

# INSPECTION REPORT

## **Waverley Training Services**

**23 September 2005**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

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

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

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

### Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

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

# **INSPECTION REPORT**

## **Waverley Training Services**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Waverley Training Services (WTS) was established in 1983 as a not-for-profit unit of Waverley Borough Council (WBC) whose offices are in Godalming. It contracts with Surrey Learning and Skills Council (LSC) to provide apprenticeships for young people in motor vehicle, horticulture, information and communications technology, business administration, customer services and retailing. It also offers Entry to Employment (E2E) programmes, under partnership arrangements with Guildford College. The number of learners in each area of learning has fluctuated over the past few years. In 1999 the main areas of learning were horticulture and motor vehicle. In 2005 they are customer services and E2E. In addition to the LSC contracts, WTS offers a range of training opportunities to local secondary schools and pupil referral units. WTS is part of two European Social Fund (ESF) projects in partnership with other local organisations.

2. WTS is situated in Farnham on the borders of Surrey and Hampshire and attracts learners from both counties. The training centre has training rooms and three computer suites for learners, although most of the apprenticeship training takes place in learners' workplaces. Training for E2E takes place in a separate annex. Off-the-job motor vehicle training is subcontracted to Farnborough College of Technology and learners attend for one day each week. Waverley Borough Council is a prosperous local authority area where a large proportion of school leavers stay on in full-time education or training. Unemployment among young people is low, and at the time of the 2001 census, 2.6 per cent of the population was from minority ethnic groups compared with a national average of 9.1 per cent.

### OVERALL EFFECTIVENESS

### Grade 2

3. **The overall effectiveness of the provision is good.** WTS's leadership and management are good as are its arrangements for quality improvement. Equality of opportunity is satisfactory. The provision in business administration and law is good, as is the provision in preparation for life and work.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** Staff are closely involved in the self-assessment process. Feedback from learners and employers is used regularly to assess performance. The provider makes good use of data to assess retention, achievement and progression rates, but makes insufficient use of data to analyse trends. The self-assessment report is self-critical and accurate. Inspectors' findings matched most of the strengths and some weaknesses in the report. However, one significant weakness was omitted from the report.

5. **The provider has demonstrated that it is in a good position to make improvements.** Achievement rates have significantly improved since WTS was last inspected and the provision is now good. At reinspection in November 2003, WTS was judged unsatisfactory and referred to its funding bodies for emergency action. Since then, it has made significant

improvements to its leadership and management, and they are now good. The actions identified in the post-inspection action plans and the quality improvement plan have been implemented, and are effective in dealing with the weaknesses in the provision.

## KEY CHALLENGES FOR WAVERLEY TRAINING SERVICES:

- prioritise the implementation of the skills for life strategy
- maintain good retention, achievement and progression rates
- improve the identification of learners' literacy and numeracy needs, and plan appropriate training to develop these skills
- improve employers' involvement in the development of learners' skills
- actively promote equality of opportunity and diversity
- continue to improve the quality and consistency of the programmes

## GRADES

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

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

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
<b>Employability training</b>		2	
Entry to Employment	17	2	

Business administration and law			2
Contributory areas:	Number of learners	Contributory grade	
<b>Administration</b>			
Apprenticeships for young people	7	2	
Other government-funded provision	1	None	
<b>Customer service</b>			
Apprenticeships for young people	13	2	
Other government-funded provision	1	None	

## ABOUT THE INSPECTION

6. The inspection team reviewed evidence and interviewed learners from all the programmes offered. However, at the time of the inspection there were too few learners

in motor vehicle, retailing and horticulture for these areas to be reported on separately. E2E was reported on and graded as were business administration and customer services.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	27
Number of staff interviewed	22
Number of employers interviewed	8
Number of locations/sites/learning centres visited	13

## KEY FINDINGS

### Achievements and standards

**7. On E2E programmes, the achievement of key learning goals is good.** Many learners are also successful in key skills tests and the completion of key skills portfolios. Learners' personal targets are challenging and are tailored to their individual requirements. The good development of learners' personal and social skills supports the good progression rates, with nearly half the learners gaining employment. Many learners comment on the growth in their confidence and the difference their time on the programme has made to them.

