INSPECTION REPORT

Training 2000 Limited

21 April 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

Training 2000 Limited

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Training 2000 Limited (Training 2000) is a registered charity governed by a non-executive board drawn from its member companies. It provides work-based learning programmes from its headquarters in Blackburn, Lancashire and two smaller centres in Rawtenstall in the east of the county and Blackpool in the west.

2. Training 2000 was formed in 1989 by a merger between Accrington and District Group Training Scheme and Blackburn and District Group Training Association. In January 2001, the engineering provision of a failing provider was transferred to the company. In October 2002, Training 2000 merged with Training Development Services (NW) Ltd whose work-based learning provision was based in the Rossendale Valley. In February 2003, the company acquired Fylde Training which delivered engineering and business administration on the Fylde coast.

3. Training 2000 provides work-based learning programmes for young people in construction, engineering, business administration, health and social care including dental nursing and foundation programmes. It also provides work-based learning in retailing but this was not inspected. Training 2000 has a contract with Lancashire Learning and Skills Council (LSC) for its work-based learning. It also contracts with Jobcentre Plus to provide work-based learning for unemployed adults, New Deal for young people and New Deal 25+.

4. The company employs 216 staff and a management team that includes a chief executive and seven senior managers. Each of these managers is responsible for a key area of the company's business and includes a contracts and quality improvements manager, a foundation programmes manager, a commercial training services manager, company secretary and accountant, marketing and promotions manager, and two senior operations managers. The chief executive reports to a chairman and a board of nine directors.

OVERALL EFFECTIVENESS   Grade 2

5. **The overall effectiveness of provision is good.** Training 2000's leadership and management are good, as are its arrangements for equality of opportunity and quality improvement. In construction, engineering, technology and manufacturing, business administration, management and professional, health, social care and public services, and foundation programmes the provision is good. In ICT the provision is satisfactory.

6. **The inspection team were broadly confident in the reliability of the self-assessment process.** Inspectors found most sections of the self-assessment report to be accurate. Self-assessment is thoroughly integrated in Training 2000 and the current report is the sixth to be produced. Most staff assess the quality of provision. Progress towards fulfilling the requirements of the resulting development and action plans is thoroughly monitored. During the following year, the progress monitoring aids staff to identify further matters which start the next self-assessment process. The strengths and weaknesses identified by

the company in the present self-assessment report matched those identified by the inspectors. However, in learndirect provision, judgements were found to be inappropriately based on inaccurate data.

7. **The provider has demonstrated that it is in a good position to make improvements.** Training 2000 has a clear and effective commitment to continuous improvement. Since the previous inspection the company has taken over the work of some other providers. It has been effective in raising the retention and achievement rates of these incoming groups of learners to the levels already found within the company. Training 2000 has good awareness of and involvement in regional and national initiatives to help raise the quality of the learners' experience. It has effectively established an engineering Centre of Vocational Excellence (CoVE) and has just successfully gained a motor vehicle CoVE. It has also gained a national standard for quality provision of information, advice and guidance.

KEY CHALLENGES FOR TRAINING 2000 LIMITED:

- continue to improve retention and achievement rates across the organisation
- carry out more assessment by direct observation in the workplace
- improve internal verification in engineering
- improve aspects of management in some occupational areas

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

Construction		2
Contributory areas:	Number of learners	Contributory grade
Construction crafts Employer training pilot	29	2
Building services Apprenticeships for young people	365	2

Engineering, technology & manufacturing		2
Contributory areas:	**Number of learners**	**Contributory grade**
Motor vehicle/cycle		
Apprenticeships for young people	268	2
Mechanical engineering		
Apprenticeships for young people	275	2
Electrical engineering		
Apprenticeships for young people	96	2
Employer training pilot	11	2

Business administration, management & professional		2
Contributory areas:	**Number of learners**	**Contributory grade**
Business administration		
Apprenticeships for young people	153	2
Employer training pilot	25	3
Accounting and economics		
Apprenticeships for young people	76	2

Information & communications technology		3
Contributory areas:	**Number of learners**	**Contributory grade**
Using IT		
learndirect	645	3

Health, social care & public services		2
Contributory areas:	**Number of learners**	**Contributory grade**
Care		*2*
Apprenticeships for young people	29	2
Other government-funded provision	42	2
Employer training pilot	64	2
Dental		*1*
Apprenticeships for young people	22	1
Other government-funded provision	4	1

Foundation programmes		2
Contributory areas:	**Number of learners**	**Contributory grade**
Employability/employment training		
Entry to Employment	212	2
Other contributory areas		
New Deal for young people	9	2
New Deal 25+ and work-based learning for adults	22	2

ABOUT THE INSPECTION

8. Six of the seven areas of learning offered by Training 2000 were reported on and graded. Evidence was examined from retailing and customer service, which was not reported on or graded separately, to support judgements in the key findings section of the report. All inspection took place during the one inspection week.

Number of inspectors	18
Number of inspection days	72
Number of learners interviewed	370
Number of staff interviewed	160
Number of employers interviewed	80
Number of subcontractors interviewed	11
Number of locations/sites/learning centres visited	3
Number of partners/external agencies interviewed	3
Number of visits	90

KEY FINDINGS

Achievements and standards

9. **Construction learners have very good on-the-job skills** and achieve high levels of performance demanded by employers. **Retention rates are good for all construction learners** and have improved well in advanced apprenticeship programmes. The achievement rate for advanced apprenticeships is satisfactory, **but learners on apprenticeships make slow progress towards framework completion**. Learners are enthusiastic and knowledgeable about the technical subject matter of their chosen specialist area. Learners' portfolios are of good quality.

10. **Achievement rates for all engineering apprenticeships and advanced apprenticeships are good in engineering and motor vehicle**. Retention rates across all engineering programmes have risen **and are now good. Learners develop good practical skills and knowledge** and produce good-quality work to industrial standards. Engineering learners on level 2 national vocational qualification (NVQ) programmes can enter employment in their second year and are able to carry out maintenance and installation tasks with little supervision. Learners achieve additional NVQ units to meet employers' needs and widen their skills base. Most learners achieve additional health and safety qualifications for abrasive wheels and safe handling and lifting. Some learners attend manufacturers' courses to enhance their workplace skills.

11. **Business administration and accounting learners develop good skills** that they use effectively in the workplace. They also demonstrate increased confidence, improved communication and team-working skills. Employers value their learners, many of whom make significant contributions to their organisations and some of whom have been

promoted. Most learners use their skills to help other colleagues. Framework completion rates for accounting learners are satisfactory. Pass rates on externally examined accounting courses are high. **Framework completion rates are low for learners starting administration apprenticeships in 2001-02 and 2002-03**. However, framework achievements are satisfactory in 2003-04 and in 2005 many learners are progressing well. **Learners' progression to higher-level qualifications is good**. Achievement rates on level 4 accounting technician level programmes are good, and 70 per cent of learners who achieved this qualification in 2003-04 are now studying for professional accountancy qualifications.

12. Learndirect learners develop computer skills that meet their needs. Most have improved their confidence in using computers and effectively carrying out tasks such as sending e-mails, word processing and using spreadsheets. Completion rates on ICT courses are satisfactory. Most learners are encouraged to take individual modules of recognised qualifications. Approximately 60 per cent of learners in 2003-04 who started a module passed it.

13. **Achievement rates in care are good, as are retention rates for NVQs and apprenticeship frameworks**. All learners on the new employer training pilot (ETP) make good progress towards completing their qualification. Learners on all programmes gain appropriate skills and confidence. Three learners have university places to enter nurse training commencing in September.

14. **Achievement rates are excellent on all dental programmes**, with all of the learners starting courses in 2002-03 and 2003-04 achieving their qualification. **Retention rates are very good**. Off-the-job training meets employers' and learners' needs, and learners achieve very good transferable skills. Attendance at off-the-job training is very good, as is punctuality. Learners' portfolios are of very good standard and include a variety of evidence. Learners currently on the new apprenticeships are making good progress towards their key skills qualifications. Learners have the opportunity to complete a first aid programme and the achievement rate for this award is excellent.

15. **The qualification achievement rate on Entry to Employment (E2E), and pass rates on literacy qualifications on E2E and basic employability training (BET) are good**, as are rates of progression into work-based learning, further education and training from foundation programmes.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Business administration, management & professional	0	2	1	0	3
Engineering, technology & manufacturing	0	5	2	0	7
Foundation programmes	0	3	3	0	6
Health, social care & public services	0	3	1	0	4
Information & communications technology	0	0	1	0	1
Total	**0**	**13**	**8**	**0**	**21**

16. **Learners receive good training in business administration and accountancy**. Employers ensure that learners are shown how to use equipment and computer systems, and clearly define their work role. They provide ongoing and flexible training to meet

learners' needs and enable them to progress. A wide range of additional training opportunities are available covering such subjects as time management, customer service, appraisals, tax, audit, accounting software and first aid. Some learners gain additional qualifications such as nationally recognised computing qualifications. The training provided at the Training 2000's centres is equally good. It is held in very well-equipped centres, where tutors use a wide range of teaching methods.

17. **Construction learners' progress is monitored very well**. Staff know the extent of learners' achievements on all aspects of their framework and keep good records. Detailed records identify what learners have achieved and targets are set to aid learners' progress. Training 2000 carefully monitors the subcontractors which deliver and assess aspects of learners' framework qualifications. Learners' monitoring sheets are regularly updated and their progress against targets is effectively monitored at team meetings. Training 2000 uses a useful progress system to identify learners who are not progressing as planned, and staff implement additional support measures to deal with any concerns.

18. **Off-the-job training in engineering and motor vehicle is particularly effective**. Training is well planned and implemented with each learner having a customised training programme, developed by staff and employers. The programmes are comprehensive with optional and additional units selected to meet employers' work activities and production needs. All learners are trained in welding, fabrication and machining to give them extra skills that may assist them in employment.

19. **The CoVE engineering resources are very good**, with many modern computerised machines available. The workshops are well equipped with industrial-standard equipment. Staff use excellent pneumatic and electrical simulators to set problem-solving tasks which provide learners with good assessment possibilities and confirm their understanding of various systems. Accommodation and resources in the engineering training centre are also excellent.

20. **learndirect courses are well integrated to meet the needs of the local community**. One centre is located in an area with a very high proportion of minority ethnic group residents, many of whom have few qualifications. **Training 2000 has effective links with a diverse range of local employers**.

21. E2E learners are provided with a broad range of programmes. For example, they can do NVQs at level 1 in 11 different occupational areas.

22. Good partnership working is improving participation by E2E learners and is ensuring that their individual learning needs are met.

23. Resources for foundation learners are good and include fully equipped kitchens. These resources are used well to teach skills and concepts.

24. **Training 2000 offers a good range of work placements in dental care training** appropriate to learners' needs. Learners have good access to specialist clinics and practices to achieve optional specialist units and gain experience of disciplines such as orthodontics.

25. **Support for learners is good in all occupational areas**. In engineering, staff regularly

visit learners in the workplace for progress reviews and portfolio progress reports. They give learners good advice and guidance on portfolio development and set clear action plans and targets. Construction staff have good in-depth knowledge of their learners and can respond quickly and effectively to their needs. Business administration learners have very productive and supportive working relationships with staff. Mature learners on care programmes feel that the assessors are fun, approachable, explain things well and can always be asked for further explanation.

26. **Dental care learners receive good-quality individual progress reviews**, which they can request at any time. Very good target-setting in the reviews informs learners of what is expected of them.

