

# INSPECTION REPORT

## **CSV Training & Enterprise West Midlands**

**18 August 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**

## **CSV Training & Enterprise West Midlands**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Community Service Volunteers (CSV) was founded in 1962. It is a charity and one of the largest voluntary organisations in the UK. CSV Training & Enterprise West Midlands (CSVTEWM) operates within CSV's training and enterprise division and provides learning opportunities at four sites in Hereford, Redditch, Worcester and Kidderminster. Its work focuses on helping young people and adults, particularly those who find it difficult to access mainstream provision, to progress and achieve in education and in the workplace.
2. CSVTEWM holds contracts with Herefordshire and Worcestershire Learning and Skills Council (LSC) for Entry to Employment (E2E) training, and also as part of a co-financed European Social Fund (ESF) project for longer occupational training (LOT) programmes in transportation. In addition it holds contracts with Jobcentre Plus for New Deal for young people, New Deal 25+ and work-based learning for adults. These participants follow voluntary service options, basic employability training (BET), Gateway to Work or short intensive basic skills (SIBS) programmes.
3. CSVTEWM's headquarters are in Hereford and opened in 1987. It employs 52 staff, 35 full time, who provide a range of training programmes and administrative support. The largest areas of learning are preparation for life and work (employability training), with 180 learners at the time of the inspection, and engineering and manufacturing technologies (transportation), with 26 learners at the time of the inspection. The unemployment rates in June 2005 were 1.4 per cent in Herefordshire and 1.9 per cent in Worcestershire, compared with the national average of 2.3 per cent.

### OVERALL EFFECTIVENESS

**Grade 2**

4. **The overall effectiveness of the provision is good.** CSVTEWM's leadership and management and its arrangement for equality of opportunity are good. Quality improvement is satisfactory. Provision is satisfactory in engineering and manufacturing technologies and good in preparation for life and work.
5. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is thorough, with all of CSVTEWM's staff taking part, although contributions from subcontractors and employers are more limited. Useful CSV assessments of performance contribute to the self-assessment process. The self-assessment report is sufficiently critical and evaluative and recognises many of the strengths and weaknesses identified during the inspection. However, CSVTEWM did not identify weaknesses concerning the monitoring of work with employers and of learners' experiences in the workplace.
6. **The provider has demonstrated that it is in a good position to make improvements.** CSVTEWM has strong leadership and managers who understand its current weaknesses. It is already giving a much higher priority to quality improvement and is implementing significant changes to its quality improvement arrangements. Although these have yet to

be fully implemented, managers are clear about the actions needed to bring about further improvements. The self-assessment report and action plan can be developed to provide a firm foundation for future improvements.

## KEY CHALLENGES FOR CSV TRAINING & ENTERPRISE WEST MIDLANDS:

- maintain and continue to improve the good support for learners
- fully implement and establish quality assurance arrangements
- improve retention and achievement rates
- improve the monitoring of equality of opportunity and of learners in the workplace
- further develop literacy and numeracy skills support
- further develop target-setting and reviews

## GRADES

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

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

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
<b>Transportation</b>		<b>3</b>	
Other government-funded provision	12	3	
Work-based learning for adults	14	3	

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
<b>Employability training</b>		<b>2</b>	
New Deal for young people	64	2	
New Deal 25+ and work-based learning for adults	91	2	
Entry to Employment	25	2	

## ABOUT THE INSPECTION

7. Four inspectors each spent four days and another inspector spent one day with CSVTEWM. Leadership and management including equality of opportunity and quality

improvement and transportation and employability programmes were inspected and graded.

Number of inspectors	5
Number of inspection days	17
Number of learners interviewed	50
Number of staff interviewed	42
Number of employers interviewed	15
Number of subcontractors interviewed	2
Number of locations/sites/learning centres visited	4
Number of partners/external agencies interviewed	2

## KEY FINDINGS

### Achievements and standards

8. The retention rate is satisfactory on the transportation programme, at 60 per cent. Nine of the 26 early leavers left the programme to go into employment, which is the primary aim of the programme. The achievement rate of the full class 'C' large goods vehicle licence is satisfactory. However, the achievement rate for the driving theory test is unsatisfactory. Learners have good access to additional qualifications and achievement rates are high on accredited and non-accredited first aid courses and non-accredited manual handling and customer service courses.

9. **Progression rates into employment from the transportation programme are low**, at 30 per cent compared with the contractual target of 40 per cent.

10. **The retention rate on the BET programmes is low**, at 37 per cent in 2003-04. Forty-four per cent of participants starting in 2004-05 have dropped out early.

