

# INSPECTION REPORT

## **Manchester Training Limited**

**20 October 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**

## **Manchester Training Limited**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Manchester Training Limited (MT) was established in 1969 to provide training for the transport and distribution sector. It employs 52 full-time and a small number of part-time members of staff and operates from two sites, in Middleton and Warrington. The company provides government-funded and private training in logistics for businesses throughout Greater Manchester and the Northwest of England. It offers national vocational qualifications (NVQs), apprenticeships and advanced apprenticeships for young people and adults in motor vehicle maintenance and repair, customer service, driving goods vehicles, carrying and delivering goods, distribution and warehousing, team leading, traffic office and specialised plant and machinery operations.

2. At the time of the inspection, MT had just under 300 learners. Of these, some 30 per cent were working towards an apprenticeship. Since the company's reinspection in September 2003, the number of adult learners in training through MT's Jobcentre Plus lift truck training programmes has reduced significantly.

3. Unemployment in Greater Manchester in September 2005 was 2.5 per cent, compared with the national rate of 2.9 per cent. The proportion of school leavers in Manchester achieving five or more general certificates of secondary education at grade C or above was 39.5 per cent, below the national average of 53.7 per cent. According to the 2001 census, minority ethnic groups make up 8.9 per cent of the population of Greater Manchester as compared with the national rate of 9.1 per cent in England.

### OVERALL EFFECTIVENESS

### Grade 1

4. **The overall effectiveness of the provision is outstanding.** MT has consistently improved its provision over the past three years. Engineering and manufacturing technologies, the area of learning with the largest number of learners, is outstanding, as are MT's leadership and management and its arrangements for quality improvement. Equality of opportunity is good, as is provision in retail and commercial enterprise, and business administration and law.

5. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** The current self-assessment report is the fifth report that MT has produced. It includes views of all the main stakeholders. It also makes good use of data to make judgements on retention, achievement, completion of qualifications and job outcomes. The report is thorough, accurate and self-critical. It correctly identifies MT's strengths and weaknesses and how they have had a significant effect on the learners.

6. **The provider has demonstrated that it is in a good position to maintain the high quality of provision.** Retention and achievement rates have consistently improved in the past three years. MT has made very good progress since its previous inspection and reinspection. Its self-assessment report and its development plan are very effective. The company has successfully dealt with the weaknesses identified at the previous inspections

and has maintained its strengths as well as improved on aspects found to be satisfactory.

## KEY CHALLENGES FOR MANCHESTER TRAINING LIMITED:

- continue to provide high-quality training to employers and learners
- continue to raise achievement rates, including in key skills qualifications, for all learners
- improve the quality of teaching and learning in all areas of learning
- develop more progression routes for lift-truck learners
- improve the rate of progression into jobs for Jobcentre Plus learners

## GRADES

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

Leadership and management		1
Contributory grades:		
Equality of opportunity		2
Quality improvement		1

Engineering and manufacturing technologies			1
Contributory areas:	Number of learners	Contributory grade	
<b>Motor vehicle</b>		<b>2</b>	
Apprenticeships for young people	28	2	
<b>Transportation</b>		<b>1</b>	
Apprenticeships for young people	23	1	
New Deal 25+ and work-based learning for adults	6	2	
Employer training pilot	127	1	
NVQ training for young people	48	1	

Retail and commercial enterprise			2
Contributory areas:	Number of learners	Contributory grade	
<b>Retailing and wholesaling</b>			
Apprenticeships for young people	6	2	
<b>Warehousing and distribution</b>			
Apprenticeships for young people	18	2	
Employer training pilot	7	2	

Business administration and law		2
Contributory areas:	Number of learners	Contributory grade
<b>Business management</b>		
Apprenticeships for young people	3	2
Employer training pilot	13	2
<b>Customer service</b>		
Apprenticeships for young people	9	2
Employer training pilot	1	2

## ABOUT THE INSPECTION

7. A team of six inspectors inspected the provision between August and October 2005. The team inspected engineering and manufacturing technologies, retail and commercial enterprise, business administration and law, and leadership and management. In engineering and manufacturing technologies, the team awarded contributory grades for transportation and motor vehicle provision. In transportation, the team awarded funding stream grades for employer training pilot (ETP) and Jobcentre Plus programmes.

Number of inspectors	5
Number of inspection days	18
Number of learners interviewed	62
Number of staff interviewed	26
Number of employers interviewed	20
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	4

## KEY FINDINGS

### Achievements and standards

**8. Retention and achievement rates for transportation learners on NVQ, ETP and apprenticeship programmes are very good.** This includes the driving goods vehicles and lift truck programmes and the Driving Standards Agency's large goods vehicle external tests. Retention rates have improved significantly, from 68 per cent for 2002-03 starters on NVQ programmes to 97 per cent for 2004-05 starters. Achievement rates have gone up and range between 68 per cent for apprentices starting in 2003-04 to 82 per cent for NVQ learners beginning their programmes in the same year.

**9. Transportation learners develop excellent level of skills on all programmes.** They gain good confidence in the operation of the trucks and become very effective in their jobs. All learners develop a mature attitude to health and safety.

10. **In motor vehicle programmes, achievement rates are good for technical certificates at levels 1 and 2.** In the current year, pass rates are at 91 per cent.

11. **Retention rates are good for all retail and commercial enterprise learners.** For warehousing apprentices, the retention rate has increased from 44 per cent for the 2001-02 starters to 61 per cent for the 2003-04 intake. The carry and deliver goods programme is new and all learners are still on the programme.

12. The achievement rate is excellent for the small number of learners on NVQ and ETP programmes in warehousing, increasing from 50 per cent for 2002-03 starters to 100 per cent for the 2003-04 intake. The warehousing apprenticeship framework completion rate has improved from a very low base of 5 per cent for 2001-02 starters to 80 per cent for learners starting in 2004-05.

13. **Retail learners achieve a good range of additional skills and qualifications** that help them become multi-skilled and more useful in their work role. Eighty per cent of all learners have achieved additional qualifications in skills such as manual handling, lift-truck driving, first aid and supervising.

14. **In business administration and law, retention and framework completion rates are good for customer service apprentices.** For example in 2003-04, 67 per cent of those apprentices who started a customer service framework completed it successfully, and 17 per cent are still in learning.

