

INSPECTION REPORT

Fareport Training Organisation Limited

27 May 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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Fareport Training Organisation Limited (Fareport) was established in 1981 by the current managing director and has been a private limited company since 1986. The head office has two training centres in Fareham and there is a further training centre and offices in Gosport. The company was originally established to provide training and employment for disaffected and disadvantaged young people under Manpower Service Commission funding. Fareport has contracts with Hampshire and the Isle of Wight Learning and Skills Council (LSC), private contracts, work with local schools in the 14-plus age group, and the recent addition of external contract bids, including Learning Skills Development Agency development funds in partnership with other local agencies and European Social Funding (ESF). Fareport assists learners from all backgrounds and those with diverse needs.

2. Fareport delivers advanced apprenticeships, apprenticeships and national vocational qualifications (NVQs) in business administration, accounting, information technology (IT), retailing, warehousing, customer service, hairdressing, care and early years. It also has a large number of learners on the entry to employment (E2E) programme. Fareport subcontracts hairdressing to Hair Ott and accounting to The Financial Training Company (FTC). FTC is a national training provider and judgements about its provision will be made in its inspection report which is due to be published in November 2005. Fareport's own qualified staff deliver training and assessment. The company employs 45 members of staff, 36 of whom have training and assessment responsibilities.

OVERALL EFFECTIVENESS

Grade 2

3. **The overall effectiveness of the provision is good.** Fareport's leadership and management are good, as are its arrangements for equality of opportunity and quality improvement. All areas of learning inspected are good.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** Staff are involved in the self-assessment process and time is set aside in the annual schedule of meetings for the process. The company takes account of feedback from employers and learners. The written judgements in the report are evaluative and self-critical, and they provide an accurate assessment of the company. The inspectors agreed with the written judgements in the self-assessment report.

5. **The provider has demonstrated that it is in a good position to make improvements.** Fareport has a strong culture of quality improvement, which focuses on the effect on the learners. The effective quality improvement process, the well-planned observation of training, assessment and reviews, and the comprehensive development plans all contribute to this culture. During a period of growth, Fareport has maintained and improved the quality of its provision.

KEY CHALLENGES FOR FAREPORT TRAINING ORGANISATION LIMITED:

- maintain quality improvement
- improve monitoring of effectiveness of quality improvements
- better setting of specific and measurable targets for learners
- continue improvement of the accommodation in the training centres
- become more confident in its ability to make judgements on its own performance

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		2

Business administration, management & professional			2
Contributory areas:	Number of learners	Contributory grade	
Business administration		2	
Apprenticeships for young people	36	2	
NVQ training for young people	1	none	

Hairdressing & beauty therapy			2
Contributory areas:	Number of learners	Contributory grade	
Hairdressing		2	
Apprenticeships for young people	21	2	

Health, social care & public services			2
Contributory areas:	Number of learners	Contributory grade	
Care		2	
Apprenticeships for young people	33	2	
NVQ training for young people	7	none	
Other government-funded provision	30	2	
Early years		2	
Apprenticeships for young people	25	2	
NVQ training for young people	5	none	

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
Employability/employment training		2
Entry to Employment	87	2
Literacy and numeracy		1
Other government-funded provision	34	1

ABOUT THE INSPECTION

6. All areas of learning at Fareport with more than 10 learners were reported on and graded. Contributory areas with fewer than 10 learners have not been graded. Information and communications technology, and retailing, customer service and transportation were not inspected. There was one half-day visit to observe an induction before the final inspection week.

Number of inspectors	6
Number of inspection days	25
Number of learners interviewed	80
Number of staff interviewed	50
Number of employers interviewed	29
Number of subcontractors interviewed	5
Number of locations/sites/learning centres visited	33
Number of partners/external agencies interviewed	1

KEY FINDINGS

Achievements and standards

7. **In business administration and in hairdressing, the learners' achievements and progress are good.** In business administration, apprenticeship and NVQ training achievement is consistently good, with 75 per cent of apprentices starting in 2001-02 achieving their full framework and 85 per cent of NVQ learners leaving over the past four years achieving their NVQ. In hairdressing, 48 per cent of modern apprentices starting in 2003-04 have achieved their full framework and 40 per cent still remain in learning. There is good progression within the workplace for learners in both areas.

8. **In foundation programmes, the learners' achievements and progress are good. Achievement is good in E2E, both in achieving goals in the learning plans and also in gaining certificates in literacy and numeracy.** Many learners progress from E2E into areas of learning. Seven of the 11 advanced apprentices in business administration started on E2E. There is very good achievement on the work-based basic skills project, with 74 per cent of learners achieving their literacy or numeracy certificates.

9. **Achievement and retention are good on the ESF programme in care.** Of the 39 starts in August 2004, seven learners have already achieved the NVQ at level 2 and one has achieved the NVQ at level 4. All but one remain on the programme. Achievement and retention for other learners in care and early years are satisfactory and improving.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Business administration, management & professional	1	0	0	0	1
Foundation programmes	3	3	3	0	9
Hairdressing & beauty therapy	0	1	0	0	1
Health, social care & public services	1	1	0	0	2
Total	5	5	3	0	13

10. Across the company, the teaching is good. Out of 13 observed sessions, 10 were good or outstanding. Tutors are well prepared, creative and responsive to the learners' needs. All tutors are either qualified or are working towards a qualification.

11. **Fareport supports its learners very effectively.** Effective initial assessment identifies individual needs and the company considers this when planning each learner's programme. Staff adapt to the learners' work schedules and carry out training and assessment at a time appropriate to them. They provide additional support where it is identified. Learners feel well supported by staff and can contact them through a variety of methods. There is very effective personal support for learners who require it. Good links with partners ensure that specialist support is available.

12. **In hairdressing, the induction process is particularly good.** The company has a good induction programme in every area of learning, but in hairdressing, learners have a four-day induction away from the salons. They meet key staff and develop as a team, as well as covering the normal areas of induction. They then have a three-month trial period, which also includes initial assessment. Learners are very positive about the four-day programme.

13. **In business administration, the assessment process is very effective.** Assessors visit the learners every two to three weeks in the workplace. They set challenging but achievable short-term targets and motivate the learners to succeed. The assessors use a good range of assessment methods, integrate the technical certificate into the NVQ and use the learners' work effectively to complete key skills portfolio evidence.

14. **In health, social care and public services, the range of partnerships is highly effective.** The network arrangements with other providers promotes the sharing of good practice and shared standards and these partnerships have developed imaginative projects. For example, there has been an e-learning project, a pre-NVQ course in care and Fareport has recently gained approval as one of the members of a Centre of Vocational Excellence (CoVE) in early years with three colleges.

