

INSPECTION REPORT

Certified Computing Personnel

29 June 2006



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
- **learn**direct provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

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

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*

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Certified Computing Personnel

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Certified Computing Personnel (CCP) is a privately owned company, limited by guarantee and trading as the College of Computing Personnel. It was established in Wembley in 1996. In 2001, CCP started an apprenticeship programme. Entry to Employment (E2E) provision started in 2002 for information and communications technology (ICT) learners and in 2003 for construction learners. The company has two directors, one of whom is currently on maternity leave and the other is the managing director who works full time at the company. There are 21 staff, of whom 19 work full time and two work part time. CCP also uses two management consultants. The senior management team includes the managing director, training manager, programme/business development manager and quality assurance manager. The training manager is responsible for all aspects of training. CCP provides some private training. It also has contracts with Jobcentre Plus and learndirect. However, these areas were not inspected due to the low number of learners.

OVERALL EFFECTIVENESS

Grade 2

2. **The overall effectiveness of the provision is good.** CCP's leadership and management, equality of opportunity and quality assurance are good. Its provision is good in ICT and preparation for life and work.

3. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process is inclusive and makes reasonable use of data. The company's most recent self-assessment report is insufficiently clear but identifies most of the weaknesses that the inspectors found.

4. **The provider has demonstrated that it is in a good position to make improvements.** CCP has dealt successfully with the weaknesses found at the previous inspection. Quality improvement features strongly in its culture.

KEY CHALLENGES FOR CERTIFIED COMPUTING PERSONNEL:

- maintain and improve success and outcome rates
- improve the co-ordination of on-the-job training with off-the-job training
- improve the reliability and use of data
- improve the quality of the learners' progress reviews
- further develop the involvement of employers in the training programmes

GRADES

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

Grades awarded at inspection

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

Information and communications technology			2
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		2	
Apprenticeships for young people	19	2	

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
<i>Employability training</i>		2	
Entry to Employment	19	2	

ABOUT THE INSPECTION

5. The inspection was carried out in one four-day period with three inspectors for the whole period and one for a two-day part of the inspection.

Number of inspectors	4
Number of inspection days	14
Number of learners interviewed	28
Number of staff interviewed	23
Number of employers interviewed	7
Number of locations/sites/learning centres visited	8
Number of partners/external agencies interviewed	2

KEY FINDINGS

Achievements and standards

6. **The success rates at CCP are good.** Outcome rates for E2E learners are very good. Framework success rates for ICT apprentices this year are high. ICT learners make good progress into and within jobs. Historical success rate data for ICT learners is not reliable.

7. The development of some employability skills occurs late in the training programme.

E2E learners develop confidence and other skills, but construction learners have no work placements and no workplace visits to develop their understanding of the vocation. Curriculum vitae development and challenges to poor attendance are insufficient in the early part of the programme.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	1	5	2	0	8
Total	1	5	2	0	8

8. The teaching at CCP is good. Teaching in E2E is good, with 75 per cent of observed lessons good or better. Off-the-job training in ICT is good. Tutors use a wide variety of resources and methods well to enhance the learners' experience.

9. Support for E2E learners is good. Staff work well with learners, and their families, to deal with a number of personal difficulties. Learners can get help and support outside their scheduled attendance days.

10. ICT workplaces are good. CCP works well with the ICT industry to identify and engage employers with a wide range of ICT tasks and provide good on-the-job training.

11. CCP makes insufficient use of assessment by observation in the workplace. Plans meet the awarding body requirements, but most observations of advanced apprentices occur in the training environment.

12. Interim target-setting for E2E learners is weak. Targets are linked to the overall programme. CCP makes insufficient use of short-term targets.

Leadership and management

13. CCP has good strategic management. Targets are clear and well documented. The company makes prudent decisions and staff are fully aware of plans and challenges that CCP faces.

14. Management of training is good. The training manager has made a number of improvements. CCP makes good use of the training co-ordinator to monitor training each week. CCP analyses employer training and learners' job profiles to match on- and off-the-job training.

15. CCP works well with employers to promote equality and diversity. It challenges their preconceptions effectively and makes them aware of the benefits of a diverse workforce.

