**1**	**6**

20. The table above only shows areas of learning in which two or more learning sessions have been observed and graded.

21. **Business administration training is good.** Learners receive good on-the-job training and many work on additional specific projects linked to the needs of the workplace. Attendance is good for off-the-job training at the CWT training centre.

22. **There are very effective links with employers in most areas of learning.** CWT's staff work well with employers to plan effective training. All employers receive a comprehensive pack from CWT to improve their understanding of the training and qualification needs of learners. CWT also holds a number of open days and events to keep employers informed of training issues and changes to the programmes. Workplace supervisors are regularly involved in progress reviews. Some engineering employers have a poor understanding of training requirements.

23. **CWT provides learners with very effective support.** For example, 11 early years

learners, who had made very poor progress with another provider, transferred to CWT and were provided with good support. They have now begun to progress well. For those learners who do not come into the learning centre, staff use a variety of effective methods used to communicate with their assessor and other learners.

24. The learning programmes meet employers' needs. Learners have access to realistic job activities, enabling them to broaden their experience and improve their understanding of the needs of employers.

25. Literacy and numeracy support is satisfactory. Support for learners with dyslexia is very flexible and effective. Learners receive support from the basic skills co-ordinator and are also referred to learndirect programmes.

26. **There is very a thorough induction for learners.** They are introduced to the NVQ requirements and means of assessment. Learners discuss equal opportunities, employment rights and responsibilities, and health and safety.

27. **The range of enrichment activities for hairdressing learners is extensive.** Learners attend salon exhibitions and take part in competitions. Some learners take part in events with local schools and hospitals. Some employers also provide additional specialist stylist training.

28. **The provider celebrates learners' success very well.** Learners receive a certificate of achievement each time they complete a unit of their NVQ. Employers who are supportive of learning also receive awards.

29. Progress reviews are satisfactory and provide most learners with an accurate overview of their progress. Action points are well recorded and reviewed. Individual learning plans are regularly updated. Long-term goals are discussed and agreed with the learner and employer during progress reviews.

30. Assessment for most learners is satisfactory. Assessors visit the workplace on a monthly basis, use a range of assessment methods and agree clear action plans for the next assessment. However, **assessment practice in accounting, mechanical engineering and vehicle sales programmes is weak**.

31. Learning resources are satisfactory. CWT has a range of well-furnished and maintained training rooms with appropriate audiovisual equipment. Computing equipment is modern with industry-standard software. Learners have access to a range of books, CD-ROMs, and laptop computers. Effective use is made of information technology (IT) learning resources in hairdressing training, particularly the awarding body online materials.

32. Internal verification is satisfactory. The process is comprehensive and includes monitoring of assessors, and trainers, activities and regular sampling of learner portfolios. Any actions arising are acted on promptly. Internal verification of the accounting programmes is carried out by the subcontracted colleges.

33. Integration of key skills and technical certificate training and assessment is satisfactory for all programmes except engineering. Apprentices attend off-the-job training in the CWT training centre for key skills and technical certificates from the beginning of the programme.

Engineering learners often do not start their key skills until the second or third year of training.

34. Initial assessment is satisfactory. All learners undertake assessment of their literacy and numeracy skills and additional support needs are accurately identified. All learners have an initial assessment of their numeracy, communication, and IT skills, as well as an assessment of learning styles. Results of these tests are not always communicated to the learner or used to plan training and support arrangements.

35. **Target-setting for learners is ineffective.** Targets are not sufficiently challenging and focus on the completion of written work. Generally, when targets are not met deadlines are simply extended. Learners do not have a clear understanding of the amount of work that is needed to complete their whole framework.

36. **Some lesson plans for hairdressing training are weak.** Recent amendments have been made to make the plans more useful. However, assessment activities are still not always included. Planned activities do not always match the intended learning outcomes.

37. **There is insufficient linking of on- and off-the-job training for engineering and customer service learners.** Learners and employers are not sufficiently informed about off-the-job training. Learners' attendance and participation in training while at work is not always recorded. Evidence from off-the-job training is not used as evidence towards learners' NVQs.

Leadership and management

38. **CWT has applied a range of good actions to improve the quality of its provision.** A comprehensive quality assurance framework has been developed and staff have visited other providers to share good practice. They have also used an external database extensively to find examples to improve their own provision. Improvements have been implemented over time in most areas of learning.

39. **CWT works very effectively with external partners.** There are many links at a strategic level which are supported by effective communication arrangements. There is extensive input into local and regional events to raise awareness of work-based learning. CWT is also involved in good work to engage disaffected learners through its school links.

40. **The provider has very good arrangements for staff appraisal and development.** Staff are offered an extensive range of professional development training, including teaching qualifications, equality and diversity awareness and literacy and numeracy qualifications.

41. **CWT uses a systematic and rigorous approach to the collection and analysis of feedback.** Suggestions for improvement are actively sought and changes are made to the provision. Questionnaires are well structured and effectively designed. Detailed analysis and reporting of survey results identifies emerging trends and common themes.

42. **The company has a comprehensive management information system** which is capable of producing very sophisticated reports. Reports are produced regularly and are reviewed at managers meetings. However they are not always used in a focused way to drive forward achievement, recognise success and review progress towards targets.

43. CWT has good strategies for many learning processes, but these are not always well used at operational level. For example, a risk-banding system was introduced to help staff identify vulnerable learners. This system is now being shared widely with learners. However, although criteria are issued to staff, the system is sometimes poorly understood and applied.

44. Promotion and monitoring of equality of opportunity is generally satisfactory. Learners have a satisfactory understanding of their rights and responsibilities. CWT has introduced equal opportunity champions who actively promote awareness of equality issues. The content of learner inductions has recently been redesigned to include a greater emphasis on equality and diversity issues.

45. Data is analysed to identify trends in recruitment and achievement by groups of learners. Targets are then set for the recruitment of new learners from under-represented groups. CWT has been successful in balancing the number of male and female learners in some programmes. However, there is still an under-representation of learners from minority ethnic groups in some accounting and ICT courses.

46. The self-assessment process is thorough. Reviews of action plans are used to update the report. The process is fully inclusive of staff from areas of learning, but involvement of subcontractors is not clear. Self-assessment is incorporated within the annual quality cycle. Examples of improvements over time are systematically recorded.

47. Internal verification is supported by a clear sampling strategy. Regular assessor meetings include some standardisation activities, but the quality of record-keeping varies in detail.

48. **The co-ordination and follow up of provider action plans is weak.** Some areas of the overall development plan do not have sufficiently clear, measurable targets. It is not always clear who is responsible for the actions. It is not easy to see progress towards targets.

49. Meetings with the engineering and accounting subcontractors are informal and minutes are not always kept. The engineering subcontractor is slow in responding to requests from CWT for improvements to be made to the provision.

50. **The promotion and monitoring of employers' health and safety practices is insufficient.**   CWT's policies and procedures are not applied rigorously in some workplaces. For example, safety guards and signs are missing from some machinery and equipment. Annual health and safety checks have not identified poor practice.