15. Customer service learners develop good skills in areas such as communication, team working and administration. They become highly competent in using the phone and information and communications technology (ICT) applications.

16. The achievement rate on the newly established certificate in professional competence is excellent, at 70 per cent for the 23 learners entered for qualifications in June 2005. The team leader programme is relatively new and it is too early to judge retention and achievement rates, although 16 of the 21 learners starting this year are still in learning, two have completed the qualification and three are awaiting certification.

17. **Some warehousing apprenticeship learners have made slow progress.** MT has correctly identified this weakness and has dealt with the problem effectively. These learners are now making good progress towards the completion of all aspects of their learning.

18. Jobcentre Plus participants on transportation programmes achieve the basic lift truck qualifications well, **but too few participants get jobs.** The proportion of participants finding jobs has risen from 35 per cent to 43 per cent but this is still low. Participants do not sufficiently develop their job-seeking skills.

## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Engineering and manufacturing technologies	0	5	2	0	7
Business administration and law	0	1	1	0	2
<b>Total</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>9</b>



**19. Transportation learners benefit from a good standard of training.** Some of the key features of the training are small group sizes, good-quality practical training and excellent focus on developing safe working practices. Learners develop good skills in operating counter-balance and reach trucks safely.

20. MT has established excellent relationships with progressive employers in all areas of learning which provide strong vocational, pastoral and additional support. MT involves employers very effectively in preparation and planning of on- and off-the-job training. The employers also provide a broad range of appropriate work experience and job coaching to help learners demonstrate their competence.

**21. The training resources in transportation are excellent.** Learners train in a spacious and well-resourced centre that has an excellent range of modern lift trucks, heavy goods vehicles and articulated vehicles.

**22. The progress reviews for motor vehicle learners are very effective.** MT has introduced a very effective 'traffic light' system which places learners in red, amber or green 'zones' according to their progress. Training advisers make more frequent visits to review progress and carry out assessments for those learners who are not making the expected progress.

**23. MT has designed and produced a particularly good range of learning resources for assessment for warehousing learners.** Training advisers make imaginative and very effective use of multimedia resources including digital recorders. They assess learners' knowledge and digitally record witness testimonials, professional discussions, observations and assessment of learning. The recordings are used in learners' portfolios as evidence of competence.

24. Pastoral support for learners is good in all areas of learning. Training advisers provide good learning support and coaching and help learners build portfolios. Their approach to learners motivates and challenges them.

**25. In transportation, the Jobcentre Plus participants receive insufficient training in the development of jobsearch skills.** Participants spend most of their time developing technical skills and only one day at the end of the course is available to work on jobsearch skills.

**26. Learning resources in motor vehicle workshops are inadequate.** The workshops have a narrow range of diagnostic tools and equipment and a lot of outdated equipment.

**27. Staff do not always record off-the-job practical training activities for all motor vehicle learners.** This makes it difficult for staff to monitor learners' progress through the activities. Staff can not easily identify those learners who have missed particular exercises or whether they had completed them to a satisfactory standard.

## **Leadership and management**

**28. The managers have a very clear strategic vision and provide strong leadership for the growth and development of the training business.** MT aims to be the leading training and development supplier to the transport, logistics and automotive sectors in the northwest of

England.

29. **The operational management of training is good.** All areas of learning now have increased achievement and retention rates. The standard of training is good in transportation, the largest area of learning. In retail and commercial enterprise, reviews are of much better quality than at the previous inspection and the level of performance is consistently good and measured against 26 different criteria.

30. **MT has adopted excellent strategies to improve retention and achievement rates for all learners.** These include targeted support for early leavers or learners at risk of leaving early. The accreditation of qualification units and design of courses, and by working only with the employers who are fully committed to the training of apprentices. Retention and achievement rates in all areas of learning have improved and remain on an upward trend.

31. MT produces a huge range of data on all aspects of the provision on a variety of levels. **It uses this data very effectively for performance management, monitoring, business planning and quality improvement.** The information is used to identify learners' rates of retention, progress and achievement. Data is effectively used to identify and meet learners' support needs and to target under-represented groups.

32. **MT has very good partnerships with the employers.** These organisations refer learners and help MT to identify gaps in training in the sector. The provider uses the employers' intelligence very effectively to design programmes that meet the current and future needs of the businesses. MT has carefully vetted its employers and it only works with employers that are fully supportive of learning at work. It briefs employers well on the requirements of the training and qualifications.

33. Physical resources are generally good and are particularly good in transportation, the largest area of learning. Web-enhanced learning initiative books used in retail and commercial enterprise are particularly attractive and easy to understand and follow.

34. **Equality of opportunity is promoted well at MT.** The learners develop a good understanding of their rights and responsibilities relating to equality of opportunity. MT's training advisers thoroughly check learners' understanding at reviews and in training sessions. Learners are challenged to think about the common stereotypical assumptions made about various groups. They are treated with respect as adults and as individuals.

35. MT also promotes equality of opportunity with employers well. It conducts detailed risk assessment of the employers as a safe and fair working and learning environment before it decides to work with them. The employers' awareness of equality issues is high. MT's staff offer the employers strategies to protect learners and support them to achieve their potential.

36. **MT is involved in a broad range of effective initiatives to widen participation in learning.** It has been successful in increasing participation by new learners not previously involved in training. Its initiatives are targeted at school pupils, unemployed adults and minority ethnic groups. MT prepares these learners for jobs in areas of skills shortages such as heavy goods vehicle driving.

37. **MT has a strong culture of continuous improvement** focused on the learners'

experience. This includes very effective sharing of good practice, collecting and using feedback from all stakeholders, the use of data and benchmarking, observations, audits, self-assessment and development planning. MT has made very good progress against the weaknesses identified at the previous reinspection and has maintained the identified strengths. The standard of learning has improved. Inspectors awarded higher grades to MT's engineering and manufacturing provision as well as to its leadership and management, including quality assurance.