15. **The company has a good strategy for literacy, numeracy and language support.** There is good support for learners in this area, whether they are on a foundation programme or are receiving additional support. There are excellent links to the core curriculum and a high number of learners achieve their certificates in literacy or numeracy.

All of the tutors involved in this area are either qualified or are starting to work towards the appropriate qualifications.

16. Initial assessment in hairdressing does not sufficiently focus on the learners' literacy and numeracy needs. There is currently no formal method of assessing the learners' specific and measurable needs. Screening tests do not identify the level or type of support that they require. Staff support the learners to enable them to achieve their qualifications but this support does not focus on the development of specific areas.

17. In business administration, the involvement of employers is insufficient. Staff have a very good relationship with employers but many are insufficiently involved in the learners' programme. Many are not included in progress reviews and do not routinely receive information about the future activity of the learners. Many supervisors have insufficient knowledge of the programme.

18. The recording of learning targets for E2E learners is insufficient. Review documents do not always reflect the close knowledge the tutors have of learners' progress. Targets are often not specific or measurable and do not contain information about the small steps learners need to take.

Leadership and management

19. The company's innovative and effective leadership ensures that Fareport is at the forefront of developments in training. Managers work with funding bodies to develop and pilot innovative responses to new initiatives. Good project management ensures the success of these projects. The learner-centred culture ensures that all developments focus on the effect on the learner.

20. The company's approach to staff development is positive. The effective and comprehensive staffing policies provide a continuous framework for staff development, from recruitment onwards. The company has approved training routes for different work roles. There is a well-planned strategy for implementing the required qualifications for literacy and numeracy. All tutors are either qualified or are working towards approved qualifications. Staff recognise and appreciate the commitment senior management have to their ongoing individual development.

21. The company's management of its subcontractors is good. Fareport works well with its two subcontractors. There is regular contact and monitoring. Subcontractors' staff are invited to Fareport's staff training and relevant meetings. Where the company identifies improvements, Fareport works closely with the subcontractors to support them. The achievement of full frameworks has increased since Fareport has managed these contracts.

22. There is good reinforcement of equality and diversity. The training programme for staff ensures that they are fully aware of, and are able to implement, the company's equality and diversity culture. Learners receive good inductions, and ongoing activities reinforce equality and diversity, especially in the citizenship programme in E2E. The high level of support for learners enables them to access learning opportunities.

23. The strong quality improvement culture focuses on the effect on the learners. The company uses the quality improvement process effectively to resolve problems and complaints, celebrate learners' achievements and share good practice. The weakness in

the system is that there is no formal monitoring of the actions carried out and the effectiveness of their implementation. Senior management carry out this process informally.

24. Internal verification is satisfactory. The procedure is thorough and ensures that everything works well. The company has a good system for observation of training, assessment and reviews. Its existing qualified internal verifiers have updated their qualification to enhance and improve their contribution to the implementation and development of the quality improvement arrangements.

25. The self-assessment process is satisfactory. The company involves staff, learners and employers in the process. The written judgements in the self-assessment report are evaluative and self-critical and provide an accurate assessment of the company. The grading judgements from the identified strengths and weaknesses are inaccurate. Inspectors agreed overall with the written judgements, but increased all the grades in the report.

Leadership and management

Strengths

- innovative and effective leadership
- effective and comprehensive approach to staff development
- good management of subcontractors
- good reinforcement of equality and diversity
- strong quality improvement culture

Weaknesses

- insufficient formal monitoring of quality improvements

Business administration, management & professional

Business administration

Grade 2

Strengths

- high retention rates on all programmes
- good achievement in apprenticeship and NVQ training
- good progression through training and within employment
- very effective assessment process

Weaknesses

- insufficient involvement of employers in the programme

Hairdressing & beauty therapy

Hairdressing

Grade 2

Strengths

- good achievement rates
- strong support for learners
- good progression opportunities
- highly effective induction process

Weaknesses

- insufficiently focused initial assessment

Health, social care & public services

Care

Grade 2

Strengths

- good retention and progress on the ESF-funded programme
- good off-the-job training
- highly effective partnerships
- highly effective personal support
- good professional development of staff

Weaknesses

- no significant weaknesses identified

Early years

Grade 2

Strengths

- good off-the-job training
- good professional development of staff
- highly effective partnerships
- highly effective personal support

Weaknesses

- no significant weaknesses identified

Foundation programmes

Employability/employment training

Grade 2

Strengths

- good achievement and progression
- good teaching and learning
- very good activities to develop personal and vocational skills
- particularly good individual personal support

Weaknesses

- insufficient recording of learning targets

Literacy and numeracy

Grade 1

Strengths

- very good progression and achievement
- very good teaching and learning
- responsive and flexible provision to meet individual needs
- particularly good individual personal support

Weaknesses

- no significant weaknesses identified

WHAT LEARNERS LIKE ABOUT FAREPORT TRAINING ORGANISATION LIMITED:

- being treated like an adult - 'it is nothing like school' and 'staff don't talk down to you'
- staff are always there when needed - 'the staff and everyone get on well'
- good teaching and work placements

WHAT LEARNERS THINK FAREPORT TRAINING ORGANISATION LIMITED COULD IMPROVE:

- the length of breaks, to allow greater socialising with other learners
- the internet connection speed and the quality of the computers
- the time allowed for portfolio-building during training sessions

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- innovative and effective leadership
- effective and comprehensive approach to staff development
- good management of subcontractors
- good reinforcement of equality and diversity
- strong quality improvement culture

Weaknesses

- insufficient formal monitoring of quality improvements

26. The innovative and effective leadership enables staff to perform to a very high level. The company has a learner-centred culture managed by a very supportive senior management team. The good internal and external communication system ensures that everyone, including partners and the community, is up to date with developments and has the opportunity to share good practice, successes and requests for support. The development of partnerships and working with other organisations are strong features of work at Fareport, which has a history of being at the forefront of developments in training. Senior management network nationally to keep up to date with potential new initiatives. Managers identify opportunities and work with the funding bodies to develop and pilot innovative responses to new developments. Good project management and the identification of any new skills required by staff ensures the success of these new ideas. Recent examples include an e-learning project for learners in early years, a fast-track customer services programme in which 15 learners completed their NVQ at level 2 in six months, and a work-based basic skills project for employed adults. Fareport has just started the local community youth justice advanced apprenticeship pilot. The company works with local employers and offers training and support to them, including health and safety following monitoring visits, literacy and numeracy, and NVQs, especially in the care sector. Senior management recognise the need for planning for the company's ongoing future and growth, and are working towards a structure to support this.