**8. Achievement rates are good and have improved in the past three years on almost all programmes.** In 2002-03, only 3 per cent of learners who left WTS had achieved a full apprenticeship framework. In 2005-06 to date, this has improved to 79 per cent. Nearly all learners complete their apprenticeship within the planned duration of their programme.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	2	0	0	2
<b>Total</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**9. The 22-week E2E programme is well structured and ensures that learners have a broad range of opportunities to enable them to progress.** The comprehensive lesson plans incorporate a wide range of activities. Learners are helped to understand the world of work by a consistent emphasis on the employers' point of view and a reinforcement of money being something that has to be earned. Learners can work towards a range of agreed qualifications while developing personal and social skills.

**10. Good teaching and support** is the foundation for the particularly good personal and vocational individual learning programmes in E2E. Two weeks into the programme, learners are reviewed and set individual targets based on the results of initial assessment and their work so far. Learners are involved in setting their own targets and are keen to work towards them. The targets are specific and measurable, and learners fully understand

them. Staff take care to find suitable work tasters and work trials, and many learners move into employment with their work-placement provider.

**11. The apprenticeship programmes are well structured and use an integrated approach from the start.** Learners work on their national vocational qualification (NVQ), technical certificates and key skills together, gathering evidence at the earliest opportunity. Some learners achieve key aspects early in their programme and are presented with their certificates. The assessor agrees with learners the tasks to be completed for the next visit. These are carefully recorded to ensure learners are clear about what is expected.

**12. There is good support for learners from the assessor and employers.** The assessor is always available by telephone, text or e-mail, and will schedule early morning meetings for learners on night shift. Assessors visit learners in the workplace frequently, and spend considerable time working with them to help them prepare for and pass their key skills tests. The relationships between employers and the assessors are satisfactory or better.

**13. WTS's identification of learners' literacy and numeracy needs is inadequate.** Staff do not follow up the Basic Skills Agency screening test with diagnostic testing to establish learners' particular learning difficulties. Initial assessment identifies that most of the E2E learners have literacy and numeracy levels at entry level 3 or below. The individual actions planned do not set out specific areas of development. General support is given but there is little use of the wide range of techniques available to deal with specific needs. There is no formal learning plan with long-term goals and shorter-term targets to enable progress to be identified and recorded.

**14. There is insufficient structure provided for skills development.** Learners receive few occupationally relevant resources to support them within their programmes. There are few handouts or reference materials to reinforce the discussions and coaching provided by the assessor. There are not enough plans to ensure that all topics and skills are reviewed. Learners' literacy and numeracy skills are not being developed sufficiently in the workplace. Work in portfolios and work produced to send to external customers contains uncorrected errors.

## Leadership and management

**15. WTS has taken good actions to support recovery following an unsatisfactory reinspection report.** An emergency action plan drawn up by WBC was used effectively to deal with the key weaknesses. A manager was appointed in spring 2004, and following self-assessment in April 2005, a new quality improvement plan was established. Inspectors judged that many of the actions described in these plans had achieved their intended outcome.

**16. WTS has a good performance management system for its staff.** The staff appraisal programme is well structured. All staff, including those who work part time, are set clear and realistic work-related objectives that are linked effectively to the quality improvement plan and the three-year development plan. Individual training needs to improve work performance are identified and included in staff training plans.

**17. WTS's operations are enhanced by good internal communications.** Much of the



day-to-day communication is informal, but team meetings are held every month, using a set agenda to ensure key issues are discussed. Staff recognise that they are given opportunities to be involved in planning and decision-making. The team discusses each learner's progress and agrees effective actions when learners are at risk of not completing their programme.

18. WTS draws from a variety of funding sources to offer a **good range of programmes which meet the needs of diverse groups of learners**. It has close links with local schools to provide training for groups from years 10 and 11, and also runs a horticultural course for young people from local pupil referral units. Young people on the programmes come from diverse backgrounds and include young offenders, travellers, and young people excluded from school. There are two ESF projects, and other effective networks and partnerships. These arrangements allow WTS to access additional courses and to refer learners to alternative provision where appropriate.