## **Leadership and management**

### **Strengths**

- strong strategic vision and leadership
- good operational management of training
- excellent strategies to improve retention and achievement rates
- good partnerships with employers
- very good use of data to monitor performance and improve provision
- strong culture of continuous quality improvement
- good promotion of equality of opportunity
- broad range of effective initiatives to widen participation

### **Weaknesses**

- no significant weaknesses identified

## **Engineering and manufacturing technologies**

### ***Motor vehicle***

***Grade 2***

#### *Strengths*

- good achievement rate for technical certificates at level 1 and 2
- very effective progress reviews
- good pastoral support for learners
- good initiatives to improve programme management

#### *Weaknesses*

- insufficient range of learning resources to support some lessons
- insufficient recording of practical off-the-job learning

### ***Transportation***

***Grade 1***

#### *Strengths*

- very good achievement rates on all programmes
- excellent skills development
- good, supportive employers

## MANCHESTER TRAINING LIMITED

- good standard of training and instruction
- excellent range of physical resources
- good operational management

### *Weaknesses*

- low rate of entry into jobs on Jobcentre Plus courses
- insufficient development of jobsearch skills on Jobcentre Plus courses

## **Retail and commercial enterprise**

### *Strengths*

- good retention rates
- good attainment of additional skills and qualifications
- good support for learners
- particularly good range of learning resources for assessment
- very effective measures to improve the provision

### *Weaknesses*

- slow progress for some apprentices

## **Business administration and law**

### *Strengths*

- good retention and achievement rates on customer services programmes for 2003-04 starters
- good skills development
- good contribution to training by employers
- particularly effective vocational and pastoral support

### *Weaknesses*

- no significant weaknesses identified

## **WHAT LEARNERS LIKE ABOUT MANCHESTER TRAINING LIMITED:**

- 'positive attitude towards young people and being treated with respect'
- 'teaching that is thorough and interactive'
- the resources - 'back-up reading materials to help us complete our portfolios'
- the very prompt responses - 'MT got me a job'
- the quality of the provider - 'I came to MT because it is a better training provider with high pass rates'
- 'the course made me look at the workplace differently. I am more conscious of safety and I have made the workplace more efficient'
- the respectful and courteous staff

## **WHAT LEARNERS THINK MANCHESTER TRAINING LIMITED COULD IMPROVE:**

- the levels of heavy goods vehicle provision - 'currently there is very little'
- the quality and amount of work given in the classrooms - it is not challenging enough for those who finish work early
- the frequency of assessment - 'I could have achieved my qualification quicker'
- the amount of jobsearch - 'some help in getting a job'
- no improvements needed - 'they are doing a great job'

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 1**

#### Strengths

- strong strategic vision and leadership
- good operational management of training
- excellent strategies to improve retention and achievement rates
- good partnerships with employers
- very good use of data to monitor performance and improve provision
- strong culture of continuous quality improvement
- good promotion of equality of opportunity
- broad range of effective initiatives to widen participation

#### Weaknesses

- no significant weaknesses identified

38. The managers have a very clear strategic vision and provide strong leadership for the growth and development of the training business. MT aims to be the one-stop training and development supplier to the transport, logistics and automotive sectors in the northwest of England. The executive director is a highly experienced professional who has worked at all levels within and has very sound knowledge of the sector. The logistics sector is the fifth-largest employment sector which depends on highly qualified staff. MT has conducted good market research and has accurately identified threats and opportunities such as the European Union directives on working times and training, skills shortages and the age profile of the workers. It has secured substantial European Social Fund (ESF) funds to promote national road haulage management programmes to local employers. In recent months, the managers have purchased a training provider to provide work-based learning in the important strategic Wigan-Warrington corridor. This vision is very well communicated to the staff, who all actively work to turn it into reality for the learners. MT has invested significantly in training by employing a dedicated sales team. This team sells combinations of MT's provision to meet the needs of local businesses. MT has advanced plans to establish a regional academy of logistics that will train instructors for the sector. The business had good turnover in the past three years and is now making a substantial profit.

39. Operational management of the training is good. The standard of training has improved in transportation. The motor vehicle area of learning has a new manager and the training is now delivered under more effective arrangements. The most successful aspects include unit accreditation and splitting the day release into theory and practical parts. Quality improvement is good in retail and commercial enterprise. On- and off-the-job training are very well co-ordinated. Employers are fully involved in the design and implementation of the training. Resources are well used in all areas of learning except in motor vehicle.

40. MT has adopted excellent strategies to improve retention and achievement rates for all learners. These include targeted support for early leavers or learners at risk of leaving early,

the design of courses and support, working only with the employers who are fully committed to the training of apprentices and not taking on more than five learners from any employer in one month's intake. MT has adopted a traffic light system to band all learners into red, amber or green zones, and provides targeted support to learners in the red and amber zones. Learners themselves get highly motivated to move from red and amber zones to the green zone. Retention and achievement rates in all areas of learning have improved and remain on an upward trend.

41. MT has taken great care in identifying its own data needs. It has worked with the suppliers to develop a bespoke database and has a data reporting system that produces a huge range of data on all aspects of the provision. All staff are trained to use data. They see the value of the reports and use data regularly to see how their learners and the business are performing. For example, a simple and yet very effective daily update sheet is produced. It includes information on new learners, their status, employer, source of referral, next steps and forecasts for future recruitment. A weekly record sheet is also completed of assessors' activities with learners. Data is used very effectively for performance management, monitoring, business planning and quality improvement. The information is used to identify learners' rates of retention, progress and achievement. Support needs are also identified easily and support is promptly provided to the learners. Data is collected on a variety of levels and is used to target under-represented groups of learners.

42. MT has very good partnerships with the employers. Its key partnerships are with some of the major industry bodies such as road haulage association and Manchester Chamber of Commerce. These organisations refer learners and help MT to identify gaps in training in the sector. MT uses the intelligence from the employers very effectively to design programmes that meet the current and future needs of the businesses. For example, it has designed qualification frameworks when there has been no appropriate qualification for the sector. It has also secured additional ESF funds to meet the training needs of the employers. In some cases it has provided free courses such as lift truck training for specialised plant and machinery operations employers. MT has revised its employer engagement policy and only uses employers that are fully supportive of learning at work. It gets most of its training business from current employers and in many cases is operating from the employers' premises. Such close working relationships have improved the flexibility of the employers' workforces to meet their business needs. To help encourage health and safety, MT has made it easier for the learners to buy health and safety and personal protective equipment at heavily discounted rates from a virtual shop website linked to MT.