27. Resources in ICT are satisfactory. The learning centres are well equipped with information technology (IT) infrastructure and reliable networks. Specialist software and equipment are available for learners with disabilities, although some of the software is not compatible with the learndirect course material. Tutors make insufficient use of additional material to support learning.

28. **Insufficient work-based assessment takes place in plumbing**, where the number of assessments conducted by direct observation by assessors in the workplace is low.

29. **In care, target-setting is weak on individual learning plans and in some progress reviews**. Individual learning plans record target dates for learners to complete the programme by, but not interim dates by which they should complete programme components or NVQ units. Targets set in progress reviews are not always sufficiently clear or related to the objectives on the learners' individual learning plans.

30. **On E2E programmes, training provided in the workplace is ineffectively planned and recorded**. Details of training are informally conveyed to learners and training staff. Learners are not always given the opportunity to develop a range of skills and some jobs have little variety to stimulate learning. Checks to ensure safe working environments are not always carried out before learners start with an employer.

31. **Individual learning programmes on foundation programmes are insufficiently co-ordinated and planned**. E2E and BET programmes have several strands that make up the complete programme for each learner. These strands are insufficiently integrated to provide a coherent overall programme. Opportunities for learners to develop and practise their skills in a variety of contexts are not maximised. Learners' progress reviews are conducted separately for each area and do not take sufficient account of learners' overall progression in the full programme.

32. Learners receive a satisfactory initial assessment which covers their literacy, numeracy and language skills. Those learners who are identified as needing additional learning support receive this satisfactorily, through coaching from Training 2000's learning support officers or at subcontracted colleges of further education.

Leadership and management

33. **Training 2000 sets a clear strategic direction suited to local and regional conditions** which is shared with and understood by staff. The company's mission statement and vision

are well conceived. Clear strategic objectives support the mission statement and help to implement the vision and mission. The development plan is supported by good strategic market analysis. Regular, effective reviews of senior managers' progress against strategic objectives are conducted.

34. **Training 2000 makes good use of targets and key performance indicators in most occupational areas**. Targets clearly relate to learners and the quality of the learning experience.

35. **The standard of communication within Training 2000 is exceptional**. Staff at all levels are very well informed through comprehensive formal and informal communications channels. A clear and appropriate meetings structure is in place. Meetings are generally attended, conducted and recorded well and are effective in identifying concerns, monitoring programmes and initiating actions. Training 2000 uses a wide variety of media to communicate. The company's intranet is updated regularly with important information on changes and on a wide range of company activities. Managers are responsive to matters raised by staff and learners. Learners can rely on rapid action in response to their requests and appropriate support to help them progress or stay on programme. External communications are equally good.

36. **Training 2000 generally manages training well**. Management actions over a period of time to improve training are proving to be effective, with improved retention and achievement rates in most occupational areas. The organisation has a clear and well-written strategy for improving retention and achievement rates. Staff concentrate their efforts on learners judged to be at risk of leaving their programmes or on late achievers, and give them effective support. Most employers are also involved in the process and make a valuable contribution to keeping learners on programme. Most weakness identified at the previous inspection have been rectified.

37. **Training 2000 manages its resources very well**. Resources were judged to be good at the previous inspection and Training 2000 has made significant and well-planned investments to improve them.

38. **The organisation's arrangements for equality of opportunity are particularly effective**. The clear and detailed equal opportunities policy states the principles to be applied and the expectations of staff. Training 2000 has introduced a number of very effective strategies to widen participation from under-represented groups. The overall participation rate of learners from minority ethnic groups is high. Learners with learning difficulties and mental health conditions are appropriately included in training provision. The participation rates of women in construction and engineering programmes are above that expected. Training 2000's recruitment and selection of learners for apprenticeships is fair and transparent. **However, the organisation carries out insufficient monitoring of its employer's equal opportunities policies**.

39. **Training 2000 has a clear and effective commitment to continuous improvement**. Since the previous inspection, the company has taken over the work of some other providers. It has been effective in raising the retention and achievement rates for these incoming groups to those already found within the company. The company has good awareness and involvement in regional and national initiatives to help raise the quality of the learners' experience. It has effectively established an engineering CoVE and has just

successfully gained a motor vehicle CoVE. It has also gained a national standard for quality provision of information, advice and guidance.

40. **Training 2000's quality assurance arrangements are very effective**. The company has a well-developed quality assurance strategy. It uses an internal audit system effectively to help ensure procedures secure improvement. Arrangements for contracting and monitoring the performance of subcontractors are comprehensive. More provision is now delivered directly because of previous poor quality of subcontracted provision. Most staff are involved in helping assess the quality of provision, and Training 2000 thoroughly monitors progress towards fulfilling the requirements of the resulting development and action plans. The company effectively collects learners', employers' and other interested parties' views. Feedback is analysed thoroughly, immediate actions required are carried out, and longer-term ideas are used to support self-assessment and development action plans. Self-assessment is thoroughly established throughout the company. Inspectors found most sections of the self-assessment report to be accurate.

41. Training 2000 has comprehensive procedures for centre approval and internal verification. Most areas of learning carry out effective internal verification. However, shortcomings exist in the internal verification of engineering programmes. Examples of good practice are not being followed and some learners' progress is being delayed.

42. **Senior managers have not paid sufficient attention to monitoring the learndirect curriculum area**. Staff in this area were unaware of their retention and achievement rates and were unable to set and monitor realistic targets.

Leadership and management

Strengths

- very effective strategic direction
- good target-setting
- exceptional communication
- good management of training
- very good and well-managed resources
- particularly effective equality of opportunity arrangements
- clear and effective focus on continuous improvement
- highly effective quality assurance arrangements

Weaknesses

- insufficient monitoring of learndirect provision
- some inadequate monitoring of work placements

Construction

Strengths

- good retention rates
- very good development of practical skills

- particularly effective support for learners
- very thorough monitoring of learners' progress

Weaknesses

- slow progress towards apprenticeship framework completion
- insufficient work-based assessment in plumbing

Engineering, technology & manufacturing

Strengths

- good retention rates
- good achievement rates in recent years
- good skills development and achievement of additional qualifications
- particularly effective off-the-job training
- good support for learners
- very good engineering resources
- good progression for learners

Weaknesses

- shortcomings in internal verification in engineering

Business administration, management & professional

Strengths

- good skills development
- good progression to higher-level qualifications
- good training
- wide range of very effective support for learners
- particularly effective continuous improvement

Weaknesses

- low framework completion rates for administration learners starting between 2001 and 2003

Information & communications technology

Strengths

- particularly good support for learning
- strong links with employers
- good integration of learndirect into the community

Weaknesses

- inadequate recognition and recording of learners' achievement

- very poor use of data to monitor learners' and programme performance

Health, social care & public services

Care *Grade 2*

Strengths

- good retention rates
- good achievement rates on NVQ programmes
- good range of programmes to meet learners' needs
- highly effective support for learners

Weaknesses

- weak target-setting on individual learning plans and some progress reviews
- insufficient co-ordination of on- and off-the-job training

Dental *Grade 1*

Strengths

- excellent achievement rates on NVQ programmes
- very good retention rates on all dental programmes
- particularly effective monitoring of progress
- highly effective support for learners
- very good work placements

Weaknesses

- no significant weaknesses identified

Foundation programmes

Strengths

- good achievement rates
- good pass rates on literacy qualifications
- good progression opportunities on E2E programmes
- good use of resources to develop learning
- wide range of programme options to meet E2E learners' needs
- good partnership working to support E2E learners' needs

Weaknesses

- ineffective planning of workplace learning on E2E programmes
- insufficient co-ordination of individual learners' programmes

WHAT LEARNERS LIKE ABOUT TRAINING 2000 LIMITED:

- the friendly and helpful tutors
- being paid to learn
- being able to relate learning to the workplace
- gaining nationally recognised qualifications
- the 'brilliant training facilities'
- the good employment opportunities
- learning while working

WHAT LEARNERS THINK TRAINING 2000 LIMITED COULD IMPROVE:

- the amount of paperwork required in training - it is considered 'too much'
- the amount of time spent on practical work in the training centre
- the accommodation, by providing a 'learner room to work in if you want to at break time'
- the standard of car parking facilities at the main site
- the amount of time to do the work
- the standard of learners' pay

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 2
Strengths

- very effective strategic direction

- good target-setting

- exceptional communication

- good management of training

- very good and well-managed resources

- particularly effective equality of opportunity arrangements

- clear and effective focus on continuous improvement

- highly effective quality assurance arrangements

Weaknesses

- insufficient monitoring of learndirect provision

- some inadequate monitoring of work placements

43. Training 2000's managers and directors set a clear strategic direction that is shared with and understood by staff. The mission is well conceived and suited to local and regional conditions within the post-compulsory training sector. Clear strategic objectives support the mission statement and help to implement the vision and mission. They provide a good foundation for the three-year development plan, written in conjunction with the local LSC. The plan is supported by good strategic market analysis and is well matched to matters within the organisation and within the sector. Regular reviews of senior managers' progress against strategic objectives are conducted, sometimes individually, with the chief executive. These reviews make a significant contribution to the organisation's focus on its mission and vision.

44. Most managers and team leaders use the self-assessment development plan as their operational plan. References to strategic objectives are implied rather than overt in these plans and links with the strategy are insufficiently clear.

45. Training 2000 makes good use of targets and key performance indicators in most occupational areas. Targets clearly relate to learners and the quality of the learning experience. Quality improvement targets related to teaching and learning, the standard and frequency of reviews and rates of retention and achievement are instrumental in driving forward Training 2000's quality improvement agenda. Targets for equality and diversity impact measures are set at all levels, and most are achieved. All these targets are derived from the mission statement and strategic objectives and are set for most staff at all levels. Staff members' performance against targets is effectively monitored, both informally and formally, through a well-established appraisal system. Good support is provided for staff in most areas to help them achieve their targets. Members of the senior management team are set clear targets measured against agreed performance indicators and related to their area of responsibility. Tough budget targets are set and generally met. This and the well-managed budget and finances contribute to the organisation's strong financial position

and allow it to invest in quality improvement, accommodation, staff and resources to benefit the learners.

46. The board of directors plays an active part in the strategic decisions. Members are well briefed and many have connections with Training 2000 through their involvement in member companies. Board meetings focus mainly on careful monitoring of financial performance. There is little or no discussion of academic or vocational training performance.

47. The exceptional standard of communication in Training 2000 is evident from the very well-informed staff at all levels, from career development advisers to the chief executive. Every member of staff interviewed cited communications as a key management strength. Training 2000 has very well-developed formal and informal communications channels. A clear and appropriate meetings structure is in place. Meetings are generally attended, conducted and recorded well and are effective in identifying concerns, monitoring programmes and initiating actions. Staff see meetings as an essential part of the management of their programmes rather than an encumbrance or waste of time and they value the open access to managers at all levels. Training 2000 uses a variety of media to communicate. Formal written, informal verbal and electronic communications are all good. Most staff have access to e-mail, the company's intranet and a variety of online software that helps them meet the needs of the learners. Policies and procedures are clear, comprehensive, well written and, in the main, properly implemented by the staff. The full range of policies and procedures is available online as well as on paper. The intranet is updated regularly with important information on changes and on a wide range of company activities. For example, news of the changes in inspection grading for teaching observations was loaded immediately it became public, and Training 2000's observers were working to the new model soon after. Managers are responsive to matters raised by staff and learners. Learners directly benefit from the good communication in a variety of ways. They can rely on rapid action in response to their requests. For example, managers provided refreshment facilities for learners who were located too far from the restaurant to obtain refreshments during short breaks. Teamwork is good within and between staff teams, and career development advisers communicate well with trainers to identify concerns with individual learners. Learners usually receive timely and appropriate support to progress or stay on programme. External communications are equally good. Training 2000 continues to maintain and extend its external links, and staff at all levels continue and extend their involvement with local and national training organisations, committees, working groups, industry bodies and companies.