Leadership and management

Strengths

- good actions to promote continuous improvement
- effective working with external partners
- good appraisal and staff development
- good celebration of success

- systematic and thorough approach to collection and analysis of feedback

Weaknesses

- weak aspects of operational management
- weak co-ordination and follow up of action plans

Engineering, technology & manufacturing

Other contributory areas   *Grade 4*

Strengths

- good development of practical skills

Weaknesses

- poor achievement rates for apprenticeships
- insufficient curriculum planning
- weak assessment practice in mechanical engineering
- poor monitoring of health and safety

Business administration, management & professional

Strengths

- good progression
- high retention and achievement rates on level 4 NVQ accounting and economics programmes
- good training

Weaknesses

- poor use of initial assessment to plan learning
- inadequate workplace assessment for accountancy learners
- poor recruitment of learners from minority ethnic groups

Information & communications technology

Other contributory areas   *Grade 3*

Strengths

- good standard of learners' work
- very effective support and guidance for learners
- good reinforcement of equal opportunities and health and safety

Weaknesses

- poor achievement rates

Retailing, customer service & transportation

Customer service   *Grade 3*

Strengths

- good skills development
- good involvement of employers in the provision
- very effective support for learners

Weaknesses

- weak target-setting
- insufficient linking of on- and off-the-job training
- poor assessment practice on the vehicle sales programme

Hairdressing & beauty therapy

Hairdressing   *Grade 2*

Strengths

- very good development of vocational skills
- good celebration of learner success
- extensive range of enrichment activities
- good learner support for learning

Weaknesses

- unsatisfactory retention and achievement rates

Health, social care & public services

Early years   *Grade 3*

Strengths

- good development of vocational skills
- very effective involvement of employers in the provision
- very effective learner support

Weaknesses

- slow progress towards completion of NVQ units by some learners
- ineffective target-setting

WHAT LEARNERS LIKE ABOUT CWT:

- the good support from assessors
- the responsiveness of trainers and assessors to learner issues
- the convenient location of the training centre
- being included in activities with local schools and hospitals
- the friendly welcoming atmosphere
- the regular visits in the workplace

WHAT LEARNERS THINK CWT COULD IMPROVE:

- the flexibility in the training programme
- the space available for and provision of refreshments

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 2

Strengths

- good actions to promote continuous improvement
- effective working with external partners
- good appraisal and staff development
- good celebration of success
- systematic and thorough approach to collection and analysis of feedback

Weaknesses

- weak aspects of operational management
- weak co-ordination and follow up of action plans

51. CWT implements good actions to promote continuous improvement, a strength identified in the self-assessment report. CWT has a clear strategic direction. Managers fully support the improvements implemented in leadership and management and in the areas of learning. Actions and improvements are systematically recorded. There is an effective incentive scheme for learners to encourage them to progress. Systems and processes are under regular review. For example, a new, internal verification database is currently being developed. Progress reviews have been significantly improved to ensure that a thorough and consistent process is used by all staff. Source staff have taken on additional responsibilities, for example, the equality of opportunity champions and staff who conduct telephone surveys. Other members of staff have made recent visits to other companies to observe and share good practice. They use a national good practice database to find examples of good practice to improve their own provision. However, in some cases, they have not fully adapted the practices to their own needs.

52. CWT works very effectively with external partners and uses its networks well. There are many links at a strategic level. Communications are effective and include a well-developed extranet and good guides and documents for employers. CWT has formed strong links with local regeneration areas. There is extensive input into local and regional events to raise awareness of work-based learning. The provider is effectively involved in events through local schools to engage disaffected learners. A small number of learners who attended these events have subsequently started apprenticeship training. CWT makes extensive use of support networks. It has produced a directory for use by staff to refer learners to specialist community or voluntary groups which deal with problems such as homelessness, bereavement or drugs misuse. CWT has introduced awards for employers to celebrate their success in helping learners to succeed.

53. CWT has a very thorough appraisal system linking staff performance to company objectives. It delivers an extensive range of staff development and the effectiveness of this is evaluated on an annual basis. Recruitment staff have, or are working towards, an NVQ at level 3 in initial advice and guidance. All staff have annual training in equality to ensure that they have a good understanding of current legislation and relevant issues. There is specialist training for some staff on drugs awareness and literacy and numeracy support.

However, there is insufficiently focused staff training to implement all new developments such as the risk-assessment system for monitoring learners' progress.

54. CWT has a comprehensive management information system. A range of data is analysed with reports produced regularly and reviewed by managers and team leaders. However, the reports are not always used well to drive forward achievement, identify success and review progress towards targets.

55. Some aspects of operational management are weak. For example, a system was introduced to help staff identify learners who are making slow progress or are likely to leave training. The system is now being used widely and is supported by criteria issued to staff. However, the system and criteria are sometimes poorly understood and applied. In some subcontracted provision, the results of initial assessment are not shared and learners repeat elements of their assessment. In two areas of learning there is weak curriculum planning and co-ordination of on- and of-the-job training. Some employers have insufficient information on the learning programmes and do not understand how learning links to their job role.

Equality of opportunity
<div style="text-align:right">Contributory grade 3</div>

56. There is good celebration of success. A motivational system of awards has been introduced to acknowledge learner achievements and qualifications. This practice was first introduced in to the hairdressing programme and has now been adopted across all areas of learning. Financial rewards are given to learners for achieving milestones in their frameworks. Stories of learners' success are collected and publicised to motivate current and potential learners.

57. CWT has a satisfactory equality of opportunities policy. Checks are carried out on new employer's polices. If an employer does not have an appropriate policy then provider staff work with the employer to produce one. CWT has introduced the role of equal opportunity champion. These staff actively promote awareness of equality issues and have suggested a number of new initiatives, such as a greater emphasis on equality and diversity in learner inductions. However, the duration of induction has not been extended to accommodate this additional content. CWT prominently displays posters with a good range of images to promote learning to all groups.

58. All staff have annual training in equal opportunities and diversity that includes recent legislation. Some staff have received training in how to recognise and support specific learning needs in literacy and numeracy. Formal review paperwork has been modified and now include questions for learners on equality and diversity issues. However, these have yet been used with all learners. Learners have a satisfactory understanding of their rights and responsibilities. The promotion and monitoring of equal opportunities is generally satisfactory. However, the display of inappropriate images in two engineering workplaces has not been challenged by CWT's staff.

59. Data is analysed to identify trends in recruitment and achievement by learner groups. Targets are then set for the recruitment of new learners from under-represented groups. However, there is still an under-representation of learners from minority ethnic groups in some accounting and ICT courses. Adaptive equipment is available for learners with disabilities. Learners with additional learning needs are provided with satisfactory support, including literacy and numeracy. One learner on a warehousing programme also receives

effective support in English for speakers of other languages.

