

# REINSPECTION REPORT

## **North East Lincolnshire Council Reinspection**

**08 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.

# **REINSPECTION REPORT**

## **North East Lincolnshire Council Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. North East Lincolnshire Council (NELC) is a unitary authority bordering the Humber estuary. Its employment development services department (EDS) was until 2004 within the council's regeneration and community learning directorate. As a result of a major council restructure, EDS is now within the learning and childcare directorate. The council is currently undergoing further reorganisation which will involve EDS in some potential changes. EDS is based in a purpose-built community and resource centre in Grimsby, and provides training programmes funded by Humberside Learning and Skills Council and Jobcentre Plus. Many of the Jobcentre Plus contracts are currently coming to an end, with participants' numbers and length of stay being reduced. EDS also has funding from the European Social Fund (ESF) and is supported with core funding by NELC.
2. At the time of the previous inspection, sufficient learners attended programmes in business administration, management and professional, retailing, customer service and transportation, and foundation programmes for these areas to be inspected. There were also three projects co-funded by Jobcentre Plus and ESF, these being lone parent pathway, light goods vehicles (LGV) driving, and employment action team/workability. The employment action team/workability project was out of scope for the previous inspection, and the LGV driving project and lone parent pathway were not graded or reported on in detail. There were again sufficient numbers in business administration apprenticeships and in the entry to employment (E2E) foundation programme for these areas to be reinspected. Retailing, customer service and transportation was not reinspected. There are now sufficient numbers on a work-based learning for adults programme, specifically developed to meet the requirements of the local National Health Service (NHS) for the training of potential employees. This programme was inspected.
3. EDS employs 31 staff, of whom 28 are full time employees and three work part time. One member of staff is currently seconded to the youth service. EDS is managed by a head of services who reports to the principal education officer. The head of services is supported by a manager with responsibility for quality development, and another with responsibility for Jobcentre Plus and ESF-funded provision. A third management post with responsibility for the apprenticeship programme and E2E is currently vacant. The quality manager from the council's adult and community learning service is currently seconded to EDS to support quality development and to act as nominee for the reinspection.
4. According to the 2001 census the proportion of residents from minority ethnic backgrounds in northeast Lincolnshire is low at 1.4 per cent, compared with a national average of 9.1 per cent. Qualification levels are significantly lower than the figure nationally, with 49.6 per cent of residents in northeast Lincolnshire being qualified at level 2, compared with 61.5 per cent in the country as a whole.

## SCOPE OF PROVISION

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

5. EDS has 22 apprentices in learning. Of these, 86 per cent are aged 16 to 18, and 32 per cent are men. Learners are recruited by the provider and start their apprenticeship on placement either within NELC or with local employers. Jobsearch assists learners to attain full-time employment. Learners have an initial assessment and a two-week induction at the start of the programme. Instructors visit learners to carry out reviews every four to six weeks. Learners attend off-the-job training for key skills qualifications and technical certificates.

### **Foundation programmes**

6. There are 18 learners currently on the E2E programme. Learners are referred to the programme by Connexions personal advisers, the youth offending team, social services, and housing agencies. There are also some self-referrals. Potential learners receive an initial assessment and only those who are at entry level 3 or above are accepted onto the programme. Learners have the opportunity to attend learning sessions in bricklaying, joinery, painting and decorating, art, music, jobsearch, cookery, information technology (IT), literacy, numeracy, sport, and key skills qualifications in working with others. All learners take part in an initial induction programme. They attend training for 16 hours a week for the first two weeks of the programme and then for up to 27.5 hours a week for the remainder. Learners have progress reviews every two weeks. Learners choose which sessions to attend each week. Five learners currently attend work placements.

7. Twenty-three participants are on a work-based learning for adults programme preparing them for employment in the NHS as part of the NHS employability project. Participants are referred by Jobcentre Plus and are interviewed by EDS and by the NHS before being accepted onto the programme. Placements are linked to employment opportunities within the NHS, and include training as health care assistants, phlebotomists, ward clerks, administrators and receptionists. Participants are supported by an EDS marketing officer and by a mentor and buddy at their placement. Reviews take place every four to six weeks. Participants have the same opportunity as NHS employees to take part in accredited training. The potential length of stay for participants on the programme has until recently been either 26 or 52 weeks, depending on need and the requirements of the post. However, owing to the work-based learning for adults provision coming to an end in March 2006, participants are currently joining the programme for a shorter projected length of stay.