19. **Staff involvement in the self-assessment process is good.** After writing their contribution to the report, area of learning teams met the manager to discuss and agree their assessments. Staff then attended a team-building event to review the self-assessment report and to take a constructively critical approach to this activity. Inspectors' findings matched many of the strengths and a number of the weaknesses in the self-assessment report. The report missed one of the significant weaknesses in the provision.

20. **WTS's skills for life strategy is incomplete.** Skills for life is the government's strategy on training in literacy, numeracy and the use of language. WTS's policy describes how it will help learners achieve success in their main occupational programmes. It does not mention strategies to improve learners' literacy, numeracy or language skills. Many of the actions planned were not completed within the indicated timeframe and some remain incomplete.

21. **The reinforcement of equal opportunities and diversity is inconsistent.** Learners are questioned about equality at their progress reviews, but not all their answers are recorded and some learners do not know what the numbers entered on the progress review documents are for. There is no guidance available to assessors on the type of answers expected to help them discuss and develop learners' understanding.

## Leadership and management

### Strengths

- good implementation of actions to support recovery
- good management of staff performance
- good internal communications
- good access to a broad range of opportunities for diverse groups of learners
- good involvement of staff in the self-assessment process

### Weaknesses

- incomplete skills for life strategy

- inconsistent reinforcement of equal opportunities

## **Preparation for life and work**

### ***Employability training***

***Grade 2***

#### *Strengths*

- good achievement and progression rates
- well-structured programme focused on learners' progress
- particularly good individualised personal and vocational learning programmes

#### *Weaknesses*

- poor planning of literacy and numeracy support

## **Business administration and law**

#### *Strengths*

- good retention and achievement rates in apprenticeship programmes
- well-structured programmes
- good support for learners

#### *Weaknesses*

- inadequate identification of learners' literacy and numeracy needs
- insufficient structure provided for skills development

## **WHAT LEARNERS LIKE ABOUT WAVERLEY TRAINING SERVICES:**

- 'helped me to become more confident - I used to quit now I stick it out.'
- 'the assessors - they're always available, nothing is too much trouble'
- 'the good staff support - we get along with them and they treat us as equals'
- 'lots of hands-on work'
- the thoroughness and professionalism
- 'everyone is friendly and easy to approach'
- 'the staff - they are helpful and encouraging'
- 'they treat us like adults, unlike school'

## **WHAT LEARNERS THINK WAVERLEY TRAINING SERVICES COULD IMPROVE:**

- the transport arrangements to get to Waverley for off-the-job training - 'it takes me two hours to get there'
- the number of creative projects
- the relevance of the handouts on legislation and work areas
- jobsearch - it's boring
- 'can't think of anything'

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

### Grade 2

#### Strengths

- good implementation of actions to support recovery
- good management of staff performance
- good internal communications
- good access to a broad range of opportunities for diverse groups of learners
- good involvement of staff in the self-assessment process

#### Weaknesses

- incomplete skills for life strategy
- inconsistent reinforcement of equal opportunities

22. WTS's implementation of actions to support its recovery is good. Leadership and management were judged unsatisfactory at the reinspection in November 2003. WBC drew up an emergency plan containing immediate actions to deal with the key weaknesses. A manager was appointed in spring 2004, and the emergency plan was then consolidated into WTS's post-inspection action plan. WTS completed a self-assessment report in April 2005 and produced a quality improvement plan to deal with key weaknesses in June 2005. The inspectors' findings confirmed that the intended outcome of many of the planned actions had been achieved. For example, some key skills training for apprentices used to be provided by a subcontractor, but it is now all given in-house. WTS introduced systems of staff appraisal and observations of training programmes, and developed policies and procedures. WTS has made significant improvements to its performance. In 2002-03, only 3 per cent of learners who left WTS had completed a full apprenticeship framework. In 2005-06 to date, the proportion has improved to 79 per cent. Nearly all learners complete their apprenticeship within the planned timescale. WTS benefits from the good support provided by WBC. WBC has described WTS's future contribution to youth and the community in its corporate plan. Over the past 18 months, WTS has produced a one-year development plan, and extended it into a two-year plan for 2004 to 2006. This has recently been revised and extended further into a three-year plan for 2005 to 2008.