Quality improvement   **Contributory grade 3**

60. CWT has implemented a comprehensive quality assurance framework since the previous inspection. A clear annual schedule of internal auditing and a system of corrective action is used to monitor its effectiveness. Secure, shared electronic access to systems, processes and standard documents promotes staff consistency. Key changes are recorded and the current version of paperwork and processes is used. Self-assessment and review are incorporated within the annual quality assurance cycle. Examples of improvements over time are systematically recorded, such as the redesigning of progress review documents, to ensure a structured and thorough approach that incorporates learner and employer self-evaluation. However, the responsibility for quality improvement by staff is not consistent.

61. There is a systematic and thorough approach to the collection and analysis of feedback. Learners' and employers' views are regularly collected and used. Suggestions for improvement are recorded and changes are made to the provision. For example, daytime off-the-job training for care learners was changed to early evening in response to feedback about difficulties in daytime attendance. Surveys refer to all key aspects of learning. Questionnaires, developed as part of a regional benchmarking group, are well structured and designed effectively, and response rates to postal surveys are generally good. Lower responses, in some areas of learning, are supplemented by telephone surveys. Detailed analysis and reporting of survey results identifies emerging trends and common themes. Comparisons are made of rates of learner satisfaction with other learning providers. The timing of the annual survey is linked to the self-assessment process.

62. The self-assessment process is well established and thorough. Annual and quarterly reviews of action plans are used to update the self-assessment report. The process is fully inclusive of staff from all areas of learning, but the involvement of subcontractors is not clearly identified. The self-assessment process has improved. Recently all staff received their own copy of the leadership and management report and the relevant extract for their own area of learning. The self-assessment report links to the content of the development plan, but some aspects of the development plan have insufficiently well-defined targets. The self-assessment report is broadly accurate in identifying strengths, but inspectors identified additional weaknesses. Inspectors gave similar grades to those in the report.

63. Internal verification is satisfactory and is supported by a clear sampling strategy. Record-keeping is being improved through the development of a detailed database. Written guidance for assessors is good. Regular assessor meetings include some standardisation activities, but the quality of record-keeping is not consistent. Assessors are observed twice a year and observations are often supplemented with interviews. Records of these observations are kept, but the management of any action points is not clearly identified or recorded.

64. The co-ordination and follow up of action plans is weak. The overall development plan is not sufficiently clear and does not have adequate measurable targets. It is not always clear who is responsible for implementing actions. There are no clear milestones for some longer-term targets. Monitoring arrangements are regular, but progress reports do not clearly link to the previous action plan. For example, the progress report does not include the previous target date. Progress towards targets is not clearly recorded. Where

numerical targets have been set, data is not always used to show progress towards the achievement of targets. Retention and achievement improvement targets are identified in LSC data, but not in the retention strategy and development plan. Records of developments and improvements are kept separately from main action plans. Follow up of action points from meetings is weak. Actions, timescales and responsibilities are not always clearly recorded. It is not clear from subsequent minutes if the action has been completed. Follow up from observations of teaching and learning is poor. For example, in each of three observations for one tutor, an identical weakness was identified, but no action plan was completed to ensure that subsequent practice was improved.

AREAS OF LEARNING

Engineering, technology & manufacturing   **Grade 4**

Contributory areas:	Number of learners	Contributory grade
Other contributory areas		*4*
Apprenticeships for young people	40	4

65. There are 40 learners on advanced apprenticeships in engineering maintenance, production engineering in metals and plastics, technical services, electrical and electronic and motor vehicle level 3. All learners are employed and are either recruited by CWT or by employers. Learners recruited by CWT are matched to suitable employers who interview them. CWT works with a number of small, to medium-sized and multinational companies. Other qualifications provided include performing engineering operations and electrical installation at level 2 NVQ, delivered by colleges of further education. Off-the-job training and assessment in the workplace, and internal verification is subcontracted to North Warwickshire and Hinckley College, and Warwickshire College, where most learners attend day-release classes for training on the technical certificate, craft training and key skills. Induction is usually carried out in small groups at CWT and includes health and safety, equality of opportunity, NVQ structure and apprenticeship frameworks. Employers provide learners with a further workplace induction. CWT's training officers are responsible for the individual support for learners in the workplace, ensuring progress reviews are carried out and managing the subcontracted provision.

Other contributory areas   *Grade 4*

Strengths

- good development of practical skills

Weaknesses

- poor achievement rates for apprenticeships
- insufficient curriculum planning
- weak assessment practice in mechanical engineering
- poor monitoring of health and safety

Achievement and standards

66. Achievement for apprenticeships is poor. CWT no longer provides apprenticeship engineering training and the learners have been transferred to another provider. Achievement and retention rates for advanced apprenticeships are low. Of the nine learners who enrolled in 2000-01, only one has achieved the framework with one learner still in learning. Of the 11 learners who started in 2001-02, three have completed their framework and five are still in learning. Of the 17 learners who started in 2002-03, one learner has completed their framework and 10 learners are still in learning. However, only eight of those 15 learners who started in 2003-04 are still in learning.

67. Learners develop good practical skills and knowledge in the workplace. Learners are allocated to workplace mentors. The mentors are very experienced engineers and work effectively to share their industrial knowledge and skills with learners. Mentors demonstrate tasks and then closely monitor learners' performance. Learners quickly understand the practical skills and use tools and equipment skilfully with confidence. They quickly progress to more complex operations, such as using specific machinery to produce good work products and demonstrating competence using electronic measuring instruments and gauges. Some electrical engineering learners quickly develop skills in inspection and testing and fault recognition. Motor vehicle learners develop skills in vehicle systems diagnostic procedures. Some employers provide learners with access to additional training programmes including lift truck driving, safe handling, and lifting and welding techniques.

68. Many learners are making slow progress. Learners do not start their NVQ until they have been working in the workplace for at least 12 months. Attendance for key skills lessons is poor by some learners. Some learners have their individual learning plan completion targets extended from between six to 18 months.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	18		15		17		11									
Retained*	0		1		1		4									
Successfully completed	0		0		0		3									
Still in learning	17		8		10		5									

*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

The quality of provision

69. Employers have a poor understanding of NVQ and advanced apprenticeship requirements. Some employers have developed individual learning plans for their learners. However, these are not integrated effectively with off-the-job training programmes or progress review action plans and mainly focus on meeting employer production requirements. Some employers are not able to provide an appropriate range of work activities for learners to develop an appropriate range of skills and knowledge. Some employers arrange for learners to undertake training and assessment at a partner company or other organisation. However, these arrangements are informal and are not planned with CWT.

70. CWT has identified and implemented appropriate action to rectify the insufficient integration and delivery of key skills training and assessment, and the slow progress of learners on performing engineering operations at level 2 NVQ, at North Warwickshire and Hinckley College. For example, CWT now carries out its own key skills training for half a day every two weeks. Key skills trainers use their industrial experience well to help CWT develop relevant key skills assignments for learners. These sessions are also used to support learners with literacy and numeracy support needs.