27. The company's effective and comprehensive staffing policies provide a continuous framework for staff development from recruitment onwards. The well-structured three-month probation period not only prepares new staff for their work role but also includes work-shadowing in all areas of the company. All staff have three-monthly reviews and an annual appraisal. A comprehensive range of planned training is available, with regular time set aside for workshops and meetings. There are approved training routes for different work roles and mandatory training for all new staff, including equality and diversity and health and safety. A well-planned strategy for implementing the required qualifications for literacy, numeracy and language skills is the foundation of the good training and support identified during the inspection. All tutors are qualified or are working towards approved qualifications, either on an in-house programme or on an external course. The company runs additional workshops such as lesson planning. Many of the staff at Fareport were originally recruited for their ability to work with and enthuse learners. Vocational tutors all

have background experience and, where appropriate, relevant vocational qualifications. The well-planned individual development programmes and the excellent training opportunities enable staff to develop within their own area. Many of the staff at Fareport have progressed within the company. Staff recognise and appreciate the commitment the senior management have to their ongoing individual development.

28. The company manages its subcontractors well. In the past two years, Fareport has taken on two subcontractors, FTC for accounting and Hair Ott. Fareport's approach to new challenges and meticulous planning has ensured that learners in these areas have continued to receive quality training and that the achievement of full frameworks for modern apprentices has increased. There is regular contact and monitoring. Subcontractors' staff are invited to staff training and relevant meetings. Assessors and internal verifiers attend the standardisation meetings and ongoing training. Where the company identifies areas for improvement, it works closely with the subcontractors to support them.

29. The high quality of staff and their ability to work well with learners and to motivate them is what supports many of the judgements within this report. Apart from that, the management of resources is satisfactory. Equipment and training materials are adequate and suitable for their use. There are some issues with the size of rooms and layout of accommodation, but Fareport recognises these and has plans to remedy them.

30. Marketing is satisfactory and Fareport attends careers fairs at local schools and works closely with Connexions. The company places editorials and advertisements for job vacancies and the recruitment of learners in the local press and free papers and is updating and expanding its website. Fareport does not have a formal marketing strategy, although the company discusses and plans it informally.

31. The management information system is sound and the company's managers receive regular analysis of recruitment, achievement and performance. Fareport has a good understanding of data and uses it well.

32. The system for health and safety is effective, with comprehensive record-keeping and monitoring for key dates to follow-up employers. All staff attend a one-day basic health and safety course and are mentored by either the health and safety manager or the external consultants until they are judged to be competent. Learners are offered basic health and safety, first-aid and manual-handling courses, in addition to the introduction to health and safety that they receive during induction.

Equality of opportunity

Contributory grade 2

33. The comprehensive equal opportunities policy and procedures include the latest legislation and the company reviews them annually. They are well written in clear and simple language, with examples to illustrate terms such as harassment and bullying. There are flexible working hours for staff, which enables many of them to continue working even when they have external commitments. The training and support for staff ensure that they are fully aware of, and are able to implement, the company's culture of equality and diversity. There is mandatory training for all staff, which includes a one-day workshop for new staff and annual updates for all staff. Fareport uses a consultant to support them in this area. The four staff members who have achieved an equality and diversity qualification at level 3 have used this course to introduce additional ideas into the company.

34. Equality and diversity are covered well in the induction programme. The company uses a variety of materials and activities and learners remember these and are aware of the importance of equality and diversity. Learners are given the policy as a handout but, although it is well written, it is lengthy and too complex for many learners with literacy support needs to read and fully understand. Equality and diversity are reinforced in the citizenship programme in E2E.

35. There is good support for learners to enable them to access learning opportunities. Evidence for this is in all the area of learning reports. Staff are flexible in their availability and are generous in their time to support learners who need additional support. Specific projects to encourage learners to access opportunities are effective, such as the coffee morning for young mothers and the 14-16 project with local schools. There is good literacy and numeracy support across the company, which enables all learners to work towards their qualifications and learning goals effectively.

36. The collection and analysis of data for equal opportunities are satisfactory. There is analysis for gender and ethnicity on recruitment, achievement and retention, and managers receive regular reports. Data is available on representation within the company and areas of learning but there is no specific plan to target under-represented groups.

37. There is an equal opportunities forum that meets and reviews the relevant referrals from the quality improvement process as well as other equal opportunities issues. Staff and learners are invited to this forum but attendance is often low. Work has taken place to improve the process and recent meetings have been more effective.

38. There is no specific targeted development plan for equal opportunities. Fareport has identified actions and included them on several other development plans. It has been agreed that they will be brought together on a specific equal opportunities plan by the end of July.

Quality improvement

Contributory grade 2

39. There is a strong culture of quality improvement which focuses on the effect on the learners. The quality assurance policy and procedures are comprehensive and well written and all staff use them. The company combines annual feedback from learners and employers with the evaluation of learning sessions and produces an annual report. Fareport deals with any issues raised from this feedback immediately, through the quality improvement process. The company uses this process to resolve problems and complaints, celebrate learners' achievements and share good practice. The company takes great care to ensure that no blame is attached to anyone when dealing with the quality improvement forms. Fareport reviews feedback at every senior management meeting and, where appropriate, passes on the details. The company uses the quality improvement process effectively and staff respect it. The weakness in the system is that there is no formal monitoring of the actions carried out and the effectiveness of their implementation. Actions are noted on the quality improvement forms and senior management know what is taking place and informally may be aware of the effect. There is no formal system to ensure that all actions are implemented and are having the required effect.

40. Development plans are good, clearly laid out and include outcomes, targets, monitoring and evaluation activities. They are clearly linked to the findings in the

self-assessment report. The development plans are the framework within which the quality improvement process operates. The company meets most target dates and, where it does not, it updates the plans. Fareport responds promptly to any identified areas for improvement. The previous inspection report for the work-based basic skills project identified several areas for improvement. The company dealt with all of these promptly and now there are no significant weaknesses.

41. The high quality of training, assessment and progress towards good achievement is supported by the process for observation of training, assessment and reviews. This is well organised, scheduled and effective. At present, only a few members of staff carry out the observations. There is detailed paperwork with a breakdown of specific points to look for and comment on. There is a grading system and staff receive constructive feedback. The company identifies actions, analyses results of the process and produces a report.

42. Internal verification is satisfactory and the company has a thorough procedure to ensure that it covers everything. Existing qualified internal verifiers have updated their qualification to enhance and improve their contribution to the implementation and development of the quality improvement arrangements. Reports from external verifiers are good.