23. Staff performance is managed well. All staff, including those who work part time, have an annual appraisal which is reviewed after six months. Staff are set clear and realistic work-related objectives that are effectively linked to the quality improvement plan and the three-year development plan. Tutors' appraisals include an evaluation of observations of training and learners' progress reviews. Individual training needs to improve work performance are identified and included in staff training plans. WTS also supports staff to attend relevant vocational and educational training. WBC provides staff who work for WTS with access to a wide range of work-related and personal development opportunities. All staff are required to attend training and updating of essential knowledge and competences, such as manual handling. Staff value the opportunities they have to develop their expertise. WTS provides staff with clear job descriptions which set out their job roles and accountabilities.

24. WTS's operations are enhanced by good internal communications. This was also a strength at the reinspection in November 2003. Much of the day-to-day communication is informal, but there are monthly team meetings which have a set agenda to ensure that key issues are discussed. Minutes and action points are drawn up promptly and reviewed at the next meeting. Staff recognise the opportunities they are given to be involved in planning and decision-making. At the meetings, staff review how well WTS is performing against the funding agreement and the targets in the three-year development plan. The team discusses each learner's progress and agrees effective actions for learners at risk of not completing their programme. Staff use these meetings to share practice. They are motivated by, and welcome, this open approach and also the levels of formality which give credence to what they do. WTS has introduced a broad range of easy-to-understand policies and procedures. A system has also been introduced to ensure they are regularly reviewed and updated. WTS provides learners with appropriate working and learning facilities and resources and WBC helps with the maintenance and care of these.

25. WTS's skills for life strategy is incomplete. This weakness was not identified in the self-assessment report. WTS has produced a policy which describes how it will help learners achieve success in their main occupational programmes. It does not mention strategies to raise learners' standards of literacy, numeracy or language. Although WTS has a skills for life action plan, too many of the actions were not been completed by the indicated deadline and some remain incomplete. For example, WTS has not yet added a skills for life section to the self-assessment report, and it has yet to identify which member of staff will take the level 4 qualification in teaching literacy and numeracy. Vocational staff have not received enough training to help them understand how they can effectively support learners with literacy, numeracy or language needs in their lessons. Employers are insufficiently involved and arrangements for self-referral are inadequate. The updating of lesson plans to include skills for life and key skills is part of the three-year development plan.

### **Equality of opportunity**

### **Contributory grade 3**

26. WTS uses a variety of funding sources to offer a good range of programmes which meets the needs of diverse groups of learners. It has close links with one local school and runs a programme in wordwise, numberwise and the national skills profile for groups from years 10 and 11. A horticultural course is run for pupils from local pupil referral units and school federations. Several young people have progressed from this onto the E2E programme and a few have gone on to join one of the six different apprenticeship programmes offered. Young people who come from diverse backgrounds include young offenders, members of traveller communities, and young people excluded from school. There are two ESF projects. One was a two-week course on training for employment which was run during the summer holidays, the other a project with partners to provide NVQ training to women over the age of 22 who are returning to work. One woman learner is working towards an NVQ in customer service at level 2 and another is working towards an administration NVQ at level 3. Effective networks and partnerships have been established with other organisations and training providers to share information and practices. These arrangements give WTS access to additional courses for learners and enable staff to refer learners to alternative provision where appropriate.

27. WTS has a good range of policies on equal opportunities, including an equality and diversity policy, a disability statement, and a summary of equal opportunities in practice. A clear, simple and well-written guide to equal opportunities is given to learners to encourage them to discuss any concerns they may have on how they are treated. A separate bullying

and anti-harassment policy provides clear information and guidance to learners and staff on what they should do if they feel they are being harassed or bullied. This does not include specific advice on what learners should do if they feel they are not being treated fairly by an employer. Learners receive adequate information during induction, although some remember this better than others. Some of the apprenticeship frameworks include a section on employers' rights and responsibilities, which effectively encourages learners to research equal opportunities and increase their understanding and awareness.