## ABOUT THE REINSPECTION

|  |    |
|--|----|
| Number of inspectors                               | 3  |
| Number of inspection days                          | 12 |
| Number of learners interviewed                     | 31 |
| Number of staff interviewed                        | 14 |
| Number of employers interviewed                    | 10 |
| Number of locations/sites/learning centres visited | 3  |
| Number of partners/external agencies interviewed   | 2  |

## OVERALL JUDGEMENT

8. At the previous inspection, in October 2004, EDS's leadership and management and its E2E foundation provision were found to be unsatisfactory, while quality assurance and the provision in business administration, management and professional provision were very weak. EDS's approach to equality of opportunity was good, as was the retailing, customer service and transportation provision. At the end of the reinspection process, all aspects of the provision inspected were satisfactory or better.

## GRADES

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

*Grades awarded at previous inspection*

| <b>Leadership and management</b> | <b>4</b> |
|----------------------------------|----------|
| Contributory grades:             |          |
| Equality of opportunity          | 2        |
| Quality assurance                | 5        |

| <b>Business administration, management &amp; professional</b>               |                    | <b>5</b>           |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b><i>Business administration</i></b><br>- Apprenticeships for young people | 27                 | 5                  |

| <b>Retailing, customer service &amp; transportation</b>          |                    | <b>2</b>           |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b><i>Transportation</i></b><br>- Work-based learning for adults | 11                 | 2                  |

## NORTH EAST LINCOLNSHIRE COUNCIL REINSPECTION

| Foundation programmes   |                    | 4                  |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b>Employability/employment training</b><br>- Entry to Employment | 26                 | 4                  |

### Grades awarded at reinspection

| Leadership and management |  | 3 |
|---------------------------|--|---|
| Contributory grades:      |  |   |
| Equality of opportunity   |  | 2 |
| Quality assurance         |  | 3 |

| Business administration, management & professional                   |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b>Business administration</b><br>- Apprenticeships for young people | 22                 | 3                  |

| Foundation programmes  |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b>Employability/employment training</b><br>- Work-based learning for adults | 23                 | 2                  |
| - Entry to Employment  | 18                 | 3                  |

## KEY FINDINGS

### Achievement and standards

9. **Participants achieve very well on the work-based learning programme supporting entry into NHS employment.** During 2004-05, 75 per cent of participants entered jobs with the NHS or related employment. During the current contract year, 24 per cent of participants have gained jobs, with a further 37 per cent still in learning and most leavers still within the 13-week employment window. Clients achieve employment-related skills and achieve qualifications which enhance their employability and self-esteem.

10. **E2E learners develop good personal and vocational skills.** Learners are now achieving accreditation at level 1 for the acquisition of the key skill qualification in working with others. **The retention rate for E2E learners is now good.** Of the 26 learners



who started in the current contract year, 18 are still on programme, a retention rate of 69 per cent.

11. The achievement rate of learners on the business administration apprenticeship was poor at the previous inspection. There has been a good improvement and all learners are now on target to achieve their qualification by the scheduled completion date. Fifty-nine per cent of learners have achieved their key skills qualifications and 50 per cent are working towards additional key skills qualifications above framework requirements. Of the 39 learners starting in 2004-05, the rate of retention and achievement is 21 per cent with 11 learners still in learning. Seventy-nine per cent of the learners starting in 2005-06 are still in learning.

## Quality of education and training

Grades awarded to learning sessions

|                       | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Total    |
|-----------------------|----------|----------|----------|----------|----------|
| Foundation programmes | 0        | 1        | 2        | 1        | 4        |
| <b>Total</b>          | <b>0</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>4</b> |

12. **Key skills teaching and learning are very good in business administration.** Learning sessions are lively and well planned. Learning is challenging and develops learners' wider key skills through peer support and teamwork.

13. **On- and off-the-job training on the apprenticeship programme develops good employment skills.** Coaching on the job is effective. Learners have good access to additional training and demonstrate good occupational and generic employment skills. Progression from placements to full-time employment is good.

14. **Placements with employers are good on the apprenticeship programme** and provide support to assist learners' progression. The recruitment process is thorough, matching learners well to placement opportunities. Workplace managers monitor learners' progress and provide work to meet the requirements of the qualification. Learners access a broad range of work activity that links well to their career aspirations.

15. **In business administration, the assessment and review process is not clear enough.** Training instructors visit learners regularly but do not always carry out assessment. Assessment plans are very prescriptive. Workplace observations are infrequent. Internal verification is satisfactory.