48. Learning is generally well managed. Management actions have been taken over a period of time to improve training, and retention and achievement rates have improved in a number of occupational areas. Training 2000 has a clear and well-written strategy for improving retention and achievement rates. Staff concentrate their efforts on learners judged to be at risk of leaving their programmes or on late achievers. Tutors work with career development advisers, and other staff give effective support to these learners. Employers are also involved in the process and many make a valuable contribution to keeping learners on programme. The management of literacy, numeracy and language skills support is appropriate and is meeting learners' needs. Training 2000 has now reduced its dependence on subcontractors after identifying poor attendance by learners and poor training practices by some former subcontractors' staff. Much of the training formerly carried out by subcontractors it is now carried out by Training 2000's staff on its own

premises. Key skills training was identified as a weakness in the previous inspection. Since then, Training 2000 has made significant changes to the provision. Key skills training has been moved to the first year of programmes and much of the training is now carried out as an integral part of the specialist vocational training. The use of management information is generally good in many areas, with many staff having the ability to monitor progress against targets and use data to manage their training. However, staff in a small minority of occupational areas are not able to obtain the data needed to manage learning effectively.

49. The management of resources is very good. Resources were judged to be good at the previous inspection and Training 2000 has made significant and well-planned investments in improving them. Communal areas are bright, welcoming, well appointed and maintained. Workshops are clean, tidy, and laid out well and equipped with appropriate machinery tools and materials. The main staff room is a new and smart facility, arranged so as to encourage good communication between different groups of staff who need to work together. Learning materials are good in most areas. Staff are appropriately qualified and have sufficient industrial experience. Staff development is planned and managed well and relates well to the strategic development of the organisation. Records are good and recipients of staff development provide useful feedback on the quality and relevance of the training. Staff have good opportunities for continuing professional development as well as personal development. Many of Training 2000's supervisory and management posts are filled through internal promotion. Senior managers independently and effectively evaluate major staff training events and courses such as equality and diversity, and teaching and learning training programmes.

50. Senior managers have not paid sufficient attention to monitoring the learndirect curriculum area. Staff and managers in this area were unaware of their retention and achievement rates and as such were unable to set and monitor realistic targets. The self-assessment validation process did not detect inaccuracies in the self-assessment for this area.

Equality of opportunity   Contributory grade 2

51. Training 2000 has a clear and detailed equal opportunities policy which states the principles to be applied and the expectations of staff. The policy has a well defined set of objectives that support and promote equality of opportunity. These objectives cover the essential areas of training and the recruitment of learners and staff. A number of procedures and other documents are in place to support the policy and its direction. These include a useful learners' charter and handbook which effectively outline equality of opportunity principles including how learners can seek help on harassment and bullying and how the company deals with such matters. Most learners have a clear understanding of equality of opportunity and diversity.

52. Training 2000 has implemented a number of very effective strategies to widen participation from under-represented groups in training. Staff target local minority ethnic communities and local schools, with a high proportion of pupils from minority ethnic backgrounds. They work with Connexions and other agencies to promote work-based learning and help recruit under-represented groups, including learners with learning difficulties and mental health conditions.

53. Training 2000 runs positive action programmes in collaboration with a local NHS trust

to increase the number of young nurses from minority ethnic backgrounds. In the past six years, well over a third of recruits to nursing have been from minority ethnic groups. The company has set realistic targets for widening participation in construction and engineering, which have traditionally had low numbers of women and learners from minority ethnic groups. Training 2000 has formed links with local Islamic girls' schools to aid this recruitment, and 20 girls are now attending engineering taster courses. The participation rates of women in construction and engineering are above that expected. Recruitment and selection of learners for apprenticeships is fair and transparent.

54. Training 2000 has sponsored several Asian immigrants on apprenticeship programmes to promote industry and work-based learning in their local community. The overall participation rate of minority ethnic learners is above the national average, especially at the Blackburn training centre, and matches their high representation of 22 per cent in the local population. Multi-lingual male and female trainers provide help and support for learners from minority ethnic groups.

55. The company actively seeks additional external public funding to promote and support widening participation and social inclusion. This funding supports its foundation programmes including literacy and language support for minority ethnic women. Training 2000 has an increased flexibilities programme and an engineering young apprenticeship scheme with local schools to enable pupils aged 14 to 16 to attend useful engineering courses on Saturday mornings. A further funding initiative includes working with schools to help disaffected and low-achieving pupils who may be at risk of exclusion from school. Training 2000 offers this group of pupils a range of valuable training options.

56. Promotional materials are produced well in appropriate formats and are written in plain, clear English. Equal opportunities statements are displayed well on noticeboards. Wheelchair users have appropriate access to all of Training 2000's buildings. Staff have received good staff development training on equality of opportunity.

57. The management information system effectively records and monitors the progress of under-represented groups. Training 2000 breaks the statistics down usefully to identity men, women, minority ethnic groups, people with disabilities and other disadvantaged groups. It analyses these statistics and uses them as performance indicators, enabling some improvements in provision, participation and achievement rates. Achievement rates are slightly imbalanced, however, being lower than Training 2000's targets for minority ethnic learners but on or above target for other learners.

58. Training 2000 carries out insufficient monitoring of employers' equal opportunities policies. Inspectors found examples of inadequate vetting of the standard of equality of opportunity in work-experience placements. Three employers displayed inappropriate sexist posters on their premises.

Quality improvement   Contributory grade 2

59. Training 2000 focuses clearly on continuous improvement. Since the previous inspection, the company has taken over the work of some other providers and has seen significant growth in its facilities and numbers of learners. Particularly good effort is made to raise the retention and achievement rates of these incoming groups to those already found within the company. A comprehensive retention and achievement strategy is now in

place to help improve the quality of recently acquired provision. A comprehensive meeting structure with a broad range of staff representation effectively meets the need to continually develop quality across the company. It enables diverse subjects such as staff development, health and safety, employer engagement and skills for life, the government's strategy on training in literacy, numeracy and the use of language, all to be focused towards better provision for learners. A company intranet makes procedures and working documents readily available and ensures information accessed is current. Staff have regular meetings with managers to deal with any concerns relating to learners' progress. There is good awareness and involvement in regional and national initiatives to help raise the quality of the learners' experience. The company has successfully established an engineering CoVE and has just successfully gained a motor vehicle CoVE. It has also gained a national standard for quality provision of information, advice and guidance.

60. Training 2000 has a well-developed quality assurance strategy. Its clear procedures have appropriate emphasis on training processes. The company uses an internal audit system effectively to help ensure that the procedures secure improvement. For example, when a development need is identified in the monthly auditing of progress review documents, the documents completed by the identified member of staff are then audited weekly until they are consistently at least satisfactory. Training 2000 has identified that the completion of a proportion of progress reviews is weak, and has put in place increased monitoring to rectify this. It is introducing a further audit to improve links between the targets set during progress reviews and the longer-term targets required for the individual learning plan. Quality processes are applied to all provision, whether delivered directly or as part of subcontracted provision. Staff conducting teaching and learning sessions, progress reviews or learners' interviews are observed at least once a year for each function they perform. Written feedback is provided and any improvements are identified and monitored to ensure they are carried out. Where performance is unsatisfactory, repeat observations are arranged to secure improvement. A standardisation process helps ensure consistent observation practice. Messages from observations are analysed and used as evidence for subsequent self-assessment and development plans. Training 2000 has a satisfactory procedure for complaints which it has recently formalised, with centrally administered report summaries prepared and presented to the quality improvement meeting.

61. Training 2000's arrangements for contracting and monitoring the performance of subcontractors are comprehensive. More provision is now delivered directly because of previous poor quality of subcontracted provision. All key skills provision is now delivered directly by Training 2000. Subcontractors still deliver most of the engineering technical certificates, but they now do so using Training 2000's site and facilities so that it can keep thorough control of quality. Regular meetings are held with each subcontractor and comprehensive records are maintained of learners' performance in each group. Some smaller training providers who experienced problems with subcontracted delivery now send learners to provision organised by Training 2000.

62. Self-assessment is thoroughly integrated within the company and the current report is the sixth to be produced. Most staff are involved in helping assess the quality of provision. Progress towards fulfilling the requirements of the resulting development and action plans is rigorously monitored. Over the year the monitoring of this progress helps staff to identify further matters which start the next self-assessment process. Inspectors found most sections of the report accurate and identified the strengths and weaknesses listed by

Training 2000. However, Training 2000's judgements on learndirect provision were found to be inappropriately based on inaccurate data.

63. The company effectively collects learners' views at the beginning, mid-way, and towards the end of their programmes. Ongoing visits are paid to employers to record their views, and a questionnaire is now sent to external partners and stakeholders. A little feedback has also been sought from parents and guardians. Training 2000 analyses the feedback thoroughly, carries out immediate actions required and uses the longer-term ideas to support its self-assessment and development action plans.

64. Training 2000 has comprehensive standard procedures and documents to support initial and ongoing centre approval, and internal verification for external awards. The process is co-ordinated effectively by the quality department with strong emphasis maintained on continuous improving practice. Internal verification is effective in most areas of learning.

AREAS OF LEARNING

Construction   Grade 2

Contributory areas:	Number of learners	Contributory grade
Construction crafts Employer training pilot	29	2
Building services Apprenticeships for young people	365	2

65. Training 2000 has 365 work-based learners in construction and 29 learners on ETP in waste management, and accessing and rigging. Of the 365 work-based-learners, 212 are advanced apprentices, 146 are apprentices and seven are working towards NVQs only. Construction courses include gas services, heating and ventilation, plumbing and air conditioning and refrigeration. All learners attend day-release off-the-job training at Accrington and Rossendale College, Blackburn College, Blackpool and the Fylde College of Further Education , Lancaster and Morecombe College and Preston College. The remainder of the training is carried out at employers' and providers' premises. Nine career development advisers visit the workplace every 10 weeks to carry out learners' progress reviews. They also carry out assessment in the workplace on demand and at agreed times. Most learners are recruited by Training 2000, which carries out initial assessment to inform learners of the most suitable programme for them. Initial assessment is also used to identify learners' additional learning needs. All learners are employed in one of 263 partner companies, which range in size from small to large organisations.

Strengths

- good retention rates
- very good development of practical skills
- particularly effective support for learners
- very thorough monitoring of learners' progress

Weaknesses

- slow progress towards apprenticeship framework completion
- insufficient work-based assessment in plumbing

Achievement and standards

66. Retention rates for all learners are good. For example, across advanced apprenticeship programmes, the retention rate improved from 60 per cent for 1997-98 starters to 67 per cent for 2000-01 starters. Since 2001-02, very few learners have left the programme. For example, 81 per cent of learners starting advanced apprenticeships in 2002-03 are still on programme. The retention rate on apprenticeship programmes is also good and has steadily improved since 1999. The achievement rate for advanced apprenticeships is satisfactory. For the four years that data is available, 151 learners have completed the framework. This represents 57 per cent of starters. Written work is of a satisfactory standard and portfolios of evidence are compiled and presented well. There is satisfactory

cross-referencing of evidence to NVQ units and some evidence is of a diverse nature. For example, learners are encouraged to include photographic evidence and manufacturers' drawings and literature.