16. CCP has a strong focus on continuous improvement. This features prominently at meetings and focuses effectively on learners' performance. The company has dealt successfully with the weaknesses found at the previous inspection.

17. CCP is aware of the progress and achievements of individual learners but it makes some poor use of data. It does not use summary statistics to monitor overall trends regularly. CCP has not successfully challenged the inconsistencies in local Learning and Skills Council (LSC) historical data.

Leadership and management

Strengths

- good strategic management
- thorough and effective staff development
- good management of training
- good initiatives to raise employers' awareness of equality and diversity
- strong focus on continuous improvement

Weaknesses

- some poor use of data

Information and communications technology

Strengths

- very good success rates on apprenticeship programmes in 2005-06
- good progression into information technology (IT) jobs
- good off-the-job training
- good workplaces offering a wide range of professional ICT experiences

Weaknesses

- insufficient use of workplace assessment for advanced apprentices

Preparation for life and work

Employability training

Strengths

- high rates of positive outcomes
- good teaching and learning
- good pastoral and training support for the learners

Weaknesses

- weak interim target-setting in learners' progress reviews
- late development of some employability skills

WHAT LEARNERS LIKE ABOUT CERTIFIED COMPUTING PERSONNEL:

- the atmosphere - 'it is very friendly'
- the help from staff - 'it is good for getting qualifications and finding jobs'
- the teaching and learning - 'it is challenging but easy to understand, they really know their stuff and practical teaching is good'
- the routine - 'it helps me get out of bed'
- the skills gained - 'I can do construction jobs at home'

WHAT LEARNERS THINK CERTIFIED COMPUTING PERSONNEL COULD IMPROVE:

- the number of visits to workplaces
- help with sorting out educational maintenance allowance
- help with the travel costs
- the amount of tools available for construction learners
- the quality of the classroom for construction learners

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good strategic management
- thorough and effective staff development
- good management of training
- good initiatives to raise employers' awareness of equality and diversity
- strong focus on continuous improvement

Weaknesses

- some poor use of data

18. CCP's strategic management is good. The business and development plans are clear and well written. The company makes good use of clear targets relating to the learners' progress and achievement. Targets are detailed and realistic. They relate well to previous performance and future ambitions. Aims and objectives are articulated clearly. Staff have a very good understanding of business plans and the key issues facing CCP. Prudent decisions about the type of provision have enabled the company to stay in business and provide a continuing service to learners. CCP monitors performance against business targets regularly and thoroughly.

19. Staff training and development are regular, thorough and effective. CCP has created a positive culture of staff involvement and development. Staff induction is clear and the company treats their aspirations seriously. CCP has good arrangements for coaching and mentoring its staff, particularly training staff, and they are carried out by a very experienced tutor. The company makes regular use of Friday afternoon sessions for staff development. The scheme for observing teaching and learning contributes well to staff development. All teaching staff hold teaching qualifications or are working towards them. Staff are vocationally well qualified and experienced.

20. The management of training is good. The current training manager has been in post for just over a year and has made a number of improvements to the management of training. The company provides additional training opportunities for learners who cannot attend the day-release lessons. CCP has a member of staff with specific responsibility to support teaching staff, and the company develops its staff well. Support and preparation for lessons are good. CCP carries out a very effective weekly review of teaching, which includes an audit of correct completion of a number of documents, such as the register. Forward planning of assessments is detailed and well recorded. The company makes good comparisons between planned and actual assessment dates. Assessment staff are promptly reminded if they are late in carrying out assessments. CCP carries out a detailed analysis of the job roles of each learner and the training that employers provide. It uses this analysis well to co-ordinate on- and off-the-job training requirements and delivery.

21. Communications within the company are clear and effective. Much of the discussion

is informal and CCP consults staff regularly for their opinions and suggestions. Staff meetings are held quarterly. They cover a wide range of topics, including a good focus on learners' performance, and keep staff informed effectively. The senior management team holds meetings every two months. These meetings cover commercial issues as well as training ones, and there is a good focus on learners' performance. Meeting minutes are very brief, but they contain a good summary of actions, including details of who should complete them and by when. CCP has a range of links with external organisations and the company uses these well to enhance the learners' experience. CCP works very positively with IT companies to develop employment and work-placement opportunities for learners.

