

REINSPECTION REPORT

Kirkdale Industrial Training Services Limited Reinspection

07 December 2005



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the four grades are:

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

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.
- adult information, advice and guidance services (**nextstep**)

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.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Kirkdale Industrial Training Services Limited (KITS) is a training company limited by guarantee and a registered charity. The organisation was formed by the merger of two small training associations in 1991 and is based in Brighouse, West Yorkshire. KITS holds a contract with West Yorkshire Learning and Skills Council, for the delivery of work-based learning for young people. It offers apprenticeships and advanced apprenticeships and other work-based learning programmes leading to national vocational qualifications (NVQ) in engineering and business administration at levels 2 and 3. KITS also offers commercial courses and services to local companies.

2. KITS has a board of trustees made up of local employers. The senior management team consists of a chief executive officer, an operational services manager, engineering apprentice training manager, commercial services manager and finance manager. There are seven tutor/assessors, 12 training advisers/assessors and five administration and support staff, and a small number of other staff who offer commercial courses.

SCOPE OF PROVISION

Business administration, management & professional

3. KITS delivers work-based learning programmes in business administration for 14 learners. There are six advanced apprentices and eight apprentices. Learners work towards NVQs at levels 2 and 3. All learners are employed. All learners attend off-the-job training, for either a full day or a half day at KITS's training centre. Learners are visited in the workplace every three to four weeks for assessment and progress monitoring. There are 11 female and three male learners. Learners are recruited from direct contact with employers and Connexions. All learners receive a basic skills assessment when they join the programme, to identify additional learning support needs, and an induction to KITS and their qualification. They also take a skill scan, where the learners' job role is matched to the requirements of the programme. KITS has recruited a new team since the previous inspection. This includes one full-time administration assessor and one part-time internal verifier. The assessor is responsible for delivering all off-the-job training. Learners are assessed in the workplace every three to four weeks. The results and action required before the next visit are recorded on the assessment feedback form. The summative assessment form is completed at the end of each NVQ unit before the unit is formally assessed for accreditation.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	6
Number of learners interviewed	8
Number of staff interviewed	5
Number of employers interviewed	6
Number of locations/sites/learning centres visited	5

OVERALL JUDGEMENT

4. At the previous inspection in September 2004, the provision in business administration, management and professional was unsatisfactory. Following the reinspection process, business administration is now satisfactory.

GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Grades awarded at previous inspection

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
<i>Motor vehicle/cycle</i> - Apprenticeships for young people	27	4
<i>Mechanical engineering</i> - Apprenticeships for young people - New Deal 25+ and work-based learning for adults	198 1	3 None
<i>Electrical engineering</i> - Apprenticeships for young people	76	3

Business administration, management & professional		4
Contributory areas:	Number of learners	Contributory grade
<i>Business administration</i> - Apprenticeships for young people	15	4

Grades awarded at reinspection

Business administration, management & professional		3
Contributory areas:	Number of learners	Contributory grade
<i>Business administration</i> - Apprenticeships for young people	14	3

AREAS OF LEARNING

Business administration, management & professional

Business administration, management & professional		3
Contributory areas:	Number of learners	Contributory grade
Business administration - Apprenticeships for young people	14	3

Business administration

Strengths

- very good learning resources

Weaknesses

- no significant weaknesses

Achievement and standards

5. Retention and achievement rates are satisfactory. Of the 15 learners on programme at the time of the previous inspection, five have completed the full apprenticeship framework, three are awaiting confirmation of technical certificate test results, and one learner has one test to take. Six learners have left without completing the framework. In 2004, KITS recruited a group of learners onto the apprenticeship programme before they had secured employment. Most of these learners did not progress and left the programme early. KITS no longer recruits in this way. Of the 12 learners who have started since the previous inspection, all remain on the programme, and most are making at least satisfactory progress.

6. Learners demonstrate satisfactory administration skills in the workplace. Employers state that learners' practical and inter-personal skills have improved since starting their programme. They have an increased level of confidence and a renewed awareness of their role in the workplace. Learners' portfolios are generally satisfactory and well presented. However, a few learners have little evidence in their folders to support unit completion, and some folders are untidy. Learners are enjoying their work and are enthusiastic and self-motivated.