67. Learners make slow progress towards completing their apprenticeship frameworks. Many learners on apprenticeship frameworks are still on programme after the planned end date stated on their individual learning plan. For example, 23 of the 65 learners starting apprenticeships between 2000 and 2002 are still in learning, although they were expected to have completed their framework by now. Training 2000 has identified this weakness in its self-assessment report and is aware of the reasons for it. Improvement measures have been taken internally and with subcontractors to rectify this weakness.

68. The retention rate on the scaffolding accessing and rigging programme is good. None of the 29 learners recruited to this four-day programme has left early. Achievement is satisfactory. Eighteen of the learners have achieved in the planned time, which represents 60 per cent of starters. The remaining learners on programme are producing work to a satisfactory standard and are on target to achieve within the planned duration.

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

LSC funded work-based learning																
Advanced apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**		**1999-00**		**1998-99**		**1997-98**	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	69		59		59	100	66	100	83	100	77	100	56	100	48	100
Retained*	1		1		6	10	37	56	56	67	53	69	37	66	29	60
Successfully completed	1		1		1	2	9	14	43	52	43	56	36	64	29	60
Still in learning	65		53		48	81	41	62	5	6	0	0	0	0	0	0

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

LSC funded work-based learning																
Apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**		**1999-00**					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	77		71	100	43	100	22	100	19	100	15	100				
Retained*	0		9	13	29	67	15	68	13	68	8	53				
Successfully completed	0		0	0	8	19	11	50	9	47	3	20				
Still in learning	69		54	76	21	49	2	9	0	0	0	0				

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

LSC funded work-based learning																	
Employer training pilot	**2004-05**																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	38	100														
Retained*	13	34														
Successfully completed	9	24														
Still in learning	29	76														

*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	3		6	100	2	100	1	100								
Retained*	0		1	17	1	50	1	100								
Successfully completed	0		0	0	1	50	1	100								
Still in learning	3		4	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

The quality of provision

69. Learners acquire and develop very good on-the-job skills, achieving high levels of performance in demanding conditions which meet employers' needs and industry standards across all areas of activity. Learners are often working in close co-operation with other trades on site and are able to work efficiently and produce good-quality work while integrating well with the needs of others in the workplace. Learners are enthusiastic and knowledgeable about the technical subject matter of their chosen specialist area. Learners' portfolios are of good quality. Most portfolios are well organised and well managed and contain substantial amounts of varied and good-quality work-based evidence.

70. Accessing and rigging learners are developing good practical skills. Work is carried out in a well-resourced, dedicated scaffolding area. Learners erect scaffolding rigs not normally encountered in their place of work and develop and enhance their practical experience and skills. They are very appreciative of the instruction they receive.

71. Training 2000, the employers and the colleges work well in partnership to provide particularly effective support. Learners are interviewed, often in conjunction with employers, and undergo initial assessment which identifies and records additional needs. Thorough induction takes place at Training 2000's premises and is well supported with a useful information pack. Learners are well informed about their programmes and are fully aware of the requirements of their framework and NVQ and their progress towards completion. Learners are given the mobile phone numbers of the career development advisers and are encouraged to make regular contact to discuss any aspect of their training. Learners greatly value this additional facility. Career development advisers have formed good working relationships with employers and have a good in-depth knowledge of the learners. This enables them promptly and effectively to provide a wide range of pastoral and technical support to both parties. Learners' achievements are recognised and

rewarded at regular prize-giving and competitive events. Colleges and employers strongly support and attend these occasions and contribute annual prizes for learners' performance.

72. Learners receive progress reviews every eight to 10 weeks in the workplace or at college. Reviews are conducted well, with the learner and workplace supervisor actively participating in the session. Target-setting and reflection are the main features of the review and relate to NVQ requirements and the development of skills in the workplace. Short- and long-term targets are discussed and agreed, and learners have a good awareness of the tasks they need to carry out and their timescales for achievement. Previous targets are routinely reviewed and discussed. Learners self-assess themselves and grade their performance in accordance with given criteria. This is then compared with their workplace supervisor's grading, leading to further discussion and action-planning. Learners are routinely tested on their understanding of equality of opportunity and health and safety, with questions and responses recorded on the review form. Health and safety questioning focuses on the learner's current workplace, which ensures that learners are able to apply principles to their immediate working environment. Sometimes reviews are held in the evening or on a Saturday to suit the needs of learners who may be working out of the area or who find it difficult to arrange a meeting during the working day. Employers are enthusiastic and committed to training and are keen to provide all possible support in the workplace. Learners can use a wide range of office- and site-based resources, such as technical data, drawings, specifications, and programmes, for their work-based evidence and to support their background knowledge and understanding. One employer 'loans out' its learner to a subcontracted company for two days each week so he can gain experience of specialist on-site installation work which the employer cannot provide directly.

73. Learners' progress is monitored very thoroughly. Career development advisers know the extent of learners' achievements on all aspects of their framework and keep good records. Detailed records identify what learners have achieved. Training 2000 effectively monitors its subcontractors which deliver and assess aspects of learners' framework qualifications. Learners' monitoring sheets are regularly updated and their progress against targets is effectively monitored at team meetings. A 'traffic light' system is used to identify learners who are not progressing as planned, and the learning support officer implements additional support measures to deal with any concerns.

74. Recording and monitoring of progress for scaffolding learners is good. Trainers maintain detailed records of learners' progress. Learners also have copies of progress data and are able to determine their achievement to date and what they need to do to achieve in the allocated time.

75. Learners receive an initial literacy and numeracy skills assessment which satisfactorily assesses their needs. The results of assessments are discussed with learners and required support is identified. For those learners requiring it, additional learning support is arranged and provided at one of the subcontracted colleges of further education.

76. Assessment overall is satisfactory. Learners are aware when they are being assessed and these are conducted regularly. Assessment decisions are fair, satisfactory feedback is provided and the results of assessments are recorded.

77. Resources are satisfactory. The resources used for teaching and learning, including those at the subcontractors, adequately enable training and learning to take place. Staff are

suitably qualified and experienced and perform their duties satisfactorily. However, at the time of the inspection very few staff at Training 2000 were qualified as internal verifiers.

78. The range of provision is satisfactory. Construction programmes offered are narrow but Training 2000 has analysed local demand and provision and provided programmes that meet the needs of employers and potential learners in specialist construction areas.

79. Insufficient work-based assessment takes place in plumbing. The number of assessments conducted by direct observation by assessors in the workplace is low. For example, not all of the learners who are doing well in their final year of training have had a work-based assessment visit. Assessment visits are a mandatory requirement of this award. Planning of work-based assessment visits is insufficiently developed and a comprehensive plan of proposed visits is not in place. Training 2000 is aware of the situation and has recently appointed additional staff to carry out this important role.

Leadership and management

80. Monitoring of learners' performance is good and individual progress is discussed, confirmed and verified with learners at regular intervals. Learners are keenly aware of completed and outstanding assessments and receive good-quality written and verbal feedback on their performance. Staff are well qualified and possess extensive relevant workplace experience, much of it in a management capacity, which they use to good effect in tutoring and guiding learners. Enthusiastic and committed staff work effectively as a team and have a good understanding of their roles and responsibilities. They share a common goal in providing a high-quality service and continuous improvement. Frequent staff meetings reinforce consistency and allow the sharing of information and good practice. Staff receive regular appraisals and actively take up staff development opportunities. All staff contributed to the self-assessment report, which is a perceptive, self-critical and accurate reflection of the current level of service. Equality of opportunity is introduced during induction and further reinforced at learners' reviews. Learners have a good awareness of equality of opportunity.

Engineering, technology & manufacturing   Grade 2

Contributory areas:	Number of learners	Contributory grade
Motor vehicle/cycle		
Apprenticeships for young people	268	2
Mechanical engineering		
Apprenticeships for young people	275	2
Electrical engineering		
Apprenticeships for young people	96	2
Employer training pilot	11	2

81. There are currently 650 employed learners on programmes in engineering, technology and manufacturing. Ninety-three apprentices, 274 advanced apprentices and four NVQ-only learners are following programmes in engineering production and fabrication and welding and maintenance. One hundred and seventy-six apprentices, 80 advanced apprentices and 12 NVQ-only learners are studying motor vehicle programmes. Eleven learners are on an ETP. Seven learners are women and nine are members of minority ethnic groups.

82. All engineering technical certificates and key skills qualifications are delivered at Training 2000's premises, together with level 1 and 2 NVQs in performing engineering operations. Technical certificates and off-the-job training for motor vehicle learners are delivered either at Training 2000 or at three local colleges in Blackburn, Accrington and Preston.

83. Training 2000 also delivers other technical certificates including the national certificate level 3, higher national certificate level 4, and externally accredited courses from level 1 to 3 in mechanical, electrical, plant maintenance and fabrication engineering.

84. Additional qualifications delivered include health and safety, abrasive wheel regulations, and lifting and slinging courses.

85. Level 3 NVQ programmes in engineering, together with all level 2 and 3 NVQ motor vehicle programmes are delivered in the workplace.

86. School link provision for 14 to 16 year-olds is on a part-day release basis with a general certificate of secondary education (GCSE) in engineering and a level 1 NVQ in performing engineering operations. There is also a young apprenticeship scheme with up to 50 days of vocational placement for each learner. E2E provision in engineering is a foundation programme at level 1 of the NVQ.

87. Training 2000 achieved CoVE status specialising in engineering manufacture and maintenance in December 2002 and gained CoVE status for motor vehicle programmes in April 2005.

Strengths

- good retention rates
- good achievement rates in recent years

- good skills development and achievement of additional qualifications
- particularly effective off-the-job training
- good support for learners
- very good engineering resources
- good progression for learners

Weaknesses

- shortcomings in internal verification in engineering

Achievement and standards

88. Achievement rates for all engineering apprenticeships and advanced apprenticeships are good. The achievement rate for learners starting advanced apprenticeships between 1997 and 2001 has been steadily rising and was 54 per cent for 2000-01 starters. Achievement rates for learners starting apprenticeships between 1999 and 2001 averaged 50 per cent, with 61 per cent of the 2001-02 intake completing the framework. However, the average achievement rate for the small number of motor vehicle learners starting NVQ-only programmes between 1999 and 2003 is poor at 32 per cent.

89. Retention rates across all engineering programmes have improved and are now good. Over the past two years, the retention rate across all engineering programmes has risen from approximately 60 per cent to just over 90 per cent. Learners are making good progress and are on target to complete their qualifications earlier than expected.