**Achievement rates for literacy and numeracy qualifications at level 1 and 2 on SIBS programmes are high.**

11. **E2E learners' rates of progress into employment, further education and training are good. Many learners have also achieved additional qualifications** which are relevant to their future lives and employment. These qualifications have been in subjects including basic food hygiene, first aid, basic computer literacy, literacy and numeracy, key skills in either application of number or communication at level 1 or 2, and construction.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	5	7	2	14
<b>Total</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>14</b>

12. **Off-the-job training in transportation is good.** Trainers effectively plan the training

requirements for the programme. All learners are actively involved in the training sessions, the work is challenging and good learning takes place. **Trainers make particularly effective use of the very good resources in the centres.** Learners place a high value on their training opportunities.

13. Work placements for learners in transportation are good. CSVTEWM has good working relationships with supportive employers, who offer appropriate work experience to learners. Learners are matched well to work placements which provide a wide range of opportunities for learning and personal development.

14. Assessment practice in transportation is generally satisfactory. The driving theory and practical tests are conducted by qualified examiners. While on driver training, learners are closely observed, and assessment plans and records are completed appropriately. Learners receive detailed feedback on their progress and demonstrate a good understanding of the driving assessment process.

15. The initial assessment of learners' literacy and numeracy skills at the start of the transportation programme is not applied consistently across all centres. Some learners do not have their needs assessed, while other learners receive good initial assessment and effective support to help them pass their driving theory test.

16. **Co-ordination of on- and off-the-job training on transportation programmes is insufficient.** Workplace supervisors are not sufficiently involved in the learning process. They do not have a formal learning plan for learners and the on-the-job training is insufficiently structured. Placement staff are generally unaware of what is being taught in the off-the-job training, so are unable to reinforce the learning that is taking place in the centres.

17. **Learners' progress reviews in transportation are inadequate.** Some learners have not had a progress review. Workplace supervisors are not present at the reviews, and in many cases only a telephone call to discuss the learners' progress is made to the workplace. Target-setting is poor and agreed targets do not sufficiently cover elements of vocational training or personal development. Equality of opportunity is not formally reviewed or sufficiently reinforced.

18. **Training for adult learners on literacy and numeracy skills and employment programmes is good.** Jobsearch activity is structured very well and tutors successfully motivate learners to develop skills in seeking and applying for employment. Trainers use a good variety of well-planned activities and learners develop good independent learning skills. Learners are attentive and hard working in sessions and develop good skills.

19. **Work placements in employability training are good.** Learners are quickly put on their work placements, which are an integral part of most learners' programmes. The range of employer-based placements is extensive, matching the needs of the learners and local employers. Employers are particularly supportive of learners.

20. Personal support for learners is very good. Learners greatly value the care shown by CSVTEWM's staff. Many learners have more than one personal problem and are given practical and personal support by the staff.



21. **The teaching and planning of learning programmes in literacy, numeracy and key skills sessions is not sufficiently contextualised** to make learning relevant and interesting for learners. Trainers make too much use of generic worksheets that do not sufficiently motivate learners to develop their literacy or numeracy skills. They also make insufficient use of practical resources.

## Leadership and management

22. **Senior managers at CSVTEWM demonstrate strong leadership.** All staff understand and strive to follow the organisation's clearly stated values in their working practices. Strategic planning is comprehensive and takes into account CSV's national and divisional plans. Internal communication is good, with regular and productive meetings held at all levels in the organisation.

23. The transportation programme is managed well. Managers are quick to respond to learners' concerns and take positive actions to bring about improvements. Resources are good and used well for on- and off-the-job training. Team meetings are used well to discuss each learner's progress and the ongoing developments of the programme.

24. Employability programmes are well managed. Managers set a clear direction to provide high-quality care and training for learners and to help learners progress to employment, further education or training.

25. **CSVTEWM is engaged in a number of very productive partnerships** and is an active member of a significant number of local training providers' networks. It also networks effectively with local statutory and voluntary organisations to provide good support for learners. CSVTEWM makes good use of additional external funding.

26. **The learning environment is very good.** The centres are welcoming and non-threatening with good-quality furniture and a high standard of decoration. Centres are in good locations and rooms are designed well to meet the needs of the learners. Access to computers and the internet is mostly very good. Most staff have appropriate qualifications and experience, although a few staff do not yet have teaching qualifications. Individual staff development activities are planned well.

27. **Staff provide very good pastoral support** to meet each learner's needs and to help learners overcome barriers and maximise their training opportunities. Staff teams regularly discuss each learner's progress and support needs. Numerous case study examples indicate the wide range of support that staff offer to individuals.