28. WTS has analysed its learner population and found that there are no members of minority ethnic groups on E2E or apprenticeship programmes, and no women in horticulture or engineering. Although the organisation's marketing materials request more applications from women, there is no specific strategy to remedy some of the imbalances. The rates of achievement and progression are reviewed for any significant differences between male and female learners but are not formally analysed to identify trends among different groups of learners. The training centre has been effectively adapted to provide access to people with mobility problems, and additional resources are made available if required.

29. The reinforcement of equal opportunities and diversity is inconsistent. Learners are questioned at progress reviews, but not all their answers are recorded and some learners do not know what the numbers entered on the progress reviews relate to. There is no guidance on the type of answers expected so that assessors can discuss and develop learners' understanding. All staff attend a training course on equal opportunities with the council to understand how equal opportunities relates to them as council employees. WTS plans to conduct more focused staff training in equal opportunities and diversity.

### **Quality improvement**

### **Contributory grade 2**

30. Staff involvement in the self-assessment process is good. The self-assessment report was completed in April 2005. After writing their contribution to this report, area of learning teams met with the manager to discuss and agree their assessments. Staff then attended a team-building event during which each area of learning team presented their self-assessment with supporting evidence. Staff were encouraged to take a constructively critical approach to this activity. This resulted in changes to the report, including a change in an area of learning grade. Inspectors' findings matched many of the strengths and a number of the weaknesses in the self-assessment report, but the report failed to identify one of the significant weaknesses. The inspection grades match those of the self-assessment report for preparation for life and work and equality of opportunity, but are better than those given for business administration, leadership and management, and quality improvement. The quality improvement plan is used well. It is reviewed and updated every two months by the manager and at team meetings. Completed actions are removed and new issues added.

31. WTS has introduced a regular programme of observations of teaching and learning, and more recently, of learners' progress reviews. Observations are carried out by the manager at least every six months. They are based on a detailed checklist with a performance summary, grade and action plan. Support and training are provided where needed. WTS has a new service level agreement with Farnborough College of Technology, in response to a weakness identified at the previous inspection. Staff hold regular meetings to resolve any difficulties with the subcontracting arrangements, and regularly observe teaching and learning to assess the standards of the service provided.

32. Good use is made of feedback from learners and employers. Learners' views are obtained at several stages during their training. Staff take prompt action to deal with any issues raised and use the information to form their judgements on the provision for the self-assessment process. A programme of six-monthly quality checks has been introduced to ensure that key policies and procedures are working effectively. These checks are part of a planned schedule of prioritised activities to monitor business performance. The manager has established an external network of support to help identify quality improvements. A new management information system produces helpful performance reports. Staff have a good awareness of WTS's performance against key performance measures and external benchmarks. WTS makes little use of trend analysis to set targets for quality improvement or to compare the performance of different groups of learners.

33. Internal verification is satisfactory. This was identified as a weakness at the reinspection in 2003, but has been dealt with effectively. One internal verifier co-ordinates all activities. WTS has introduced handbooks for assessors and internal verifiers, and devised policies, procedures and standard documents. Internal verifiers sample portfolios every three months, assessors are observed twice each year, and standardisation meetings are held three times each year. WTS's management information system is used effectively to keep track of outstanding reviews and observations of assessment practice.

34. WTS's arrangements for sharing best practice are incomplete. The standards of practice are mixed. For example, horticulture apprentices make good use of photographic evidence in their portfolios, but motor vehicle apprentices do not. In some areas of learning, assessment plans are insufficiently informative for learners, and internal verification plans are not detailed enough for the adequacy of the selected sample to be judged.

## AREAS OF LEARNING

### Preparation for life and work

Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Employability training</b> Entry to Employment	17	2 2

35. WTS provides two preparation for life and work programmes, E2E and an ESF-funded two-week 'Training in Employment' project for learners between the ages of 16 and 25. The ESF project was not part of the inspection. E2E is for learners between 16 and 18 and is offered in partnership with Guildford College which is the lead provider. Young people living and working in Surrey and Hampshire are referred to WTS by Connexions, youth offending teams, pupil referral units, or other agencies, or they apply directly themselves. Some learners progress to the programme from WTS's provision for 14 to 16 year olds from local schools. The programme is 22 weeks long, and the first six weeks are spent on induction and initial assessment. All learners follow a range of programme options including personal and social development, key skills, and literacy and numeracy, employability skills and work tasters and trials. Learners attend for a minimum of three days a week, and are set projects for the other two days. They are encouraged to work towards national qualifications in key skills, and literacy and numeracy. There are two part-time E2E trainers supported by two additional tutors.