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

LSC funded work-based learning																
Advanced apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**		**1999-00**		**1998-99**		**1997-98**	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	122		128	100	121	100	166	100	271	100	130	100	130	100	154	100
Retained*	7		20	16	22	18	55	33	171	63	81	62	89	68	96	62
Successfully completed	3		13	10	12	10	45	27	147	54	69	53	83	64	87	56
Still in learning	110		100	78	67	55	65	39	10	4	3	2	0	0	0	0

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

LSC funded work-based learning																
Apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**		**2000-01**		**1999-00**					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	144		119	100	132	100	98	100	116	100	98	100				
Retained*	1		9	8	72	55	68	69	61	53	49	50				
Successfully completed	0		6	5	31	23	60	61	52	45	43	44				
Still in learning	137		72	61	55	42	3	3	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															
Employer training pilot	2004-05														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	11														
Retained*	0														
Successfully completed	0														
Still in learning	11														

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

LSC funded work-based learning															
NVQ Training	2004-05		2003-04		2002-03		2001-02		2000-01		1999-00		1998-99		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	5		7	100	37	100	12	100	12	100	15	100	59	100		
Retained*	0		4	57	20	54	11	92	7	58	5	33	32	54		
Successfully completed	0		3	43	12	32	11	92	7	58	3	20	31	53		
Still in learning	5		4	57	8	22	0	0	0	0	0	0	0	0		

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

The quality of provision

90. Learners develop good practical skills and knowledge. Learners on level 2 NVQ programmes achieve good practical skills and can enter employment in their second year able to carry out maintenance and installation tasks with little supervision. Learners produce good-quality work to industrial standards, such as manufacturing and assembling high-quality stainless steel production units for the food industry. Learners achieve additional NVQ units to meet employers' needs and widen their skills base. For example, electrical maintenance learners achieve level 2 qualifications in fabrication and welding. Some learners on welding programmes achieve coded welder recognition with their employer. Most learners achieve additional health and safety qualifications for abrasive wheels and safe handling and lifting. Some learners attend manufacturers' courses to enhance their workplace skills. Learners also develop wider skills, with many employers allowing learners to work in the drawing and design department.

91. Learners training on the job are given planned secondments around the various company departments and have the opportunity to develop a variety of skills. For example, one technician apprentice spent time in engineering maintenance, the machine shop and the inspection and testing area before specialising in design engineering. Other learners are given significant responsibility and require minimum supervision early in their apprenticeship. For example, one learner is attending a training course in Germany to learn to operate a new computer numerical control (CNC) programmable machine tools so that they can carry out advance grinding operations.

92. Off-the-job training is particularly effective. Training is planned and implemented well with each learner having an individual customised training programme. Career development advisers and employers develop their learners' individual training programmes. The programmes include all mandatory units of the qualification with

optional and additional units selected to meet employers' work activities and production needs. Regardless of their qualification, all learners are trained in welding, fabrication and machining to give them a greater appreciation of other skills that may assist them in employment. For example, learners in motor vehicle programmes have worked on the fitting of complex systems to a wide range of new vehicles and the restoration of older vehicles. Training in the key skills qualifications in application of number, communication and IT is integrated with the programme.

93. Support for learners is good. Career development advisers visit learners in the workplace every five weeks for contractual progress reviews and portfolio progress reports. They give good advice and guidance to learners on portfolio evidence and cross-referencing, and set clear action plans and targets. Learners having trouble in completing their key skills qualifications in the workplace receive additional support from career development advisers and employers. For example, one learner was given worksheets for communication and assisted by their employer to complete them. Advisers help employers and workplace supervisors to understand the apprenticeship framework, improving their ability to allocate appropriate jobs for evidence collection and enabling them to provide better support. Some employers give learners time off to complete their portfolios. Training 2000 assisted one learner who had been made redundant to find alternative employment. A monthly report to learners, parents and employers informs everyone of how well the learner is progressing and enables support to be provided where necessary.

94. The CoVE engineering resources are very good with many new CNC machines that are programmed using the latest computer-aided design and manufacturing software. The machine shop and the fabrication and welding area are equipped well with industrial-standard equipment. Teaching staff use some excellent pneumatic and electrical simulators to set problem-solving tasks which provide learners with good assessment possibilities and confirm their understanding of various systems. The rigs can also be linked to advanced test equipment for testing and developing circuits for learners' projects. Accommodation and resources in engineering at the training centre are excellent. Separate workshops for electrical, mechanical and welding have training facilities that meet industrial standards. All workshops are light, spacious and well organised and provide a safe environment. Classroom accommodation is well maintained, clean and tidy and provides a very good environment that promotes teaching and learning. All trainers have up-to-date industrial knowledge and appropriate qualifications, and most have a teaching qualification.

95. Resources in motor vehicle training are satisfactory and include a range of classrooms and a spacious workshop equipped with a wide range of high-quality tools and modern industry-standard diagnostic equipment. A new, high-quality, dedicated motor vehicle training facility is at an advanced stage and will enable all motor vehicle training to be provided in-house. Off-the-job training is good. Training is planned and implemented well, with each learner having an individual customised training programme. Learners aged 14 to 16 have been provided with a self-contained bench fitting and machine shop with lathes and milling machines and a very good CNC facility.

96. Employers provide good resources for learning and assessment, much of which is the latest technology. However, health and safety is poorly promoted and monitored at one workplace. Although all employers have annual safety checks for risk assessment, they do not always carry out ongoing safety monitoring. For example, housekeeping is poor in one

engineering company. Work areas around equipment are untidy and cluttered with equipment, waste metal from machines and cleaning rags, and the public liability insurance certificate displayed on the premises is out of date. One engineering employer visited had an on-site training facility and has a detailed apprenticeship training programme for each learner covering the four years of the training programme.

97. Initial assessment and the provision of additional learning support is satisfactory. Learning support officers work with learners, tutors and assessors to offer additional help in a sensitive and timely manner. Training 2000 offers an evening support session where learners can get additional support with coursework or assignments. All learners take literacy and numeracy skills tests and key skills diagnostic tests, and these are recorded in their records. Key skills arrangements are also satisfactory, with most learners now completing key skills qualifications during their first year of training.

98. Rates of progression from 14 to 16 provision into apprenticeships are good. For example, 126 of the 573 learners starting 14 to16 provision between 1999 and 2004 progressed to apprenticeships with Training 2000. Progression from parts one and two to part three of the externally accredited qualification averaged 42 per cent between 2000 and 2003. Almost 50 per cent of learners progressed from the national certificate in mechanical/electrical engineering to the higher national certificate between 2000 and 2003. Many learners progress from GCSE engineering through the first certificate, national certificate, higher national certificate and on to a foundation degree in either mechanical or electrical engineering. In motor vehicle engineering over a four-year period from 2001 to 2005, 52 per cent of learners starting on apprenticeships progressed to advanced apprenticeships.

99. There are shortcomings in internal verification in engineering, but not motor vehicle. These are identified in the self-assessment report. Sampling plans for level 3 programmes do not include the work-based assessor. All portfolios for the level 2 NVQ in performing engineering operations are sampled but Training 2000 has no plans to monitor assessors by observation. Assessors are required to be observed at least once each year but there is no differentiation in the level of monitoring for unqualified assessors. Standardisation meetings have recently been reintroduced but work-based and training centre assessors do not attend. Insufficient observational assessment is carried out in the workplace for engineering learners. For example, some learners interviewed who have been on a level 3 NVQ for three years have not had an observational assessment in the workplace. Too much reliance is placed on employers' witness testimony and job card evidence. Much portfolio evidence is often delayed for up to three months before being signed off by the assessor. Internal verification has not identified these problems in assessment practice.

Leadership and management

100. Engineering provision is managed well. Regular, formally minuted team meetings are held. Clear quality assurance procedures are in place. Most of the strengths and weakness identified in the self-assessment report matched those identified by inspectors. Challenging team and individual targets are set at appraisals and reviewed quarterly. Equality of opportunity is poorly monitored in some workplaces. Inspectors noted inappropriate material displayed in a small number of workplaces. The promotion of equality of opportunity is satisfactory.

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

Contributory areas:	Number of learners	Contributory grade
Business administration		
Apprenticeships for young people	153	2
Employer training pilot	25	3
Accounting and economics		
Apprenticeships for young people	76	2

101. One hundred and fifty-three learners are following business administration courses, 83 as advanced apprentices, 62 as apprentices and eight following NVQs only. Training for the administration courses takes place at Training 2000's Blackburn and Blackpool centres. Learners attend once a week to receive help with skills and portfolio development, work on the technical certificate and key skills qualifications and take courses in word processing or broader computer qualifications. Learners work in a wide variety of companies, from local authorities to manufacturing organisations and from nationally recognised names to small individual establishments.

102. Seventy-six learners are following accounting programmes. Of these, 53 are advanced apprentices, four are apprentices and 19 are working towards a level 4 accounting technician qualification. Accounting training is subcontracted to seven different colleges, of which Blackburn College and Preston College have most learners. Key skills training and portfolio development for these learners are also covered during the off-the-job training days, which are held at Training 2000's premises during college holidays. Learners work in a wide variety of workplaces, from large employers with several learners to small accountancy practices.

103. Twenty-five learners are on an ETP, with 22 of them taking level 2 NVQs and three working on level 3 qualifications. Learners are working at five different employers, with 11 at one nationally known company.

Strengths

- good skills development
- good progression to higher-level qualifications
- good training
- wide range of very effective support for learners
- particularly effective continuous improvement

Weaknesses

- low framework completion rates for administration learners starting between 2001 and 2003

Achievement and standards

104. Development of skills is good. Learners develop good administration and accounting skills that they are able to use effectively in the workplace. Learners also demonstrate

increased confidence, improved communication and team working skills. Learners are given good opportunities to progress in their job roles, with the expansion of tasks and increasing responsibility in line with their learning. Employers value their learners, many of whom make significant contributions to their organisations and some of whom have been promoted. For example, one accounting learner who is nearing completion of the level 4 accounting technician qualification is now solely responsible for the production of draft accounts for her employer. Links between learning and workplace activities are good and many learners use their skills to help other colleagues.

105. Progression to higher level qualifications is good. Of the current accounting learners, 17 per cent have progressed from administration programmes on to apprenticeships in accounting. Seventy-nine per cent of the 2003-04 learners who achieved level 2 accounting qualifications have progressed on to level 3. Eighty-four per cent of learners who achieved advanced apprenticeships have progressed to level 4 technician level with Training 2000, and one learner has gone on to take a degree. Over 70 per cent of the 2003-04 learners who achieved level 4 accounting qualifications are now studying for professional accountancy qualifications. In administration, 48 learners have progressed from level 2 to level 3 since 2002-03. Some administration learners who have successfully completed basic computer literacy courses have progressed on to advanced text-processing qualifications.

106. The standard of work produced by current learners, including those on the ETP, is at least satisfactory as is progress towards achievement of frameworks. The ETP only started in September 2004 and it is too soon for any learners to have achieved yet, but learners are making satisfactory progress. Records show that many of the learners have completed several units. Employers spoken to during inspection are very enthusiastic about the commitment of their staff and the assessors and recognise the advantages for their employees and their companies.

107. Framework completion rates for accounting learners are satisfactory. Achievement rates had been low before 2001. However, Training 2000 made improvements to key skills arrangements in the summer of 2004. Advanced apprentices who started in 2001-02 and 2002-03, many of whom were beyond their expected end date, have now completed their frameworks and achievement rates for these two intakes are 53 per cent and 58 per cent respectively. A further 5 per cent of 2001-02 learners and 13 per cent of 2002-03 learners are close to completion. All 2003-04 and 2004-05 starters are on target to achieve and many have already completed the required key skills qualifications. Only one learner commenced an accounting apprenticeship before the current year. Few learners were recruited on level 4 technician level until 2003-04, for which achievement rates are good at 83 per cent with 8 per cent still in learning. Pass rates on externally examined accounting courses are high.

