

# INSPECTION REPORT

## **DMT Business Services Ltd**

**14 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
- **learnndirect** 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**

## **DMT Business Services Ltd**

### **Contents**

#### **Summary**

Description of the provider	1
Overall effectiveness	1
Key challenges for DMT Business Services Ltd	2
Grades	2
About the inspection	3
Key Findings	3
What learners like about DMT Business Services Ltd	9
What learners think DMT Business Services Ltd could improve	9

#### **Detailed inspection findings**

Leadership and management	10
Equality of opportunity	12
Quality improvement	13
Business administration, management & professional	15
Health, social care & public services	18
Foundation programmes	22

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. DMT Business Services Ltd (DMT) is an independent training company which was established in 1993. The head office is in Truro, Cornwall with training centres in Bodmin, Truro, Camborne, Redruth and Penzance. DMT offers a range of training, recruitment and workforce development services for young people, unemployed adults, employees, and people with disabilities and/or learning difficulties. The provider operates throughout Cornwall and employs 70 staff. It provides training in construction, business administration, information and communications technology (ICT), retailing, customer service and transportation, health, social care and public services, hairdressing and beauty therapy, and foundation programmes.

2. DMT funds its training through contracts with the Devon and Cornwall Learning and Skills Council (LSC) and Jobcentre Plus. As well as apprenticeships and other vocational and workforce development training, the provider is contracted to deliver Entry to Employment (E2E) throughout Cornwall. DMT is the lead provider for E2E and subcontracts some of this provision to a number of providers including the British Trust for Conservation Volunteers, Cornwall Youth Service, Duchy College, Mt. Hawke Youth Projects, Joblink Training, Riviera Lodge and Truro College. DMT also provides Jobcentre Plus programmes such as Gateway courses, New Deal training and environment task force options for young people, New Deal training and work experience for adults, pre-training assessment, and work-based learning for adults. The managing director is supported by a team of four operational directors and one executive director. Seven heads of department manage the learning programmes.

3. Approximately 74 per cent of Devon and Cornwall's employment opportunities are in the service sector and about 20 per cent are in the production and construction industry. These figures are similar to the national averages for England. In February 2005, the unemployment rate for the Devon and Cornwall LSC region was 1.9 per cent, and for Cornwall it was 2.2 per cent, compared with a national average of 2.3 per cent and the Southwest's average of 1.6 per cent. Minority ethnic groups constitute 1 per cent of Cornwall and the Isles of Scilly's population, according to the 2001 census. The average for the Southwest region is 2.3 per cent. The proportion of learners in this LSC area remaining in education and training at the age of 16 is 85 per cent, 2 per cent higher than the national average. In 2004, the proportion of school leavers in Cornwall achieving five or more general certificates of secondary education at grade C or above was 54.7 per cent, compared with 53.7 per cent nationally.

### OVERALL EFFECTIVENESS

**Grade 3**

4. **The overall effectiveness of the provision is satisfactory.** DMT's leadership and management are good, as are its arrangements for equality of opportunity. Quality improvement is satisfactory. The provision in business administration, management and professional is good. Health, social care and public services, and foundation programmes are satisfactory.

**5. The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process involves all of DMT's staff, but does not include the views of subcontractors. DMT collects feedback from learners and employers, and analyses it well. The judgements in the self-assessment report closely matched those of the inspection team. The process is sufficiently self-critical. The leadership and management section of the report contained much detail. The sections covering the areas of learning matched inspectors' findings, but some were not sufficiently detailed.

**6. The provider has demonstrated that it is in a good position to make improvements.** DMT is in a good position to make improvements. It has successfully implemented improvement strategies following its June 2001 inspection and subsequent reinspection. It has turned many of its weaknesses into strengths. Two weaknesses identified at the reinspection remain. Thorough and well-managed development planning and post-inspection action-planning have enabled DMT to maintain and develop most of its strengths.

## KEY CHALLENGES FOR DMT BUSINESS SERVICES LTD:

- maintain the very good quality of the training sessions
- maintain and develop the quality of the support
- improve the use of data by all staff
- improve the achievement rates on most programmes
- improve the rates of progression into employment for all learner groups
- improve the arrangements for jobsearch
- involve subcontractors in quality improvement processes
- continue to develop the system for the observation of training

## GRADES

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

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

Business administration, management & professional			2
Contributory areas:	Number of learners	Contributory grade	
<b>Business administration</b>		2	
Apprenticeships for young people	10	2	
New Deal 25+ and work-based learning for adults	2	None	

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
<b>Care</b> Apprenticeships for young people	13	<b>3</b> 3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>Employability/employment training</b> New Deal 25+ and work-based learning for adults	125	<b>3</b> 3
Entry to Employment	83	3

## ABOUT THE INSPECTION

7. Following a pre-inspection analysis of DMT, three areas of learning were inspected, reported on and graded. The inspection took place between July 11 and July 14 2005. There were no pre-inspection visits.

Number of inspectors	6
Number of inspection days	24
Number of learners interviewed	64
Number of staff interviewed	41
Number of employers interviewed	14
Number of subcontractors interviewed	4
Number of locations/sites/learning centres visited	29
Number of partners/external agencies interviewed	2

## KEY FINDINGS

### Achievements and standards

8. **Learners develop good personal, practical and vocational skills.** In business administration, learners demonstrate a very wide range of administrative and reception skills. In care, learners develop new skills quickly and apply them effectively in the workplace. On foundation programmes, E2E learners make significant gains in their personal confidence and improve their self-esteem. New Deal participants develop habits and routines that are critical to sustaining employment.

9. **Retention and achievement rates are good for advanced apprentices in business administration.** Approximately 80 per cent of the advanced apprentices in business administration were retained in the three years to 2002-03, and six of the nine starters

successfully completed the full apprenticeship framework during the same period. In the current year, over 80 per cent of all starters remain in training.