71. CWT's staff regularly visit subcontractors to monitor learners' progress. Meetings with

subcontractors are informal and minutes are not always recorded. However, there is frequent communication on identified issues of concern. Some subcontractors are slow in responding to requests from CWT for improvements to be made to the provision. Staff take too long to internally verify learners' portfolios and the achievement of their qualification is delayed.

72. There is insufficient planning of the curriculum for on- and off-the-job training. Learners and employers are not sufficiently informed about off-the-job training programmes. Mentors are not able to effectively allocate specific work to meet learners' needs and to collect relevant evidence. There is insufficient integration of key skills training and assessment in off-the-job training and learners often do not start their key skills training until the second or third year of training. Learners are not set appropriate individual targets for their NVQ and key skills.

73. Assessment practice in mechanical engineering is weak. There are too few observations in the workplace. Employers are not always informed about visit from the assessor. There are frequent changes of assessor for some learners. There is inconsistency in the signing and dating of portfolio evidence by assessors and learners. Assessor observation reports are satisfactory with appropriate action plans. However, some assessor feedback reports are poorly produced. In one portfolio, the witness testimonies were not up to date.

74. The promotion and monitoring of employers' health and safety practices is insufficient. CWT's policies and procedures are not applied effectively in some workplaces. At one employer, work areas were untidy. At another workplace, a learner was not wearing appropriate safety footwear. Safety guards and signs are missing from some machinery and equipment. Annual health and safety checks of employers' premises by CWT's staff and visits from subcontractor assessors have not identified these poor practices.

Leadership and management

75. There is weak co-ordination of on- and off-the-job training. CWT is negotiating with the subcontractor to tackle this, but the agreed changes have not yet been fully implemented. Regular meetings are held at CWT for trainers and assessors to share good practice and these are generally well attended. Arrangements for staff appraisal and development are good for CWT's staff and cover equal opportunities and diversity, and literacy and numeracy support.

76. There is insufficient promotion and monitoring of equality of opportunity in the workplace. Some employers do not have their own equality of opportunity policies and are unaware that they have signed up to CWT's policies. Learners have poor recollection of equality of opportunity at induction. Inappropriate images were observed on display in two workplaces.

Business administration, management & professional   **Grade 2**

Contributory areas:	Number of learners	Contributory grade
Business administration		
Apprenticeships for young people	92	2
NVQ training for young people	4	3
Accounting and economics		
Apprenticeships for young people	50	2
NVQ training for young people	12	3

77. There are 61 apprentices, 31 advanced apprentices and four NVQ learners in business administration. In addition, there are 23 apprentices and 27 advanced apprentices in accounting, as well as 12 learners working towards the accounting technician NVQ at level 4. All learners are employed. Learners can join the apprenticeship programme at any time of the year. Recruitment is through Connexions offices, schools, employers and through contact with previous learners. All learners receive an induction by CWT either at their workplace or at the learning centre. Business administration learners can attend off-the-job training at the learning centre. Accounting learners attend training at either North Warwickshire and Hinckley College, City College Coventry, Henley College or at the learning centre. A member of CWT's staff visits accountancy learners and their supervisors in the workplace at least every three months to carry out progress reviews. Additional coaching and individual support is available at the learning centre. Four business administration assessors carry out progress reviews and deliver key skills training and assessment and the technical certificate.

Strengths

- good progression
- high retention and achievement rates on level 4 NVQ accounting and economics programmes
- good training

Weaknesses

- poor use of initial assessment to plan learning
- inadequate workplace assessment for accountancy learners
- poor recruitment of learners from minority ethnic groups

Achievement and standards

78. Progression for learners is good, a strength identified in the self-assessment report. For example, many business administration learners progress from level 2 NVQ to level 3 NVQ. The clear progression routes are fully understood by all learners and employers. Work placements are good and enable learners to develop a wide range of skills in areas such as telecommunications and the use of specialist software. Workplace supervisors encourage learners to progress to more complex tasks in the workplace. Learners develop good personal skills such as improved self-confidence and team-working skills. Learners also take on additional responsibility. For example, several learners have been promoted into

supervisory positions.

79. Retention and achievement rates are high on level 4 NVQ accounting and economics programmes, a strength identified in the self-assessment report. All of the learners who started since 2002-03 are still in learning or have successfully achieved their NVQ.

80. Retention and achievement rates are satisfactory for apprentices. For example, in business administration, 52 per cent of advanced apprentices who started in 2001-02 have achieved their framework with a further 8 per cent still in learning. In accounting and economics, of those who started in 2001-02, 47 per cent have completed their framework with 11 per cent still in learning. Of those who started NVQ programmes before 2003-04, 38 per cent have achieved their qualification and a further 23 per cent are still in learning.

81. Progression routes are good, a strength identified in the self-assessment report. Learners and employers fully understand the progression routes available. Many learners progress from level 2 NVQ to level 3 NVQ in business administration and to level 4 NVQ in accountancy. Work placements are good, and enable learners to develop a wide range of skills in areas such as telecommunications and the use of specialist software. Workplace supervisors encourage learners to progress to more complex tasks in the workplace. Learners develop good personal skills such as improved self-confidence and team-working. Learners also take on additional responsibility with some learners promoted to supervisory positions.

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

LSC funded work-based learning															
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02		2000-01		1999-00		1998-99			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	44		19		39	100	44	100	44	100	32	100	29	100		
Retained*	0		5		17	44	28	64	30	68	12	38	8	28		
Successfully completed	0		5		15	38	22	50	24	55	8	25	5	17		
Still in learning	43		7		6	15	2	5	0	0	0	0	0	0		

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

LSC funded work-based learning															
Apprenticeships	2004-05		2003-04		2002-03		2001-02		2000-01		1999-00					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	70		87	100	71	100	65	100	52	100	45	100				
Retained*	3		40	46	41	58	35	56	28	54	17	38				
Successfully completed	3		36	41	35	49	30	48	19	37	15	33				
Still in learning	58		21	24	5	7	0	0	0	0	0	0				

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

LSC funded work-based learning															
NVQ Training	2004-05		2003-04		2002-03		2001-02		2000-01		1999-00					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	5		28	100	11	100	9	100	21	100	11	100				
Retained*	0		15	54	8	73	8	89	21	100	7	64				
Successfully completed	0		15	54	7	64	7	78	21	100	6	55				
Still in learning	5		8	29	3	27	0	0	0	0	0	0				

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

The quality of provision

82. Training is good. Learners receive very good on-the-job training and many work on additional specific projects linked to the needs of the workplace as well as their qualification. Learners progress quickly to achieve elements of their programme. Many employers allow learners to shadow more experience workers. All learners have to go to the learning centre for their technical certificate, key skills, and computer training and assessment. CWT provides additional seminars on topics such as telephone techniques and presentation skills to meet employers' specific needs. Learners are well supported during their programme and non-attendance is promptly reported. Adequate arrangements are made for learners requiring additional support. For example, one learner with dyslexia was provided with very well-adapted learning resources. Where language, literacy or numeracy needs are identified, additional support is provided. For example, one learner was provided with individual tuition in order to pass an application of number test. Good use is made of accreditation of prior achievements, particularly for key skills. Workshops are also available for learners with numeracy or communication skills needs.