22. The company's management of workplaces is satisfactory. A suitably qualified member of staff from CCP carries out annual checks on workplaces. Recording of workplace information is clear and detailed. Resources are managed satisfactorily. CCP makes the best use of the resources that it has and there are clear plans to further develop the resources available to provide more opportunities for new learners.

23. There is some poor use of data to manage the provision. CCP uses standard software to record learners' information. Staff are fully aware of the progress and outcomes for each learner. However, there is little use of summary statistics to monitor overall performance and trends. CCP is not able to identify overall learners' achievements easily. Information held by CCP does not agree with the LSC's historical data in the provider performance report, and the company has not yet challenged this data effectively. During the inspection, CCP had difficulty in providing detailed and summary learner information.

Equality of opportunity

Contributory grade 2

24. CCP has taken good initiatives to raise employers' awareness of equality of opportunity, which have directly benefited the learners. It has promoted the employment of marginalised groups, including women and minority ethnic groups, and promoted the benefits of employing a diverse workforce. CCP makes good use of labour market intelligence to design programmes that meet the needs of industry. It has carefully identified employers that are committed to investing in the skills of its people. In response to the shortage of staff to provide ICT support, CCP established a support company which employs some learners and has been successful in gaining support contracts with some prestigious firms.

25. Staff awareness and development on issues of equality of opportunity are good. The staff have attended a range of training events that have raised their awareness of how issues that the learners face can affect their learning and life chances. Managers have run some good in-house training focusing on how to provide differentiated learning in classrooms. They make their lessons more relevant and use issues facing the learners as a vehicle to reinforce equality of opportunity in the classrooms. CCP is good at dealing with learners' complaints. Its complaints procedures are simple. CCP's response to complaints is informal but prompt and effective.

26. CCP makes good use of data to monitor participation levels on its programmes by various learner groups. It has correctly identified that women do not participate in its construction and other programmes. The company has made good efforts to promote its construction training to women, through schools and other events. While it has been successful in attracting women learners onto its IT technicians' programme, it has not yet

been so successful at attracting women into construction.

27. Learners have a satisfactory understanding of their rights and responsibilities. They have a good understanding of harassment and bullying issues, as well as the protection they have in law. CCP's policies and procedures on equality of opportunity are up to date and learners receive an easily readable and colourful induction booklet to remind them of their obligations while they learn at the company.

28. The monitoring of equality of opportunity in the workplace is satisfactory. Publicity and promotion materials use positive images of the learners from various minority groups and women to attract learners to the programme and CCP. Access to premises is satisfactory. The current buildings are suitable for wheelchair users. The company has alternative arrangements to deal with other situations. It has many effective links with a range of agencies that support the learners. For example, it is part of the nextstep directory of service providers and support agencies. CCP manages the support for learners well. Some of the previous learners from minority ethnic groups are supporting the current learners as mentors in the workplaces.

Quality improvement

Contributory grade 2

29. CCP has a strong focus on continuous improvement with particular reference to learners' performance. It has a clear and straightforward quality assurance policy. All staff are fully aware of and involved in the quality improvement process. CCP has a range of clear and well-written process documents for staff to follow. Detailed statements of activities and outputs required are included in the documents. The company has improved its quality assurance arrangements significantly since the previous inspection. CCP has reviewed all of its processes and documents. It has created a quality assurance management post and internally promoted someone who is well qualified and experienced to do the role. Quality assurance now covers the all aspects of provision. CCP has dealt effectively with the weaknesses found at the previous inspection, particularly in terms of learners' performance.

30. Quality improvement is a regular agenda item at staff and management team meetings. Minutes show clear and detailed recording of action points, including who should complete them and by when. Action- and improvement-planning are good. CCP uses the information gained from a range of monitoring activities to help develop quality improvement. The company produces detailed action plans and allocates actions to staff with completion dates. It records actions in good detail, with clear reference to who is responsible, the completion date and the monitoring activities. The company's monitoring of actions is thorough. However, recording of reasons for non-completion is insufficient.