43. The self-assessment process is satisfactory. Senior management take overall responsibility for the process and the company sets aside specific days for self-assessment. Teams carry out further work and take account of the feedback and evaluations from employers and learners. The written judgements in the self-assessment report are evaluative and self-critical and provide an accurate assessment of the company. The grading judgements made from the identified strengths and weaknesses are inaccurate and there are no contributory grades for equal opportunities and quality improvement. Overall, the inspectors agreed with the written judgements but increased all of the grades in the report.

AREAS OF LEARNING

Business administration, management & professional

Grade 2

Contributory areas:	Number of learners	Contributory grade
Business administration		2
Apprenticeships for young people	36	2
NVQ training for young people	1	none

44. Fareport offers programmes in business administration and management. In business administration there are 11 advanced modern apprentices, 25 apprentices and one participant on NVQ training. Management has two learners and was not inspected. Learners work predominantly in the Gosport, Fareham and Portsmouth areas. Most learners attend off-the-job training at Fareport's training centre in Fareham. The company recruits learners directly from employers or through progression from the E2E programme. Most of the learners are employed. The company assesses all of the learners' suitability and tests their levels of ability. Induction takes place at the training centre or at the workplace. Assessors visit the learners in the workplace every two to three weeks to provide training, assessment and to review their progress. The business administration team of four staff carries out all training, assessment and internal verification.

Business administration

Grade 2

Strengths

- high retention rates on all programmes
- good achievement in apprenticeship and NVQ training
- good progression through training and within employment
- very effective assessment process

Weaknesses

- insufficient involvement of employers in the programme

Achievement and standards

45. The retention rate is high. Over the past three years, 83 per cent of apprentices starting the programme have successfully completed it or are still in learning. Over the three years to 2003-04, 87 per cent of NVQ learners starting the programme have successfully completed it or are still in learning.

46. Apprenticeship and NVQ training achievements are consistently good. Seventy-five per cent of the apprentices starting in the years 2001-03 achieved their full framework. Of those starting in 2003-04, nearly half have already achieved, with a potential achievement rate of 81 per cent. Eight-five per cent of NVQ learners leaving over the past four years achieved their qualification. Ninety-five per cent of modern apprentices achieve their technical certificate at the first attempt and the pass rate in key skills exams is 85 per cent.

47. Progression for learners is good through training and in employment. Many learners progress from E2E to an NVQ at level 2 and then on to an NVQ at level 3 in business administration. Seven of the 11 advanced apprentices came from the E2E programme. Many learners are making good progress within their work. Most of them receive additional responsibility and a large number gain promotion while still training. Learners and employers recognise a significant increase in the learners' skill and confidence and attribute this to the programme. The rate of progress for learners in modern apprenticeships is satisfactory. Some learners are making good progress but a few are predicted to finished beyond their planned completion date.

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	7	100	7	100	2	100	4	100								
Retained*	0	0	2	29	2	100	1	25								
Successfully completed	0	0	1	14	1	50	1	25								
Still in learning	7	100	4	57	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	100	22	100	26	100	20	100								
Retained*	0	0	16	73	20	77	15	75								
Successfully completed	0	0	10	45	19	73	15	75								
Still in learning	16	80	8	36	1	4	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									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	0	0	7	100	1	100	6	100								
Retained*	0	0	5	71	1	100	5	83								
Successfully completed	0	0	5	71	1	100	5	83								
Still in learning	0	0	1	14	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

48. The assessment process is very effective. Assessors visit work placements frequently and regularly. Apprentices are visited at two-weekly intervals and advanced apprentices at two- to three-weekly intervals. Assessment planning is good. Short-term targets are

challenging but achievable and motivate the learners. Unit assessment is well planned and evidence is appropriately cross-referenced to all relevant elements of the programme. Monitoring is good. Useful graphical representations of progress keep learners and staff aware of what the learners have achieved and what they still need to do. Learners are fully aware of their progress and the requirements of the programme. Assessment planning is flexible to meet the needs of the learner and the workplace. The company uses a good range of assessment methods, such as observations, verbal questioning, professional discussion and witness testimony. Assessors integrate the technical certificate into the NVQ and use the learners' work effectively to complete key skills portfolio evidence.

49. Learners have a thorough initial assessment that identifies not only their ability and additional support requirements in literacy, numeracy and language skills, but also their learning styles. The company records this information clearly on the individual learning plan and uses it effectively to tailor the programme to meet learners' individual needs. Fareport also records the learners' prior achievement and experience and uses this information to develop an appropriate learning plan. Arrangements for additional learning support are satisfactory. Where additional learning needs are identified, learners receive suitable specialist help. Training is good, with a rich mix of teaching techniques taking learning styles into account. It is well structured with suitable learning materials. Business administration programmes match learners' aspirations. Learners who are found work placements are well matched to their roles. Employed learners joining the programme have their work role cross-referenced to the optional units.

50. Fareport fully checks employers' premises to ensure safe and healthy working environments. Assessors suitably reinforce health and safety throughout the programme. Induction to the programme is satisfactory. Learners receive appropriate information to choose the right programme and to understand fully the requirements for successful completion.

51. The staff support learners well. If necessary, they provide additional individual training sessions. The learners greatly appreciate this personal coaching approach. Relationships between the tutors and learners are good and learners look forward to their visits. Staff give learners support outside normal working hours. The learners have ready access to their assessors through telephone, e-mail and frequent personal contact.

52. Staff have a good relationship with learners' employers but many employers are insufficiently involved in the programme. Employers are not included in the learners' progress reviews. They receive copies of the documents but do not routinely receive information regarding the future activity of the learners and the evidence required to complete the next stage of their programme. Many supervisors have insufficient knowledge of the programme. Some employers said they would value greater involvement to help the learners to progress.

Leadership and management

53. Senior management set the business administration team clear targets to ensure quality improvement and promotion of good-quality training and support. The quality of the programme is a priority. The programme is well managed. Staff meetings are regular, relevant and suitably recorded. Staff function well as a team and are responsive to employers and learners. Staff are well qualified, have a good range of experience and have a strong commitment to the learner. They ensure that learners are well taught, safe and feel

valued. The equipment, learning resources and accommodation are satisfactory. Learning materials are good but the training computers are below current industry standard.

54. Reinforcement of equality of opportunity is good and learners' awareness of equality and diversity is satisfactory. However, there is no plan to increase recruitment from under-represented groups. Quality improvement is satisfactory, although sometimes informal. The self-assessment process is satisfactory, although the report did not identify the weakness found by inspectors even though it had been identified in a previous inspection as requiring improvement.