83. There are very effective links with employers, a strength identified in the self-assessment report. All employers receive a comprehensive pack from CWT to improve their understanding of the training and qualification needs of learners. This is kept up to date with copies of new policies and procedures. CWT has developed a system of awards for employers, based on the quality of the learner support provided by employers. Awards ceremonies are held and are well publicised. CWT also holds a number of open days and events. Business breakfasts are used to keep employers informed of training issues and changes to the programmes. Three workplace supervisors who had no previous experience of apprenticeships were offered a seminar to improve their knowledge of the qualification and responsibilities involved.

84. Progress reviews are satisfactory and provide learners with an accurate overview of their progress. Employers are fully involved in the reviews and have a very good understanding of the requirements of the programme. Actions are well recorded and individual learning plans are regularly updated. However, portfolios of evidence are not referred to during progress reviews with accountancy and economics learners.

85. Learning resources are satisfactory. CWT has a range of well-furnished and maintained training rooms with appropriate audiovisual equipment. Computing equipment is modern, with industry-standard software. Paper-based resources are well produced. Learners also have access to a range of books, CD-ROMs, and laptop computers.

86. The use of initial assessment to plan learning is poor. All learners have an initial assessment of their numeracy, communication, and IT skills, as well as an assessment of learning styles. However, results of these tests are not always communicated effectively to learners and are not used to plan training and support arrangements.

87. There is no workplace assessment in accounting and economics. Very little use is made of workplace evidence for NVQ level 3 and 4 learners. One subcontractor visits level 4 learners to support action-planning, but there is no observation of work practices by a qualified assessor. Some use is made of witness testimonies, but there is insufficient evidence of the assessor making judgements. Assessment for business administration learners is satisfactory. Assessors visit the workplace on a monthly basis and use a range of assessment methods and agree clear action plans for the next assessment.

Leadership and management

88. Strategic planning is satisfactory and is supported by an appropriate development plan. The CWT business administration team meet every week to monitor learners' progress. Arrangements for internal communication are good. Staff meet regularly to discuss changes to the programmes and the progress of individual learners. However, the minutes of meetings are not always sufficiently detailed.

89. Learners and staff have a satisfactory understanding of equal opportunities issues, which are discussed during induction and progress reviews. Some staff have received recent training in drugs awareness and literacy and numeracy support.

90. The quality assurance of the subcontracted accountancy provision is unsatisfactory. There are regular informal and formal meetings between CWT and subcontractor staff. However, the service level agreements do not clearly state how CWT should carry out quality assurance. External verification reports are not routinely requested. The professional development of the subcontractor staff is not monitored. There are unsatisfactory arrangements for the observation of teaching and learning. However, for business administration, internal verification is carried out by CWT's staff. This is satisfactorily planned and consists of portfolio verification, observation of assessors, interviews with learners and standardisation exercises.

91. There is poor recruitment of learners from minority ethnic groups on accountancy programmes. For example, in Coventry, 8 per cent of accountancy learners are from minority ethnic groups compared with 14 per cent of the local population.

Information & communications technology   Grade 3

Contributory areas:	Number of learners	Contributory grade
Other contributory areas		*3*
Apprenticeships for young people	23	3

92. There are currently eight advanced apprentices and 15 apprentices on ICT programmes including IT practitioners, IT users, installing and supporting IT systems, and using IT. Learners are recruited throughout the year. CWT matches learners to employer vacancies across Coventry and Warwickshire as well as taking direct recruits from employers. Assessment for the technical certificate for advanced apprentices is carried out by CWT, with training provided by a local further education college. CWT is an accredited centre for the delivery of information and technology qualifications.

Other contributory areas   *Grade 3*

Strengths

- good standard of learners' work
- very effective support and guidance for learners
- good reinforcement of equal opportunities and health and safety

Weaknesses

- poor achievement rates

Achievement and standards

93. Achievements rates are poor. Learners work towards a range of qualifications on apprenticeship and advanced apprenticeship programmes. No advanced apprentices have completed their framework since 1999. There are, however, good rates of progression from apprenticeships to advanced programmes. All learners who enrolled in 2004-05 are still in learning. There has been some recent improvement in the rates of progress with some learners now on target to complete their framework in the next year. Progression into employment is good.

94. The standard of learners' work is good. Evidence in portfolios is well written and presented. Portfolios are well laid out and demonstrate a focused approach to the collection, recording and displaying of evidence. Learners have access to a diverse range of evidence collection methods including digital cameras, phone cameras and witness testimonies, all of which are used well. Learners do not make sufficient use of equipment to record answers to verbal questions.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03		2000-01									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		1		3	100	4	100								
Retained*	0		0		0	0	1	25								
Successfully completed	0		0		0	0	0	0								
Still in learning	5		1		1	33	1	25								

*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																
Apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	14		8	100	9	100	2	100								
Retained*	0		4	50	7	78	2	100								
Successfully completed	0		4	50	4	44	2	100								
Still in learning	14		1	12	0	0	0	0								

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

The quality of provision

95. Learners are provided with very effective support and guidance by providers' and employers' staff. For those learners who do not come into the learning centre, a variety of appropriate methods are used well to communicate with their assessor and other learners such as telephone, personal meetings and an intranet forum for learners. One learner uses e-mail very effectively to send completed work for assessment. Queries are dealt with quickly and effectively. Learners are provided with a range of resources to support learning including manuals, online and CD-ROM-based materials and unit guides. Managers and workplace supervisors fully understand the needs of individual learners and allow some flexibility in job roles to enable learners to progress. Support for learners with dyslexia is very effective. One learner with significant additional support needs received very good support from his employer and the provider through the provision of additional paper-based and online materials.

96. Unit guides are used effectively to enable workplace supervisors to ensure that the work carried out by learners matches the needs of the programme as well as the business needs of the employer. Long-term goals are discussed and agreed with the learner and employer during progress reviews. Learners work in a variety of situations and have access to a good range of on-the-job training.

97. Assessment and review procedures are satisfactory. Assessments and reviews take place regularly and learners are given feedback and set appropriate short- and long-term targets. Paperwork is detailed, and learners take an active part in the review process. Learners and employers are each given a copy of review and assessment documentation to monitor their progress.

98. Resources in the workplace are satisfactory. Provider staff are occupationally competent and experienced and have appropriate qualifications. They update their skills on a regular basis and are supported in this by the provider.

99. The programmes meet the needs of the employers. Learners have access to realistic job activities, enabling them to broaden their experience and improve their understanding of employers' needs. Learners are encouraged to take additional qualifications. A number of learners are taking wider key skills qualifications.

Leadership and management

100. There is good reinforcement of equality of opportunity and health and safety during induction and progress reviews. Good tasks are used to ensure learners have an adequate understanding of relevant issues. Learner understanding of health and safety issues is good. Potential employers are checked to see whether they have an equal opportunities policy. Where employers do not have a policy in place, CWT works with them to develop appropriate policies.