43. Physical resources are good in transportation, the largest area of learning, and learning resources are generally good throughout the provision. Web-enhanced learner initiative assessment books are particularly attractive and easy to understand and follow. Literacy and numeracy support is satisfactorily planned at a strategic level. The operational management of literacy and numeracy support for learners is also satisfactory. Learners benefit from a range of models to develop their literacy and numeracy skills relevant for their occupational area and qualification. Staff are well qualified in their occupations and possesses significant industrial experience in the sector. Their qualifications are adequate but MT has very few tutors with teaching skills. Staff training and continuous professional development is satisfactory. Performance management is strong and includes a yearly appraisal and two follow-up reviews for each member of staff. The process of staff



appraisal and performance management is very thorough and has improved over the years. MT's marketing of the courses and programmes is satisfactory, and its materials to promote training are very good. The company takes great pride in encouraging a culture of excellent health and safety management, particularly in a sector that has a very high number of health and safety concerns and accidents.

44. Communications within the company and the employers are excellent. Communication was identified as a weakness within MT at the 2003 reinspection. MT has taken 16 different steps to improve the situation, with examples including the introduction of meetings calendar, text messaging and keeping information to single sheets of paper.

### **Equality of opportunity**

### **Contributory grade 2**

45. Equality of opportunity is promoted well at MT. The learners develop a good understanding of their rights and responsibilities relating to equality of opportunity through well-planned and imaginatively provided induction sessions. MT's training advisers thoroughly check learners' understanding at reviews and in training sessions. Learners are challenged to think about the common stereotypical assumptions made about various groups, and are treated with respect as adults and as individuals.

46. MT has a simple yet effective equal opportunities policy that is easily understandable and displayed prominently throughout the centre. The company's training centre has various imaginative displays that reinforce learning points about discrimination, respect for others, and achievement by learners not traditionally involved in training. These displays use good-quality visual and other publicity materials and celebrate positive images of learners in non-traditional roles. For example, some women who were previously learners at MT are depicted running logistics-sector businesses and driving lift trucks. This challenges stereotypes and promotes aspirations among young women.

47. MT promotes equality of opportunity well to its employers. It conducts detailed risk-assessments of the employers as safe and fair working and learning environments before it decides to work with them. Employers have a high awareness of equality issues. MT's staff offer employers strategies to protect learners and support them to achieve their potential. MT rigorously monitors that the employers have appropriate policies and that they are being implemented effectively. Its staff provide appropriate help to employers to improve their policies and practices. MT runs a 24-hour confidential helpline for the learners.

48. MT is involved in a broad range of effective initiatives to widen participation in learning. It has been successful in increasing participation by new learners not previously involved in training. MT provides good information, advice and guidance to the learners before they start on the programme and has a good partnership with Connexions which has positively benefited the learners. MT has been very heavily involved in a programme to raise awareness of work-based learning among parents, teachers and learners. It is involved in an ambitious plan to raise all teachers' awareness to incorporate the world of work into the school curriculum. It has been influential in producing a very good entitlement pack that very effectively promotes vocational learning. The pack clearly lays out the various careers in all employment sectors, what they involve, the rewards and the promotion structure in each of the sectors. MT is very involved in a pilot young apprentices' programme and has been successfully involved in an innovative programme of occupational training taster sessions for year 10 pupils. Young pupils are making good



progress towards achieving their qualification. Many of the current learners have joined MT from these initiatives and many more have aspirations to join work-based learning. MT has worked hard to provide learning to unemployed and minority ethnic group learners. It has formed partnerships with local community groups to help prepare learners for jobs in areas of skills shortages such as heavy goods vehicle driving.

49. MT makes good use of data relating to marketing, recruitment, progress and achievement. It also conducts analyses of learners' support needs and reasons for leaving early. MT analyses its data to identify any trends in underachievement or learners leaving early, and puts effective strategies in place to support learners. The company has met its targets for recruitment of minority ethnic learners in 2004-05 and has set even higher targets for 2005-06. It monitors the performance of its learners by various methods, and has found that learners from minority ethnic groups are performing better than the rest of the learners.

50. MT takes very good care to promote and safeguard learners' welfare and safety in the workplace. It has an effective reporting procedure within its equal opportunities and supporting procedures. Complaints are dealt with satisfactorily and issues are resolved constructively.

51. Staff have satisfactory awareness and understanding of their responsibilities regarding equality of opportunity and for the need to widen participation. All staff receive an appropriate induction and are familiar with the company's policies and practices. Equality issues are debated at regular staff and team meetings. The learners receive good support when they need it on personal and study matters. MT has satisfactory arrangements to meet learners' additional learning needs, including the provision of literacy and numeracy skills support. For example, it adapted the certificate in professional competence course by providing learners with two additional days to focus on literacy and numeracy. Achievement levels are way above the national average for the course. Training advisers meet literacy and numeracy needs of the learners in the workplace. In addition learners can attend drop-in sessions at MT. Language skills support needs are also met appropriately. For example, MT has trained some of its ex-learners to act as interpreters to support their fellow employees as and when needed. Premises are easily accessible and wheelchair users or those with restricted mobility have satisfactory access. The range of specialist equipment on offer is satisfactory.

## **Quality improvement**

## **Contributory grade 1**

52. MT has a strong culture of continuous improvement which is focused solely on the learners' experience. A detailed quality assurance manual is available that guides staff. All staff take ownership for improving the quality of the learners' experience at every step of the programme and involvement that they have with learners. MT has comprehensive policies, procedures and guidance on various tools and their usage to improve the quality of the provision.

53. The provider has used three specific tools to enhance the quality of provision. All three practices are on Excalibur, the ALI's on line good practice database. These focus on 'quality squares', assessment and web-enhanced learning initiative books. The quality squares are used on 16 different aspects of the provision. These are described in a chart form. They give clear guidance on what a grade 1, 2, 3 or 4 should look like for each aspect of the training. Each member of staff or manager can evaluate their own

performance and identify how they can raise the provision to a higher level. MT has been very effective in sharing good practice within the company, with other providers and through learning providers' networks.

54. All work-based learning providers in Greater Manchester have signed a protocol to share data for benchmarking purposes. MT effectively benchmarks itself against the other providers. Staff have a very clear idea of the progress they need to make. MT makes very good use of feedback from stakeholders, learners and staff.

55. MT has a thorough system of observing each key aspect of direct contact with the learners. Experienced consultants and well-trained managers conduct effective observations of reviews, interviews, assessment, background knowledge and practical teaching sessions. Training advisers get constructive feedback and take necessary action to improve the provision. The issues arising out of the reviews are used to formulate the company's staff development plan.