31. CCP's audits of training processes are good. It audits teaching documents through weekly reviews of training activities and the quality of a range of documents, such as registers and lesson plans. In addition, the quality assurance manager carries out audits, which are analysed effectively to monitor the provision and identify trends. Internal verification is satisfactory and meets the requirements of the awarding body. The use of feedback from learners and others involved is satisfactory. CCP gathers feedback from learners a number of times during their stay with the company, which analyses it effectively to help develop the quality improvement agenda and make improvements to the provision. CCP also collects feedback from employers.

32. CCP carries out regular observations of teaching and learning. It use these effectively to develop staff. The observation forms are well laid out, and focus on the learners well. They are well completed and indicate a good balance of observation outcomes. Grades awarded are consistent with the strengths and weaknesses recorded. Feedback is effective and helpful in developing staff, with a strong focus on their teaching skills.

33. CCP includes staff effectively in the self-assessment process, which uses information from a range of sources, including learner data. The company makes satisfactory use of learners' feedback to help develop the process, which produces detailed action plans. These exist in addition to the quality improvement action plans. CCP does not integrate these plans. The self-assessment report is insufficiently clear and does not fully distinguish between the ICT and the E2E provision. It correctly identifies some strengths and weaknesses but overstates a few strengths and the inspectors found a few weaknesses not identified in the report.

AREAS OF LEARNING

Information and communications technology

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		2
Apprenticeships for young people	19	2

34. CCP has offered apprenticeships and advanced apprenticeships in ICT since September 2001. Most of its apprentices are referred by Connexions and some employers that are seeking training for their employees are also referred by Connexions. All of the apprentices are employed and CCP helps most of them to find jobs during their training programme. CCP employs two apprentices and two advanced apprentices on a customer help desk. The company offers apprentices additional qualifications as part of their programmes, including vendor qualifications, through its status as a Microsoft certified partner. At the time of the inspection, there were nine advanced apprentices and 10 apprentices, supported by two full-time tutors and a full-time training manager.

Strengths

- very good success rates on apprenticeship programmes in 2005-06
- good progression into information technology (IT) jobs
- good off-the-job training
- good workplaces offering a wide range of professional ICT experiences

Weaknesses

- insufficient use of workplace assessment for advanced apprentices

Achievement and standards

35. Success rates for the current year are very good. Provider data and local LSC figures indicate that 79 per cent of the apprentices who have so far left in 2005-06 completed their full frameworks. This is a timely success rate, which is well above the national average. Many of the apprentices who started in the current year completed their programme in less than 10 months, and a few did so in less than six. The remaining apprentices are making good progress through their training programmes. Of the 10 still in learning, seven have completed their portfolios of evidence and are awaiting external verification.

36. Learners' progress into, and within, ICT jobs is good. Apprentices are successful at securing employment in the ICT industry. All of the advanced apprentices are employed when they start on their programme, and many of them have already completed their apprenticeship with CCP. Some have gained promotion during their training to more senior or supervisory roles. Many of the apprentices who are initially placed with employers subsequently gain permanent jobs in the same company. Learners have a good technical understanding of ICT and work to a high standard. Employers comment positively about the skills that they develop with CCP.

37. Historical data is neither sufficiently reliable nor consistent to be able to make a judgement on historical success rates. For the year 2004-05, local LSC data received at different times indicates different success rates for that year and these rates differ from those in the provider performance report. CCP's data claims that 13 of the 18 learners who finished in 2004-05 completed their frameworks, which would constitute a success rate of 72 per cent. However, that rate is higher than both of the differing LSC rates. Data for 2003-04 is similarly unclear.

The quality of provision

38. Off-the-job training is good. Apprentices attend CCP's training centre for one day each week to develop their background technical knowledge and skills. The training is well designed. Lesson plans and schemes of work are clear and well written. Training for advanced apprentices is well managed so that they achieve additional NVQ units at level 3. Tutors are particularly good at explaining highly technical aspects of the NVQ or technical certificates, and at checking and extending the apprentices' relevant vocational knowledge and experience. Most apprentices value these sessions, attend regularly and have learnt useful technical skills. However, in a very few cases, some of the apprentices are distracted by the behaviour of other learners who attend the centre on a full-time basis, and they are less able to concentrate.