101. Staff are fully committed to improving the quality of the provision. The area of learning has its own action plan for improvement, which is monitored regularly. Changes to programmes are recorded to monitor their impact. For example, improvements in planning learning ensures that there are links to learners' job roles. Changes have recently been made to progress reviews and target-setting has improved. Learners are provided with cash incentives on completion of all their units within the planned duration of their programme. Retention rates have improved since 2003 and learners are now making good progress towards their qualifications.

102. Staff are supported well by management. Assessors have monthly individual meetings with their team leader, quarterly self-assessment meetings, team meetings and whole-day company meetings where all staff can contribute.

103. There are few learners from minority ethnic groups or who are women. The provider is aware of this issue and is working to rectify it by visiting schools and using successful achievers to promote the provision.

Retailing, customer service & transportation   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Customer service		*3*
Apprenticeships for young people	20	3
NVQ training for young people	1	3

104. There are currently 21 learners on customer service, retail, vehicle sales and warehousing programmes. Six advanced apprentices and eight apprentices are on customer service programmes, one apprentice is on a retail programme, four advanced apprentices are on vehicle sales programmes, one apprentice is on a warehousing programme and another learner is on a retail NVQ programme. Most learners work in the Coventry area, with the vehicle sales learners working in various locations across England. Customer service and retail learners attend technical certificate and key skills training and assessment at CWT.

105. All learners are employed. The employers assess learners' suitability and assessors complete a vocational skills assessment with the learner and workplace supervisor. Induction takes place at the training centre or at the workplace. Assessors visit the learners in the workplace every three to five weeks to provide assessment and to review their progress. The retail and customer service team of two staff carries out all training, assessment and internal verification. A subcontractor carries out the assessment and internal verification of vehicle sales learners.

Customer service   *Grade 3*

Strengths

- good skills development
- good involvement of employers in the provision
- very effective support for learners

Weaknesses

- weak target-setting
- insufficient linking of on- and off-the-job training
- poor assessment practice on the vehicle sales programme

Achievement and standards

106. Learners develop good vocational skills and many have been promoted or given additional responsibilities since starting their programme. For example, customer service apprentices have good skills when dealing with customers face to face and over the telephone. Learners develop good interpersonal skills and demonstrate confidence when speaking with colleagues and customers. The standard of learners' work in portfolios of evidence is good. One customer service advanced apprentice has carried out a demanding research project and produced a report for a large company.

107. Retention and achievement rates are satisfactory. Of those apprentices who started in 2002-03, 69 per cent completed their framework. Of those who started in 2003-04, 43 per cent completed their framework. However, rates of achievement for learners on NVQ programmes have improved from 40 per cent for those who started in 2001-02 to 50 per cent for those who started in the following year. Of those who started in 2003-04, 55 per cent have already achieved their qualification with an additional 14 per cent still in learning.

108. Learners leaving the programme early are accredited with the units and other parts of the framework they have completed. Attendance at technical certificate training sessions is satisfactory.

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

LSC funded work-based learning															
Advanced apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	7		8		11	100	7	100	23	100						
Retained*	0		4		6	55	3	43	9	39						
Successfully completed	0		4		4	36	3	43	9	39						
Still in learning	7		3		1	9	0	0	0	0						

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

LSC funded work-based learning															
Apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	16		20	100	12	100	24	100	25	100						
Retained*	7		12	60	12	100	11	46	13	52						
Successfully completed	7		10	50	12	100	9	38	13	52						
Still in learning	8		1	5	0	0	0	0	0	0						

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

The quality of provision

109. There is good involvement of employers in the provision. Employers are fully committed to training and many set aside time in the working week for learners to complete written work and collect evidence. Employers ensure learners can take part in appropriate work activities in order to develop their skills and collect appropriate evidence. Employers are fully informed and aware of learners' framework components and content. CWT gives employers a handbook and folder that includes information on all aspects of the learners programme including the scheme of work for the technical certificates. Employers are fully involved in the progress reviews. All employers complete a review sheet and report on learners' progress at work.

110. Support for learners is very effective. Learners can take additional qualifications to improve their employability such as a four-day first aid at work course and lift truck driving. Learners are given financial incentives for the completion of parts of their framework and

on full completion of the framework. Learners who wish to complete their framework early are visited more frequently. Learners receive certificates of attendance at each technical certificate training seminar. A learner mentor scheme has recently been introduced, with more experienced learners mentoring new learners. An internet-based system has recently been set up to enable learners to communicate with each other and their assessor, but this has yet to be used by learners.

111. Teaching is satisfactory. Schemes of work for the technical certificates are detailed and meet the awarding body requirements. However, tutors use standard lesson plans. Tutors do not ensure that the training meets the specific needs of all learners through effective differentiation. However, tutors do make use of an appropriate variety of learning activities.

112. Assessment is satisfactory. Assessment plans are agreed with the learner and before assessment learners are reminded of the criteria being assessed and the appeals procedure. Records of assessment are detailed and cross-referenced to all criteria including background knowledge. Verbal and written feedback is given to learners.

113. Resources are satisfactory. Teaching rooms are well furnished and brightly decorated. Tutors and assessors are appropriately qualified and have relevant vocational experience. However, some handouts do not accurately reflect relevant current legislation.

114. Initial assessment is satisfactory. All learners undertake assessment of their literacy and numeracy skills and additional support needs are accurately identified. Support for literacy and numeracy is satisfactory. For example, one learner receives literacy and language support from his employer at work. Where appropriate, learners receive support from specialist advisers and are referred to learndirect programmes.

115. Target-setting is weak. Targets agreed at progress reviews and following assessment are not always sufficiently specific, or set with achievement dates. Targets are insufficiently challenging and are often repeated from one progress review to the next with no explanation of why the target has not been achieved. Dates set for short-term target achievement are not sufficiently specific. Targets are set for pieces of work to be completed rather than for NVQ units. All learners have a copy of their individual learning plan, but this is not routinely updated to record achievement or changes in target dates. Some records of formal reviews are poorly produced.

116. There is insufficient linking of on- and off-the-job training. Learners' attendance and participation at training while at work is not always recorded on review sheets or on their individual learning plan. Evidence from off-the-job training is not used as NVQ evidence. Where skill development needs are identified at initial assessment, there is often no clear plan as to where and how this skill development need will be met.

117. Assessment practice on the vehicle sales programme is poor. There are no assessment plans. Records of observation are not always completed at the time of the assessment. They are generally poorly detailed and not signed by the learner. It is often unclear as to how the performance criteria have been met. Learners use background knowledge handouts from the assessor as evidence of their knowledge. Some portfolios contain inappropriate evidence such as confidential personal details of customers.

Leadership and management

118. The subcontractor attends regular meetings with CWT's staff. However, CWT does not carry out observations of teaching, progress reviews or assessment. There is too much use of the subcontractor providing copies of internal and external verification reports to monitor the quality of the programme. There are no agreed action plans following internal and external verification.