56. MT has developed a particularly effective system for auditing various processes. The managers conduct a systematic audit and record the outcome and improvements made. Staff are fully familiar with the procedures and carry out work to a good standard.

57. The self-assessment process is inclusive. Views were sought from all concerned parties including learners, staff, employers and managers. The staff members produced a self-assessment report on the level of the courses and for the area of learning as a whole. They display a very good understanding of the Common Inspection Framework. The self-assessment report is mostly accurate. Development planning is detailed with clear lines of accountabilities, required actions and milestones with resource implications and timescales. It has brought about improvements within the provision. MT has made very good progress against the weaknesses identified at the reinspection in 2003 and has maintained the strengths. It has a rigorous internal review process to monitor targets on all aspects of training.

58. The internal and external verification system is satisfactory. Standards of learning are being maintained and external verifiers are fully satisfied with the standard of the verifiers' work. The complaints system is satisfactory. All complaints are handled sensitively and responded to promptly.

## AREAS OF LEARNING

### Engineering and manufacturing technologies

#### Grade 1

Contributory areas:	Number of learners	Contributory grade
<b>Motor vehicle</b>		<b>2</b>
Apprenticeships for young people	28	2
<b>Transportation</b>		<b>1</b>
Apprenticeships for young people	23	1
New Deal 25+ and work-based learning for adults	6	2
Employer training pilot	127	1
NVQ training for young people	48	1

59. MT provides training in basic lift truck operation for 48 young learners and 127 adult ETP learners. These learners are working towards an NVQ in specialised plant and machinery operations. MT also holds a contract to deliver basic lift truck training for 60 participants under the Jobcentre Plus short job focused training programme. At the time of the inspection, only six participants were on these two-week courses, during which they receive instruction in counterbalance and reach trucks. Jobcentre Plus participants make up 3 per cent of the total number of transportation learners. MT also provides training for 17 apprentices and six advanced apprentices in driving goods vehicles. The advanced apprenticeship training lasts for up to two years and leads to a level 3 NVQ and a light goods vehicle driving licence. Apprenticeship training, including those on the young driver scheme, lasts for one year and leads to a level 2 NVQ and a light goods vehicle licence.

60. MT runs all its training, including instruction for the basic lift-truck certificate and the large goods vehicle licence, from its training centre. Training assessors assess learners' work for the NVQs and apprenticeships during monthly visits to the workplace and review their progress at six-weekly intervals. Four full-time staff assess learners and six full-time staff teach lift-truck and large goods vehicle licence acquisition.

61. The motor vehicle department provides work-based learning for 28 learners, all of whom are working towards qualifications in either light or heavy vehicle mechanics. Out of the current 28 learners, 23 are apprentices and five are advanced apprentices. All learners attend the training centre for 30 days a year on a day-release basis. They work towards technical certificates and key skills qualifications.

62. MT also provides training to seven 14 to 16 year old learners on a day-release basis from schools on a motor vehicle programme. Two part-time and one full-time member of staff teach and assess on the motor vehicle programmes.

### **Motor vehicle**

#### **Grade 2**

#### *Strengths*

- good achievement rate for technical certificates at level 1 and 2
- very effective progress reviews

- good pastoral support for learners
- good initiatives to improve programme management

### Weaknesses

- insufficient range of learning resources to support some lessons
- insufficient recording of practical off-the-job learning

### Achievement and standards

63. Learners have good achievement rates for technical certificates at level 1 and 2. Pass rates in the current year are at 91 per cent. Achievement and retention rates on motor vehicle apprenticeship programmes are satisfactory. The completion rate is rising steadily on apprenticeships and advanced apprenticeships. The 14 to 16 year old learners are progressing well. They are on target to achieve their full level 1 progression award or credit towards achieving the qualification.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4	100	7	100	12	100	34	100								
Retained*	2	50	2	29	5	42	5	15								
Successfully completed	0	0	3	43	0	0	2	6								
Still in learning	0	0	3	43	0	0	2	6								

\*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	2005-06		2004-05		2003-04		2002-03		2001-02							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	15		13	100	15	100	4	100	9	100						
Retained*	0		8	62	7	47	0	0	0	0						
Successfully completed	0		0	0	2	13	2	50	3	33						
Still in learning	15		0	0	3	20	2	50	3	33						

\*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

64. Progress reviews are very effective. Assessors maintain regular contact with their learners and visit them frequently in the workplace to review progress and carry out assessments. MT has introduced a very effective 'traffic light' system in which learners are placed into red, amber or green zones. Training advisers make more frequent visits to learners who are not making the expected progress. They set realistic and manageable targets at each review. Workplace supervisors are fully involved in the reviews and in setting targets. Learners contact their assessors before planned visits to arrange additional workplace assessment when suitable tasks become available. This has worked very

effectively with some low-achieving learners.

65. Assessors regularly check and reinforce learners' knowledge of health and safety, and equality of opportunity. Portfolios are generally well presented and show clear sampling by the internal and external verifier.

66. Pastoral support for learners is good. This helps learners with work and personal issues. One learner was helped by a member of staff and it encouraged him to remain on programme.

67. Teaching on motor vehicle programmes is satisfactory. During off-the-job training, learners receive a good combination of background knowledge and practical lessons. Background knowledge lessons are supported by a series of well-written work packs that cover all key vehicle areas and systems. Tutors assess learning after learners complete each pack. Learning activities in the classroom are supported by multimedia presentations that complement each study pack. Tutors do not always use visual aids and mechanical components to support the delivery of background knowledge lessons. The motor vehicle classroom is uninspiring. Motor vehicle workshops have much outdated equipment and have an insufficient range of diagnostic tools and equipment. Staff do not always record off-the-job practical training activities for all learners. This makes it difficult for their progress through the activities to be monitored. Staff cannot easily identify those learners that have missed particular exercises or whether they had completed them to a satisfactory standard.

### **Leadership and management**

68. The newly appointed departmental manager has successfully introduced a range of new initiatives to raise the achievement levels of the learners. These measures have had a very positive effect. They include restructuring the day-release tuition to include background knowledge and practical lessons, carrying out assessment at the end each learning module, improving learners' progress reviews and holding regular departmental and team meetings. Motor vehicle staff are occupationally experienced but do not have teaching qualifications. However, all teaching staff either already have or are working towards their NVQ assessor award. The self-assessment report correctly identifies the strengths and weaknesses relating to support for learners, achievement of technical certificates and the improvement in learners' progress reviews.