10. Progression rates on foundation programmes are satisfactory. In 2003-04, 50 per cent of the E2E learners progressed to further education, training or employment. In 2003-04, 50 per cent of all Jobcentre Plus participants gained jobs.

**11. The completion rate of apprenticeship frameworks in care is low for learners beginning before 2003-04.** Only 27 per cent of learners completed the full apprenticeship framework in 2002-03. Of the 13 learners who began the advanced apprenticeship framework in the three years to 2002-03, only one completed the full framework.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Business administration, management & professional	0	3	1	0	4
Foundation programmes	1	7	2	1	11
Health, social care & public services	0	1	0	0	1
<b>Total</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>16</b>

**12. Standards of teaching and learning are good.** Of the 16 sessions observed during the inspection, 12 were judged to be good or better. Off-the-job training is particularly good in business administration where sessions are well structured and learners participate well in discussions. Tutors make good use of question and answer techniques to check learners' understanding. On foundation programmes, sessions sustain E2E learners by involving them in practical activities and by providing a sufficient range of activities appropriate to the varying levels of learners' skills and abilities.

**13. Learners participate very well in the additional activities available on foundation programmes.** These activities are attractive to learners and are aimed at developing their mental and physical abilities. Tutors link learners' participation in these activities to subsequent learning sessions.

**14. Learners receive a very good level of individual support in business administration and care.** DMT visits learners on work placement regularly and resolves their concerns promptly and sensitively. The provider refers learners to a range of external agencies when necessary, and provides specific equipment and additional individual support to learners with dyslexia. DMT has emergency accommodation at one training centre in order to be able to provide temporary housing should a learner become homeless. In care, learners with literacy and numeracy needs receive support before they start their programmes.

15. The co-ordination of on- and off-the-job training is satisfactory in business administration and care. Employers ensure that sufficient time is available for portfolio work and for learners to attend off-the-job training. Individual coaching is organised for on-the-job training. In business administration, learners rotate jobs to gain experience of a range of administrative tasks.

16. Support for learners is satisfactory on foundation programmes. Pastoral support is appropriate and tutors use their knowledge of local support agencies well.



17. Assessment is satisfactory and takes place frequently on work-based learning programmes. DMT has sufficient work-based assessors to ensure that assessment takes place in the workplace. Learners understand their assessment plans. In care, they receive a minimum of three observations, and on E2E, learners are fully involved in the assessment process.

18. Induction is satisfactory. DMT conducts an initial assessment of learners' literacy and numeracy skills. The induction programme includes health and safety and equality of opportunity. In care, employers and learners receive an informative induction pack.

19. Progress reviews are satisfactory. DMT carries out progress reviews with learners on a monthly basis which are usually attended by employers as well. In care and business administration reviews, targets are specific and measurable. However, on foundation programmes, some learners do not always understand their targets.

**20. Jobsearch activities are not planned sufficiently for business administration participants.** Planning does not form an integral part of the programme and is often introduced towards the end of the learning programme. DMT does not monitor the progress of participant's job applications as a matter of routine.

**21. DMT does not emphasise progression into employment sufficiently for learners on E2E programmes and for Jobcentre Plus participants.** Few E2E learners have significant periods of work experience. Many Jobcentre Plus participants have work placements only within DMT. There is insufficient jobsearch training. Activities are limited to searching for vacancies in local newspapers. Staff do not set targets to encourage learners or participants to apply for jobs. Many learners and participants do not have an appropriate curriculum vitae. Few receive sufficient training in interview techniques.

## Leadership and management

**22. DMT has a clear strategy for the development of its services and programmes.** The provider focuses strongly on recruiting and supporting vulnerable learners. The strategy has successfully increased participation and achievements by young people.

**23. Internal communications are particularly good.** DMT has a clear management structure which all staff understand. The provider operates throughout Cornwall and has divided the county into two operational halves to make line management of staff easier. Managers hold meetings where staff regularly discuss learners' progress. DMT makes good use of ICT to maintain contact with staff and learners.

**24. Staff development is good.** Staff have very good access to, and participate well in, a comprehensive range of development and training opportunities. They use this training well with their learners. Many staff have taken professional and degree level courses. All staff have an annual appraisal at which training needs are identified.

**25. The provider has good partnerships which are used effectively to promote learning.** DMT works well with a wide range of partners. Partnerships include voluntary and community-based organisations, statutory agencies, employers, colleges and other training providers.

26. Management information is used satisfactorily. **Managers use the data well but other staff, particularly on foundation programmes, do not use it to monitor learners' progress and achievements.**

27. Resources are managed to a satisfactory level. Most training centres have sufficient material resources and staff are generally well qualified and experienced.

28. DMT's management of additional literacy, numeracy and language support is satisfactory. The provider identifies learners' literacy and numeracy needs through initial assessment. Learners with literacy or numeracy needs are referred to DMT's own specialist staff, or to specialist providers.

29. **The formal records of meetings with subcontractors are inadequate.** DMT makes regular visits to subcontractors and offers appropriate levels of support. It does not keep formal records of these meetings. DMT carries out audits and reviews regularly, but does not follow up these visits with formal reports to the subcontractors.

30. **DMT's promotion of equality of opportunity is good.** Staff receive regular training and tutors make good use of this training in the promotion of equal opportunities with their learners. The provider displays a lot of material that promotes equal opportunities and challenges intolerance. DMT has produced an equal opportunities training pack for learners' use at induction.

31. **Arrangements to widen access to learning are good.** DMT works in partnership with many agencies to recruit and support vulnerable and disaffected learners. The provider also works closely with the probationary service and ex-offenders to provide suitable training. DMT has been very successful in identifying and recruiting learners to non-traditional vocational areas. It operates its own transport facilities to help learners living in isolated communities to attend training. About 65 per cent of the learners make use of this service.