16. **Evidence is not cross-referenced against the whole framework in business administration.** Learners produce evidence for specific national vocational qualification (NVQ) units but this is not applied to other units or used for key skills. **Individual learning plans are still not used to progress learning.** Learners do not have copies of their plans, which are insufficiently detailed. Targets are not sufficiently individual, specific or time-bound.

17. **Participants on work-based learning for adults programmes receive good learning**

**and personal support.** They are supported by an EDS marketing officer, by EDS's jobsearch and preparation facilities, and through access to the partnership links at the organisation's base to help overcome barriers they may face. During their on-the-job training, participants receive learning and personal support from a mentor and a buddy. They also have access to NHS training on the same terms and conditions as all NHS employees and can access further training opportunities through EDS.

**18. Links with employers on the E2E programme are poor.** Few learners are able to access work placements or work experience to gain a broader experience of the world of work.

**19. Target-setting and progress reviews are insufficiently developed on the E2E programme.** Reviews take place regularly but targets are often vague, are not broken down into clear, measurable steps and are sometimes not time constrained. Not all targets are thoroughly reviewed.

### **Leadership and management**

**20. EDS has received good strategic support and direction.** It has been given very good strategic and operational support at a senior management level within the directorate. The head of EDS has been further supported with opportunities for professional development. Secondments have been approved and used well to help move EDS forward. EDS has made good use of external consultants since the previous inspection to support improvement.

**21. EDS promotes equality and diversity well through its provision.** It targets communities and individuals in line with corporate objectives and creates opportunities for those experiencing disadvantage and facing barriers to learning. EDS is based in the centre of the community, in premises accessible to learners. It shares these premises with a range of statutory and voluntary organisations. The expertise of these organisations is available to learners at EDS to help overcome barriers to learning. Most learners are developing a good awareness of equality and diversity, and learning is reinforced explicitly on some programmes in discrete learning sessions.

**22. EDS has implemented successful actions to improve the quality of provision,** including learners' rates of achievement on apprenticeships and E2E programmes. These were areas of significant weakness at the previous inspection. EDS has introduced key skills qualifications very effectively into the apprenticeship programme. Within E2E, EDS has taken action to ensure that literacy and numeracy are now satisfactorily covered by learners during the course of their programme.

**23. Skills for life, the government's strategy on training in literacy, numeracy and the use of language, is insufficiently integrated across the provision.** A tutor has been trained in this area of work and is now beginning to help EDS make progress. Staff have attended awareness training, but the self-assessment report recognises the need for further staff training in awareness and delivery. Key skills training on the apprenticeship programme and the literacy and numeracy strand of E2E are separate, and skills for life does not form

an integral part of other aspects of the programmes. No procedures are in place on any of the programmes to check on, promote or support the integration of skills for life in on-the-job training.

24. A range of measures has been put in place very recently to improve approaches to quality assurance and improvement. **However, these innovations are not yet sufficiently established** for their effect on the learners and their experience to be sufficiently evaluated and acted upon. Systematic observation of teaching and learning has very recently been implemented. However, not all tutors have been observed yet. EDS does not yet formally monitor the quality of on-the-job training. It has improved the access to and monitoring of data for quality assurance and improvement purposes, but does not yet use this data to support target-setting at all levels within the organisation. EDS has introduced more systematic processes to elicit learners' feedback. However, it has not yet fully developed procedures to monitor actions following feedback or to convey these actions back to learners. The self-assessment process has been improved and the current report is more analytical than the previous one.

## **Leadership and management**

### **Strengths**

- good strategic support for EDS
- successful actions to meet programme requirements
- good promotion of equality and diversity

### **Weaknesses**

- insufficiently developed measures to monitor the quality of provision
- insufficient integration of skills for life throughout the provision

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

### ***Business administration***

#### *Strengths*

- very good key skills teaching and learning
- good development of employment skills
- good work placements supporting progression

#### *Weaknesses*

- insufficiently clear assessment and review process
- poor cross-referencing of evidence against the whole framework
- inadequate use of individual learning plans

## **Foundation programmes**

### ***Employability/employment training***

#### *Strengths*

- very good achievement on the work-based learning for adults programme
- good development of personal and vocational skills on E2E
- good retention rate for E2E learners
- good learning and personal support on the work-based learning for adults programme