28. **Excellent displays in the training rooms celebrate learners' achievements.** CSVTEWM also holds well-attended awards and achievement ceremonies, presenting a shield for the learner of the year. Staff celebrate the step-by-step development of learners' skills.

29. **CSVTEWM responds well to learners' feedback** to improve the quality of the provision. The organisation regularly collects learners' feedback which managers carefully analyse and use to bring about improvements. Good use of regular learners' forums allows learners to raise concerns and make suggestions for improvements. Managers consider well all matters raised and then give learners comprehensive oral and written feedback.

30. **Managers make insufficient use of target-setting.** Although the business plan lays down headline targets for the organisation as a whole, targets are not set for different centres, for different learning programmes or for individual staff. Minutes of meetings contain few references to discussion of specific targets other than recruitment numbers.

31. **The monitoring of equality of opportunity in the workplace is insufficient.** Different placement review forms are used across the organisation, only some of which mention equality of opportunity. Although work placements receive information indicating that they need to comply with CSVTEWM's equal opportunities policy, this is currently given insufficient emphasis and is not sufficiently monitored. Not all learners currently receive regular work-placement visits.

32. **Quality assurance arrangements are currently incomplete.** CSVTEWM has a well-established quality assurance manual which has been recently revised. The organisation is also converting the procedures from text to a more easily followed flowchart presentation. However, these changes have yet to be fully implemented. In addition, CSVTEWM has too few established procedures for internally monitoring the provision. **In particular, monitoring of learners in the workplace is insufficient.**

## **Leadership and management**

### **Strengths**

- strong leadership
- productive partnership arrangements
- very good personal support to meet each learner's needs
- good celebration of learners' achievements
- good response to learners' feedback

### **Weaknesses**

- insufficient use of target-setting
- insufficient monitoring of equality of opportunity in the workplace
- incomplete quality assurance arrangements

## **Engineering and manufacturing technologies**

### **Transportation**

**Grade 3**

#### *Strengths*

- good off-the-job training
- good work placements
- good use of learning resources

#### *Weaknesses*

- low progression rates into employment

- insufficient co-ordination of on- and off-the-job training
- inadequate progress reviews

## **Preparation for life and work**

### ***Employability training***

***Grade 2***

#### *Strengths*

- high achievement rate on SIBS programme
- good progression from E2E programme
- good achievement of additional qualifications
- good training for adult learners
- very good learning environment
- good work placements

#### *Weaknesses*

- low retention rates on work-based learning for adults programmes
- insufficient contextualisation of literacy, numeracy and key skills learning
- insufficient monitoring of work placements

## **WHAT LEARNERS LIKE ABOUT CSV TRAINING & ENTERPRISE WEST MIDLANDS:**

- the very helpful and friendly staff
- making good friends
- becoming more motivated
- the good jobsearch
- getting experience of work
- 'everyone here has worked hard and gone out of their way to help me'
- 'I am becoming more confident in dealing with situations and working with people'
- 'I am doing much better at mathematics now'
- 'I really like working in the café, I've learnt to do lots of new things'
- 'I have learnt a lot that will help me get a job'
- 'I really like my placement, I am learning a lot'
- 'I would recommend this training'

## **WHAT LEARNERS THINK CSV TRAINING & ENTERPRISE WEST MIDLANDS COULD IMPROVE:**

- the technology - it could be more up-to-date
- the care taken when thinking about the mix of groups
- the access to drinking water
- the amount of support given for English and maths
- 'I'm not sure why we covered what we did in induction'
- 'my first placement was not good'

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- strong leadership
- productive partnership arrangements
- very good personal support to meet each learner's needs
- good celebration of learners' achievements
- good response to learners' feedback

#### Weaknesses

- insufficient use of target-setting
- insufficient monitoring of equality of opportunity in the workplace
- incomplete quality assurance arrangements

33. Senior managers at CSVTEWM demonstrate strong leadership. A written statement clearly identifies the organisations' values, which all staff strive to follow in their working practices. Strategic planning is good. The three-year business plan for 2005 to 2008 is comprehensive and takes into account the organisation's self-assessment plan, CSV's national and divisional business plans and the funding bodies' national and regional priorities. For example, the construction workshops at Hereford and Redditch are being developed in response to an identified shortage of labour in the West Midlands' construction industry. Measurable objectives, staff responsibilities and timescales are clearly identified in the business plan. Internal communication is good. Information is shared with all staff through a series of regular meetings at national, regional, centre and operational levels. In addition, a senior director of CSV's training and enterprise division visits CSVTEWM regularly, and CSVTEWM's senior managers regular visit all the four main centres. CSVTEWM has its own section within CSV's national intranet, where staff may refer to key policies and procedures as well as to other relevant information. Senior managers set headline targets for the organisation for recruitment, retention, and outcomes.