Hairdressing & beauty therapy**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Hairdressing Apprenticeships for young people	21	2 2

55. Fareport subcontracts all the hairdressing provision to Hair Ott, which is a privately owned hairdressing company with three salons in Portsmouth. There is one advanced apprentice and 20 apprentices. Hair Ott's staff carry out the training, assessment and internal verification. Learners are recruited and employed by the company. All learners receive practical training within the training school at the North End salon. Background knowledge and key skills training is delivered in the Cosham salon. All assessment takes place in the workplace and learners are reviewed every four weeks.

Hairdressing**Grade 2***Strengths*

- good achievement rates
- strong support for learners
- good progression opportunities
- highly effective induction process

Weaknesses

- insufficiently focused initial assessment

Achievement and standards

56. Achievement rates for hairdressing on apprenticeship programmes are good. Forty-eight per cent of learners starting in 2003-04 have achieved their full framework and 40 per cent still remain in learning. Ninety per cent of the learners who started in the year 2004-05 are still in learning with the potential to achieve their modern apprenticeship.

57. Learners reach a higher standard of practical skills than that required for the NVQ. They benefit from the regular training sessions and attend twice a week for background knowledge and practical skills. Hair Ott's training managers and assessors deliver practical training skills in the training school and learners make good progress towards unit completion. The portfolios are satisfactory and contain a range of evidence linked to the learners' performance. They are clearly referenced and professionally presented.

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													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	0	0	14	100												
Retained*	0	0	10	71												
Successfully completed	0	0	9	64												
Still in learning	0	0	1	7												

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

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	10	100	27	100												
Retained*	0	0	14	52												
Successfully completed	0	0	13	48												
Still in learning	9	90	11	41												

*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

58. Learners receive regular, well-planned training twice a week at the training school. The standard of the learners' work is good and they receive structured and individual training in small groups. Practical skills are taught to a high level in commercial and professional settings. The modern, well-resourced salons use a range of high-quality products and equipment. The learners participate in additional enrichment activities, such as training in hair extensions and the opportunity to take part in photographic shoots and competition work. Training with leading manufacturers is planned regularly. Appointment sheets in the training salon clearly state the individual assessment and training needs for each learner.

59. The company provides the learners with strong support. Reviews take place every four weeks and all the learners attend a review day with their managers and salon assessors. Learners take part in the target-setting and monitoring of progress. The company sets and reviews measurable targets and links assessment plans closely to the learners' requirements. Learners are coded red, amber or green according to the level of concerns that they raise. Training managers focus on any problem areas and arrange for any additional support or assessments for the learner.

60. The opportunities for career progression are good. Hair Ott's staff are positive role models to the learners. Many of the learners started as Saturday assistants and many of the senior staff started in the same way and have progressed through the company. Many of the learners are following the same progression route and have clear career paths. Regular staff appraisals identify possible career opportunities and further training.

61. The induction process is highly effective. Learners take part in a four-day company

induction away from the salon site, during which they are introduced to key members of staff and participate in ice-breaking and team-building activities and equal opportunities training workshops. During the induction, learners receive information relating to the company's guidelines, contracts of employment, and training arrangements. Linked to the induction and initial assessment is a three-month trial period. The learners are monitored in their salon and the salon manager completes reports during this time to ensure that they are suited to the programme. Learners enjoy the induction and say that it helps them to feel part of the salon team.

62. Key skills training and delivery are satisfactorily integrated into the NVQ. Learners complete work-related assignments in conjunction with their main programme. The delivery of background knowledge is satisfactory. Learners attend weekly workshops at the Cosham salon. The accommodation is sufficient for small groups and the resources are of a satisfactory standard. The learners purchase a hairdressing kit at the start of their training, which includes electrical equipment, tools and a hairdressing textbook.

63. Initial assessment does not sufficiently focus on the learners' literacy and numeracy needs. The company uses a range of initial assessment tools but there is no formal method to assess the learners' specific and measurable needs. Screening tests do not identify the level or type of support necessary to enable the learners to develop any specific literacy or numeracy skills. Fareport provides all of its learners with informal support but does not record this.

Leadership and management

64. Internal verification is satisfactory. There are two internal verifiers at Hair Ott. Internal verification is well planned throughout the programme and records contain constructive feedback to assessors. Staff development for assessors is good. Fareport offers a regular plan of training activities for staff to attend and many of the staff at Hair Ott have started assessors' and training awards. Staff have attended standardisation meetings and workshops relating to initial assessment and assessment planning.

65. The company's most recent self-assessment report was not very detailed. Inspectors agreed with the strengths identified but raised an additional weakness on initial assessment. Inspectors gave a grade higher than that in the self-assessment report.

Health, social care & public services**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Care		2
Apprenticeships for young people	33	2
NVQ training for young people	7	none
Other government-funded provision	30	2
Early years		2
Apprenticeships for young people	25	2
NVQ training for young people	5	none

66. Fareport delivers NVQ programmes in care at levels 2 to 4 and in early years at levels 1 to 3. In care there are five advanced apprentices, 28 apprentices, seven learners on NVQ training and 30 learners on the ESF-funded Raising Skills Awareness for Care programme. Out of 33 modern apprentices, two of them are men. In early years there are three advanced apprentices, 22 apprentices and five learners on NVQ training. There is one man out of 25 modern apprentices. There are also five learners on the new programme-led pathways and they receive a training allowance. Learners attend the Gosport training centre for their off-the-job training, usually at fortnightly intervals. They also attend for additional specialist courses. In some cases, off-the-job training takes place in the workplace. Most learners are directly employed in nurseries, early years settings, and residential or nursing homes. Learners on the programme-led pathways are in placement and attend weekly for off-the-job training. Sixteen per cent of learners have a declared disability or learning difficulty. Fareport employs eight peripatetic assessors, who also provide training, and has six work-based assessors. There is one internal verifier with two staff working towards the qualification. In addition, two internal verifiers are work-based.

Care**Grade 2***Strengths*

- good retention and progress on the ESF-funded programme
- good off-the-job training
- highly effective partnerships
- highly effective personal support
- good professional development of staff

Weaknesses

- no significant weaknesses identified

Achievement and standards

67. Retention and achievement on the ESF-funded programme are good. Of 39 starts in August 2004, seven learners have already achieved an NVQ at level 2 and one has achieved an NVQ at level 4. All but one remain in training. In other programmes, learners are making satisfactory progress in achieving units towards their NVQs, and technical certificates and key skills for apprentices. There was unsatisfactory achievement in NVQ

FAREPORT TRAINING ORGANISATION LIMITED

training in 2002-03, but in the following year, 59 per cent achieved the award with some still in learning.