119. Communication at CWT is satisfactory, but minutes of meetings are not sufficiently detailed and previous action points are not revised. Target dates for completion of actions are not always clear. Observations of teaching and learning do not include the setting of action points for improvement.

120. Staff development is satisfactory. Staff attend appropriate awarding body update sessions and other external events. They also take part in CWT's training events, which have recently included drug awareness.

Hairdressing & beauty therapy   **Grade 2**

Contributory areas:	Number of learners	Contributory grade
Hairdressing		*2*
Apprenticeships for young people	49	2
NVQ training for young people	3	2

121. There are currently eight advanced apprentices and 41 foundation apprentices on hairdressing programmes. In addition, one learner is on an level 2 NVQ programme and two other learners are working towards NVQs at level 3.

122. Most learners attend off-the-job training for one day each week. In addition to theory and practical hairdressing sessions, some learners have additional sessions in key skills and literacy and numeracy. Most assessment is carried out by CWT's staff. However, some employers provide all the training and assessment. All learners have a progress review by CWT's staff every 12 weeks.

Hairdressing   *Grade 2*

Strengths

- very good development of vocational skills
- good celebration of learner success
- extensive range of enrichment activities
- good learner support for learning

Weaknesses

- unsatisfactory retention and achievement rates

Achievement and standards

123. Learners develop very good practical skills in colouring and cutting very early in their training. Employers arrange frequent opportunities in the workplace to work on various hairdressing techniques. After three months of training, learners can apply complex skills using foils, easy mesh and caps to produce three-colour lowlights to a professional standard. Learners demonstrate particularly good cutting skills after five months into their training. They are able to discuss one-length, long-layered and graduated haircuts confidently with their clients and cut them skilfully to a commercial standard. Some learners progress quickly to become stylists much quicker than anticipated at the start of their training. Employers reward this good progress by offering further specialist and intensive training in colouring and cutting techniques.

124. Retention and achievement rates are unsatisfactory, a weakness identified in the self-assessment report. Seventy-one per cent of those who started in 2000-01 and 64 per cent of those who started in the following year achieved their apprenticeship. However, of those who started in 2002-03, only 45 per cent stayed in learning for the planned duration of their programme and only 42 per cent of learners completed their framework. An action

plan has been implemented to rectify this weakness. Of those who started in 2003-04, 10 per cent have already achieved their framework and a further 50 per cent are still in learning.

125. For advanced apprentices who started in the year 2000-01, 62 per cent remained and 54 per cent completed their framework. However, this fell to 50 per cent in 2002-03. No learners started in 2003-04. All apprentices and advanced apprentices who started during 2004-05 are still in learning.

126. Progress is generally good, but a small number of learners are making slow progress. CWT identified this as a weakness in the self-assessment report and is taking appropriate actions to rectify it.

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

LSC funded work-based learning															
Advanced apprenticeships	**2004-05**		**2002-03**		**2001-02**										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	8		6	100	13	100										
Retained*	0		3	50	8	62										
Successfully completed	0		3	50	7	54										
Still in learning	8		0	0	0	0										

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

LSC funded work-based learning															
Apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**		**1999-00**				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	21		40		33	100	33	100	17	100	28	100				
Retained*	0		4		15	45	21	64	12	71	13	46				
Successfully completed	0		4		14	42	21	64	12	71	13	46				
Still in learning	21		20		0	0	0	0	0	0	0	0				

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

LSC funded work-based learning															
NVQ Training	**2003-04**		**2002-03**		**2001-02**		**1999-00**								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	10		5	100	7	100	2	100								
Retained*	3		3	60	2	29	1	50								
Successfully completed	2		2	40	2	29	1	50								
Still in learning	3		0	0	0	0	0	0								

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

The quality of provision

127. Celebration of learners' success is good. All learners are given a comprehensive hairdressing tool kit when they join CWT. Rewards are given to learners who make good progress and employers that provide good learner support. Learners are rewarded as they achieve agreed milestones. The rewards include textbooks, professional hairdressing equipment and a cash sum on completion of the apprenticeship. Learners receive a certificate of achievement each time they complete a unit of the NVQ and a monthly event is held for the presentation of certificates. Employers also receive awards. They are nominated for their contribution to training by CWT's assessors and receive either a gold or platinum award. The trophies are exhibited in the salons.

128. Learners are provided with an extensive range of enrichment activities. For example, learners attend salon exhibitions and take part in hairdressing competitions. Some learners demonstrated their improved communication skills by delivering a presentation to year 10 pupils at the local school during a health and hygiene day. All learners study for a recognised qualification in first aid. CWT arranged for an additional training session for learners on women's health issues to be delivered by staff from a local NHS Trust. Some employers also provide specialist training on telephone techniques.

129. Learner support is good. An initial assessment is carried out and includes literacy and numeracy skills and a learning style questionnaire to accurately identify learners' individual needs. For unemployed learners, work placements in suitable salons are found. Induction is very thorough. All learners are initially interviewed by a recruitment adviser who is also a qualified hairdresser. NVQ requirements and assessment are clearly explained. Learners discuss equal opportunities, employment rights and responsibilities, and health and safety. Assessors visit learners in the salon frequently and provide good individual coaching and support. A buddy system is used so that experienced learners can help to explain the training and working in a salon to new learners. Formal progress reviews are used effectively to check progress made towards previous clearly defined targets. Very realistic tasks are set with carefully planned and agreed timescales.

130. Effective use is made of ICT learning resources, particularly the awarding body online materials. Learners consistently access tutor forums, learner chat rooms, and learner support materials. Appropriate equipment is also used very frequently to record question and answer sessions.

131. Monitoring of learners' progress is satisfactory. A recently developed communication file is used to record any contact that CWT's assessors have with learners. The learners systematically complete this as they achieve NVQ or key skill units. Assessors regularly complete a comprehensive learner progress report. Particular emphasis is placed on the learners performance including general appearance, punctuality and attendance. However, attendance at some off-the-job training is poor. Some learners have missed as many as 10 out of 12 off-the-job training sessions.

132. Advanced apprentice progress is sometimes slow as there are insufficient numbers of clients coming to CWT's training salon appropriate for NVQ at level 3 work. This is particularly significant for those learners who have most assessments during their off-the-job training at CWT.

133. Internal verification is satisfactory. The process is comprehensive and includes the monitoring of assessors' and tutors' activities and regular sampling of learners' portfolios. Any issues arising are acted on promptly.

134. Recent improvements have been made to the structure of the lesson plans. All lesson plans follow a clear structure that includes space for recording appropriate teaching and learning information, and the individual support needs of learners. However, assessment activities are not always included on the plans. Planned learning activities do not always match the intended learning outcomes or have specific aims relating to individual learners' needs. In practical sessions, some planning meets the needs of the clients rather than those of the learners.