34. CSVTEWM is engaged in a number of very productive partnerships. The centre in Redditch benefits greatly from an effective partnership arrangement led by the local council. Here, the accommodation is of a very good standard and good use is made of a wide range of learning resources, for example in the well-equipped construction area. CSVTEWM is an active member of a significant number of local training providers' networks, and partnerships and networks effectively with local statutory and voluntary organisations, to provide good support for learners. It received additional external funding and practical support from an external organisation to help establish a now well-used community café at its Hereford site. In addition, CSVTEWM is working with local schools to provide valuable learning opportunities to pupils on the brink of exclusion and others who are interested in gaining vocational experience and qualifications.

35. Most staff are appropriately qualified or are working towards an appropriate qualification. Staff members determine their training needs jointly with their line managers

either as part of their annual appraisal system or as required throughout the year. Staff development is planned well and all staff have access to a good range of development opportunities. Staff are appraised annually on the anniversary of their appointment. A revised appraisal system, designed by one of the senior managers, is in the process of being implemented across the organisation.

36. Management of subcontractors is satisfactory. In particular, managers at Redditch are working closely with partner providers to resolve some initial problems. The division of responsibilities is being formalised through service level agreements which are awaiting formal approval by partners.

37. Levels of supervision by CSV are appropriate, with monthly reporting and good formal and informal communication. CSV's London headquarters also formally audit the financial accounts. The management information system is the same for CSV nationally and regionally and works well. Staff at CSVTEWM are beginning to make better use of data to help them bring about improvements. However, staff make insufficient use of target-setting. Although the business plan lays down headline targets for the organisation as a whole, targets are not set for different centres, for different learning programmes or for individual staff. Minutes of meetings contain few references to discussion of specific targets other than recruitment numbers.

### **Equality of opportunity**

### **Contributory grade 2**

38. Staff at CSVTEWM share and follow clearly stated values which guide all the work of the organisation. These include a strong commitment to encouraging diversity and welcoming people from different backgrounds, the belief that everyone has something to offer and a policy of turning away no-one who can benefit from the training opportunities that CSVTEWM offers. Many of the learners have significant barriers to learning and to achieving their full potential when they come to CSVTEWM. Staff provide very good pastoral support to meet each learner's needs and to help learners overcome barriers and maximise their training opportunities. Staff teams regularly discuss each learner's progress and support needs. Numerous case study examples indicate the wide range of support that staff offer on an individual basis. CSVTEWM's own well-run on-site café at Hereford, as well as being a very useful community resource, provides sheltered in-house placements which enables learners to build their confidence and develop skills for work as well as basic hospitality and catering skills. The café also offers a free breakfast for all learners. In-house learning opportunities are also available in construction and business administration. If required, staff members accompany learners to appointments and interviews. CSVTEWM has very good links with local voluntary and statutory agencies to help support learners through any difficulties they may face. Practical help with transport and appropriate clothing for interviews is available. In addition, learners with literacy and numeracy skills support needs and dyslexia can get specific help.

39. The learning environment greatly supports learners. Classrooms are large, spacious, decorated well and provide a welcoming environment. Workshops, for example in construction, are well equipped. Staff generally make good use of learning resources, although a greater variety of resources is needed in literacy, numeracy and key skills training. Staff also draw on all their wide-ranging skills and local knowledge to maximise employment opportunities for learners.

40. The organisation is good at celebrating learners' achievement in a wide variety of ways.

Learners' achievements are clearly displayed within the buildings on the different sites, with examples of their work and also short case studies indicating the skills they achieve and the range of employment they progress into. CSVTEWM holds well-attended awards and achievement ceremonies, presenting the learner of the year with the shield. In 2004, CSVTEWM achieved a national CSV 'Making a Difference' award for the development of its café. Staff also take every opportunity to celebrate the step-by-step developments learners make in building up self-confidence and developing employability skills.

41. CSVTEWM effectively participates in local initiatives to help young people who can benefit from alternative ways of learning while still at school. They offer valuable learning pathways for 14 to 16 year olds, with good opportunities for them to develop new skills in a work-based learning environment.

42. CSVTEWM has comprehensive equal opportunities policies and procedures which cover harassment and bullying and are in line with current legislation. These are included in the staff handbook and available on the staff intranet. Learners receive an adapted version of the full policy and a clear statement on their rights. Clear procedures exist on how to make a complaint, although some learners have a poor recall of this when on work placement. Key members of staff receive appropriate training to support equality of opportunity in the recruitment and selection process. Publications are produced well and use appropriate images. Staff across the organisation receive good training in equality of opportunity, but CSVTEWM has no systematic approach or clear development plan for this training. Access to buildings is satisfactory.