#### *Weaknesses*

- poor links with employers on E2E
- insufficiently developed target-setting and progress reviews on E2E
- insufficient formal monitoring of training

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good strategic support for EDS
- successful actions to meet programme requirements
- good promotion of equality and diversity

#### Weaknesses

- insufficiently developed measures to monitor the quality of provision
- insufficient integration of skills for life throughout the provision

25. EDS has received good strategic support for its continuance and direction. This links to a strength noted at the previous inspection. Throughout the period of change and restructuring for NELC as a whole, councillors and officers have maintained their support for the continuance of the EDS's provision. EDS contributes to NELC's strategic targets by supporting those who face disadvantage, particularly lone parents, those experiencing disability, and those living in wards with the highest indices of deprivation. EDS has received very good strategic and operational support at a senior management level within the directorate. The head of EDS has been further supported with opportunities for professional development. Secondments have been approved and used well to help move EDS forward. A quality manager from NELC's adult and community education service has been seconded to EDS for two days a week since the summer. She is supporting quality improvement as well as acting as nominee for the inspection. A further secondment from the adult and community learning service is supporting development of the apprenticeship programme. One EDS staff member is currently on secondment to NELC's youth service, while the EDS quality manager is about to begin a secondment to another section of NELC. In both cases the skills learnt are intended to further benefit EDS. EDS has made good use of external consultants since the previous inspection, to support improvement.

26. Communication within EDS remains satisfactory, with regular programme and whole staff team meetings. There is very regular communication between the head of EDS and the principal education officer. Communication with employers is satisfactory, and has been recently formalised with an employers' pack.

27. Management of resources is satisfactory. A managed replacement of information and communications technology equipment is currently underway to support off-the-job training. An appropriately resourced jobsearch base is available to learners attending all programmes. EDS has recruited a dedicated jobsearch tutor since the previous inspection.

28. At the previous inspection, it was identified that staff had received insufficient development to perform their new roles. EDS had no staff development plan in place, and no system of monitoring qualifications, training needs and training attended. Satisfactory steps have been taken to resolve this issue. An appropriate monitoring system and staff development plan have recently been put in place and an increased staff development budget allocated. Training needs are now satisfactorily matched to the needs of the organisation, with appropriate steps being taken to meet them. Training to improve the ability of administrative staff to manipulate data was identified as a priority for EDS, and has been successfully provided. Accurate data is produced, and is used effectively at programme level to monitor learners' progress. However, although management information is beginning to be used for management decision-making, it is not yet guiding target-setting at all levels in the organisation. Training for staff to effectively support skills for life is recognised by EDS as requiring further development.

29. Literacy, numeracy and language skills support is insufficiently integrated across the provision. EDS recognises this and is taking measures to improve the situation. A tutor has been trained in this area of work and is now beginning to move EDS forward. A development plan is now in place for skills for life. The specialist tutor has prepared handbooks for each programme area to support staff by mapping the provision to the core curriculum. Staff have attended awareness training. However, the self-assessment report recognises the need for further staff training in awareness and delivery. Arrangements have recently been formalised with the adult and community learning service to offer support to learners who are identified as having literacy and numeracy needs. Participants on Jobcentre Plus programmes are tested for literacy and numeracy before referral and are invited to identify their own literacy and numeracy needs at the beginning of their programme. However, there is no formal identification by EDS of participants' literacy and numeracy skills support needs and levels at the beginning of the programmes. Learners on apprenticeships and E2E programmes undergo initial assessment. Key skills training on the apprenticeship programme and the literacy and numeracy strand of E2E are separate and skills for life does not form an integral part of other aspects of the programmes. No procedures are in place on any of the programmes to check on, promote or support the integration of skills for life in on-the-job training.

### **Equality of opportunity**

### **Contributory grade 2**

30. Equality of opportunity was recognised as good at the previous inspection. EDS promotes equality and diversity well through its programmes. It targets communities and individuals in line with corporate objectives and creates opportunities for those experiencing disadvantage and facing barriers to learning. This includes lone parents, residents of wards with high indices of deprivation, the unemployed, learners with disabilities, and young people who are unsure of their future direction. EDS is based in the centre of the community, in premises accessible to learners. Accessibility of premises was noted as a particular strength in the previous inspection. The base is accessible to those with restricted mobility, and the premises are shared with a range of statutory and voluntary organisations. The expertise of these organisations is available to learners at EDS, and includes help and advice with personal issues such as mental health