68. Learners work together, showing a sound awareness of the rights and needs of service users and children. They recognise how their occupational practice has improved as a result of their learning. Most learners' portfolios are well organised and the standard of work is satisfactory. Learners' work demonstrates an increasing use of 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		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3	100	3	100	1	100	9	100								
Retained*	0	0	0	0	0	0	7	78								
Successfully completed	0	0	0	0	0	0	7	78								
Still in learning	3	100	2	67	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	22	100	17	100	11	100	18	100								
Retained*	0	0	8	47	7	64	11	61								
Successfully completed	0	0	3	18	6	55	3	17								
Still in learning	21	95	7	41	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									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4	100	22	100	4	100	2	100								
Retained*	0	0	14	64	2	50	1	50								
Successfully completed	0	0	13	59	1	25	1	50								
Still in learning	4	100	3	14	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

Other government funded																	
Other government-funded provision	2004-05																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	39	100															
Retained*	38	97															
Successfully completed	8	21															
Still in training	30	77															

*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. Off-the-job training is good. It is well planned to meet individual learners' needs, and includes a good variety of activities. Friendly, positive staff create a supportive environment in which learners progress with confidence. There are frequent checks on learning and understanding. Training is well linked to occupational settings. Individual learning plans include an analysis of learning styles, which Fareport uses to help plan the training. Many employers also provide good additional training opportunities and assessors use these to identify courses which might benefit particular individuals. Employers are well informed about NVQs and are supportive of the learning process. They are willing to change duties to enable learners to match the unit requirements. Assessors use a good variety of assessment methods to meet the needs of learners who lack confidence in writing.

70. Staff benefit from a good staff development programme, which is coherently planned to provide effective training in the particular skills needed for working with the learners. These include key skills, assessor and teacher training. Staff also achieve particular qualifications which enable them to work effectively with employers on improving care practice, such as the manual-handling trainers' qualification. They attend training that employers offer and in this way maintain their occupational skills and good links with employers.

71. The company has a highly effective range of partnerships. The network arrangements promote the sharing of good practice and standardisation with other providers. The imaginative e-learning project involves learners who might otherwise not have returned to learning. A pre-NVQ course run in 2003-04 acted as a taster for learners, many of whom progressed to a full programme.

72. Learners receive very good individual support. Initial assessment is good and includes literacy, numeracy and a learning styles assessment. The individual learning plan is detailed and helps assessors to provide good and responsive levels of support based on sound knowledge of learners' individual needs. Many learners receive additional visits to enable them to succeed. The company breaks down assignments into small, manageable tasks for some learners, and frequently checks their progress. Fareport lends the learners laptop computers if it helps them to complete their assignments. It integrates literacy and numeracy support with the off-the-job training and visits to learners. Separate literacy and numeracy support is available if required. For example, the company provides dyslexic learners with coloured overlays and handouts. Assessors and managers act as advocates for their learners if difficulties arise. Where necessary, there are good links with referral agencies to provide further support for learners. Employers and learners value the support

provided.

73. Internal verification and assessment are sound. Fareport holds regular standardisation meetings and observes assessors as part of the quality assurance process. The company thoroughly documents and carefully monitors learners' progress and regularly informs employers of this. Resources and accommodation are satisfactory. Many of the learning materials include the appropriate promotion of equality and diversity, as required by the curriculum. Some employers make good additional resources available to learners.

74. A satisfactory induction process takes place over three visits to the workplace for modern apprentices. One of the visits includes initial assessment for key skills support. Other learners have two visits for their induction.

Leadership and management

75. Fareport manages the programme area effectively. A cohesive team has a strong focus on improving the learners' experience and enabling them to succeed. Staff are involved in the self-assessment process. The judgements in the self-assessment report were found to be largely accurate, although there was a lack of confidence in weighting the strengths and weaknesses. Staff have targets for their learners and review progress against them monthly.

Early years

Grade 2

Strengths

- good off-the-job training
- good professional development of staff
- highly effective partnerships
- highly effective personal support

Weaknesses

- no significant weaknesses identified

Achievement and standards

76. Retention and achievement in early years programmes are satisfactory. In 2002-03, achievement of apprenticeships was unsatisfactory at 25 per cent, but this improved to 59 per cent in 2003-04. Fareport recognised that the delay in introducing key skills was affecting the rate of progress and has taken steps to rectify this. Current learners are making good progress towards completion of the framework, including key skills and technical certificates. So far this year, 12 learners have passed the technical certificate external examination. Most learners make good progress with NVQ unit completion and many are now achieving well within their target date.

77. Learners work together, showing a good understanding of the needs of children's developmental stages. They describe how their off-the-job planning for children's activities is translated into practice in the occupational settings. Most portfolios are well organised and the standard of work is satisfactory. Learners' work demonstrates an increasing use of IT and learners are confident in identifying possible uses of IT in the early years settings.

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	2		1		5	100	8	100									
Retained*	0		0		2	40	7	88									
Successfully completed	0		0		2	40	4	50									
Still in learning	2		1		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	7		21		12	100	14	100									
Retained*	0		6		8	73	9	50									
Successfully completed	0		0		3	27	5	28									
Still in learning	6		12		4	36	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										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	0		1		6	100	1	100									
Retained*	0		0		4	100	1	50									
Successfully completed	0		0		0	0	1	50									
Still in learning	0		1		4	100	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

78. Off-the-job training is good. It is well planned to meet individual needs and includes a good variety of activities, which are often simple but lively and imaginative. Friendly, positive staff create a supportive environment in which learners can progress with confidence. There are frequent checks on learning and understanding. Learners acquire techniques to improve their study skills, such as mind-mapping. Learners and tutors make good links to occupational settings. Individual learning plans include an analysis of learning styles, which Fareport uses to help plan the training. Many employers provide additional training opportunities. Employers are well informed about NVQs and are very supportive of the learning process. They are prepared to move learners between age groups to enable them to match the unit requirements. Assessors use a good variety of assessment methods to meet the needs of learners who lack confidence in writing.

79. Staff benefit from a good staff development programme, which is coherently planned

to provide effective training in the particular skills needed for working with the learners. These include key skills, assessor and teacher training. Staff also have opportunities for occupationally specialist courses, which ensure that they maintain their professional skills and provide further opportunities for strengthening links with employers.