43. A management information system provides comprehensive data with regard to ethnicity, gender and disability. However, managers do not yet systematically use this data to guide planning or future developments. Approximately 72 per cent of learners are men. The monitoring of equality of opportunity in the workplace is insufficient. Different placement review forms are used across the organisation, only some of which mention equality of opportunity. Although work placement providers receive information indicating that they need to comply with CSVTEWM's equal opportunities policy, this is currently given insufficient emphasis and is not sufficiently monitored. Not all learners currently receive regular work-placement visits.

### **Quality improvement**

### **Contributory grade 3**

44. CSVTEWM responds well to learners' feedback to improve the quality of the provision. The organisation successfully collects learners' feedback at various points in the programmes and through a number of methods. These include evaluation forms at the end of sessions on the E2E programme, evaluation questionnaires at the end-of-each induction phase on all programmes, periodic snapshot evaluations from all learners on its programmes, exit interviews and end-of-programme evaluation questionnaires. CSVTEWM analyses the data from learners' evaluation surveys centrally and then disseminates the result to appropriate staff. Additional feedback comes from learners' reviews and informally through day-to-day contact with learners. It was largely as a result of learners' feedback that CSVTEWM became aware that one of its subcontractors was performing unsatisfactorily. Managers responded in a timely way by finding a replacement subcontractor. CSVTEWM runs regular learners' forums to allow learners to raise concerns and to make suggestions or requests. All matters raised are considered well by managers and comprehensive oral and written feedback is given to the groups concerned, detailing which points have been actioned and in how along with explanations for these points not



actioned.

45. Observation of teaching and learning is satisfactory. Trainers are observed during their three-month probationary period and every six months after that, or more frequently if there is cause for concern. The process is clearly documented and the forms used by the observers are comprehensive. The observations are graded using a three-point system. Trainers are given feedback including the grade and any action points to improve future performance.

46. Staff have a satisfactory involvement in self-assessment. For the most recent self-assessment report, all staff spent two days at workshops, during which they worked in groups to assess their own areas of work. Senior management used these findings to produce a draft self-assessment report which they circulated among staff for comment before the final revised version was produced. Contributions from subcontractors and employers are more limited. The associated action plan satisfactorily sets out actions to rectify weaknesses identified through self-assessment. The self-assessment report is sufficiently critical and evaluative and recognises many of the strengths and weaknesses identified during the inspection. However, CSVTEWM pays insufficient attention to weaknesses concerning the monitoring of work with employers and of learners' experiences in the workplace.

47. Quality assurance arrangements are currently incomplete. CSVTEWM does have a well-established quality assurance manual, which staff can access on CSV's intranet and which includes the provider's quality policy, strategies and procedures. This has been recently revised and is awaiting input onto the site. CSVTEWM is also converting the procedures from text to a more easily followed flowchart presentation. However, these changes have yet to be fully implemented. In addition, few established procedures exist for internally monitoring the provision. Helpful assessments are carried out on aspects of the provision by staff from other CSV regions. CSVTEWM recognises the need for further internal monitoring and is beginning to carry out internal quality audits to highlight areas of weakness and initiate corrective action. This process is not yet fully implemented. The existing arrangements have not identified problems, for example in the carrying out of reviews and the monitoring of work placements.



## AREAS OF LEARNING

### Engineering and manufacturing technologies

**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Transportation</b>		<b>3</b>
Other government-funded provision	12	3
Work-based learning for adults	14	3

48. Twenty-six learners are on LOT work-based learning programmes in transportation. All of the learners are working towards gaining the large goods vehicle (LGV) class C driving licence. All learners are unemployed. Fourteen learners have been referred from Jobcentre Plus to CSVTEWM, which matches them to suitable employers, taking into account their previous experience and knowledge. Employers range from small haulage companies to large national haulage operators and local council transport departments. The LOT programme lasts for 13 weeks at 30 hours a week and learners can join the programme at any time during the year. Twelve of the current learners are on a shorter five-week programme, funded jointly by the LSC and the ESF, which is supporting workers recently made redundant from a nearby motor vehicle manufacturer.