108. Framework completion rates for learners starting administration apprenticeships in 2001-02 and 2002-03 are low. Forty-two per cent of advanced apprentices starting in 2001-02 completed their framework, as did 18 per cent of 2002-03 starters, although 19 learners from this intake are still in learning and on target to achieve their qualification. The achievement rate on apprenticeships is 30 per cent for those starting in 2001-02 and 44 per cent for the 2002-03 intake. However, many learners had transferred from two other training providers. Significant proportions of these learners had not been recruited to an appropriate programme or level and were already beyond their expected end dates at the

time of the transfer.

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	69	100	70	100	69	100	103	100								
Retained*	0	0	11	16	40	58	61	59								
Successfully completed	0	0	11	16	22	32	45	44								
Still in learning	68	99	45	64	21	30	2	2								

*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	46	100	53	100	39	100	47	100								
Retained*	0	0	25	47	22	56	28	60								
Successfully completed	0	0	16	30	17	44	14	30								
Still in learning	42	91	24	45	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																	
Employer training pilot	**2004-05**																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	26	100														
Retained*	0	0														
Successfully completed	0	0														
Still in learning	25	96														

*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	23	100	27	100	62	100	18	100								
Retained*	0	0	17	63	25	40	17	94								
Successfully completed	0	0	15	56	16	26	15	83								
Still in learning	23	100	4	15	0	0	0	0								

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

The quality of provision

109. Learners receive good training. This starts from the first day in their workplace, where employers ensure that learners are shown how to use equipment and computer systems. Learners' work roles are clearly defined, and they are provided with ongoing and flexible training to meet their needs and enable them to progress. Companies provide a wide range of additional training opportunities for learners covering such subjects as time management, customer service, appraisals, tax, audit, accounting software and first aid. Some employers also provide opportunities for learners to gain additional qualifications such as nationally recognised computing qualifications. The training provided at the Training 2000's centres is equally good. It is held in very well-equipped centres, where tutors use a wide range of teaching methods. Particularly good use is made of information learning technology with some very well-designed learning session material. Learners receive a wide range of instruction on subjects as diverse as presentation skills, including using a data projector, advanced text processing, technical certificate requirements, portfolio-building and key skills for administration and accounts learners. Additional sessions on literacy and numeracy are provided for all learners who require extra help. No accounting learners have been identified as needing additional learning support.

110. A wide range of very effective support is provided for learners. Learners all have a dedicated career development adviser. For administration learners, these advisers provide training and carry out assessment. All learners are visited every eight to 10 weeks for progress reviews. Learners speak enthusiastically about this arrangement and find that they build up a very productive working relationship. Learner support officers are also available and provide a wide range of pastoral support, referring learners to appropriate agencies where necessary. All learners identified from their initial assessment as needing additional learning support for literacy or numeracy receive appropriate help. This includes the learners on the ETP. An innovative 'traffic light' system records information about each learner and is regularly updated. This identifies learners who may be falling behind with their work, taking time off work or becoming demotivated. Their adviser will arrange to see them to discuss any concerns, or the support officer will deal with the problem if it is more appropriate. All learners receive clear information about the help that the support officer can provide. Additional revision classes given by Training 2000 and the subcontracted colleges are arranged for learners taking technical certificates, accounting technician examinations or key skills tests.

111. Employers are very supportive to learners. They are flexible when learners need specific time off to study for or sit examinations. They ensure that they are available for review visits, and all employers have a good understanding of the apprenticeship framework requirements. Employers are all invited to attend specific supervisor training arranged by Training 2000. This is to explain the employer's role in the training programme and how they can best help their learner. Some employers provide workplace mentors.

112. Training 2000 satisfactorily accredits prior achievement of units in administration to accounts standards and recognises GCSE grades as proxies for key skills. Recruitment, induction and initial assessment are all satisfactory.

Leadership and management

113. Since the previous inspection Training 2000 has continuously improved the business

administration programme. The poor framework achievement rates from 2001 to 2003 have been dealt with by a wide range of initiatives. These initiatives have also significantly reduced the number of early leavers and led to some reduction in the time that learners are taking to complete their apprenticeships. The most significant changes made have been the in-house delivery of key skills training for accounts learners, and improved timetabling of the technical certificate and key skills elements for administration learners. These are now covered towards the start of the programme. Subcontractor arrangements and the monitoring of learners' progress have been improved. Changes have been made to the progress review process and reviews are now satisfactory, with clearer targeting of work. Training 2000 has made significant investment in resources including learning materials. It makes good use of management information systems to enable effective monitoring of learners' progress. Staff performance is monitored and targets are being met. Communications are good and are proving effective in ensuring standardised delivery and assessment practice across the company. Staff receive good support from their managers, who are very understanding when personal circumstances may require changes to working hours. For example, staff can start work later to enable them to take children to school, and meeting days can be changed so all staff can attend. The assessment and internal verification procedures are good, as is the staff induction, training and support. The self-assessment report is accurate, informative and has a detailed development plan. Equality of opportunity is satisfactorily covered in induction and learners are clear about their responsibilities.

Information & communications technology   Grade 3

Contributory areas:	Number of learners	Contributory grade
Using IT learndirect	645	3

114. Training 2000 holds a contract to deliver learndirect training for Lancashire on line Learning and the Assa hub. It manages the only learndirect centres in the Blackburn with Darwen area. There are nine centres including one at Training 2000's main site in Blackburn, another at its offices in Blackpool, a centre at the local hospital, four link centres in local employers, and one link centre in a local community venue and another in a local library. It is planned to open further link centres at employers and in local libraries. The e-skills operations manager has responsibility for the operational management of the learndirect provision. He reports to the senior commercial manager and is supported by a new products and developments co-ordinator. There are five learndirect tutor/facilitators and an administrator. An additional tutor supports those learners who have literacy, numeracy or language skills support needs. Most learners take short IT-user courses and most are enrolled on accredited qualifications. Training 2000 no longer offers the apprenticeship programmes that it ran at the previous inspection, and recently ceased to offer work-based learning for adults in ICT following national contracting changes with Jobcentre Plus.

Strengths

- particularly good support for learning
- strong links with employers
- good integration of learndirect into the community

Weaknesses

- inadequate recognition and recording of learners' achievement
- very poor use of data to monitor learners' and programme performance

Achievement and standards

115. Completion rates on ICT courses are satisfactory. In 2003-04 the completion rate was 66 per cent. The current completion rate is 32 per cent with 63 per cent of learners still in learning. Most learners are encouraged to take individual modules of recognised qualifications. In 2003-04, 57 per cent of learners who started a module passed it. The current module pass rate is 24 per cent, with 71 per cent of learners still in learning.

116. Most learners develop computer skills that are relevant to their needs. Almost all learners have improved their confidence in using computers and effectively carrying out tasks such as sending e-mails, word processing and using spreadsheets.

The quality of provision

117. Support for learning is particularly good. Tutor/facilitators provide effective support to enable learners to use the learndirect materials. They offer useful advice on the

development of computer skills, as well as relevant additional coaching where learners do not understand the online materials. Learners with learning difficulties and disabilities and learners who speak English as an additional language are particularly well supported by patient and sensitive staff. The online tutor facility is used well by learners, and tutors give effective feedback to learners who are unable to attend centres. The recording of assignment completion is thorough and learners are encouraged to record their progress online. Some learners take useful notes to reinforce their learning, although this is not actively encouraged by tutor/facilitators.

118. Training 2000 has strong links with a range of local employers, including a hospital, a sheltered factory for people with disabilities, a sports equipment factory and a haulage company. Several employers have created centres in their premises. Training 2000's staff visit employers' centres frequently to offer support and guidance. Employers offer staff time during the working week to visit centres and learn ICT skills. Training 2000 has gained the learndirect premier business centre status through its successful promotion of courses to local small and medium-sized enterprises.

119. The integration of learndirect courses to meet the needs of the local community is good. One centre is located in an area with a very high proportion of minority ethnic group residents, many of whom have few qualifications. Training 2000 is successful at encouraging residents to take ICT courses and successfully supports those who speak English as an additional language. For example, the facilitator at the centre speaks both Urdu and Gujarat. This initiative is closely linked to other community organisations and the work of the Surestart programme. Learndirect ICT programmes are integrated well with the work-based learning for adults programme offered in warehousing. However, few E2E learners are offered courses due to age restrictions. A high proportion of learners with disabilities access programmes through the centres based at supported employment factories.

120. Resources are satisfactory. Learning centres are well equipped with IT infrastructure and most networks are sound and reliable. Specialist software and equipment are available for learners with disabilities, although some of the software is not compatible with the learndirect course material. Centres have good access for learners with restricted mobility. Little use is made of additional material to support learning, with textbooks and other online sources of support rarely used. Staff turnover has been high recently but this has not significantly affected the quality of the services offered.

121. The enrolment and induction processes are satisfactory. Learners receive a brief but effective individual initial assessment that accurately identifies their previous ICT skills and literacy and numeracy support needs. The centre has recently gained the useful Matrix standard, a national quality standard for organisations providing impartial information, advice and guidance. Relevant aspects of health and safety are covered in course materials.

122. Learners' achievements are inadequately recognised and recorded. Many learners indicate that they wish to improve their ability to use computers at work, for career development or for very specific purposes in their everyday lives, but their success in achieving these goals is not recorded or recognised in progress reviews. Employers are not involved in the review process. Reviews effectively monitor learners' progress towards unit completion. Learners see reviews as part of an administrative process to record unit

achievement and do not value their individual learning plans.

Leadership and management

123. Training 2000 makes poor use of data to monitor learners' progress and programme performance. The data used in the most recent self-assessment report is inaccurate. The centre does not effectively identify targets for improving and monitoring learners' progress or their completion of courses, or identify trends over time. Data provided by the hub is of limited use and is not fed into Training 2000's management information system. Training 2000 has identified concerns relating to data management as a key area for improvement but has been unable to resolve these concerns with partners.

124. The self-assessment report is appropriate and identifies most of the strengths and weaknesses found at inspection. However, the self-assessment process is not sufficiently inclusive and the views of employers, staff, and the hub were not used sufficiently to identify strengths and weaknesses. Frequent accurate audits of centre-held files take place. Learners' feedback is collected through the use of brief questionnaires and analysed. Complaints procedures are clear and understood by most learners, although few complaints are received. The centre has a satisfactory tutor/facilitator observation scheme that accurately monitors the quality of their work. Arrangements to train staff are satisfactory.

125. Equal opportunities policies and procedures are adequate and learners demonstrate a broad understanding of key topics. The centres use informative and attractive posters and leaflets to promote diversity, but too little attention is given to equality during reviews.

Health, social care & public services   Grade 2

Contributory areas:	Number of learners	Contributory grade
Care		**2**
Apprenticeships for young people	29	2
Other government-funded provision	42	2
Employer training pilot	64	2
Dental		**1**
Apprenticeships for young people	22	1
Other government-funded provision	4	1

126. Health care and oral health care were reported on and graded separately at the inspection. One hundred and thirty-five learners are working towards qualifications in health care. Twenty-six of these learners are employed in the NHS in a hospital setting where an in-house training programme is provided. Of the remaining 109 learners, 42 are working towards NVQs and three towards an apprenticeship. The remaining 64 learners are on an ETP providing training opportunities to individuals over the age of 25 working in care settings. Learners are employed in a range of nursing and residential homes for the elderly, elderly mentally infirm, people with learning difficulties and day centres. All learners in care settings are visited in the workplace by staff from Training 2000 for the purposes of assessment and individual coaching and support.