80. Fareport has developed highly effective partnership arrangements. The network arrangements promote the sharing of good practice and standards with other training providers. The imaginative e-learning project involves learners who might otherwise not have returned to learning. Having achieved their qualification, several of the e-learners have continued into other programmes. The learners on the programme-led pathways benefit from placements that lead on to apprenticeships and employment for many of them. Fareport has recently gained approval as one of the members of a CoVE with three colleges. Part of its role is to produce treasure chests of musical instruments and role-playing costumes which promote cultural diversity, and it will make these available to early years settings.

81. Learners receive very good individual support. Initial assessment is good and includes literacy, numeracy and a learning styles assessment. The individual learning plan is detailed and helps assessors to provide good and responsive levels of support based on good knowledge of learners' individual needs. Many learners receive more frequent visits to enable them to succeed. Some learners on the programme-led pathways are visited as frequently as twice each week. The company breaks down assignments into small, manageable tasks for some learners and frequently checks their progress. Fareport lends the learners laptop computers if it helps them to complete their assignments. It integrates literacy and numeracy support with the off-the-job training and visits to learners. The company provides dyslexic learners with coloured overlays and handouts. Assessors and managers act as advocates for their learners if difficulties arise. The learners' growth in confidence encourages them to progress to the next level, or to attend programmes to improve their general literacy and numeracy skills. Fareport takes great care to place learners on programme-led pathways to ensure that they are in supportive work environments. Where necessary, there are good links with referral agencies to provide further support for learners. Employers and learners value the support provided.

82. Internal verification and assessment are sound. Fareport holds regular standardisation meetings and observes assessors as part of the quality assurance process. The company thoroughly documents and carefully monitors learners' progress and regularly informs employers of this. Resources and accommodation are satisfactory. Many of the learning materials include the appropriate promotion of equality and diversity relating to early years settings as required by the curriculum. Some employers make good additional resources available to learners.

Leadership and management

83. Fareport manages the programme area effectively. A cohesive team has a strong focus on improving the learners' experience and enabling them to succeed. Where the company has identified weaknesses, such as key skills issues, it has taken effective measures to rectify them. Staff are involved in the self-assessment process. The judgements in the self-assessment report were found to be largely accurate, although there was a lack of confidence in weighting the strengths and weaknesses. Staff have targets for their learners and review progress against them monthly.

Foundation programmes**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i> Entry to Employment	87	2 2
<i>Literacy and numeracy</i> Other government-funded provision	34	1 1

84. Fareport offers two foundation programmes, E2E and a two-year work-based basic skills project. There are 87 E2E learners, including five learners on the 'young mums to be' programme. Learners are referred to E2E by Connexions, other agencies or themselves. Many learners progress to the programme from Fareport's provision for 14-16 year olds from local schools. All learners follow a range of programme options, including personal and social development, citizenship, work preparation, IT, and literacy and numeracy. Learners attend for a minimum of 16 hours each week. Many of them have a work taster or work placement during the programme. The company encourages the learners to take national tests in literacy, numeracy and key skills.

85. The work-based basic skills project is a two-year project due to finish in August 2005. Fareport provides literacy and numeracy programmes and support from entry level to level 2 for adult learners in employment who have few or no qualifications. There are currently 34 learners. About 50 per cent of learners are from the care sector. Most training takes place on employers' premises. Additional group support is offered in the Gosport training centre and individual support is offered in the Fareham training centre.

86. The skills for life manager is responsible for all the foundation programmes. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. There are two E2E managers, one in Gosport and one in Fareham. There is a team of 18 staff working in this area.

Employability/employment training**Grade 2***Strengths*

- good achievement and progression
- good teaching and learning
- very good activities to develop personal and vocational skills
- particularly good individual personal support

Weaknesses

- insufficient recording of learning targets

Achievement and standards

87. The achievement of key learning goals is good. Forty-three per cent of learners have learning difficulties and disabilities and many have multiple disadvantages. In 2002-03 and 2003-04, 45 per cent of starters progressed into employment, further education or

work-based learning. These figures do not take account of the 15 'young mums to be' learners who did not complete their programme when they left to give birth. Learners follow additional qualifications in first aid, literacy, numeracy and key skills. Sixty-nine per cent of starters in 2003-04 achieved their literacy and/or numeracy at entry level to level 2. In 2004-05, 71 per cent have already achieved.

88. E2E learners make good progress in achieving the goals in their learning plans. Effective strategies motivate the learners to gain work-readiness skills early in their training. They gain confidence from the personal skills development, for example, using body language effectively in role-play to practise for interviews. Eleven E2E learners have progressed to the apprenticeship in business administration, with seven learners now on the advanced apprenticeship. Six learners have gained employment with Fareport following completion of their E2E programme. The average length a learner stays in training is increasing. In 2002-03, it was 13 weeks, in 2003-04, it reached 17 weeks, and in the current year has extended to 20 weeks. Attendance is satisfactory at 67 per cent.

LSC funded work-based learning																	
Entry to Employment	2004-05		2003-04		2002-03												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	173	100	227	100	221	100											
Progression ¹	41	24	101	44	56	25											
Achieved objectives ²	28	16	103	45	100	45											
Still in learning	75	43	12	5	0	0											

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

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

The quality of provision

89. Teaching and learning are good. All lessons observed were satisfactory or better. The effective induction helps learners understand their programmes and what is expected of them in relation to attendance, punctuality and behaviour. Initial assessment is good, with all staff trained to use a broad range of assessment methods. Classroom management is good, with high standards of behaviour demanded and achieved. Creative tutors use innovative ways to engage learners previously resistant to learning. Teaching and learning resources are appropriate. Practical resources are good and are often made by the tutors. The monitoring of learners' development of personal and social skills is thorough. Tutors work together effectively and have a good rapport with their learners, who are enthusiastic about their learning.

90. A wide range of good activities helps learners to develop their personal and work skills. The well-planned citizenship programme challenges learners. It involves attendance at conferences, outside visits, and trips abroad for culture, politics and history topics. Learners negotiate and organise charity events and community activities, including a summer carnival. Visiting speakers introduce topics that enhance debate on current affairs. Learners produce videos of their activities. Involvement in the citizenship programme has been particularly effective in extending the learners' average stay. The company promotes equality and diversity effectively. In one session, 19 learners divided into groups to experience the effect of having a range of sensory and physical disabilities. They

recorded their learning by producing wall posters. Many lessons include practical activities including gardening and fitness. Learners on the 'young mums to be' programme host coffee mornings for those who have had their babies. This is to give them support and to encourage them to consider returning to their E2E programme.