49. A two-week induction period at the training centre covers initial assessment, applying for a provisional driving licence and a driving medical examination. Learners also take an on-road driving assessment. Training then takes place for four days a week in the workplace and one day a week at the CSVTEWM centre, where the off-the-job training takes place. Learners are prepared for their Driving Standards Agency (DSA) theory test and have jobsearch training. Having passed the theory test and towards the end of the training period, learners spend a week on the road training with a registered LGV training school, followed by the practical driving test.

### **Transportation**

**Grade 3**

#### *Strengths*

- good off-the-job training
- good work placements
- good use of learning resources

#### *Weaknesses*

- low progression rates into employment
- insufficient co-ordination of on- and off-the-job training
- inadequate progress reviews

### **Achievement and standards**

50. Retention rates are satisfactory on the LGV driver programme. Twenty-six of the 65 learners who started the programme in 2004-05 left early, giving a retention rate of 60 per cent. However, nine of the 26 early leavers left the programme to go into employment,

which is the primary aim of the programme.

51. The achievement rates for the full class 'C' LGV licence is satisfactory, with 54 per cent of learners who started the programme being successful, compared with the national average of 47 per cent. The achievement rate for the driving theory test is less than satisfactory. Sixty-six per cent of learners passed their driving licence theory test in 2004-05, compared with the national average of 70 per cent. Learners have good access to additional qualifications and achievement rates on these are high. Accredited or non-accredited first aid courses and non-accredited manual handling and customer service courses are very relevant to the transport industry and help in the personal development and employability of the learner. Learners have a good awareness of health and safety in the workplace.

52. Rates of progression into employment on the transportation programme are low. However, there is an improving trend. In 2002-03, 9 per cent of learners went into employment and in 2003-04, 20 per cent of learners on the same type of 13-week programme went into employment. In 2004-05, 30 per cent of learners so far have progressed into employment. This is still below the contractual target for learners gaining employment on the programme, which is 40 per cent.

### **The quality of provision**

53. Off-the-job training is good. Trainers have clear learning session plans and course files and effectively plan the training requirements for the programme. All learners are actively involved in the training sessions, the work is challenging and there is evidence of good learning taking place. Learners help each other and there is a good relationship between trainers and learners. The driving school subcontractor uses well-structured training plans to deliver the sessions. Explanations and instructions are clear and trainers give prompt feedback after the learning sessions. Sessions build on previous learning and trainers keep good records of learners' progress. Trainers provide homework for learners while on their driver training. Learners are acquiring appropriate knowledge and skills.

54. Work placements are good. Good working relationships exist with supportive employers who offer appropriate work experience to learners. Learners are matched well to work placements which provide them with a wide range of opportunities for learning and personal development. Learners have a thorough induction when they start on work placement with a strong emphasis on health and safety. Work placements have a wide variety of standard and specialist vehicles and equipment with which learners develop their skills and understanding. Qualified and experienced drivers give good encouragement and support to the learners while they are training and shadowing the driver. Learners who complete the programme have good employment prospects and opportunities to progress from category C driving licences to licences for heavier vehicles with some employers. Learners place a high value on their training. They particularly enjoy the work experience and driver training.

55. Tutors make particularly effective use of the very good resources in the centres. These include up-to-date computer-based LGV driver training packages and internet access for learning opportunities and the on-road assessment test. Driving school vehicles are at the current DSA standard and will meet the new standards soon to be introduced. The subcontractor has appropriately resourced the spacious theory training rooms. Information technology training packages are regularly updated to keep in line with current driving and

driver legislation.

56. Assessment practice is satisfactory. The driving theory and practical test are conducted by DSA-qualified examiners. While on driver training, learners are closely observed and assessment plans and records are completed appropriately. Learners receive detailed feedback on their progress and demonstrate a good understanding of the driving assessment process. They keep a diary of their training, assessments and progress, but none of this information is used on progress reviews or recorded on learners' individual learning plans.

57. Staff assess learners' literacy, numeracy and comprehension skills at the start of the programme to identify any additional learning needs. However, this initial assessment is inconsistently applied across all centres. At one centre, some learners had no initial assessment of their literacy and numeracy skills support needs. For other learners, effective assessment and support helped them pass their driving theory test. CSVTEWM provides additional support to some learners who have completed their 13-week training period, allowing them to continue on the programme until they have completed their driving test. Learners receive a two-week induction, which many find uninteresting, before they go out on work experience. The induction covers topics such as health and safety, equality of opportunity, jobsearch and a driving assessment. Learners clearly understand the structure of the programme and what they have to do to achieve their LGV licence.