### **Employability training**

Grade 2

#### *Strengths*

- good achievement and progression rates
- well-structured programme focused on learners' progress
- particularly good individualised personal and vocational learning programmes

#### *Weaknesses*

- poor planning of literacy and numeracy support

### **Achievement and standards**

36. The rate of achievement of key learning goals is good. In the three years since 2002-03, 65 per cent of learners achieved their key learning goals and 53 per cent of learners who sat key skills tests were successful. Learners also work towards the wider key skills and make good progress in completing their portfolios. Learners' personal targets are challenging and are tailored to their individual requirements. Learners work hard to achieve these targets and they are regularly reviewed and used to contribute to the achievement of the key learning goals. The good development of learners' personal and social skills supports the good achievement and progression rates. Many learners comment on the growth in their confidence and the difference their time on the programme has made to them.



37. Progression rates are good. Between 2002-03 and 2004-05, 46 per cent of learners progressed into employment, 9 per cent into work-based learning and 9 per cent into further education. A large number of these learners have continued in their chosen routes and have achieved their new goals. Many learners keep in touch with WTS and are able to have support and guidance when they need it. WTS has identified that it needs to increase the rate of progression into work-based learning and further education.

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

LSC funded work-based learning																
Entry to Employment	2005-06		2004-05		2003-04		2002-03									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	11		57	100	37	100	18	100								
Progression <sup>1</sup>	0		33	58	25	68	14	78								
Achieved objectives <sup>2</sup>	0		33	58	24	65	14	78								
Still in learning	11		6	11	0	0	0	0								

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

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

### The quality of provision

38. The 22-week E2E programme is well structured and ensures that learners have a broad range of opportunities to help them progress. Through the comprehensive interview, learners are fully aware of the purpose and structure of the E2E programme and their role in it. The overall scheme of work is reinforced with a detailed scheme for the six-week induction and initial assessment. The comprehensive lesson plans use a wide range of activities and are supported by handouts which act as useful reference documents for learners. These include checklists for filling in application forms, and helpful hints and tips. Learners are helped to understand the world of work by a consistent emphasis on the employers' point of view and a reinforcement of money being something that has to be earned. Learners receive a training allowance for the three days they attend the training centre or are with employers. The allowance for the other two days is only paid on completion of the project that has been set for them. The wide range of activities and support is enhanced by the good liaison and partnership-working with external agencies including Connexions, the Army and local employers. The number of employers involved is increasing.

39. Good teaching and support is the foundation for particularly good personal and vocational learning programmes. After the first two weeks, learners' progress is reviewed and they are set individual targets based on the results of initial assessment and the work they have done so far. Learners are involved in setting their own targets and are keen to work towards them. The targets are specific and measurable, and learners fully understand them. Time is made available each day for the learners to organise their own time and work towards these targets. They record their progress on their activity sheets. An assistant tutor is available on two days a week so that support for learners with additional needs can be integrated with planned sessions. Qualification targets are selected by learners with their tutors. These include the wider key skills, and literacy and numeracy. Learners also use activities and project work to develop a wide variety of personal and social skills and to generate evidence towards their chosen qualification targets.

40. After six weeks, learners have a review that summarises the work they have done during the induction and initial assessment period. At this time, the key learning goals are drawn up and recorded on the E2E passport. Learners agree individual shorter-term targets which are specifically aimed at helping them progress to their personal goals. Staff take great care over finding suitable work tasters and work trials with understanding employers, and this supports learners in their progression into work. Many learners move into employment with their work-placement provider. Learners with personal difficulties benefit from good individual support from the experienced tutors, and are referred to external agencies where necessary. Many learners receive ongoing support after they have finished their programme, and they feel able to contact the tutors to help them with changes in their planned development.