### ***Transportation***

### ***Grade 1***

#### ***Strengths***

- very good achievement rates on all programmes
- excellent skills development
- good, supportive employers
- good standard of training and instruction
- excellent range of physical resources
- good operational management

#### ***Weaknesses***

- low rate of entry into jobs on Jobcentre Plus courses

- insufficient development of jobsearch skills on Jobcentre Plus courses

### Achievement and standards

69. Retention and achievement rates on the lift truck and driving goods vehicles programmes are very good. For example, retention rates have improved significantly on the NVQ programme for young people from 68 per cent for 2002-03 starters to 97 per cent for the 2004-05 starters. Over 90 per cent of all learners successfully pass the initial basic lift truck certificate test. Some learners who already have a good range of existing practical lift truck skills gain the required qualifications. Learners taking the Driving Standards Agency's large goods vehicle external tests achieve a higher pass rate than the national average. The NVQ achievement rate on the young people's lift truck programme is also very good. It has been on the increase and was 82 per cent in the last full year. The achievement rate on the lift truck ETP programme is also good, at 79 per cent for the 2003-04 intake. The rate for the full framework completion by apprentices on driving goods vehicle programmes is good. Although the programme has only been operating for two years, the completion rate for the first year's intake is 68 per cent with a further 9 per cent of learners still in training.

70. Learners develop excellent levels of skills on all programmes. The skills they learn are directly relevant to their job. They improve their effectiveness at work very well and gain good confidence in the operation of the trucks. They become multi-skilled, and more valuable to their employers and the employment market. Learners have been able to make considerable changes to their work culture, with examples including reduced work delays, shorter delivery times and vastly improved attention to health and safety issues. One employer was able to quantify a major reduction in accidents. All learners develop a mature attitude to health and safety. Jobcentre Plus participants achieve the basic lift truck qualifications well, but not enough of them get jobs. The job entry rate has risen from 35 per cent to 43 per cent but this is still low. Jobcentre Plus participants make up 3 per cent of the total number of learners in transportation.

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															
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	7															
Retained*	6															
Successfully completed	0															
Still in learning	6															

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

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	17		22	100												
Retained*	0		16	73												
Successfully completed	0		15	68												
Still in learning	15		2	9												

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

LSC funded work-based learning																
Employer training pilot	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	209	100	156	100	103	100										
Retained*	193	92	124	79	83	81										
Successfully completed	66	32	124	79	83	81										
Still in learning	127	61	0	0	0	0										

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

LSC funded work-based learning																
NVQ Training	2004-05		2003-04		2002-03		2001-02									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	67	100	98	100	78	100	98	100								
Retained*	65	97	82	84	53	68	66	67								
Successfully completed	17	25	80	82	53	68	65	66								
Still in learning	48	72	0	0	0	0	0	0								

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

## The quality of provision

71. Learners benefit from a good standard of training. Lift truck instruction is of a high standard. Group sizes are small and some learners get good-quality practical training in small groups of two or three. Other learners observe the training and analyse the results while waiting for individual instruction. Instructors are well qualified and have substantial work experience as lift truck instructors and operators. Training is sharply focused on developing safe working practices. Learners develop good skills in operating counterbalance and reach trucks safely. Instructors make very good use of various types of loads. Learners practise good loading and unloading techniques at a variety of heights. They learn sound pivoting and good manoeuvrability through chicanes. Tutors give clear explanations and instructions. Learners evaluate their own performance and identify their own operating errors. In one session, the instructor gave additional practical instruction to two learners who were having difficulties with pivoting between the racking. The instructors handle problems with considerable care and sensitivity. Standard tolerances allowed in the movements used by the instructors during the tests are shared with learners. Instructors reinforce oral and practical instruction with written materials. Classroom



instruction is good. Tutors use comprehensive visual aids, well-planned booklets and videos on health and safety issues. The provider has established excellent relationships with progressive thinking employers. Employers are very committed to the training of their workers and provide strong vocational, pastoral and additional support. They provide a broad range of appropriate work experience and job coaching to help learners demonstrate their competence. The learners enhance their experience and provide good evidence for their portfolios.

72. The training resources are excellent. Learners train in a spacious and well-resourced centre which has an excellent range of modern lift trucks, heavy goods vehicles and articulated vehicles. The lift truck centre has a wide range of loads stacked on industry-standard racking, and an extensive area of rough ground for external truck training. Learners receive off-the-job training in well-equipped classrooms. The assessment of lift-truck and heavy goods vehicle NVQs is satisfactory and meets the awarding body's requirements. Assessors use a broad range of methods of assessment to assess learners' competence. These include direct observation, personal statements, photographs and witness testimonies. Internal verification is satisfactory, meeting the standards of the examining and validating bodies. The programmes satisfactorily meet the employers' and the learners' needs. The needs of the learners with specific literacy, numeracy and language difficulties are satisfactorily planned for and easily met. MT provides good support, such as free on-site medical examination for young learners on driving programmes. Staff visit learners at times to suit the employers and learners, including out of normal working hours. Pastoral support is good. Reviews are regular and often, and employers are fully involved. However, sometimes review documents do not fully record the depth of detail of the review.

73. The Jobcentre Plus participants receive insufficient training in the development of jobsearch skills. They spend most of their time developing technical skills and are given only one day at the end of the course to work on jobsearch skills.

### **Leadership and management**

73. The operational management of the occupational area is good. MT has made significant improvements in the past two years, reflected in the improved achievement rates and the quality of the instruction. Communications are very effective. Meetings are held regularly and are minuted. MT has a clear strategic vision and a strong culture of continuous improvement. Staff are particularly enthusiastic and well motivated to meet clearly defined aims. They are given challenging personal objectives and their progress toward achieving these objectives is very closely monitored during their appraisals. Arrangements for collecting the views of learners and employers are very good. The organisation values diversity. Staff have good awareness of diversity and equality issues and raise learners' understanding through highly participative training sessions. They share good practice effectively. The standard of training is continuously developed and improved. Resources are efficiently deployed to maximise opportunities for learning.

74. The self-assessment report is very detailed and accurate in identifying key issues, as well as strengths and weaknesses. The inspectors agreed with the strengths identified in the self-assessment report but also identified additional strengths. The self-assessment report only partly recognises the weakness of low rates of entry into jobs and does not recognise the weakness of insufficient jobsearch activities for Jobcentre Plus participants.