58. Co-ordination of on- and off-the-job training is insufficient. Work placement supervisors are not sufficiently involved in the learning process. They do not have a formal learning plan for learners and on-the-job training is insufficiently structured. CSVTEWM does not supply work-placement providers with any written training guidance notes to assist in training the learner. The theory training is not supported by any structured form of practical training that could be carried out in the workplace. Placement providers are unaware of what is being taught in the off-the-job training, so are unable to reinforce the learning that is taking place in the centre.

59. Learners' progress reviews are inadequate. Reviews are normally carried out every four weeks or more frequently if necessary. However, some learners have not had a progress review and there is only an exit review in their personal file. Workplace supervisors are not present at the reviews, and in many cases only a telephone call to discuss the learners' progress is made to the workplace. Trainers do not see any feedback given to learners by placement officers and do not have the opportunity to contribute towards the future planning or updating of the individual learning plan. Target-setting is poor, with examples including 'carry on in placement'. Targets are not specific, measurable or timebound. Agreed targets do not cover elements of vocational training or personal development. Equality of opportunity is not formally reviewed or sufficiently reinforced.

## **Leadership and management**

60. The programme is managed well and the management are quick to respond to learners' concerns. For example, learners were not happy with the quality of aspects of the on-the-job training they were receiving. After CSVTEWM investigated, the training was moved to another subcontractor. In another example, learners were not happy with the course structure of a recently introduced driver programme. This training will be delivered in a different format for the next group of learners.

61. Learning resources are good and widely used for the on- and off-the-job training. Communication is good. Staff use the regular team meetings to discuss learners' progress and the ongoing developments of the programme. Staff appraisal and development are satisfactory. Staff performance is reviewed annually to establish objectives and identify training and development needs. Staff in all centres have been involved in the self-assessment process. The self-assessment report is broadly accurate but more descriptive than judgemental. The inspectors identified one of the strengths and one of the weaknesses listed in the report, as well as further strengths and weaknesses not found by CSVTEWM.

62. Learners recall that they were given some information on equality of opportunity at induction, but insufficient additional training or reinforcement of equality of opportunity takes place. Some learners are not sure about their rights and responsibilities or who to make a complaint to if they have a problem on work placement. Monitoring of equality of opportunity in the workplace is insufficient. When CSVTEWM first visits a work placement, it checks if the employer has an equal opportunities policy. However, little further monitoring of equality of opportunity in the workplace takes place.

63. Quality monitoring is insufficient. In some centres, learners' files are incomplete. For example, some individual learning plans have no training details and only the learners' name and address on the front. Some learners' progress reviews are incomplete. Some learners have no initial assessment of their literacy and numeracy skills learning needs. The experience of learners can be inconsistent, and this is not being sufficiently identified and improved.

**Preparation for life and work****Grade 2**

Contributory areas:	Number of learners	Contributory grade
<b><i>Employability training</i></b>		<b>2</b>
New Deal for young people	64	2
New Deal 25+ and work-based learning for adults	91	2
Entry to Employment	25	2

64. CSVTEWM provides employability training for people who find it difficult to enter mainstream education, training or employment. It offers courses through Jobcentre Plus in its four West Midlands centres and also hold an LSC contract for E2E provision at Hereford and Redditch. At the time of the inspection, 64 participants were on the voluntary service option of New Deal for young people, 41 were on New Deal 25+, 41 were on work-based learning for adults and New Deal 25 + BET programmes, three were on SIBS programmes and six were on Gateway to Work. In addition, there were 25 E2E learners. With the exception of SIBS, the main outcome for adult programmes is progression into employment. For E2E the main outcome is progression into employment, further education or training. E2E learners have the option of in-house training in construction and business administration. In Redditch, the construction provision is organised and funded through a partnership arrangement with the local college of further education and the borough council. The programmes are managed locally, in Hereford by the training manager at Hereford, in Redditch by the contract manager and in Worcester and Kidderminster by the centre manager. These local managers report to the West Midlands manager based in Hereford. The Hereford and Redditch centres have E2E co-ordinators and staff who teach the main elements of the programmes.

***Employability training*****Grade 2***Strengths*

- high achievement rate on SIBS programme
- good progression from E2E programme
- good achievement of additional qualifications
- good training for adult learners
- very good learning environment
- good work placements

*Weaknesses*

- low retention rates on work-based learning for adults programmes
- insufficient contextualisation of literacy, numeracy and key skills learning
- insufficient monitoring of work placements

**Achievement and standards**

65. Achievement rates for literacy and numeracy qualifications are high on SIBS programmes. In 2004-05, 66 per cent of the 46 SIBS participants achieved their

qualification. Of the 66 per cent, 9 per cent also achieved a level 2 qualification in literacy or numeracy.