127. Twenty-six learners are working towards qualifications in oral heath care, all employed or on placement in dental practices. Eleven are advanced apprentices, 11 are apprentices and four are working towards an NVQ. Assessors from Training 2000 assess learners in the workplace. Training is provided at the providers' premises weekly, during the daytime and in the evenings.

Care   *Grade 2*

Strengths

- good retention rates
- good achievement rates on NVQ programmes
- good range of programmes to meet learners' needs
- highly effective support for learners

Weaknesses

- weak target-setting on individual learning plans and some progress reviews
- insufficient co-ordination of on- and off-the-job training

Achievement and standards

128. Retention rates for NVQs and apprenticeship frameworks are good. Ninety-two per cent of learners starting NVQs in 2001-02 were retained, as were 75 per cent of the 2002-03 intake. Of the 2003-04 NVQ starters, 18 per cent have achieved their qualification and 54 per cent are still in learning. The achievement rate is good, at 92 per cent in 2001-02 and 65 per cent in 2002-03 with 2 per cent of this intake still in learning. There

has been a decline in achievement rates, however. Learners on this programme had come from a different provider where some inappropriate recruitment had taken place and a number of learners left their programmes early.

129. The proportion of learners on the hospital programme completing their advanced apprenticeship shows a trend to improvement, having risen from 50 per cent for 2001-02 starters to 60 per cent for 2002-03 starters. Retention rates for the same two years are 70 per cent and 80 per cent, with 19 per cent of the 2003-04 intake having completed and 50 per cent of them still in learning. Three of these learners are close to completion of their framework, having completed both the key skills and the technical certificate components and more than half of their NVQ. These three learners have university places to enter nurse training commencing in September. There is a trend towards improvement in both retention and achievement rates. Numbers of learners on this programme are very small and rates can be altered by the loss or achievement of one learner.

130. Three of the 64 learners on the ETP have recently achieved their qualification before their target for completion. All other learners on the ETP have not yet reached the end of their programme but are making good progress towards completing their qualification.

131. Learners on all programmes are gaining appropriate skills and confidence and are encouraged to take more responsibility for logging their own evidence as they progress through their programme.

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

LSC funded work-based learning															
Advanced apprenticeships	**2004-05**		**2003-04**		**2002-03**		**2001-02**									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	18		16	100	5	100	10	100								
Retained*	0		5	31	4	80	7	70								
Successfully completed	0		3	19	3	60	5	50								
Still in learning	17		8	50	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	4		0		9	100	9	100								
Retained*	0		0		8	89	6	67								
Successfully completed	0		0		5	56	2	22								
Still in learning	3		0		1	11	0	0								

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

LSC funded work-based learning																		
Employer training pilot	2004-05																	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Number of starts	72																	
Retained*	3																	
Successfully completed	3																	
Still in learning	64																	

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

LSC funded work-based learning																		
NVQ Training	2004-05		2003-04		2002-03													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Number of starts	8		65	100	48	100												
Retained*	0		12	18	36	75												
Successfully completed	0		6	9	31	65												
Still in learning	6		35	54	1	2												

*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

132. The range of programmes available to learners is good. Young people aged under 18 are not legally allowed to provide personal care to care clients, and it is often difficult for them to obtain work in the care sector. Training 2000 arranges for employers to offer work placements to these younger learners while they work on key skills and technical certificate requirements and follow a housekeeping level 1 NVQ or an initial award in care. Learners then progress to a level 2 NVQ, often while still aged under 18, and on to employment when they reach 18. Learners at all levels have been able to choose between an apprenticeship or an NVQ, although more recently the funding streams have changed and more apprenticeships will be offered. Many employees in the care sector are aged over 25 and are required by current legislation to possess a minimum qualification. The ETP is meeting the urgent demand for access to these qualifications. The hospital programme allows young people who cannot yet be employed in a hospital environment to gain skills and experience and also guarantees them an interview for nurse training. These learners work in a range of different clinical settings providing good experience and a range of skills in preparation for further training or employment. There are instances of good progression. One learner has progressed from E2E into a work placement, a level 1 housekeeping NVQ, key skills qualifications and a technical certificate in care and is now employed and starting a level 2 NVQ in care. Other learners have progressed from level 2 to level 3 and are being assisted to apply for nurse training. Over 50 per cent of learners on the hospital programme progress to nurse training.

133. Learners receive a high level of good support from Training 2000 and their employers. Initial assessment identifies learners' additional needs and assists in defining the programme they will follow. Key skills training and assessment are introduced early in the apprenticeship programmes, followed by the technical certificate training. Assessors from Training 2000 visit learners in their workplaces frequently, often weekly, and set clear

assessment targets. Learners, and particularly the more mature learners, feel that the assessors are fun, approachable, explain things well and can always be asked for further explanation. Learners display a clear understanding of the requirements of their programme. All learners have the telephone numbers of their assessors and feel happy to contact them if they need to. Assessors time their workplace visits to suit the learners, for example visiting those on night shifts late at night or early in the morning to observe real work activity and to avoid the need for learners to attend meetings in their own time. Learners' progress is reviewed regularly with their employers' involvement. This feeds into a system at Training 2000 that identifies any potential problems and triggers the involvement of the learning support officer. For example, one learner was missing meetings with her assessor and was frequently absent through illness. The learning support officer contacted the learner and visited her at home, and was able to identify, with the employer, new working hours that better suited the learner. She is now making good progress and attending work. Staff from Training 2000 have good working relationships with employers. One employer described the assessor as 'one of the family'. Learners receive a financial reward on achieving the targets on their individual learning plan and component certification.

134. Learners are assessed using a range of appropriate methods, including well-written observations of real working activity. Some observed assessment does not encompass fully the range of learners' activities across all units of the NVQ. Evidence is clearly referenced to the national standards and often cross-referenced to several units. Assessment is planned in detail and learners are clear about their current activity and progress. Portfolios are of a standard format and are well presented. There is a clear differentiation between levels 2 and 3. Learners at level 2 have to complete a great deal of written work, which they sometimes find difficult. Learners on the hospital programme attend regular off-the-job training sessions provided in the training centre by the co-ordinator of the programme and other professionals and experts. NVQ learners do not receive any formal off-the-job training related to their NVQ. First aid, food hygiene and handling and safe handling training is provided.

135. Individual learning plans record target dates for learners to complete the programme by, but not interim target dates for the completion of programme components or NVQ units. Learners receive regular reviews in their workplace from the career development advisers. Employers' representatives are present or meet with the assessor later. The process is thorough, evaluating progress against targets set at the previous review, monitoring learners' understanding of equality of opportunity and health and safety, and allowing learners, employers and assessors to discuss problems. However, targets set are not always sufficiently clear or related to the objectives on the learners' individual learning plans. Training 2000 has recently improved the strength and measurability of the targets and as a result of inspector's comments was more focused when observed during the inspection week.

Leadership and management

136. Internal verification of the programmes is strong. There has been a recent change from unscheduled sampling to 10-weekly internal verification panels lasting five days. Sampling is clearly planned, activities are well documented, feedback to assessors is detailed and thorough, and the verification panels include standardisation activities. Internal verifiers observe assessors working with learners twice each year, giving clear feedback and advice.

137. On- and off-the-job training for learners on the care programmes are not sufficiently co-ordinated or recorded. All learners receive training from their employers which is recorded as a requirement of the care standards agency. Learners gain further knowledge through Training 2000, either in individual coaching sessions with their assessors, by using research skills or through workbooks. Training 2000 does not clearly ensure that all learners have received theory and practical training for all aspects of their NVQ, and does not record the training provision and process.

138. The self-assessment report is accurate except for some of the numbers quoted. It recognises fully or partially two of the strengths and one of the weaknesses. It is self-critical, up to date and well presented.

Dental   *Grade 1*

Strengths

- excellent achievement rates on NVQ programmes
- very good retention rates on all dental programmes
- particularly effective monitoring of progress
- highly effective support for learners
- very good work placements

Weaknesses

- no significant weaknesses identified

Achievement and standards

139. The achievement rate for NVQs at levels 2 and 3 is excellent and increasing, from 88 per cent for 2001-02 starters to 100 per cent for learners starting in 2002-03 and 2003-04.

140. The retention rate is very good on all dental programmes. Ninety-four per cent of learners starting NVQs in 2001-02 were retained, as were 88 per cent of 2002-03 starters and 88 per cent of those starting in 2003-04. All learners beginning apprenticeships and advanced apprenticeships in 2004-05 are still in learning. All of these learners are on target to achieve their qualification within the next eight weeks and some learners are ahead of target.

141. Learners' portfolios are of a very good quality and include a wide variety of evidence. Learners successfully meet negotiated learning targets and are meeting the standard for the programmes they are studying. Prior attainment is considered and learners are placed on the appropriate level of programme.

142. Learners are acquiring very good and demanding workplace skills. Off-the-job training meets employers' and learners' needs very well, and learners achieve very good transferable skills. Attendance at off-the-job training is very good, as is punctuality.

143. In addition to their main programme, all learners following advanced apprenticeships have achieved the relevant key skills qualifications. Learners currently on apprenticeships are making very good progress towards their key skills awards. Learners have the

opportunity to complete a first aid programme and the achievement rate for this award is excellent.

144. Training 2000 recognises learners' achievement well through yearly awards ceremonies with specialist awards for the 'student' of the year.

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	8		3													
Retained*	0		0													
Successfully completed	0		0													
Still in learning	8		3													

*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	9		2													
Retained*	0		0													
Successfully completed	0		0													
Still in learning	9		2													

*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		24		17		17	100								
Retained*	0		21		15		16	94								
Successfully completed	0		21		15		15	88								
Still in learning	3		1		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

145. Training 2000 monitors learners' progress most effectively through the use of a 'traffic light' system. This system is particularly effective in helping assessors to support learners and ensure that they are on target. The traffic light system raises a 'cause for concern' document which staff can use promptly to deal with any concerns identified. Learners are given appropriate independent support if they require it to overcome problems at Training 2000 or in their dental practices.

146. Learners receive good-quality individual progress reviews, which they can request at any time. Very good target-setting in the reviews informs learners of what is expected of them. Assessment is planned frequently and carried out very well. Effective and appropriate internal verification ensures that assessors and learners receive good feedback and improve their performance. Training 2000 uses its very good links with employers to ensure that learners meet deadlines and targets and are fully involved in reviews, as well as ensuring that learners' progress on the job is monitored.

147. Support for learners is highly effective. Assessors give constant support. They are easily contacted by phone and e-mail and arrange extra visits as needed to learners, who can also see assessors at weekly off-the-job training sessions. Learners also receive very good support through reviews which involve identified personnel from the employer as well as the assessor. Effective support in literacy, numeracy and key skills is provided in off-the-job training, which is tailored to meet individual needs with very good differentiation of learning activities and learning materials. Learners who are considering leaving their dental practice receive good additional support with additional interviews arranged, travel arranged to and from Training 2000 or the workplace and assistance given to remain in practice.

148. Training 2000 provides a useful range of resources to support off-the-job training, such as textbooks, videos, dental materials and an interactive whiteboard. Learners have adequate access to computers with internet access. They are provided with good learning handouts in key skills and workbooks for portfolio-building and knowledge evidence. There is a useful dedicated training room for off-the-job training.

149. Learners' additional support needs are identified at interview and through a comprehensive initial assessment. Measures are put in place to support individuals with identified needs. Good differentiated materials and activities are offered in off-the-job training sessions to meet each learner's needs.