Leadership and management

135. Management of the provision is satisfactory. A number of strategies have been introduced over the two years leading up to inspection to improve rates of retention, including the incentives for learners and celebration of learner success. It is too early to judge the effectiveness of these initiatives.

136. All staff, employers and work-based assessors fully understand and monitor the targets set for achievement. Staff appraisal and development is good and satisfies the need for the hairdressing staff to keep their professional skills up to date. All staff are fully involved in the hairdressing business.

137. Adherence to CWT's policies and procedures is continually reinforced with employers in order to standardise practices between each employer and the assessors. Any salon not conforming to CWT's policies and procedures is not used with future learners.

138. Observations of training are carried out. However, trainers are not given enough feedback. Some written feedback is given, but this is rarely used to identify staff development needs. Observations are not always graded and cannot be used to identify trends in performance.

139. All staff are involved in the self-assessment process. This was accurate in identifying weaknesses in the provision, but did not identify some of the strengths. The area of learning action plan is regularly monitored. Its impact is beginning to show in improvements in keeping learners in learning and better rates of progress.

Health, social care & public services   **Grade 3**

Contributory areas:	Number of learners	Contributory grade
Early years		*3*
Apprenticeships for young people	40	3
NVQ training for young people	25	3

140. There are currently 65 learners on health, social care and public services programmes. Of these, there are 20 advanced apprentices and 20 apprentices in early years care and education and 16 learners are following NVQ early years care and education at level 2 and nine learners on NVQ at level 3. All learners are employed or have work placements in day nurseries and schools. There are six staff who train, assess and carry out progress reviews. Two of the trainer/assessors also internally verify assessment. There is one training centre in the centre of Coventry.

141. CWT recruits learners for these programmes through Connexions offices, schools, employers and recommendations from previous learners. Apprentices attend off-the-job training at the CWT training centre. NVQ learners receive all training and assessment in the workplace.

Early years   *Grade 3*

Strengths

- good development of vocational skills
- very effective involvement of employers in the provision
- very effective learner support

Weaknesses

- slow progress towards completion of NVQ units by some learners
- ineffective target-setting

Achievement and standards

142. Learners develop good vocational skills. They develop a good understanding of the background knowledge relevant to early years care. Learners demonstrate good skills and self-confidence necessary to carry out tasks with infants. They also display good personal and communication skills when dealing with enquiries from parents. Many are given additional responsibilities and become key workers for children in their care. Many learners achieve a satisfactory range of additional qualifications in food hygiene and paediatric first aid to improve their employability and motivation.

143. Retention and achievement rates are satisfactory. Of the 23 advanced apprentices recruited in 2004-05, 20 are still in learning. Fifty-seven per cent of those apprentices who started training in 2001-02 and 59 per cent of those who started training in 2002-03 were retained. Fifty per cent of those who started in 2001-02 and 41 per cent of those who started in 2002-03 have completed their framework. Twenty-three per cent of learners who

started the NVQ-only programme in 2003-04 have already achieved the qualification, with 40 per cent still in learning. Of those who started in 2004-05 14 per cent have already achieved that qualification with 86 per cent still in learning.

144. Some learners are making slow progress towards completion of NVQ units. A small number of learners have not had sufficient assessment in the workplace. Some learners who have been in training for up to seven months have completed only one unit of the main qualification with little evidence collected.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	23		1		1	100	1	100								
Retained*	0		0		1	100	0	0								
Successfully completed	0		0		1	100	0	0								
Still in learning	20		0		0	0	0	0								

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

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	20		4		17	100	14	100								
Retained*	0		1		10	59	8	57								
Successfully completed	0		1		7	41	7	50								
Still in learning	18		2		0	0	0	0								

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

LSC funded work-based learning																
NVQ Training	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	14		35		2	100										
Retained*	2		9		0	0										
Successfully completed	2		8		0	0										
Still in learning	11		14		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

The quality of provision

145. There is very effective involvement of employers in the provision. CWT provides all employers with a useful handbook that contains information about the provider and the training programmes. Employers provide learners with good on-the-job training and opportunities to gain experience in early years care. Staff in day nurseries and schools have

a good understanding of the NVQ requirements and provide useful evidence for learners' portfolios. Employers provide a wide range of further relevant training for learners including child protection, health and safety, and cultural diversity training. Workplace supervisors are regularly involved in progress reviews. Some employers allow learners additional study time in the workplace to collect evidence. CWT recently delivered a presentation to employers about witness statements as a form of NVQ evidence. Some employers have now shared this information with their staff and this type of evidence is now being produced more effectively.

146. CWT provides learners with very effective support. A number of learners who had made very poor progress with another provider transferred to CWT. CWT's staff provided the learners with appropriate encouragement and support and they have now begun to make progress towards their qualification. All of these learners are currently still in training. Staff use the results of initial assessment effectively to accurately identify individual learners' needs. All learners complete an assessment of their literacy and numeracy skills at induction. Trainer/assessors provide satisfactory literacy and numeracy support. Additional support is available from the basic skills co-ordinator.

147. Assessment is planned satisfactorily. Learners agree arrangements for observations to be carried out and receive sufficient feedback about their work. Assessors keep adequate records of learners' performance. The standard of work in portfolios is satisfactory with an adequate range of evidence.

148. Integration of key skills and technical certificate training and assessment is satisfactory. All apprentices attend off-the-job training at the CWT training centre for key skills and technical certificates from the beginning of the programme.

149. Target-setting is ineffective. Learners receive regular progress reviews. These include a review of recent work undertaken, additional training received and discussion of workplace issues. However, there is insufficient emphasis put on the progress made towards the completion of the framework. Targets are agreed for the completion of individual pieces of written work. However, in many cases, when targets are not met, deadlines are simply extended. Inadequate records are kept of the reasons for poor achievement. Learners do not have a clear understanding of the amount of work that is needed to complete individual units of their NVQ or how far they have progressed towards completion of the whole framework.

Leadership and management

150. The management of early years care and education programmes is satisfactory. All current staff have been recruited recently. They have had a satisfactory induction to the provider and their work role. Staff receive an annual appraisal of their performance and are given good support for professional development. Training staff have appropriate qualifications and experience of working in early years care settings. Internal communication is effective. Staff meetings are held at regular intervals and appropriate minutes are recorded to show the outcomes of discussions.

151. Learning resources are satisfactory. The training centre is well maintained and appropriately furnished. Access is good for people with restricted mobility. Training rooms are equipped with a range of teaching aids such as data projectors, textbooks and art and craft materials. There are sufficient computers for the learners to access the internet for

research. Resources in workplaces are satisfactory.

152. Arrangements for internal verification are satisfactory. There is a clear plan to sample the work of learners and assessors, which meets the needs of the awarding body. However, in some cases, corrective actions are not completed within the specified timescales. Learners' understanding of equal opportunities is satisfactory. Equal opportunity and diversity issues are introduced to learners during induction and reinforced during off-the-job training. The self-assessment report identified some of the strengths and weaknesses found by inspectors.