and homelessness, and access to additional learning opportunities. EDS's marketing materials use an appropriate range of images. However, recruitment onto programmes continues to follow traditional gender roles, something recognised in the current performance targets for attracting men onto the business administration apprenticeship. Most learners are developing a good awareness of equality and diversity, and learning is reinforced explicitly on some programmes in discrete learning sessions. A bank of questions has been devised for reviews to widen the approach to and understanding of equality and diversity. However, this initiative is recent and is not yet having an effect on the thinking of some learners. Staff have an appropriate understanding of equality and diversity which is supported by corporate training. An employers' pack is now in place, which requires all employers to have appropriate policies to cover equality and diversity. Some of the work placements for learners are with employers that actively and successfully promote understanding and awareness of equality and diversity. However, the full implications of equality and diversity are not yet understood by all employers.

31. EDS operates within NELC's policies and procedures. There is an appropriate policy and strategy in place covering equality of opportunity and a range of related policies on harassment and bullying, violence at work, and dignity at work. Learners are clear about procedures to follow if they have a complaint.

32. Collection of reliable data has improved considerably since the previous inspection, and there is evidence of data on participation by ethnicity, gender and disability now being analysed at programme level. However, EDS is not yet using data relevant to equality and diversity to analyse achievement by learners' characteristics or to set targets at strategic, programme or tutor levels.

### **Quality assurance**

### **Contributory grade 3**

33. EDS has implemented successful actions to improve the quality of provision, including learners' rates of achievement on apprenticeships and E2E programmes. These were areas of significant weakness at the previous inspection. At that time there was no achievement on the apprenticeship programme as learners were not completing the key skills component of the framework. EDS has since introduced key skills qualifications very effectively into the apprenticeship programme. Teaching of key skills is very good and engages learners. Learners are achieving all aspects of their qualification within the timescale expected. Strenuous efforts were made to contact learners who had left without recognition of their key skills, and a significant number were supported to complete the full framework. Within E2E, learners were not completing the full programme as the literacy and numeracy element was not offered. EDS has taken action to ensure that literacy and numeracy are now satisfactorily covered by learners during the course of their programme. All strands of the E2E programme are now being satisfactorily delivered to learners.

34. The self-assessment process has been improved and the resulting report is more analytical and accurate than the previous one. It identifies many of the strengths which inspectors identified, and some of the weaknesses. However, some weaknesses identified by inspectors are not recognised in the self-assessment report.

35. Quality improvement is managed by the EDS quality manager, who is being supported well by a quality manager seconded from NELC's adult education service.

36. EDS has recently put a quality manual in place to provide a system to support quality assurance. Many aspects of quality assurance were identified as weaknesses at the previous inspection. They included aspects of data collection and use, the monitoring of teaching and learning, the self-assessment report, and the absence of a co-ordinated quality assurance process. Initially, EDS was slow to respond to these weaknesses. It has very recently put in place a range of measures to improve these aspects.

37. The innovations introduced by EDS are not yet sufficiently established for their effect on the learners and their experience to be sufficiently evaluated and acted upon. Systematic observation of teaching and learning has very recently been implemented, with the support of a related NELC service that already has an appropriate system in place. However, not all tutors have yet been observed. EDS does not yet carry out any formal monitoring of the quality of on-the-job training. It has improved the access to and monitoring of data for quality assurance and improvement purposes, but is not yet using this data to support target-setting at all levels of the organisation. EDS now has more systematic processes to elicit learners' feedback but has not yet fully developed procedures to monitor actions taken in response to feedback. Internal verification is satisfactory in the business administration apprenticeship programme, but requires further development for accredited programmes in E2E.



## AREAS OF LEARNING

### Business administration, management & professional

| Business administration, management & professional                   |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b>Business administration</b><br>- Apprenticeships for young people | 22                 | 3                  |

#### **Business administration**

##### *Strengths*

- very good key skills teaching and learning
- good development of employment skills
- good work placements supporting progression

##### *Weaknesses*

- insufficiently clear assessment and review process
- poor cross-referencing of evidence against the whole framework
- inadequate use of individual learning plans

### Achievement and standards

38. Achievement and retention rates have been poor. At the previous inspection, no frameworks had been completed as no learners had been entered for key skills examinations. There has been good improvement in performance since then. Of the 39 learners starting in 2004-05, the retention and achievement rate is 21 per cent with 11 learners still in learning. Seventy-nine per cent of the 2005-06 intake remain in learning. Key skills qualifications are now an integral part of the framework and progress on this aspect of the programme is now good. Fifty-nine per cent of learners have achieved their key skills qualifications and 50 per cent are working towards additional key skills above framework requirements. EDS is accredited to carry out online testing for key skills qualifications and the technical certificate, and progress and achievement rates are improving. All learners are on target to achieve all aspects of the framework by the scheduled completion date. Learners find their work challenging. Punctuality and attendance are good.