32. Learners' complaints are dealt with satisfactorily. DMT has appropriate procedures to deal with learners' complaints and concerns.

33. The provider makes satisfactory alternative arrangements for learners with restricted mobility. DMT has conducted an accessibility audit of all its premises and has recently introduced a disability audit for employers and work-placement providers.

34. **There is insufficient formal monitoring of equality of opportunity in the workplace.** During progress reviews, staff regularly check that learners have not been subject to discrimination, but the written details of the progress reviews do not contain sufficient detail. DMT checks that employers and work-placement providers have equal opportunities policies, but does not record this information formally.

35. **Learners' and employers' feedback is collected and analysed well** to contribute to improvements. DMT thoroughly analyses the results of feedback and discusses the findings in management meetings. When issues of concern are raised, prompt actions are taken to make improvements.

36. Internal and external verification is thorough. The internal verifier uses a sampling framework. Most assessments take place in the workplace. DMT has trained sufficient numbers of work-based assessors to carry out this work.

37. The self-assessment process is satisfactory. All staff are fully involved in the process and contribute to the development of the report. The development plan clearly identifies the actions to be taken, and defines responsibilities and sets targets. The grades in the self-assessment report very closely matched those given by inspectors.

38. **The observation of training is not fully developed.** DMT does not grade observations of training. The observations that have been carried out so far are too descriptive and contain very few weaknesses.

39. **Subcontractors are not sufficiently involved in quality improvement.** Few formal observations of subcontracted provision have been carried out and subcontractors' staff have not been involved in the development of the self-assessment report. DMT monitors the quantity of progress reviews, but not their quality.

## **Leadership and management**

### **Strengths**

- clear strategic planning
- particularly good internal communications
- good staff development
- good partnerships to improve learning
- good promotion of equality of opportunity
- good arrangements to widen access to learning
- good analysis of learners' and employers' feedback to make improvements

### **Weaknesses**

- inadequate formal recording of monitoring meetings with subcontractors
- insufficient formal monitoring of equality of opportunity in the workplace
- insufficiently developed observation of training
- insufficient involvement of subcontractors in the quality improvement process

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

### ***Business administration***

***Grade 2***

#### ***Strengths***

- good retention and achievement rates for advanced apprentices
- good development of learners' practical skills
- good training
- very good level of individual support for learners

*Weaknesses*

- insufficient planning of jobsearch activities for Jobcentre Plus participants

**Health, social care & public services**

**Care**

**Grade 3**

*Strengths*

- good developments of learners' personal and vocational skills
- good individual support for learners
- good operational management of training programmes

*Weaknesses*

- low completion rate of apprenticeship frameworks for 2003-04 intake

**Foundation programmes**

***Employability/employment training***

**Grade 3**

*Strengths*

- good development of learners' personal and vocational skills
- good standards of teaching and learning
- very good participation by learners in additional activities

*Weaknesses*

- insufficient emphasis on progression to employment
- insufficient use of data to make improvements

## **WHAT LEARNERS LIKE ABOUT DMT BUSINESS SERVICES LTD:**

- 'helps improve my confidence'
- 'something practical and useful to do and keeps me out of trouble'
- 'really helpful and friendly staff'
- 'they make sure you can handle the workload'
- the work placements
- the quality of the training
- the regular visits by assessors to the workplace
- the transport arrangements

## **WHAT LEARNERS THINK DMT BUSINESS SERVICES LTD COULD IMPROVE:**

- help with finding a job
- the training allowance
- access to information technology (IT)
- help with understanding the different parts of the apprenticeship

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- clear strategic planning
- particularly good internal communications
- good staff development
- good partnerships to improve learning
- good promotion of equality of opportunity
- good arrangements to widen access to learning
- good analysis of learners' and employers' feedback to make improvements

#### Weaknesses

- inadequate formal recording of monitoring meetings with subcontractors
- insufficient formal monitoring of equality of opportunity in the workplace
- insufficiently developed observation of training
- insufficient involvement of subcontractors in the quality improvement process

40. DMT has clear strategic planning. This was a strength in the reinspection report and the provider acknowledges this as a strength in its current self-assessment report. DMT has a clear strategy for the development of its services and programmes. It pays particular attention to the development needs of the county of Cornwall and focuses strongly on vulnerable learners and those who have been unsuccessful with, or excluded from, other training programmes. The strategy has been successful in increasing the participation and achievement of young people in work-based learning and those seeking employment. DMT has recruited over 800 learners to its programmes throughout the county since 2003. Over 50 per cent of learners progressed to further training or employment in the first year of operation. The senior management team has responsibility for the development of this strategy and for monitoring its implementation. DMT involves all its staff in strategic planning through an extensive network of meetings and the self-assessment process. The business plan contains clear aims and objectives which are linked to the overall strategic aims.

41. Internal communications are particularly good. This area was a weakness in the June 2001 inspection, but is now a strength and is identified as such in the self-assessment report. DMT has a clear management structure which all staff understand. The provider delivers training throughout Cornwall and employs over 70 staff. It has organised its structure to accommodate this wide geographical area, dividing its provision into eastern and western operations. Managers hold well-attended fortnightly area of learning meetings to inform staff of recent changes and developments. Staff discuss learners' progress regularly at these meetings. The minutes are particularly detailed, and action points are recorded and actively pursued in subsequent meetings. The two operations managers are in daily contact with their heads of department. DMT makes good use of ICT with the use

of e-mail, mobile telephones and the internet. Managers encourage their staff to contact them outside office hours to resolve learners' problems.

42. Staff development is good. DMT has maintained and developed this strength. DMT has recruited over 70 per cent of its staff from former learners and many have subsequently been promoted. Staff have very good access to, and participate well in, a comprehensive range of development and training opportunities. Staff development includes assessor qualifications, first aid, manual handling and health and safety courses, and training in diversity and disability awareness. Staff make good use of this training with their learners. Many staff have taken professional and degree level courses. Nineteen staff are currently following courses which lead to qualifications in teacher training. DMT also encourages and supports its staff to take courses that are not directly related to work. All staff have a detailed annual appraisal where training needs are identified. The situation is reviewed at the next appraisal.