39. Workplaces are good. CCP has been successful at finding good ICT workplaces for its apprentices. It has been working with some of the employers for several years, and it has built up good relationships. In one case, CCP is able to refer new applicants to an employer for interview whenever vacancies arise in its ICT department. In other cases, employers have been referred to CCP by advice and guidance agencies. Learners in the workplace carry out a wide range of ICT tasks. Employers provide good on-the-job technical training for their apprentices. One employer has arranged for its apprentices to work in different project teams to improve their range of knowledge and skills. In another case, the employer has planned a structured programme to develop the apprentices' wider skills, such as how to deal with customers effectively, as well as their technical ability.

40. Resources in the CCP training centre are satisfactory. Apprentices have access to modern and appropriate hardware and software, as well as a range of older equipment to practise setting up and configuring networks and upgrading systems. Tutors are technically highly competent and both are working towards teaching qualifications. Internal verification is satisfactory and meets the awarding body requirements. CCP employs a part-time verifier who visits the training centre regularly to meet the learners' and check their portfolios of evidence. However, the verifier has not observed a workplace assessment for over a year. CCP offers a suitable range of user and practitioner programmes that meet the learners' needs and they are well matched to the requirements of the local, and wider London, ICT industry. The identification of learners with additional learning needs and support for them are satisfactory. Learners who do not have general certificates of secondary education at grade C or above are screened for these needs. Those who are identified at this stage receive diagnostic testing and sufficient support by specialist staff.

41. CCP does not make enough use of direct observation of the advanced apprentices in

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assessing their competence at work. Assessors plan to make one, or at most two, visits to external employers during the whole programme, linked to completion of the mandatory NVQ unit. The remaining assessments take place at CCP's training centre during the apprentices' off-the-job visits. CCP issues the employers with useful descriptions of the NVQ units to help explain what the apprentices need to do at work and what sort of evidence they need to gather. Some employers contribute witness statements, and understand their purpose, but others have insufficient understanding of the purpose. The part-time internal verifier has not made a workplace visit for over a year.

Leadership and management

42. The training manager provides good in-house training and support to the two tutors to help them develop their teaching skills. She also observes the tutors as part of CCP's quality improvement system and provides them with detailed feedback and guidance.

43. Equal opportunities arrangements are satisfactory. Apprentices have a basic understanding of their rights and responsibilities and how to treat people fairly. They know whom to talk to if they are unhappy at work or with their assessor. However, their understanding of harassment at work is limited.

44. CCP's self-assessment process is satisfactory and involves staff, learners and employers. However, the report does not recognise the weakness found during the inspection. A few strengths claimed in the report, such as support for learners, are no more than normal practice.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		2
Entry to Employment	19	2

45. CCP has a contract with London West LSC for 60 places to provide an E2E programme to engage 16-19 year old learners into employment, work-based learning or further education in north London. CCP specialises in providing a training and employment route for learners, particularly in construction and IT. Since August 2005, 43 learners have attended the E2E programme. At the time of inspection, 19 learners were on the programme. Five of the learners are women and 10 are from minority ethnic groups. None of the learners are disabled and three have additional learning needs.

Employability training*Strengths*

- high rates of positive outcomes
- good teaching and learning
- good pastoral and training support for the learners

Weaknesses

- weak interim target-setting in learners' progress reviews
- late development of some employability skills

Achievement and standards

46. The rate of positive outcomes is high. Learners make good progress on the training programme and go into jobs, further education and work-based learning. The rates of positive outcomes for the years 2002-03, 2003-04 and 2004-05 are 68, 85 and 72 per cent, respectively. In the current year, progression is already at 34 per cent, with many of the starters still in training. Retention rates are satisfactory.

47. The standard of the learners' work in literacy and numeracy is satisfactory, and good in vocational skills. Learners' portfolios are good, with a broad range of evidence. Learners display a good standard of practical and background knowledge work in plumbing and electrical installation. Achievement of accredited qualifications in literacy and numeracy has improved and it is now satisfactory. Learners develop greater confidence, particularly in using their developing literacy and numeracy skills. Learners make satisfactory achievement of their personal objectives and individual learning plans. Other positive outcomes include much improved behaviour.