### Quality of education and training

39. Key skills teaching and learning are very good. Learning sessions are lively and well planned. Learners are progressing very well and enjoy participating in practical tasks that relate well to their work. Learning is challenging and develops learners' wider key skills

through peer support and teamwork. Learners' presentations are well planned and confidently delivered, maintaining group interest with good handouts.

40. On- and off-the-job training develops good employment skills. Coaching on the job is effective. Learners have good access to additional training in topics including telephone techniques, word processing, literacy and numeracy and additional IT courses. They also have good access to NELC's training programmes and vacancy bulletins. Learners demonstrate good skills. They are involved in database design, production of reports, spreadsheets, customer service and exhibition work. They develop good personal and social skills and have improved confidence and self-esteem. Progression from placements to full-time employment is good.

41. Work placements are good, supporting learners' successful progression on their programmes and into employment. This was a strength noted in the previous inspection. Links and communication between EDS and its employers are good. The recruitment process is thorough, matching learners well to placement opportunities. Offices are modern and well equipped. Workplace managers have a good understanding of programme requirements, and monitor progress well. They provide work to meet the requirements of the qualification and opportunities to extend learners' experience and training. Learners participate in a broad range of work activity that links well to their career aspirations. Employers have good commitment to encouraging learners to progress in work and learning.

42. Initial assessment satisfactorily assesses individual learning needs. Learners are given good feedback and appropriate support to enable them to improve their literacy and numeracy skills. Learners demonstrate good improvement. Induction is satisfactory and learners have good recall of their rights and responsibilities, as well as of equality, diversity, health and safety and the complaints process.

43. The assessment and review process is insufficiently clear. Training instructors visit learners every four weeks. Workplace supervisors are fully involved. These visits provide a good opportunity to examine progress and set targets for progression. Visits are not always used to carry out assessment. Learners are provided with assessment plans detailing what evidence they must provide for each NVQ unit. These plans are very prescriptive. Learners work through the plan and give the instructor evidence when completed. Workplace observations are infrequent. Instructors use observation checklists that provide insufficient detail about what is being observed. Internal verification is satisfactory and learners understand this process.

44. Evidence is not used to cross-reference against the whole framework. Learners produce evidence that is specific to a unit of the NVQ. This is not used to cross-reference against other units or for key skills qualifications. Portfolios contain too much evidence. This process slows progress and creates additional work. Cross-referencing of evidence is usually carried out by the instructor. Learners have a poor understanding of their NVQ and how evidence is used. Some learners are unsure about the units they are doing.

45. Individual learning plans are not used to progress learning. This was a weakness identified in the previous inspection. Learners do not have a copy of their plan and do not know their target date for achievement. Plans include insufficient details on initial assessment results, on-the-job training and support required. All target dates are the same and learning plans are not being used as part of the review process. They are not updated to reflect current needs. Instructors do not set targets that are sufficiently specific and timebound, and linked to work and qualification activity.

### **Leadership and management**

46. Programmes are satisfactorily planned and managed. Relationships with employers are good. EDS has made good progress to improve its systems and processes since the previous inspection. Management information is used well at programme level. Managers agree targets with teams and use information to monitor and maintain performance. However, individual targets are not set. Staff are well qualified and EDS supports training and development to meet business needs. Teamworking is good and staff share good practice at regular meetings. Resources are satisfactory and staff develop a good range of appropriate learning materials. Learners have good access to IT resources.

47. Learners and employers have a good understanding of equality and diversity and how this affects them at work. The review process monitors understanding of equality and diversity and deals with issues and concerns.

48. Quality assurance processes are not sufficiently developed. The new system of observing teaching provides good feedback. This process does not yet extend to other elements of the learning programme. A very recent quality audit of learners' files has provided EDS with a good assessment of what needs to be improved. Internal verification systems are satisfactory. Portfolios are routinely sampled and good feedback is given to the assessor and learner. Learners have a good understanding of this process. EDS has recently improved its systems to seek feedback from learners and employers, but does not use this feedback effectively to improve the provision.