91. Individual support for learners is particularly good. The thorough and effective initial assessment gives tutors a good knowledge of learners' individual needs. Well-planned literacy and numeracy sessions are an integral part of the programme where required. Support is linked to the core curriculum and Fareport encourages them to work towards the national tests in literacy and numeracy. The company works well with a broad range of partners to provide support. There is help for learners on living independently and keeping to a budget. Young parents receive specific support. A Connexions personal adviser visits regularly to provide informal counselling sessions and referral to specialist agencies. Recruitment and induction to E2E are well organised and particularly effective in providing a smooth transition for those learners who progress from Fareport's 14-16 provision. Individual appointments can be made for induction, and prospective learners can attend for tasters.

92. Resources are satisfactory overall. Staff have been well supported in their roles, and the programme for their development is effective. Teaching and learning materials are generally good. IT equipment is satisfactory, with internet access and up-to-date software. In the Gosport training centre, the accommodation for most sessions is in one open-plan room. It is noisy and there is little private space for individual discussions or quiet study. This does not appear to have a negative effect on the learners. The base room for learners on the 'young mums to be' programme is small. In the Fareham training centre, rooms are small and this inhibits large group work and practical activities. Plans to relocate E2E provision in Fareham and reorganise the accommodation in Gosport are well advanced.

93. The assessment and verification processes are satisfactory. Visits are frequent, planned and monitored. Staff attend regular standardisation meetings and share information and good practice.

94. The recording of targets in individual learning plans is insufficient. Review documents are not always completed to reflect the close knowledge tutors have of learners' progress. Learning targets do not always take into account the information gained from initial assessment. Targets are often not specific or measurable and do not contain information about the small steps that the learners need to take. Some targets are insufficiently challenging for learners. Fareport has already identified the need to improve target-setting in reviews.

Leadership and management

95. Staff informally discuss learners' progress and their successes and concerns. Regular formal meetings take place, with minutes circulated and good practice shared. Arrangements for staff development are good and all staff hold, or are working towards, appropriate teaching and assessor qualifications. There are regular training updates, for example key skills, lesson planning, IT training, diagnostic assessment, and equality and diversity. The company uses management information in management meetings and to set targets for assessors.

96. The understanding and reinforcement of equality of opportunity and diversity are

good. They are particularly well promoted in the E2E citizenship programme. Learners and staff demonstrate a strong culture of inclusiveness and mutual respect. Staff explain the policy and procedure documents in induction using a video and questionnaire. However, these documents are too complex and lengthy for many learners to read.

97. Quality improvement arrangements are good. Fareport uses lesson observations effectively to motivate staff and share good practice. The company takes prompt action in response to learners' complaints. Most key components of training are audited. The company's most recent self-assessment report recognised many of the strengths and weaknesses found in inspection.

Literacy and numeracy

Grade 1

Strengths

- very good progression and achievement
- very good teaching and learning
- responsive and flexible provision to meet individual needs
- particularly good individual personal support

Weaknesses

- no significant weaknesses identified

Achievement and standards

98. Progression and achievement are very good. Learners have low skill levels when they enter the programme and many have had no formal learning for many years. They grow in confidence and are highly motivated to achieve their learning goals. Learners produce a high standard of work in their portfolios. They are proud of the rate of progress they make and request additional work to complete at home despite their work commitments. Those learners who are also working towards an NVQ make good progress because of improvements in their literacy and numeracy. In 2003-04, 74 per cent of learners achieved their literacy and/or numeracy certificates.

Other government funded																
Other government-funded provision	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	47	100	31	100												
Retained*	15	32	23	74												
Successfully completed	15	32	23	74												
Still in training	29	62	5	16												

*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

99. Teaching and learning are very good. Tutors have a very good knowledge and understanding of the core curriculum. The company uses a broad range of tests for initial assessment of learners' needs. This is very effective in identifying prior learning, learning

needs and preferred learning styles. Lessons are well planned using this information. Fareport uses a variety of methods and resources to stimulate discussions and encourage written work. Each individual's programme is carefully planned with the learner, and each new skill is recorded and reviewed at the end of the session and new targets set. One learner who identified fractions as a particular weakness described how she had mastered the calculation. Topics are vocationally relevant. The company is reviewing the documents that it uses, as tutors have identified weaknesses in the design of the forms.

100. Provision is responsive and flexible to meet the individual needs of learners. Effective networking with a range of partners identifies potential learners. Currently, 12 employers are involved in the project. Workplace supervisors often study alongside their staff to improve their skills and qualifications together. The enthusiasm of learners encourages other staff members to enquire about the project. Careful attention is given to negotiating all aspects of the programme. Tutors are flexible in agreeing to vary attendance times for visits and reviews and for the length of the sessions. Attention to detail in target-setting and in describing the small steps of learning in the individual learning plans is outstanding. All learners are extremely positive about the relevance of the activities to their life and work and their effect.

101. Fareport's staff work effectively with employers and partners to provide support. All prospective learners have a thorough explanation of what their programme entails. Telephone calls and contact by text message are frequent. Extra visits are made if required. There is individual additional support in Fareham and a weekly group session in Gosport. Learners value the support they receive and its importance in helping them achieve their qualifications and learning goals. Two learners have progressed by one level in literacy and this has supported them in completing their NVQ units in care.

102. Assessment and verification processes are satisfactory. Very frequent visits are planned with learners and employers and the quality is monitored.

103. Resources are satisfactory. Staff are well supported in their roles and the programme for their development is effective. Teaching and learning materials are often prepared for each learner and are very good. The standard of accommodation on employers' premises varies but thorough health and safety checks are made. Accommodation and facilities have little effect on learners' motivation or progress.

Leadership and management

104. Management of the foundation area is good overall. Communication is good both inside the organisation and with employers and partners. Much support has been given to the project team through effective staff development.

105. Quality improvement measures are effective. Fareport has responded well to the areas for improvement identified in the previous inspection of the project. Induction on employers' premises was an area for improvement and the development of this has benefited the whole organisation. Learners now receive a pack that clearly explains their rights and responsibilities and expectations for their programme. Assessment and review were judged to be weak. Learners now receive a full and careful analysis of their learning needs in induction. Their individual learning plans contain detailed and relevant information. Long-term goals are broken down into specific short steps in learning and all activity is cross-referenced to the core curriculum. The quality of reviews is now audited

and they are much improved. The company continually reviews all of the documents that it uses.

106. This project was part of the section on essential skills within the self-assessment report. Inspectors agreed with the strengths and added the very good teaching and learning. Overall, the grade for essential skills in the self-assessment report was inaccurate, based on the identified strengths and weaknesses, and the inspectors gave a higher grade.