43. Partnerships are effective and improve learning standards. This was a strength in the June 2001 inspection which DMT has developed. DMT works well with a wide range of partners to improve opportunities for its learners and the community. Partnerships include voluntary and community-based organisations, statutory agencies, employers, colleges and other training providers. DMT works with many of these partners to provide a very good level of individual learner support. DMT has worked with a local secondary school to develop a multiskills centre. Learners from DMT, after qualifying in construction and painting and decorating, have refurbished a former warehouse. This new multiskills centre will be used by the school and DMT to provide increased vocational options for pupils aged 14-19 years. DMT has played a key role in the development of the five rural schools consortium to which this multiskills centre belongs. This initiative links well with DMT's overall strategy to recruit learners who are difficult to reach. DMT is also a member of a wide range of partnerships linked to E2E developments in Cornwall.

44. The provider's use of management information is satisfactory. The management information system provides an extensive range of data for staff use. The operations managers use the data well, but other staff, especially those working on foundation programmes, do not use the data to monitor learners' progress and achievements.

45. The management of resources is satisfactory. Resources in most training centres are satisfactory, with learners using up-to-date ICT equipment and software that reflects current industry standards. Staff are generally well qualified and experienced. Nine of the training staff hold recognised teaching qualifications.

46. The management of additional literacy, numeracy and language support is also satisfactory. DMT identifies learners' literacy and numeracy needs through initial assessment. In some training centres, DMT employs staff who can provide suitable literacy and numeracy support. In others, DMT makes use of specialist providers. Most staff do not have specialist qualifications in literacy and numeracy. DMT has well-developed plans for staff to acquire these qualifications, but there is a shortage of suitable local training places.

47. The formal recordings of meetings with subcontractors are inadequate. Approximately 33 per cent of DMT's learners are with subcontracted providers. DMT makes regular visits to the subcontractors and offers appropriate levels of support. However, DMT does not



keep formal records of these meetings, the decisions made and actions to be taken. DMT carries out audits and reviews regularly, but does not follow up these visits with formal reports to the subcontractors. Other than the formal contract, subcontractors have little written information from DMT to which they can refer.

### **Equality of opportunity**

### **Contributory grade 2**

48. DMT's promotion of equality of opportunity is good. This is recognised in its self-assessment report. DMT has a very comprehensive equal opportunities policy which is supported by a regularly monitored implementation plan. Staff receive regular training in equality of opportunity. Recent examples of courses include training on sexuality, disability and diversity. DMT spent approximately 30 per cent of its staff development budget on equal opportunities training in 2003-04. Tutors make good use of this development work in delivering equal opportunities training to their learners. DMT displays a good deal of material in the public areas of all its training centres to promote equal opportunities and challenge intolerance and stereotypes. DMT has produced an equal opportunities training pack for use at induction. This pack contains a number of thought-provoking case studies and games and enables learners to reflect on their own experiences of discrimination. DMT also uses this pack to reinforce learners' understanding at other stages of their programme. However, DMT does not keep records of the level of training in equality of opportunity received by each learner and does not identify which learners require further development. DMT closely monitors learners' achievements by gender, ethnic background and disability. DMT analyses the reasons for low achievement levels, but it does not set formal targets for improvements.

49. Arrangements to widen access to learning are good. This strength was identified in the self-assessment report. DMT's objective is to work with learners who are disadvantaged, and have difficulty in obtaining and sustaining employment or training. DMT works in partnership with many agencies to recruit and support these learners. Examples of support include mental health support, counselling, drug and alcohol awareness, debt management and housing support. Through close working with local schools, DMT has recruited many learners who would not have continued in learning. DMT has achieved LSC targets in raising the participation of women in E2E by 5 per cent and in increasing the participation of those learners with disabilities by 2 per cent. DMT also works well with the probation service and ex-offenders, many of whom still have restrictions on their movements, to provide training in appropriate settings. DMT has been very successful in identifying and recruiting learners to non-traditional vocational areas. Two women are enrolled on programmes for motor vehicle maintenance, three women are enrolled in construction programmes, and two men are enrolled on care courses. Recruitment material avoids gender stereotyping.

50. DMT operates its own transport facilities to help those learners who live in remote rural and urban areas to attend training. About 65 per cent of learners make regular use of DMT's minibuses. For most of these learners, this is their only means of transport. DMT varies bus routes according to demand. Financial assistance is available for those learners who use public transport.

51. Learners' complaints are dealt with satisfactorily. DMT has appropriate procedures to deal with learners' complaints and concerns. Learners know with whom they should raise concerns and complaints are dealt with efficiently and fairly. DMT has recently reviewed some of its complaints procedures and has introduced 'grumble' sheets in response to



learners who did not understand what 'grievance procedures' meant. It is too soon to judge the effects of this development.

52. In accordance with its accessibility policy, DMT makes satisfactory alternative arrangements for learners with restricted mobility where accessibility is poor. DMT also makes suitable alternative arrangements with partner organisations if it cannot meet the needs of its learners. Some training rooms are on the first and second floors of buildings and none of the training centres have lifts. At one training centre, the main literacy and numeracy provision is on the first floor. DMT conducted an accessibility audit of all its premises in June 2005. It has recently introduced a disability audit for employers and work-placement providers, and plans to use this information when matching learners to work placements.

53. The provider does not conduct enough formal monitoring of equality of opportunity in the workplace. During progress reviews, staff regularly check that learners have not been subject to discrimination, but written details of the progress reviews are not detailed enough. Although DMT checks that employers and work-placement providers have equal opportunities policies, it does not record this information formally. DMT has recently begun to support small employers in equal opportunities awareness. The employers are given a free, commercially produced training CD-ROM which introduces the small business to race equality and other policies. However, DMT does not provide these employers with further support or training.