41. Learning resources are satisfactory and there are sufficient computers for learners to use. The annex at the training centre is large enough to accommodate the numbers on the programme and to have different working areas for individual work.

42. Initial assessment identifies that most of the learners have literacy and numeracy levels at entry level 3 and below. Individual actions identified for learners are very general and do not set out specific areas of development. There is no formal learning plan with long-term goals and shorter-term targets to enable progress to be recorded. General support is given but there is little use of the wide range of techniques available to deal with specific needs. Learners out on work placements receive little support for any literacy and numeracy needs.

### **Leadership and management**

43. The two E2E trainers and the two additional trainers work well as a team. They have formal team meetings, ongoing contact every day, and feedback, evaluation and continuous planning to ensure the programme meets the individual needs of the current learners. The team shares ideas and good practice. The organisation of the programme and deployment of the team members allows group work to be carried out as well as individual support.

44. Equality of opportunity is satisfactory. It is introduced at induction through a video and discussion. Learners' understanding is reinforced at the end of week two with a research project on accessibility and discrimination, and in week three by preparing a learners' statement on equality of opportunity and taking part in a day on human rights. There is ongoing reinforcement through progress reviews, using the organisations' prepared questions.

45. Evaluation and feedback are gathered from learners and employers. The new reunion events are also used to gather feedback as well as encouraging learners to stay in contact. The information is analysed and used to improve the programme. The information is also used in the self-assessment report. The self-assessment report is accurate in its identification of the strengths and but does not identify the significant weakness around literacy and numeracy. Inspectors awarded the same grade as the self-assessment report.

**Business administration and law****Grade 2**

Contributory areas:	Number of learners	Contributory grade
<b>Administration</b>		
Apprenticeships for young people	7	2
Other government-funded provision	1	None
<b>Customer service</b>		
Apprenticeships for young people	13	2
Other government-funded provision	1	None

46. WTS provides programmes in business administration and law for 20 learners. Seven of these are apprentices on administration programmes, 12 are apprentices in customer service, and one working towards an advanced apprenticeship in customer service. Two learners are on an ESF project to provide NVQ training to women over the age of 22 who are returning to work. One of these is working towards a customer service NVQ at level 2, and the other is working towards an NVQ in administration at level 3. All learners are employed and most training takes place at work. WTS's assessor visits learners in their workplace and carries out observations, assessments, coaching and progress reviews. The assessor is appropriately qualified, as is the internal verification co-ordinator.

*Strengths*

- good retention and achievement rates in apprenticeship programmes
- well-structured programmes
- good support for learners

*Weaknesses*

- inadequate identification of learners' literacy and numeracy needs
- insufficient structure provided for skills development

**Achievement and standards**

47. The retention and achievement rates for the apprenticeship programmes are good. In business administration, achievement rates increased to 67 per cent in 2003-04, and in 2004-05, 12 per cent of the learners have already completed their frameworks while 88 per cent are still in learning. In customer service, achievement rates have been over 70 per cent for the past two years. The number of learners on advanced apprenticeships is low but the achievement rates have improved from 33 per cent in 2003-04 to 67 per cent in 2004-05 with one learner still in learning.

48. The standard of learners' work is satisfactory. Portfolios are generally well laid out and up to date. Learners work on a good range of activities relevant to their programme, and most of these are completed to a satisfactory standard.

## WAVERLEY TRAINING SERVICES

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	3	100	6	100												
Retained*	2	67	2	33												
Successfully completed	2	67	2	33												
Still in learning	1	33	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											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	26	100	10	100	9	100										
Retained*	4	15	7	70	6	67										
Successfully completed	4	15	7	70	6	67										
Still in learning	19	73	0	0	0	0										

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

Other government funded																
Other government-funded provision	2005-06		2004-05													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	2	100	2	100												
Retained*	0	0	2	100												
Successfully completed	0	0	2	100												
Still in training	2	100	0	0												

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

### The quality of provision

49. The programmes are well structured. This strength was identified in the self-assessment report. The NVQ, technical certificates and key skills are integrated well, and work on all of them begins at the start of the programme. Evidence for the NVQ is collected at the earliest opportunity while learners work on the key skills and technical certificates. Some learners achieve key aspects of their programme early, and are presented with their certificates, improving their confidence and motivating them to complete the whole programme. The assessor and learners agree the tasks and work to be completed for the next visit. This is carefully recorded to ensure learners are clear about what is expected. Learners are stretched but not overburdened. Many learners on programme are well ahead of schedule and most complete their framework within the expected timescales.