49. Staff have been involved in the self-assessment process. The self-assessment report accurately reflects the strengths identified during inspection. However, it does not recognise the weaknesses identified. Self-assessment does not seek the views of employers or learners.

## Foundation programmes

| Foundation programmes                           |                    | 3                  |
|---|--------------------|--------------------|
| Contributory areas:                             | Number of learners | Contributory grade |
| <b><i>Employability/employment training</i></b> |                    |                    |
| - Work-based learning for adults                | 23                 | 2                  |
| - Entry to Employment                           | 18                 | 3                  |

### ***Employability/employment training***

#### *Strengths*

- very good achievement on the work-based learning for adults programme
- good development of personal and vocational skills on E2E
- good retention rate for E2E learners
- good learning and personal support on the work-based learning for adults programme

#### *Weaknesses*

- poor links with employers on E2E
- insufficiently developed target-setting and progress reviews on E2E
- insufficient formal monitoring of training

## Achievement and standards

50. Participants achieve very well on the work-based learning for adults programme supporting entry into NHS employment. During 2004-05, 75 per cent of participants achieved jobs in the NHS or related employment. Participants entering the programme during 2004-05 did so for an expected duration of 26 or 52 weeks. During the current contract year, 24 per cent of participants have achieved employment, with a further 37 per cent still in learning and most leavers still within the 13-week employment window. The work-based learning for adults programme comes to an end in March 2006, and participants are currently on much shorter projected lengths of stay.

51. Participants on the work-based learning for adults programme achieve a range of specific and generic employment-related skills, and increase in confidence and self-esteem. The skills that they gain help them to find employment not only within the NHS but in other related areas of work. Once participants are in employment, there is a good rate of continuation. Of those who gained employment with the NHS from the beginning of the project, 82 per cent have remained in post.

52. Participants on the work-based learning for adults programme achieve qualifications which enhance their employability and increase self-esteem. These include health and safety and manual handling qualifications, and an NVQ in health and social care. Although these achievements are recorded at an individual level, EDS has not collated

the results centrally, so overall achievement rates of qualifications are not available.

53. E2E learners develop good personal and vocational skills. Learners have the opportunity to take part in a wide range of vocational and personal development activities. The E2E programme deals effectively with issues such as drugs and gives learners the confidence to interact well with others. Learners are now achieving accreditation for the level 1 key skill qualification in working with others. Learners speak positively about the new skills they have acquired and take pride in their achievements. Learners concentrate well in learning sessions and follow safe working practices. They show respect for others and actively enjoy the work they are doing.

54. The retention rate for E2E learners is now good. The programme has been significantly amended in the past three months, and retention has improved significantly. Of the 26 learners who started in the current contract year, 18 are still on programme.

55. Management data is now collected for the E2E programme and is accurate, but this improvement is recent. Insufficient information is available on which to base judgements on achievement in terms of trends and progression into jobs. This was identified as a weakness at the previous inspection.

## **Quality of education and training**

56. Participants on the work-based learning for adults programme receive good learning and personal support. High proportions of participants have a disability or are lone parents. Participants are supported by an EDS marketing officer and by the organisation's jobsearch and preparation facilities. They also have access to the partnership links at the EDS base to help overcome barriers they may face. On their on-the-job training, which forms most of the programme hours, participants are supported by a mentor and a buddy who provide learning and personal support. Participants also have access to NHS training on the same terms and conditions as all NHS employees. In addition, they can access further training opportunities through EDS.

57. Teaching and learning on the E2E programme are satisfactory. Learning takes place in a range of settings including the E2E base rooms, key and basic skills rooms and occupational workshops supporting activities such as bricklaying. These are appropriate for the numbers of learners and are clean and pleasant environments in which to work. Learning session plans and schemes of work are satisfactory for all sessions and include references to skills for life, with some being more detailed and integrated than others. Tutors use a range of techniques to engage learners who participate effectively and enjoy their learning, particularly in the occupational areas.

58. Many of the learners on the E2E programme have previously been disaffected and, in some cases, disruptive. Some have issues around substance and alcohol misuse. The programme works with learners to develop personal, social and vocational skills which enable them to enter the world of work. The learners are treated as young adults and encouraged to have an adult approach. Autonomy and choice are emphasised and

fostered throughout and learners are encouraged to have ownership of what they do. This is supported by such activities as tutors and learners agreeing their timetable weekly, break and lunch times being negotiated and discussion skills being constantly developed and reinforced.