### **Quality improvement**

### **Contributory grade 3**

54. Learners' and employers' feedback is collected and analysed well to make improvements. DMT has maintained and developed this function. All learners complete three questionnaires at the beginning of their programmes, during the training period, and at the end of the programme. DMT thoroughly analyses the results and discusses the findings in management meetings, development group meetings and in the areas of learning meetings. When issues of concern are raised, prompt actions are taken to make improvements. DMT changed parts of its induction programme as a result of comments from learners. The provider analyses the feedback from those learners who leave the programme before completing their objectives. Some of the support services have been extended to them to encourage them to return to learning. At the end of every learning session, learners complete a feedback form which is used to evaluate the teaching of the session. DMT also distributes questionnaires to employers twice each year. The response rate is very good and responses indicate a high level of satisfaction with the training offered by DMT.

55. Quality improvement is satisfactory overall. DMT has successfully resolved all the weaknesses identified in leadership and management in the June 2001 inspection. It has been slow to deal with two of the weaknesses identified in the reinspection. It has also been slow to improve the rate of framework completion in care.

56. Internal and external verification is thorough. The internal verifier uses a sampling framework and appropriate paperwork. Assessors meet to ensure standardisation of their work. Most assessment takes place in the workplace. DMT has trained sufficient numbers of work-based assessors to carry out this work. Internal verification has improved in the care area of learning.

57. The self-assessment process is satisfactory. DMT's most recent self-assessment report was produced in 2004. All staff are fully involved in the process and contribute to the development of the report through team meetings. The development plan clearly identifies the actions to be taken, and defines responsibilities and sets targets. The self-assessment report contains appropriate amounts of detail in the leadership and management section, but not for some areas of learning. The grades in the self-assessment report matched those given by inspectors very closely.

58. The observation of training is not fully developed. DMT does not grade observations of training. It operates a peer observation system. The observations that have been carried out so far are too descriptive and contain very few weaknesses. DMT has recently audited 33 observations, but at the time of the inspection none of the recommendations had been implemented.

59. Subcontractors are not sufficiently involved in quality improvement. Few formal observations of the subcontracted provision have been carried out and subcontractors' staff have not been involved in the development of the self-assessment report. DMT monitors the quantity of progress reviews carried out by subcontractors, but not their quality.

## AREAS OF LEARNING

### Business administration, management & professional

Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Business administration</b>		<b>2</b>
Apprenticeships for young people	10	2
New Deal 25+ and work-based learning for adults	2	None

60. DMT provides business administration training for 10 learners, six advanced apprentices and four apprentices. Four of the advanced apprentices are working towards an accounting qualification at level 3. Three other learners are working towards accounting qualifications at level 4. DMT offered New Deal 25+ and work-based learning for adults to 14 participants in 2004-05. By the week of the inspection, two participants remained on the programme. Off-the-job training in business administration is available at a number of DMT's training centres or on an individual basis in the workplace. Employed accounting technician learners are provided with on-the-job training in accounts. Off-the-job training in accounts and portfolio development is provided by a local college. All learners receive monthly progress reviews. DMT provides national vocational qualification (NVQ) assessments and internal verification for business administration learners. A local college provides assessment and internal verification for accounting technician learners.

### **Business administration**

**Grade 2**

#### *Strengths*

- good retention and achievement rates for advanced apprentices
- good development of learners' practical skills
- good training
- very good level of individual support for learners

#### *Weaknesses*

- insufficient planning of jobsearch activities for Jobcentre Plus participants

### **Achievement and standards**

61. Retention and achievement rates are good on advanced apprenticeships. Of the nine apprentices who began in the three years to 2002-03, seven were retained, six of whom completed the full apprenticeship framework. Eighty per cent of the advanced apprentices who began in 2004-05 are still in training. Of the six learners who began in 2003-04, two remain in training. Two of this intake have already achieved the full apprenticeship framework.

62. Learners develop good practical skills. Workplaces are very suitable and offer good opportunities for skills development. Learners demonstrate a very wide range of administrative skills which meets the requirements of their employers and increases their employability. Many learners hold key administrative positions with their employers.

Learners exhibit good reception skills and use a range of commercial software well in completing tasks. Learners in accounting demonstrate good bookkeeping skills. Many of them have increased their confidence and have improved their personal and social skills. Learners in a session for the technical certificate in business administration showed a good understanding of the subject and the equipment under discussion, and used technical vocabulary well.

63. The retention rate is satisfactory for the apprenticeship programme. Of the 17 learners who began their apprenticeships in the three years to 2002-03, 12 were retained and seven completed the full apprenticeship framework. Of the 14 starts on Jobcentre Plus programmes in 2004-05, nine were retained, five of this group reached the end of their planned training programme and two gained jobs. Two remain in training.

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	5		6		1	100	3	100	5	100						
Retained*	0		2		0	0	2	67	5	100						
Successfully completed	0		2		0	0	2	67	4	80						
Still in learning	4		2		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							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		4		8	100	6	100	3	100						
Retained*	0		1		5	62	4	67	3	100						
Successfully completed	0		0		3	38	3	50	1	33						
Still in learning	1		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

64. During the inspection, most of the observed sessions were judged to be good. The standard of off-the-job training and learning is very good. Tutors structure their sessions well. Session plans are effective and contain detailed learning outcomes. Tutors provide consistently clear and concise explanations and use good question and answer techniques to extend and reinforce the learning. Learners participate well in discussions. Tutors ensure that assignments and practical exercises in business administration relate closely to the workplace. Tutors encourage learners to work independently and to evaluate their own work. Additional individual training is available to those learners who have literacy and numeracy needs, or who require extra help with language support.