50. The assessor and employers provide good support for learners. The assessor is always available by phone, text or e-mail, even at weekends. Assessors visit learners every two or

three weeks in their workplaces, and learners appreciate this support. The visits are tailored to learners' needs, increasing in frequency at times like holidays in order to keep them on target. Learners on night shifts are visited before 0600 to ensure they receive regular support and assessment. The assessor spends considerable time working with learners on revision and test papers to help them achieve their key skills qualifications. Most employers take time to discuss assignments with learners, and provide time and resources for learners to work on their portfolios. Relationships between the employers and assessors are satisfactory or better. Employers recognise that programmes are managed effectively and that they meet the needs of their business. WTS carries out a skills scan to ensure learners are in job roles which will allow them to complete the programme. Some employers commented that they would welcome the opportunity to gain greater insight into the programmes offered. Learners felt that the programmes selected were meeting their occupational needs and giving them greater confidence and understanding of the importance of their roles and how they fit into the organisation.

51. Assessment practice is satisfactory. Learners are visited in the workplace every two to three weeks. They agree targets that are aligned with their current work role, and collect appropriate evidence which they cross-reference against the relevant occupational elements. Most of the assessments are conducted through observations in the workplace, and the range of evidence collected is narrow. Progress reviews take place every eight weeks and are used to inform the learner of progress made and the next key steps in their programme. Employers are not sufficiently involved in the reviews although they sign the paperwork at the end of the visit.

52. Induction is satisfactory. Learners can recall their induction, which covers all parts of the apprenticeship framework, equal opportunities and health and safety. There are booklets which cover all aspects of the induction process, including employees' rights and responsibilities. Learners' learning styles are assessed so that the assessor can tailor how the programme is taught.

53. There is inadequate identification of learners' literacy and numeracy needs. This was not identified in the self-assessment report. The Basics Skills Agency screening test is not followed up with diagnostic testing to establish learners' particular learning difficulties. The assessors provide good general support through additional revision work and practice papers for the key skills tests, but are unaware of the most effective ways to support the learners.

54. There is insufficient structure provided for skills development. Learners receive few occupationally relevant resources. There are not enough handouts or reference materials to reinforce the discussions and coaching provided by the assessor. Insufficient plans are in place to ensure all topics and skills are reviewed. There is too much reliance on the assessor identifying training needs and providing coaching when appropriate. Inspectors saw examples of both good practice and shortcomings in training. Many learners have access to high-quality in-house training, but these courses are not recorded as achievements or used in learners' learning plans. The list of training courses has not been reviewed to see how they could be used to develop learners' occupational skills. Learners' literacy and numeracy skills are not being improved in the workplace. Work in portfolios and work prepared for external customers contained uncorrected errors.

## **Leadership and management**

55. WTS provides apprenticeships for learners who are already established in the workplace. There are well-established links with some local employers and with Connexions. Employers provide feedback through questionnaires and discussions with the visiting assessor. However, they are not all aware of the apprenticeship programme and how it links with their own training courses.

56. Internal verification is satisfactory and is carried out every three months. It ensures the quality of work and evidence gathered and supports the assessors and learners. There are regular standardisation meetings and are regular staff meetings to keep assessors informed and to discuss a wide range of issues.

57. There are generally satisfactory arrangements for equality of opportunity and health and safety in the workplace. These areas are adequately covered as part of the induction for WTS's staff and learners. Learners also have a relevant induction in the workplace on policies and procedures. Within weeks of starting the programme, learners complete the employee's rights and responsibilities workbook. Learners' awareness of equal opportunities is reviewed every eight weeks. However, there is no standard set for the quality of answers, and the process is mechanistic rather than promotional.