Quality of education and training

7. A small amount of teaching was observed during the reinspection and was judged to be good, having improved since the inspection monitoring visit. There is a well-structured scheme of work. The tutor is well prepared and makes good use of differentiation in the planning and delivery of lessons. A range of teaching strategies is

used to engage learners in tasks, which they complete enthusiastically. Learners work independently in a workshop environment on computer-based tasks. The tutor supports their individual needs, and draws together learners at appropriate opportunities. Other tasks require learners to work in small or larger groups. Often, feedback from groups leads to discussion and expansion of the topic. The tutor effectively contextualises tasks to the workplace and learners' individual circumstances. The tutor has a very good working relationship with learners, who feel confident enough to raise concerns and questions and enjoy the opportunity to explore different issues with their peers. In sessions, learners receive handouts which are prepared by the tutor to support the training sessions.

8. The planning of individual learning has improved since the previous inspection and is now satisfactory. KITS uses the learners' past results and experiences to develop their individual learning plans. A skill scan is carried out by the assessor and employer for each learner when they join the programme. This identifies the skills needed for the learners' job role and NVQ programme. This enables on- and off-the-job training to be planned effectively. Assessment is generally satisfactory. Learners are aware of what is being assessed and when assessment will take place. The assessor visits the workplace regularly to assess learners' work. In most cases the employer is involved in these meetings. Completed work is assessed and clear, specific targets are set for the learners to achieve before the next visit. Targets are appropriate for the learners and are effective in ensuring they make satisfactory progress by the next assessor visit. Assessment feedback forms are used to record the outcome of the visit and to action plan. However, the assessor feedback is sometimes too general and does not focus sufficiently on specific aspects of work completed. The variety of evidence collected by learners is satisfactory. This includes product evidence, video or voice-recorded professional discussions and witness statements. However, some learners rely too heavily on written personal statements. The assessor makes satisfactory use of observations to assess learners' progress. Written feedback is sufficiently detailed and verbal feedback is provided for the learners immediately. Internal and external verifier reports are satisfactory and indicate that KITS is meeting the appropriate awarding body requirements. Key skills are now an integral part of the training programmes. Tasks are usually cross-referenced to relevant NVQ units.

9. Monitoring of learners' progress is now satisfactory. Assessors have a good working relationship with their learners. They have an in-depth personal knowledge of individuals' progress. All learners are seen weekly at the KITS training centre for off-the-job training and support with portfolio-building. They are also visited every three to four weeks in the workplace where the results of targets and further action-planning are discussed and recorded. Most learners work towards the whole NVQ, and progress is monitored by recording the outcomes of completed NVQ units, key skills, technical certificate and ICT examinations. Assessors do not separately record interim progress for all learners as they proceed through their programme.

10. All learners have a satisfactory induction and a basic skills initial assessment when they join the programme. This includes an introduction to KITS and details about the NVQ and framework requirements. The induction also requires the learners to attend

formal training for equality and diversity and health and safety awareness. None of the current learners are receiving additional support for literacy or numeracy.

Leadership and management

11. KITS has implemented actions to bring about improvements. The post-inspection action plan has satisfactorily dealt with concerns raised during the previous inspection. Achievement and retention rates have now improved and are satisfactory. There are satisfactory links with employers to involve them in the planning and monitoring of the learners' qualification. The planning and monitoring of learning is now satisfactory, with increased contact time between assessor and learner. The frequency of visits to the workplace has increased and a one-day structured off-the-job training programme is now delivered weekly. Feedback from learners and employers indicates that the improvements are effective. There is a vision for further and continual improvement held by all staff. There are very good resources to support learning. All learners are provided with an appropriate textbook to support their learning. Learners are provided with useful website links, which allows them to further their knowledge and understanding of business administration topics. There are a number of videos to develop understanding of topics such as equality and diversity. Daily local and national newspapers are available in the training room, which is a very modern and clean environment. The facilities are professionally presented and well maintained. There are 12 computers with industry-compatible software. All computers have access to the internet, which is used to carry out research or to work on off-the-job training activities. The tutor regularly uses software as a tool to deliver training sessions. Staff either have or are working towards relevant teaching qualifications. They keep up to date with awarding body developments by attending vocational updating training as part of their programme of continuous professional development.