65. Learners receive a very good level of individual support. Many learners have

overcome significant barriers to learning. DMT visits them fortnightly and provides additional help and effective support. Laptop computers are available for learners who have difficulty gaining access to a computer. DMT deals with learners' concerns quickly. Learners are referred promptly to external agencies when DMT is unable to resolve their problems. The provider has accommodation in one training centre for learners who may be temporarily homeless. Learners on the accounting courses receive good support which includes a helpline during the examination period. DMT conducts progress reviews at monthly intervals which focus closely on the targets that have been agreed at previous progress reviews. Learners participate well in progress reviews.

66. Assessment arrangements are satisfactory. DMT conducts NVQ assessments in the workplace. Learners have clear assessment plans and understand the requirements of the NVQ. Learners' portfolios contain a suitable range and variety of evidence.

67. The co-ordination of on- and off-the-job training is satisfactory. Practical training arrangements are flexible, with individual coaching in the workplace. Learners gain useful experience of a full range of administrative tasks as they move regularly between jobs. Employers arrange workloads to ensure that learners are able to attend off-the-job training, and also ensure that learners have sufficient time to complete their portfolios.

68. Jobsearch activities are not planned sufficiently for Jobcentre Plus participants. DMT does not include jobsearch activities as an integral part of the learning programme, or at a sufficiently early stage in the participants' programmes. Jobsearch activities include looking for job vacancies in local newspapers and on the internet. The provider does not monitor participants' job applications as a matter of routine.

### **Leadership and management**

69. The provision is managed effectively. Internal communications are effective and communications with employers are good. Team meetings are held fortnightly. Appraisals are conducted annually and identify suitable opportunities for staff development.

70. Support for learners' literacy and numeracy needs is satisfactory. All learners receive an initial assessment to identify their needs, and appropriate support is provided.

71. Resources are also satisfactory. Staff have recent commercial experience and many are working towards teaching qualifications. Most IT equipment is up-to-date with industry-standard software. Many of the training rooms are inaccessible for learners with restricted mobility, but DMT provides individual training for learners who cannot access these training rooms.

72. Equality of opportunity is introduced at learners' and staffs' inductions. Many staff have attended training about disability and diversity. Staff check that learners have not been subject to discrimination in the workplace at progress reviews, but the level of learners' understanding of equal opportunities is unclear from the progress reviews records.

73. Internal verification arrangements are satisfactory and ensure consistency of approach in assessment. DMT uses internal verification meetings to share good practice. The self-assessment report was prepared in consultation with staff. DMT did not include subcontractors and employers in the process. The report's findings matched some of the judgements made by inspectors, but were not sufficiently detailed.

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

Contributory areas:	Number of learners	Contributory grade
<b>Care</b> Apprenticeships for young people	13	<b>3</b> 3

74. Thirteen learners are working as apprentices in care, of whom five are advanced apprentices and eight are apprentices. Learners work for NVQs in care, technical certificates and key skills qualifications. All learners are employed and work in either residential care, nursing homes or in the provision of care in the community. Learners are based throughout Cornwall. DMT has a number of work-based assessors, but most learners are visited in their workplaces and assessed by a peripatetic assessor. Inductions, initial assessments and progress reviews are carried out by the head of care. Employers provide a wide range of mandatory training that complements the training programme. Off-the-job training for the technical certificate is provided at different venues throughout Cornwall as required. Learners who cannot attend training sessions receive individual coaching from the peripatetic assessor.

**Care****Grade 3***Strengths*

- good developments of learners' personal and vocational skills
- good individual support for learners
- good operational management of training programmes

*Weaknesses*

- low completion rate of apprenticeship frameworks for 2003-04 intake

**Achievement and standards**

75. Learners' personal and vocational skills are developed well throughout the training programme. They acquire new skills quickly and increase their knowledge of social care practice. For example, learners gain greater understanding of infection control, safer moving and handling techniques and first aid. Most learners increase their confidence and develop better communication skills. Many have produced very graphic posters to promote safety at work. The standard of work in portfolios is satisfactory.

76. The completion rate of full apprenticeship frameworks is low for learners beginning training before 2003-04. The completion rate for apprentices in 2002-03 was 27 per cent and forms part of a declining trend since 2000. No learners have completed the full advanced apprenticeship framework since 2001-02. However, the retention rate for all learners beginning in 2003-04 has improved to 60 per cent and all current learners are making very good progress. For the few learners on NVQ training, achievement shows a declining trend, with one out of three learners achieving the qualification in 2003-04. DMT recognises the low achievement rate and has taken action to make improvements. All learners registered since 2004 have been retained and are now making very good progress.

All learners who have taken tests for the technical certificate during the past year have been successful. In addition, all learners have passed their key skills tests.

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

<b>LSC funded work-based learning</b>																
<b>Advanced apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		6		2	100	3	100	8	100						
Retained*	0		1		1	50	1	33	3	38						
Successfully completed	0		0		0	0	1	33	0	0						
Still in learning	3		2		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

<b>LSC funded work-based learning</b>																
<b>Apprenticeships</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	6		10		15	100	23	100	13	100						
Retained*	0		4		6	40	10	43	9	69						
Successfully completed	0		2		4	27	7	30	5	38						
Still in learning	6		2		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

77. Individual support for learners is good. They receive support which is both sensitive and specific to their needs. DMT refers learners to organisations that can provide counselling and support to improve learners' self-esteem and interpersonal skills. DMT provides voice-recording equipment, computer programmes and extra individual support for learners with dyslexia. When other literacy and numeracy needs are identified, DMT provides the most appropriate resources to support each learner. Learners who have specific literacy and numeracy needs identified at initial assessment receive help before the start of their training programmes. DMT refers learners to a specialist literacy and numeracy tutor who conducts a specialist assessment, and designs a specific training programme for each learner. Employers support their learners well. They allow them additional time to meet their assessors and attend off-the-job training.