**Retail and commercial enterprise****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Retailing and wholesaling</i></b> Apprenticeships for young people	6	2
<b><i>Warehousing and distribution</i></b> Apprenticeships for young people	18	2
Employer training pilot	7	2

76. MT has 29 retail and commercial enterprise learners. Eighteen are following programmes in distribution and warehouse operations, one as an advanced apprentice and the remainder as apprentices. Seven learners are on ETP NVQ programme in warehousing, four learners are on carry and deliver goods programmes and two are on traffic office apprenticeships.

77. All learners are employed. Organisations using MT range from small independent companies to large national organisations. Training is planned for one year for the apprenticeship programme and two years for the advanced apprenticeship programme. ETP and NVQ programmes run for six months. All apprentices attend a one-day induction at MT. This is in addition to the induction offered by the employer. Training advisers visit all learners every four weeks to provide support, assessment and guidance. They review learners' progress every 10-12 weeks.

***Strengths***

- good retention rates
- good attainment of additional skills and qualifications
- good support for learners
- particularly good range of learning resources for assessment
- very effective measures to improve the provision

***Weaknesses***

- slow progress for some apprentices

**Achievement and standards**

78. Retention rates are good for all learners. Within the warehousing apprenticeship, retention rates have gone up from 44 per cent for 2001-02 starters to 61 per cent for the 2003-04 intake. The carry and deliver goods programme is new and retention rates are 100 per cent. Too few advanced apprentices are following programmes for a judgement to be made on their retention rates.

79. The NVQ achievement rate is excellent for the small number of ETP learners. It has increased from 50 per cent in 2002-03 to 100 per cent in 2003-04. All the learners in the current year are still in learning and are making excellent progress. Learners on carry and deliver goods and traffic office programmes are making good progress. These are new programmes and achievement rates are not available. Achievement rates are satisfactory

on the warehousing apprenticeship programmes. The framework completion rate has improved from a very low base of 5 per cent for 2001-02 starters to 13 per cent for the 2002-03 intake and 25 per cent for learners beginning in 2003-04.

80. Learners attain a good range of additional skills and qualifications. Eighty per cent of all learners have achieved additional qualifications in skills such as manual handling, lift truck driving, first aid and supervising staff. All these qualifications are highly relevant to learners' job roles. Traffic office apprentices have attended a seminar on transport legislation.

81. Progress for some warehousing apprentices has been slow. MT has correctly identified this weakness and is dealing with the problem effectively. These learners are now making good progress towards the completion of all aspects of their learning. Of the 17 learners on apprenticeship programmes in warehousing, eight are out of funding. Of these eight learners, six have completed their NVQ and, having taken the external tests, are awaiting completion of their key skills portfolios. One learner has experienced a period of absence. The examination bodies have lowered the key skill levels requirements for the more recent programmes. MT did not provide key skills teaching alongside the main apprenticeship framework teaching and assessment.

### **The quality of provision**

82. MT has designed and produced a particularly good range of learning resources for the assessment of warehousing learners. These are known as web-enhanced learner initiative books. Booklets are professionally produced for each unit. They are colourful, laid out well and contain relevant information, available in many formats including CD. New web-enhanced learner initiative books are being produced for other learning areas such as the carry and deliver goods and traffic office programmes. Learners value the books greatly. They find them easy to use and memorable. Training advisers make imaginative and very effective use of multimedia resources including digital recorders to assess learners' knowledge. Recordings cover witness testimonials, professional discussions, observations and assessment of learning. All digital recordings are saved on disk and are included in learners' portfolios as evidence of competence. A copy of the recordings are given to the external verifier.

83. Learners benefit from good support. Training advisers offer good and timely support to all learners, visiting them every three or four weeks. Training advisers coach, assess and help learners build portfolios. Their approach engages and challenges the learners. Prompt additional visits are made to learners experiencing difficulties with their work. Training advisers make visits to suit the learners' personal and work commitments, including night and early morning visits. Other examples of good support are transporting learners to training sessions if necessary, enabling them to take their key skills tests on their employers' sites, helping them to deal with their social and personal problems and helping them to find alternative employment. Learners have the mobile phone number of their adviser and are encouraged to call them at any time. Employers also provide good support for the learners. They allow them generous time for their learning and help them by designing their work routine to cover all aspects of learning.

84. Programmes are well matched to learners' needs and interests. Carry and deliver goods and warehousing qualifications are highly relevant to learners' job roles. They relate well to the tasks and responsibilities that learners carry out as part of their daily working routine. Employers value the training that learners receive. On the carry and deliver goods

programme, employers are using key skills training in communication to empower the learners to produce a risk-assessment procedure for their companies. MT has developed new programmes and qualifications to better meet the current and future needs of the learners and employers. For example, it has designed new traffic office, and carry and deliver goods, frameworks and is in the process of developing new web-based learning books for these areas. The traffic office level 3 qualification is planned to offer a progression route to the learners. MT has introduced a logistics familiarisation programme for 14 to 16 year old learners from local schools. This enhances schools' knowledge of logistics and promotes the sector to a new generation of potential learners. Learners attend a four-week programme for half a day each week. One session is held at MT's training centre.

85. Initial assessment on warehousing apprenticeships is satisfactory. It includes satisfactory arrangements to identify learners' additional needs, including their literacy, numeracy and language support needs. The individual learning plan has been redesigned and is a valuable tool in monitoring learners' progress.

86. Induction is satisfactory and attended by most learners. This one-day programme of induction includes comprehensive introduction to health and safety, equality of opportunity and to the qualification framework.

87. The computer room is well resourced with a bank of seven desktop computers and additional laptops. A quiet room containing books on all aspects of training including English for speakers of other languages and literacy and numeracy skills is another good resource that includes plentiful material on key skills. Learners attend, at their convenience, a well-run drop-in key skills surgery which runs once a week in addition to the special sessions on developing key skills. Training rooms are satisfactory learning environments that contain light projectors, flip charts and facilities to produce slide shows.

### **Leadership and management**

88. MT has implemented quality improvement very effectively. It has a strong focus on improving the learning experience and has improved very well on the weaknesses identified by the inspectors at the reinspection. Improvements include much better completion of performance reviews and consistent practice in using procedures affecting the learner through the introduction and effective use of 'quality squares' describing standards to be aimed at.