66. Rates of progression from E2E are good. Of the 83 learners who started the programme in 2004-05, 26 are still on programme and 29 have progressed into employment, further education or training. This is an increase on 2003-04, when 53 of the 127 starters progressed to employment, further education or training.

67. Many E2E learners have achieved additional qualifications which are relevant to their future lives and employment. In 2004-05, 23 learners in Hereford achieved a basic food hygiene qualification. Eight learners have achieved a basic computer literacy qualification, with 15 learners having partial completion of it. Nine E2E learners have also passed the adult certificate in literacy at level 1 and seven have passed level 1 in numeracy. In Redditch, 58 learners have passed a certificate in emergency response first aid and 38 have passed the basic computer literacy course. Sixteen learners passed a multi-skills construction qualification and 18 learners have passed key skills qualifications in either application of number or communication at level 1 or 2.

68. On the work-based BET programme, retention rates are low. In 2003-04, 37 per cent of learners left the programme before completion and 2004-05, 44 per cent have dropped out.

### **The quality of provision**

69. Training for adult learners is good. Jobsearch activity is very well structured and tutors successfully motivate learners to develop skills in seeking and applying for employment. A good variety of activities is planned in these sessions and learners develop good independent learning skills. Tutors are very interested in each individual and work hard to help them achieve their full potential. The two-week induction programme is thorough and includes initial assessment, team-building, health and safety, equality of opportunity and individual interviews with placement officers. Tutors quickly engage learners in actively seeking employment. Learners are attentive and hard-working in sessions and develop good skills. Resources are good, with good internet and telephone access, a good range of newspapers and strong support to develop curriculum vitae and letters of application.

70. Work placements are good and are arranged quickly, work experience being an integral part of most learners' programmes. At the time of the inspection, 135 learners were on work placements. Employers are particularly supportive and a good number of learners have been employed by placement providers following their work experience. Learners benefit from CSVTEWM's full-time placement officers working with them to identify their employment interests, and match them to suitable placements. The extensive range of good local and national employer-based placements covers occupations in retail, horticulture, animal care, hairdressing, construction, care, administration, warehousing, driving, waste disposal and catering. The range of programmes matches the needs of the learners and of local employers, who value the opportunity to recruit learners on work experience as permanent staff.

71. Personal support for learners is very good. Learners greatly value the care shown by CSVTEWM's staff. Many learners have multiple personal problems but are given practical and personal support and guidance by their tutors.

72. The teaching and planning of learning programmes in literacy, numeracy and key skills sessions is not sufficiently contextualised to make learning relevant and interesting for learners. Tutors make much use of generic worksheets that do not sufficiently motivate learners to develop their literacy or numeracy skills. While computers are available and used in some sessions, the programmes used are not always particularly relevant to the learners and are sometimes too generic and abstract. Tutors make insufficient use of practical resources in these sessions. Learners are not being sufficiently motivated.

### **Leadership and management**

73. The management's leadership of preparation for life and work programmes is strong. Managers set a clear direction to provide high-quality care and training for learners and to help learners prepare and progress to employment, further education or training. Communication between staff and managers at centres and across sites is good. Satisfactory opportunities exist for sharing good practice through team meetings and training. However, insufficient use is made of targets to improve performance.

74. The learning environment is very good, with particularly good accommodation at Hereford and Redditch. The centres are welcoming and non-threatening, with good-quality furniture and a high standard of decoration. Centres are in good locations and rooms are well designed to meet the needs of the learners and for training purposes. In construction at Hereford and Redditch, learners work in spacious, tidy and well-maintained workshops. Access to computers and the internet is mostly very good, although the E2E base room at Hereford does not have sufficiently powerful computers or high-speed internet access. The partnership arrangements in Redditch have enabled E2E learners to use high-quality construction facilities in a building next to the main centre. A national organisation has provided funding for the development of a community café on the Hereford site. Learners, staff and the local community enjoy this facility and learners have the opportunity for a sheltered work placement. Excellent displays celebrates learners' achievements in the training rooms. Most staff have appropriate qualifications and experience, although a few staff do not yet have teaching qualifications. Individual staff development activities are planned well to keep staff up to date in the areas they teach.

75. Observations of teaching and learning and procedures for self-assessment are satisfactory. However, learners are not monitored sufficiently in the workplace. A detailed flowchart of monitoring procedures is still in draft form. At the Redditch centre, learners are not reviewed in the workplace. Contact with these learners' employers is mostly by telephone. In Hereford and Worcester, learners are reviewed in the workplace and visits to learners are frequent. However, various review documents are in use by staff and the monitoring of equality of opportunity is not systematic for all learners. The learners' experiences and their progress can vary at different centres.