150. The delivery of off-the-job training in dental care is good, with a most effective range of teaching and learning activities provided to develop background knowledge. Training sessions are good. All learners are actively involved in their learning. Good support is given in the sessions to meet each learner's needs. Feedback to learners is good. Key skills training is delivered well, with most effective learning taking place in a range of key skills relevant to each learner's needs.

151. Training 2000 offers an appropriate range of programmes to meet the needs of learners and employers. The level of programmes is satisfactory. Progression routes are available with good links to higher education and specialist training. Learners progress very well from level 2 to level 3, and also into full-time employment.

Leadership and management

152. Dental care training is managed very well. The very good range of work placements available is appropriate to learners' needs. Learners have good access to specialist clinics and practices to meet optional specialist units and gain experience of highly specialised disciplines such as orthodontics. Learners who are employed in specialist clinics are requested to work in general practice every week to gain the necessary knowledge and experience to meet the standards of their qualifications. Training 2000 ensures that the dental practices are of a high standard, and managers monitor the performance most

effectively.

153. Communication within the dental team is regular and effective, and individual staff members receive good monthly target-setting reviews. Internal verification is good, with assessors being given comprehensive feedback to improve practice.

154. A positive approach is taken to staff deployment. Training 2000 has recruited new staff in advance of a significant increase in learners' numbers due to expanding dental provision in the community and to meet national standards.

155. Learners gain a satisfactory understanding of equality of opportunity at induction, and this understanding is reinforced effectively during reviews. Equality of opportunity is adequately monitored in the workplace.

156. Staff are appropriately qualified and have good professional experience. Staff receive good appraisals, and assessment and training is frequently observed.

157. The self-assessment report is shared with all staff and is accurate. Inspectors identified additional strengths at the inspection.

Foundation programmes   Grade 2

Contributory areas:	Number of learners	Contributory grade
Employability/employment training		
Entry to Employment	212	2
Other contributory areas		
New Deal for young people	9	2
New Deal 25+ and work-based learning for adults	22	2

158. Two hundred and forty-three learners follow foundation programmes. Of these, 212 learners are on E2E, 22 are New Deal 25+ participants on BET, and nine are on New Deal for young people. Training is provided at two sites. A subcontractor called Avenir also provides an army preparation programme through E2E. Some NVQ training is provided through external organisations and providers. E2E provision is funded by the LSC and is a flexible programme that provides options including personal and social development, literacy, numeracy and language and vocational training. Attendance is usually for a minimum of 16 hours each week for approximately 24 weeks. The BET programme is funded by Jobcentre Plus, is usually full time and provides literacy, numeracy and language support and employability skills training. Participants attend for 30 hours a week, and the main outcome is that they gain a job. BET programmes are managed by a separate team including an adult training manager, five staff providing training in literacy and numeracy and a jobsearch tutor.

Strengths

- good achievement rates
- good pass rates on literacy qualifications
- good progression opportunities on E2E programmes
- good use of resources to develop learning
- wide range of programme options to meet E2E learners' needs
- good partnership working to support E2E learners' needs

Weaknesses

- ineffective planning of workplace learning on E2E programmes
- insufficient co-ordination of individual learners' programmes

Achievement and standards

159. The qualification achievement rate on E2E is good. On E2E, in 2003-04, the achievement rate for numeracy qualifications was 56 per cent. Learners on E2E also have the opportunity to follow vocational qualifications at level 1. Since E2E started in 2003-04, 60 of the 126 learners working towards NVQs have successfully achieved their qualification. On BET, participants adequately develop their numeracy needs.

160. Pass rates on literacy qualifications on E2E and BET are good. In 2003-04, on BET, 33 learners sat entry-level literacy examinations of which 91 per cent passed. Some BET learners progress further to higher levels in literacy. On E2E in the same period, 68 per cent

of learners achieved literacy qualifications at level 1.

161. Progression into work-based learning, further education and training is good on E2E. In 2003-04, 52 per cent of learners progressed into learning and education and jobs. It is not always possible for Training 2000 to measure non-qualification outcomes accurately because targets on E2E passports are not sufficiently detailed to measure other progress. The rate of progress into jobs on BET is at least satisfactory and is improving, at 26 per cent in 2002-03 and 30 per cent in 2003-04. Approximately a fifth of BET participants beneficially achieve both a job and a useful qualification.

162. Skills development on E2E programmes is appropriate. In one observed practical problem-solving session, E2E learners completed a series of activities that further developed their skills in interpreting text and pictorial information by following task instructions. Skills in communication and concentration are also improved. BET participants develop appropriate literacy, numeracy and employability skills. In one BET session participants developed useful speaking, reading and writing skills as part of an integrated approach to learning set in real-life context such as making appointments and telephone calls.

LSC funded work-based learning																
Entry to Employment	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	268	100	533	100												
Progression[1]	35	13	278	52												
Achieved objectives[2]	32	12	222	42												
Still in learning	163	61	49	9												

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

Jobcentre Plus funded programmes																
New Deal 25+ and work-based learning for adults	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	107	100	93	100	54	100	42	100								
Retained*	57	53	65	70	34	63	28	67								
Planned learning completed	46	43	63	68	31	57	20	48								
Gained job	22	21	30	32	14	26	11	26								
Still in training	22	21	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

Jobcentre Plus funded programmes																
New Deal for Young People	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	26	100	16	100	14	100										
Retained*	9	35	8	50	11	79										
Planned learning completed	8	31	7	44	10	71										
Gained job	4	15	4	25	5	36										
Still in training	9	35	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

163. Resources are good and promote learning concepts well. Fully equipped kitchens at both sites enable E2E learners to develop an effective understanding of healthy eating, preparation of simple meals on a budget and good housekeeping. Learners make good use of IT to prepare curriculum vitaes and complete literacy and numeracy assessments online. An appropriately equipped motor vehicle workshop and DIY section is available for learners to develop basic practical skills. Accommodation is of a good standard with subject-related posters and displays of learners' work. Dedicated accommodation is provided for BET and E2E learners. Staff have appropriate qualifications and expertise. Some staff are working towards subject-specialist qualifications. Two members of staff speak a range of community languages and can help BET participants with poor language skills. Training 2000 has invested significantly in resources, particularly for E2E provision. E2E learners attending subcontracted provision are provided with transport to use resources at the company's main sites.

164. E2E learners have a wide range of programme options. They can choose from 11 occupational areas for NVQs at level 1. Literacy and numeracy qualifications are taken from entry level to level 2. Training 2000 has extensive links with employers across a wide range of occupational areas that effectively develop learners' employability and occupational skills. Eighty per cent of learners on E2E are currently placed with employers. However, insufficient emphasis is given to increasing BET participants' employability skills in work placements. Only 18 per cent of participants attended a work placement during 2003-04, and none are currently participating in a placement. BET participants work towards qualifications in a range of subjects at foundation and level 1. Health and safety, computing and first aid courses are also available. The programme has flexible aspects to meet the needs of a diverse group of participants, such as varied attendance patterns and choice of programme stands. Qualifications in BET are focused primarily on literacy, although many participants have numeracy needs.

165. Good partnership working supports E2E learners' needs well and widens participation. Partnership working with schools, supported employment workers and Connexions has enabled 10 learners with disabilities to successfully access E2E provision. One learner is in the process of being offered employment with their placement through supported employment arrangements. Training 2000 has effective reciprocal arrangement with Connexions, with staff from each organisation seconded to the other. This has improved the levels of good support and advice available to learners. Training 2000 has

good working relationships with Connexions that enhance learners' support. Staff regularly make effective checks to ensure that learners are not experiencing difficulties. They provide good informal counselling to learners and work with specialist agencies to provide more specific support.

166. Teaching and learning are satisfactory. All sessions observed were satisfactory or better. In the better sessions, tutors provided a good range of activities that stimulated learners and met their individual learning needs. Teaching methods were varied to maintain learners' interest. In one E2E lesson, learners were learning about homophones and apostrophes. The tutor introduced a spelling and grammar test that was disguised as a quiz. The quiz effectively engaged learners and tested their knowledge in a fun way.

167. Learners have a satisfactory understanding of key induction topics. E2E learners complete a three-week induction in work preparation covering health and safety, equality of opportunity and programme content. Each learner is provided with a learners' charter and handbook covering responsibilities of the training provider and the learners. The handbook summarises Training 2000's policies and procedures relating to health and safety, equality of opportunity and policies related to the use of computers, drugs, smoking, grievances and the range of advice and support services available. Initial assessment is also satisfactory, comprising literacy, numeracy, occupational and dyslexia assessments and a vocational assessment. BET participants also have a useful understanding of key induction topics.

168. Arrangements to support literacy and numeracy across programmes are well planned. Initial assessment is comprehensive and standardised across provision. Literacy and numeracy training is integrated well into off-the-job training sessions, and session plans are closely referenced to the core curricula. BET participants who speak English as an additional language are not able to attend discrete provision in English for speakers of other languages. They effectively develop speaking skills within entry-level literacy groups.

169. Training provided in the workplace is ineffectively planned and recorded on E2E programmes. Details of training are informally conveyed to learners and training staff. Some placements have their own systems for planning and providing training. During reviews, learner advocates ask if training has been or is to be arranged for learners but this is not collated into an overall plan to ensure that learners make the progress expected of them. Learners are not always given the opportunity to develop a range of skills and some jobs have little variety to stimulate learning. Systems to monitor health and safety in the workplace are not fully implemented. Employers' liability insurance displayed is reviewed annually, and Training 2000's central systems show that some certificates require updating. Checks to ensure safe working environments are not always carried out before learners start with an employer. In one instance checks were carried out a month after the learners started training, and in another action plans related to health and safety had not been followed up before the learner started the placement.

170. Individual learning programmes are insufficiently co-ordinated. E2E and BET programmes have several strands that make up the complete programme for each learner. However, these strands are insufficiently integrated to provide a coherent overall programme. Opportunities for learners to develop and practise their skills in a variety of contexts are not maximised. For example, E2E learners may develop personal and social skills while attending the training centre but these skills are not included in the planning of

learning in the workplace. There is a separate learning plan for literacy and numeracy and a generic plan, but literacy and numeracy training is not fully planned and explored in other parts of the learning programme. Reviews are conducted separately for each area and do not take full account of all aspects of learners' progression in all aspects of their programmes. Career development advisers do attend E2E literacy and numeracy sessions to provide a vocational context to learners' support. All strands of the programme are insufficiently integrated and planned.

Leadership and management

171. Communication is good in the foundation department. A comprehensive range of staff meetings are held to support staff when they are experiencing specific difficulties with learners and to monitor each learner's progress. Staff also work together informally to resolve day-to-day problems effectively. Learners' success is celebrated well. Photographs of learners with details of their achievements are displayed in training rooms and on corridor walls. Awards for achievement and bonuses recognise individual achievements. Staff and learners have a good understanding of equality of opportunity. Arrangements for moderation, assessment and verification are satisfactory. Training 2000 uses effective central management information systems to monitor achievement by gender and ethnicity. However, the systems are not able fully to monitor progress towards achievement of E2E passport objectives.

172. The management of programmes is divided to represent the different strands of E2E and BET. Staff have dedicated roles in providing support, advice and guidance, occupational skills development support and employer engagement. Effective systems are in place for the management and quality assurance of the subcontracted provision. The self-assessment report identifies many of the strengths and weaknesses found during the inspection.