89. MT has taken very effective steps to improve retention and achievement rates since the reinspection. Learners are offered unit accreditation for their qualifications. MT has introduced a very effective traffic light system to identify learners at risk of leaving training early. Those most at risk are graded red and receive additional support from their training adviser. Most of the learners making slow progress are in companies which refuse access to learners and do not value timely completion of frameworks. MT is no longer working with some of these companies and has refused to sign additional learners from them.

90. MT monitors staff members' performance very effectively by involving them in the process. Staff have three appraisals each year. This includes a formal review in December to set long-term objectives, followed by two informal reviews to check on progress against set short-term targets. Innovation is actively encouraged and many of the new ways of delivering the training have come from the training advisers. For example, one adviser has

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investigated and is planning equal opportunities training for his colleagues. MT's staff and learners demonstrate a good understanding of issues related to equality and diversity. Another adviser is reviewing the introduction of new technology. Staff training and development is good and at the heart of the organisation. This helps MT in succession planning and multi-skilling of staff.

91. The self-assessment report is accurate and very detailed. It identifies all the strengths and weaknesses accurately with a related development plan to maintain and improve the standards of learning.

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

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Business management</i></b>		
Apprenticeships for young people	3	2
Employer training pilot	13	2
<b><i>Customer service</i></b>		
Apprenticeships for young people	9	2
Employer training pilot	1	2

92. MT has 16 business management learners. Of these, three are following apprenticeships in team leading and 13 are adults on ETP programmes in team leading. MT also has 10 customer service learners, eight of whom are apprentices, one of whom is an advanced apprentice and one of whom is on a customer service ETP programme. A further group of 23 adult learners were involved in short courses leading to the certificate in professional competence course in June 2005. However, at the time of the inspection no learners were taking the certificate in professional competence, the next course for which commences in December 2006. All learners are employed. They are recruited directly by MT, by employers or referred through Connexions. Most learning takes place on the job or through coaching. MT's training advisers visit learners for coaching and assessment purposes. Some learners attend the training centre for additional training sessions for their key skills qualifications and technical certificate.

***Strengths***

- good retention and achievement rates on customer services programmes for 2003-04 starters
- good skills development
- good contribution to training by employers
- particularly effective vocational and pastoral support

***Weaknesses***

- no significant weaknesses identified

**Achievement and standards**

93. Retention and framework completion rates are good for customer service apprentices. MT has made significant improvements in raising framework completion and retention rates considerably since the 2003 reinspection. For example, 67 per cent of those apprentices who started customer service frameworks in 2003-04 have completed successfully and 17 per cent are still in learning.

94. The team leader programme is relatively new and it is too early to make judgements about the retention and achievement rates. However, two learners have completed and three more are awaiting certification. Sixteen out of 21 learners who started the programme were retained. Progress and skills development is good overall. Learners value the increased confidence that they achieve by following this programme.

95. Learners' skills development is good. Many apprentices on the customer service programme are in their first job. Their confidence grows quite rapidly. They develop good communication, team-working and administration skills. They become highly competent in using the phone and ICT applications. Employers recognise and value the skills that learners develop during their training. Learners increase their understanding of their role as a team leader in respect of, for example, health and safety requirements and company policies. They learn new skills such as team briefing skills.

96. Achievement rates on the certificate in professional competence are excellent. It is a new course and the learners have achieved at a rate way above the national average. For example, in June 2005, 23 learners entered for the full qualification. Seventy per cent passed both modules. This was a 32 per cent improvement on the previous group in March 2005 and was 14 per cent above the national average achievement rate for the external tests.

### **The quality of provision**

97. Learners benefit from a high level of involvement by employers in their training programmes in customer service and team leading. MT involves employers effectively in preparation and planning. Employers are well briefed on the requirements and assessed for their suitability to support training for apprentice frameworks before learners commence with them. Learners have a dedicated person at work who oversees and supports their progress. Good vocational and personal support is provided in many cases by employers' staff. Employers maintain appropriate training records. Employers have a good understanding of the programme requirement, contribute well to progress reviews and plan training at work to support the achievement of the standards required in the NVQ. MT works effectively with employers to improve continuously employers' involvement and on-the-job training. This forms part of MT's quality improvement strategy, which is well supported by quality improvement processes that initially specify and then review employers' involvement against standards every six months. In this way MT has developed partnerships with employers who are prepared and committed to be involved appropriately in work-based learning.

98. MT provides good vocational and pastoral support for team leader and customer service learners. Staff visit learners regularly and often at the workplace and provide good learning support and coaching. Staff respond well to individual learners' needs in terms of training and personal support. Learners value highly the advice, guidance and support from their training adviser. The training adviser is very experienced in customer service and is able to deal very effectively with customer service learning in the context of different work environments. Learners particularly value being able to contact the training adviser and the flexible and helpful responses they get. In some cases the training adviser provides good additional learning sessions in literacy and numeracy from which learners benefit.

99. Initial assessment is appropriate and leads to effective individual learning plans which are used appropriately. Induction is well organised and effective. Progress is monitored satisfactorily. Learners' reviews are effective, although some aspects of recording are not carried out in enough detail. Assessment opportunities for learners are well planned and assessment is effectively carried out using a good range of methods. Observation of workplace evidence towards competence is used frequently and a good approach to discussion with learners enhances the quality of assessment evidence. Internal verification

systems are satisfactory and implemented effectively. Initial assessment for ETP team leader learners is satisfactory. Resources for learning are satisfactory.

### **Leadership and management**

100. The area of learning is managed and led effectively. Improvement strategies are in place and have had an effect on learners' rates of progression, retention and achievement in customer service. Clear priorities have been identified and good development planning has led to continuous improvement in the programme. Teamwork is good and staff support each other well. Learners' progress and performance are monitored closely and a risk-assessment is carried out to highlight any learners who are not progressing. Staff are involved in frequent discussion concerning each learner's needs. However, an overall summary progress monitoring report is not produced for each programme.

101. Staff are well qualified and very experienced, and participate in professional development and training. Equality and diversity are promoted well to learners through the use of well-designed induction sessions and systematic reinforcement during progress reviews. Staff are fully involved in self-assessment and programme evaluation. The self-assessment report is thorough and accurate. Inspectors agreed with the identified strengths.