CERTIFIED COMPUTING PERSONNEL

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

LSC funded work-based learning																
Entry to Employment	2005-06		2004-05		2003-04		2002-03									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	62		53	100	53	100	47	100								
Progression ¹	31		38	72	45	85	32	68								
Achieved objectives ²	31		45	85	49	92	35	74								
Still in learning	18		0	0	0	0	0	0								

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

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

The quality of provision

48. Teaching and learning are good. Seventy-five per cent of observed lessons were good or better, with no unsatisfactory teaching observed. Teaching is particularly good in vocational background knowledge and practical lessons, and literacy and numeracy. Tutors plan their lessons well. They clearly identify and use a wide range of assessment methods, activities and resources. Tutors use a wide range of teaching and learning visual aids to good effect and use a variety of learning methods. They make good use of worksheets and handouts to support learning. Learners are effectively encouraged to give feedback at each stage of learning to ensure understanding before they move onto the next stage. Literacy tutors guide learners very carefully through good discussions. They choose the topics that are of direct relevance to the learners' life such as bullying and harassment. Tutors give very good feedback to learners to help them improve their work.

49. Support for the learners is good. CCP's staff provide support on a wide range of personal matters, such as opening a bank account. Staff work well with the learners and their families to resolve issues within the family. In many cases, staff have changed the timetable of the learners to help them cope with personal circumstances. Staff make themselves available to learners outside of their scheduled attendance times and learners regularly drop-in to the provider's premises and receive effective support. CCP makes good use of its links with local partnerships to help the learners deal with difficult personal situations. In these cases, CCP's staff pay excellent attention to the learners' sensitivities, to achieve a positive outcome for them. Learners also benefit from mentoring support from the managing director to seek jobs.

50. Support in lessons is also good. For example, in construction, tutors effectively involve the technician to support learners' individual needs. Many of the learners have made better progress than they did while at school. All of them have greater confidence in their own ability to deal with literacy and numeracy skills. Support for learners with additional needs is good. All tutors are fully aware of the learners' literacy and numeracy needs and they have made good adjustments to the way they deliver their programme of vocational teaching by integrating literacy and numeracy. CCP has good arrangements to meet the language needs of those learners for whom English is a second language.

51. Interim target-setting in learners' progress reviews is weak. Target-setting is generic and is about the whole of the programme rather than specific elements. For example, staff expect all learners to meet all elements of their objectives in 12-16 weeks. CCP

makes insufficient use of specific and short-term targets. Reviews are of a pastoral nature and do not sufficiently focus on skills developed and overall progress. Some learners are capable of progressing more quickly. However, CCP does not use target-setting sufficiently well to differentiate for these more capable learners. Some vocational staff are not involved sufficiently in reviews and target-setting.

52. The development of some employability skills occur late in the training programme. Learners do develop certain employability skills, such as motivation, dress and appropriate behaviour over their whole programme. However, there are no work placements or visits to the workplaces for construction learners. Learners do not develop sufficient awareness of the demands of their chosen vocation until the end of the programme at the earliest. Development of curriculum vitae happens at the end of the programme. Many learners are not clear about the importance of literacy, numeracy and language skills to their future progress and employment. Learners attend for two long days each week. While this allows them to do other things in their lives, such as part-time or voluntary work, most learners do not take up this opportunity. CCP does give extensive help to the learners to find jobs towards the end of the programme. However, in the early stages of the programme, tutors do not effectively challenge poor time-keeping and sickness.

Leadership and management

53. Staff are appropriately qualified and managers support them well. Communications are very good and staff work closely as a team. Staff training is good. Tutors have attended a broad range of staff training to enhance their classroom skills. They work effectively to improve the quality of the learners' experience. They meet with other local E2E providers to share good practice. Observation of teaching is good. The observers make critical judgements on teaching and learning. Managers give the tutors good, frequent guidance as to how they could improve. CCP uses learners' feedback effectively to make improvements to the programme.

54. Quality improvement is effective and the quality of the training has risen. The self-assessment process is satisfactory and involves all staff. It also includes learners' views as well as data. The company's most recent self-assessment report did not fully identify the weaknesses found at inspection but correctly identified the strengths. Learning resources are satisfactory. Equality of opportunity is good. CCP has very successfully placed a very good number of learners with local employers, mainly from minority ethnic groups. It has well-developed links with a good number of external agencies to which it refers learners. CCP has good numbers of appropriately qualified staff to support learners. The company manages the support for learners very well and celebrates their success well.