59. Support for learners is good, as is the relationship between staff and learners, on the E2E programme. This is successful in fostering learning. Tutors have a good working relationship with their learners, who feel secure and confident. Learners are able to discuss their strengths and weaknesses and readily ask for work-related and personal guidance. This is particularly important for some learners who lack confidence and whose targets relate to personal and social development. Staff deal effectively and sensitively with the diverse needs of this group of learners, being quick to praise success and making sure that learners make the most of their time. In all activities, tutors and learners treat each other with mutual respect and tutors are effective in encouraging mutual respect between learners.

60. Thorough procedures are in place on the work-based learning for adults programme to ensure that participants are appropriately matched to the opportunities available. After referral by Jobcentre Plus, participants are interviewed by EDS. Arrangements are then made for a visit to and tour of the hospital and a formal interview is then organised at the hospital. Individual learning plans and progress reviews are satisfactory. Reviews between the EDS marketing officer and the participant are held every four to six weeks. Targets are set and monitored, are appropriately precise and timebound, and relate to the individual learning plan. Communication between EDS and the workplace is regular.

61. At the previous inspection, the literacy and numeracy strand of the E2E programme was not in place. The programme now offers learning in the three interdependent core areas of skills for life and key skills, vocational development and social development. The extent of learning within each area is dictated by the learners' needs. All learners do actively develop skills in each of the three strands. However, skills for life is not yet sufficiently integrated within the wider E2E programme.

62. Links with employers on the E2E programme are poor. Few learners are able to access work placements or work experience to gain a broader experience of the world of work. Those who do get work experience are usually placed within the voluntary sector, for example in charity shops. Learners are not happy with this situation and have expressed their views in meetings.

63. Target-setting and progress reviews are insufficiently developed on the E2E programme. Reviews take place regularly but targets are often vague, are not broken down into clear, measurable steps and are sometimes not time constrained. It is difficult to assess whether or not the targets have been met. Not all targets are reviewed thoroughly, particularly where no action has been taken towards the target. Reasons for targets not being actioned are not routinely noted. Often there is no follow through as to whether the target should be carried forward to the next action plan, or of the reasons why the target is no longer appropriate. It is not clear whether targets are always sufficiently challenging, as the evidence on which they are based is sometimes limited.

## Leadership and management

64. The E2E programmes are led and managed satisfactorily. Equality of opportunity is promoted throughout the programme. Learners are encouraged to respect others and themselves. There has been a complete overhaul of the programme and all three strands of the programme, including literacy and numeracy, are now offered. Staff now formally meet to discuss the development of the programme. In addition, staff discuss issues with learners regularly and have monthly meetings with learners to share ideas and tackle specific issues as they arise.

65. Management data for the E2E programme is now collected and is accurate, although as yet it is not being fully used to highlight and then remedy issues.

66. Most of the staff members involved in the delivery of the main E2E programme have no teaching qualifications in literacy and numeracy or much experience of integrating literacy and numeracy provision at level 1 or above. Initial awareness-raising and some general mapping of skills for life within occupational areas has taken place.

67. A programme manager has responsibility for all programmes funded by Jobcentre Plus and the ESF. Communication within the programme team is good. Team meetings are held regularly. Regular meetings are also held with Jobcentre Plus.

68. The self-assessment process and the self-assessment report for foundation programmes are satisfactory. Staff are appropriately involved in the process. The self-assessment of Jobcentre Plus-funded programmes identified most of the strengths and weaknesses identified by inspectors. EDS had already taken steps to resolve some of the weaknesses. The self-assessment of E2E provision was less accurate in identifying the weaknesses found by inspectors.

69. Some monitoring of the effectiveness of learning takes place on the E2E programme. Four teaching observations have been carried out, three in 2004-05 and one during the current contract year. These have tended to focus on the atmosphere within the sessions and the relationship between tutor and learners rather than measure what learning has taken place. Portfolios are not quality-assured and moderators' reports on the working with others key skill qualification have highlighted the need for an internal verification system to be set up and implemented.

70. Insufficient formal monitoring of training takes place on the work-based learning for adults programme. EDS has recently introduced a system to monitor off-the-job teaching and learning. However, in previous years no observations of practice were carried out and only two members of staff have been observed this year. There have been no repeat observations to check on whether actions to improve practice are being carried out and are affecting the participants' experience. EDS does not yet have a system in place to monitor the effectiveness of on-the-job training.