78. Assessments are satisfactory. The peripatetic assessor visits learners at least every three weeks and assessments are planned carefully with the learners and often with their supervisors. Assessors observe the learners with careful regard for the regime of the care homes. Learners receive a minimum of three observations of practice. However, not all learners are observed sufficiently and, in some cases, observation is introduced late in their apprenticeship programmes.

79. The range of additional learning activities is satisfactory. Training provided by the residential care and nursing homes includes food hygiene and preparation, moving and



handling, first aid, fire safety and risk assessment. DMT introduces technical certificate and key skills training near the beginning of the apprenticeship programmes. The provider arranges workshops to support technical certificate training at convenient locations throughout the county. Learners who cannot attend receive individual tuition. DMT cross-references the work carried out for the technical certificates to the NVQ and key skills requirements.

80. Induction is satisfactory. Employers are involved in learners' inductions which gives them opportunities to answer questions and to understand the programme requirements. Learners and employers receive an informative induction pack. Initial assessment is thorough. It usually takes two hours and consists of a paper-based assessment of occupational skills and learning styles, and a computer-based assessment of literacy and numeracy. Most of this is carried out individually with each learner.

81. Progress reviews are satisfactory. The head of care conducts monthly progress reviews. Employers usually attend these reviews and are well informed of learners' progress. Specific and measurable targets are agreed and clearly recorded for the learner to achieve by the next visit. The health and safety of learners and their understanding of equal opportunities are also checked.

### **Leadership and management**

82. Operational management is good. DMT appointed a new head of care two years ago and new structures and procedures have been introduced to respond to the weaknesses identified at the reinspection. Overall, retention rates have improved and many learners are close to completing their apprenticeship frameworks. DMT has developed good relationships with employers who are very involved in the training programmes.

83. Internal verification is satisfactory and has recently been improved by the introduction of a comprehensive sampling plan that covers all units and assessors. Standardisation meetings are held every three months. These meetings are well attended. Assessment planning is detailed and clearly recorded for learners.

84. Resources are satisfactory. The training room is well equipped, but has no posters or displays of learners' work. There are sufficient textbooks to support the NVQ at level 2 and 3 and workbooks for the technical certificate. Staff have a good deal of experience within the care sector and have appropriate qualifications. However, staff do not have specialist qualifications in literacy and numeracy. Training for care staff in literacy and numeracy is planned for 2005.

85. Arrangements to identify and support learners' literacy and numeracy needs are satisfactory. All learners receive an initial assessment of their literacy and numeracy skills. Where this identifies needs, care staff refer learners to local specialist providers.

86. Satisfactory use is made of learners' feedback. DMT regularly asks learners and employers to give their views about the quality of the training and DMT responds quickly to ideas for improvements.

87. Learners' understanding of equal opportunities is satisfactory. Equality of opportunity is covered on the technical certificate programme and in the NVQ programme at both levels. Some course material includes articles about equality of opportunity issues which, for



example, encourages learners to present their views about the low number of men involved in the care industry.

88. The self-assessment report's findings matched most of those identified by inspectors. Strengths and weaknesses identified were very similar to those found by the inspection team, but were not detailed enough.

**Foundation programmes****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Employability/employment training</i></b>		<b>3</b>
New Deal 25+ and work-based learning for adults	125	3
Entry to Employment	83	3

89. DMT offers E2E programmes at four centres, in Penzance, Redruth, Truro and Bodmin. DMT also provides E2E through a partnership arrangement with four other providers in Cornwall. A total of 82 learners follow E2E programmes. DMT offers vocational training for E2E in construction, motor vehicle, business administration and ICT. Learners attend one of the four training centres for induction to their programmes. This includes an initial assessment of their literacy and numeracy needs. The average length of stay on the programme is 24 weeks. Some learners have periods in work placements. Learners work towards vocational qualifications and aim to progress to full-time employment, education or training.

90. DMT offers New Deal 25+ and work-based learning for adults funded through Jobcentre Plus to 125 participants at its training centres in Redruth and Bodmin. Of these participants, 33 are in longer employability training (LOT), 25 have taken the environment task force option, 25 are on basic employability training (BET), 11 are taking the full-time education and training option, and 31 are carrying out the work-experience element of the intensive activity period. Participants on LOT, environment task force, and the intensive activity period undergo work experience with employers throughout Cornwall. DMT offers BET participants work experience at its training centres. Some participants receive periods of vocational training at DMT's training centres.

***Employability/employment training*****Grade 3*****Strengths***

- good development of learners' personal and vocational skills
- good standards of teaching and learning
- very good participation by learners in additional activities

***Weaknesses***

- insufficient emphasis on progression to employment
- insufficient use of data to make improvements

**Achievement and standards**

91. Learners develop good personal and vocational skills on E2E and New Deal programmes. Most learners make significant gains in their confidence and self-esteem while at DMT. Participants on New Deal programmes such as BET have been out of employment for significant periods of time. During their time at DMT, they develop habits critical to sustaining employment, such as regular and punctual attendance at the training centre or workplace. Many learners develop useful vocational skills while at DMT. They

make good use of the range of vocational skills training DMT offers in its training workshops to develop skills in areas, including car maintenance, and painting and decorating. Some participants on New Deal programmes, such as full-time education and training, develop useful skills in work placements. Others, particularly those on BET, receive supervised on-the-job training through the construction projects that DMT carries out to refurbish its own premises.

92. Progression rates for E2E are satisfactory. Of those learners who began E2E programmes in 2003-04, the last year for which data is complete, 50 per cent of them progressed to further education, training or employment. During the year 2003-04, 269 E2E learners successfully completed various external awards and qualifications, mainly at level 1.

93. The rates at which participants on Jobcentre Plus programmes progress into jobs have declined since 2001-02, but remain satisfactory. In 2003-04, 50 per cent of all learners beginning these programmes gained jobs. This rate exceeds the contractual targets set by Jobcentre Plus, which stand at 40 per cent for most programmes.

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

<b>LSC funded work-based learning</b>																
<b>Entry to Employment</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	319		520		61											
Progression <sup>1</sup>	114		255		31											
Achieved objectives <sup>2</sup>	142		333		23											
Still in learning	76		6		1											

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

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

<b>Jobcentre Plus funded programmes</b>																
<b>New Deal 25+ and work-based learning for adults</b>	<b>2004-05</b>		<b>2003-04</b>		<b>2002-03</b>		<b>2001-02</b>		<b>2000-01</b>							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	537		751		780	100	742	100	79	100						
Retained*	279		451		394	51	471	63	57	72						
Planned learning completed	223		223		64	8	175	24	19	24						
Gained job	171		375		422	54	562	76	71	90						
Still in training	124		1		0	0	0	0	0	0						

\*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

## The quality of provision

94. Standards of teaching and learning are good. Of the 11 sessions observed during the inspection, most were good or better. Most sessions are well planned and sustain learners' interest. Sessions often involve all learners by participation in practical activities. In one

session, E2E learners prepared an area for concrete adjacent to their training workshop. Learners learnt how to achieve the correct level of hardcore for the job. In a key skills session, learners made scale models of go-carts, using measuring and marking out as evidence for their portfolios. Learners often receive good individual coaching and support during group sessions, and work on different tasks appropriate to their varying skills levels. Tutors routinely offer a lot of praise and encouragement which learners respond to.

95. Learners take part in a high number of additional activities. All training centres offer a wide and varied range of popular activities. Well-chosen activities include many aimed specifically at developing learners' mental and physical abilities, and developing their creative and teamworking skills. Most training centres offer regular recreational activities with expert coaching, such as five-a-side football or trampolining. Some activities are specific projects which require sustained participation over a number of weeks. Learners in Penzance designed and made banners for use at a local community event. DMT makes good use of individuals or external agencies with particular expertise to provide the activities. Learners at some training centres receive regular, scheduled sessions on sexual health from an organisation specialising in health awareness training. Tutors make good use of learners' participation in these activities in subsequent learning sessions. In a literacy session, New Deal participants used their experiences of a recent excursion to a maritime museum as the basis to practise descriptive writing.

96. Progress reviews and assessment practices are satisfactory. Tutors maintain comprehensive records of learners' progress towards their learning goals, and involve learners fully in this process. However, some targets set during progress reviews are not specific enough, and learners do not always fully understand them.

97. Support for learners is satisfactory. Tutors routinely provide appropriate pastoral support, and are knowledgeable about local agencies with specialist expertise. They regularly refer learners with more complex problems to such agencies. Learners speak well of the support they receive.

98. DMT does not place sufficient emphasis on progression to employment for participants on E2E programmes. In 2004-05, only 15 per cent of participants on E2E had significant periods of work experience, although this was an improvement on the 7 per cent in 2003-04. A larger proportion of participants now receive short, work tasters. Many participants spend a significant amount of time in work placements, but for participants on some programmes, most or all of this is with DMT, rather than with other employers. There is not enough jobsearch training. Much of the jobsearch activity for participants and E2E learners is narrowly confined to searching for job vacancies in local newspapers, and through the internet. Staff do not set targets to encourage learners or participants to apply for jobs. Few participants routinely send letters to employers enquiring about vacancies. The scheduling of activities is not systematic enough. The point at which participants produce an appropriate curriculum vitae varies. Some of them are in training for several months without one. Although E2E learners routinely produce a curriculum vitae early in their programmes, the content and format is not appropriate to accompany job applications. Although some learners receive useful training in areas such as interview techniques, most do not.

## **Leadership and management**

99. Training teams meet regularly to discuss learners' progress and specific issues.

Employers report that DMT is responsive and easy to contact. Communications are good.

100. Resources are satisfactory. DMT provides appropriate equipment and workshops for vocational training. Rooms used for learning sessions in DMT's training centres and those of its subcontractors vary in standard. The better ones are attractive and welcoming, with extensive displays of learners' work. Although ICT resources are often good, some are outdated and unreliable. Many staff have good vocational expertise and appropriate experience of working with learners who have a wide range of personal and social problems. DMT encourages and supports its staff well in providing training to achieve personal goals, and those connected to their role, with the provider.

101. DMT takes effective action to widen participation in learning. Most learners and participants on E2E programmes face significant obstacles to learning. DMT prioritises this area of work strongly. Learners' understanding of their rights and responsibilities is satisfactory. They are clear about whom to approach if they experience discrimination or other problems in the workplace or training centre.

102. Arrangements to identify and support learners' literacy and numeracy needs are satisfactory. All learners receive an appropriate initial assessment of their literacy and numeracy levels. When this identifies the need for help, some training centres make good use of diagnostic assessment to identify learners' specific needs which they then meet. In other training centres, DMT has well-established arrangements with local specialist providers to which it routinely refers those learners requiring support. DMT has some staff with appropriate training and experience to provide literacy and numeracy support, but many staff do not have such skills.

103. The findings of the most recent self-assessment report matched some of the strengths and weaknesses identified by inspectors. The report provided adequate coverage of the E2E provision, but did not give sufficient consideration to the programmes funded by Jobcentre Plus. The grade given to the area of learning by inspectors was lower than that in the self-assessment report.

104. DMT does not make sufficient use of data to make improvements. A wide range of data concerning E2E and Jobcentre plus provision is readily accessible from DMT's management information system. Training centre managers do not make routine use of this data to help identify good practice, or areas for improvement, within their programmes. They do not consider and act in response to management information on a regular basis. DMT's staff are not sufficiently aware of learners' rates of entry into employment from the programmes for which they are responsible.

