

# INSPECTION REPORT

## Total People Limited

21 July 2006



ADULT LEARNING  
INSPECTORATE



**Estyn**

Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate  
For Education and Training in Wales

## 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*

# INSPECTION REPORT

## Total People Limited

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Total People Limited (Total People) was established in March 2001, as a not-for-profit company limited by guarantee, to provide training to meet the needs of local employers. The company's head office is situated in Middlewich with other offices and training locations in Crewe, Macclesfield, Burslem, Burton-on-Trent, Telford, Runcorn and Warrington. At Middlewich there is a learndirect and business centre, which is linked to the learndirect hub at Manchester Enterprises.
2. Total People has 248 employees. Its management team includes a chief executive, a deputy chief executive and 10 senior operations managers. It has a board of eight directors who are representatives of local employers.
3. Total People has contracts with Cheshire and Warrington Learning and Skills Council (LSC), Staffordshire LSC, Shropshire LSC and Greater Merseyside LSC. Its provision includes work-based learning programmes for young people in construction, electrical engineering, motor vehicle maintenance, administration, management, accounting, customer service, retail, warehousing, hospitality, hairdressing, social care, dental care, early years care and education, and preparation for life and work programmes. Total People also has a contract with Shropshire LSC to provide Train to Gain programmes in construction, customer service, hospitality and warehousing and has a partnership with Manchester Enterprises to deliver hospitality training in Manchester. It has formed a partnership with the training provider NTP to deliver training in Wales.
4. Total People works with local schools to offer a 'Prospect Plus' programme for 14 to 16 year old learners who are in danger of 'dropping out' or who are excluded from school. The company also supports a young apprenticeships pilot programme in engineering.
5. Total People was previously inspected in 2003. The provision has changed since the previous inspection, with an increase in the number of learners. Learners from other providers have transferred to Total People in the areas of construction, hospitality, hairdressing, and engineering. Most recently, in December 2005, learners from an equine provision provider transferred to Total People.
6. According to the 2001 census, the proportion of the population coming from minority ethnic groups across Total People's area of work varied from 1.2 per cent in Shropshire to 8.9 per cent in Greater Manchester. The unemployment rate in June 2006 was 1.7 per cent in Cheshire and Warrington, 1.8 per cent in Staffordshire and 2.8 per cent in Greater Manchester, compared with the national average of 2.5 per cent.

### OVERALL EFFECTIVENESS

**Grade 2**

7. **The overall effectiveness of the provision is good.** Total People's leadership and management are good, as are its arrangements for quality improvement. Arrangements for equality of opportunity are satisfactory. Provision is good in engineering and

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manufacturing technologies, in construction, planning and the built environment, in retail and commercial enterprise, in preparation for life and work, and in business administration and law. Training is satisfactory in health, public services and care and in agriculture, horticulture and animal care.

**8. The inspection team had some confidence in the reliability of the self-assessment process.** All of the provider's staff contributed to the self-assessment report which provides a reasonably accurate account of the provision. A number of the judgements and grades in the self-assessment report match the inspectors' findings. Self-assessment is regarded as an important part of the provider's quality improvement arrangements.

**9. The provider has demonstrated that it is in a good position to make improvements.** Total People has a clear commitment to improve the quality of the provision. It has maintained and further improved the quality of the provision in a number of areas of learning at the same time that the number of learners has increased. Managers monitor success rates and learners' progression and have made a number of significant improvements in a number of areas of learning since the previous inspection in 2003.

### KEY CHALLENGES FOR TOTAL PEOPLE LIMITED:

- continue the successful initiatives to improve learners' achievements
- improve target-setting for learners and the monitoring of their progress
- improve the quality of teaching and learning
- develop effective strategies and systems to promote and monitor equality of opportunity
- increase the analysis of data to evaluate and improve the quality of the provision

## GRADES

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

Grades awarded at inspection

<b>Leadership and management</b>		<b>2</b>
Contributory grades:		
Equality of opportunity		3
Quality improvement		2

<b>Health, public services and care</b>			<b>3</b>
Contributory areas:	Number of learners	Contributory grade	
<b>Dental</b>		<b>2</b>	
Apprenticeships for young people	60	2	
NVQ training for young people	13	2	
<b>Social care</b>		<b>4</b>	
Apprenticeships for young people	190	4	
NVQ training for young people	6	4	
<b>Early years</b>		<b>2</b>	
Apprenticeships for young people	261	2	
NVQ training for young people	8	2	

<b>Agriculture, horticulture and animal care</b>			<b>3</b>
Contributory areas:	Number of learners	Contributory grade	
<b>Equine</b>		<b>3</b>	
Apprenticeships for young people	49	3	
NVQ training for young people	1	3	

<b>Engineering and manufacturing technologies</b>			<b>2</b>
Contributory areas:	Number of learners	Contributory grade	
<b>Engineering</b>		<b>2</b>	
Apprenticeships for young people	307	2	
NVQ training for young people	5	2	
<b>Motor vehicle</b>		<b>2</b>	
Apprenticeships for young people	114	2	
NVQ training for young people	5	2	

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Construction, planning and the built environment 2		
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b>		<b>2</b>
Apprenticeships for young people	286	2
NVQ training for young people	11	2
<b>Building services</b>		<b>2</b>
Apprenticeships for young people	169	2

Retail and commercial enterprise 2		
Contributory areas:	Number of learners	Contributory grade
<b>Hairdressing</b>		<b>2</b>
Apprenticeships for young people	287	2
NVQ training for young people	15	2

Preparation for life and work 2		
Contributory areas:	Number of learners	Contributory grade
<b>Employability training</b>		<b>2</b>
Entry to Employment	194	2

Business administration and law 2		
Contributory areas:	Number of learners	Contributory grade
<b>Accounting and finance</b>		<b>1</b>
Apprenticeships for young people	143	1
NVQ training for young people	91	1
<b>Administration</b>		<b>2</b>
Apprenticeships for young people	88	2
<b>Customer service</b>		<b>2</b>
Apprenticeships for young people	86	2

## ABOUT THE INSPECTION

10. Total People was previously inspected in 2003. Leadership and management were graded as good and all areas of learning were graded as satisfactory or better. For the current inspection, nine inspectors spent a total of 85 days with the provider during July 2006 and reported on and graded seven areas of learning. These were health, public services and care, agriculture, horticulture and animal care, engineering and manufacturing technologies, construction, planning and the built environment, retail and commercial enterprise, preparation for life and work and business administration and law.

11. Management, retail, warehousing and hospitality programmes were not included in this inspection. The learndirect provision has already been inspected as part of the hub at



Manchester Enterprises.

Number of inspectors	9
Number of inspection days	85
Number of learners interviewed	183
Number of staff interviewed	124
Number of employers interviewed	66
Number of subcontractors interviewed	9
Number of locations/sites/learning centres visited	67
Number of partners/external agencies interviewed	3

## KEY FINDINGS

### Achievements and standards

12. Total People has improved success rates for most of the provision. **Success rates for frameworks are satisfactory, or better, in most areas of learning.** For example, overall success rates were 66 per cent for hairdressing apprenticeships in 2004-05 and 79 per cent for advanced apprenticeships in manufacturing technologies in the same year. **However, success rates for apprenticeships in social care have declined and are poor.**

13. Many areas are showing improvements in apprenticeship and advanced apprenticeship success rates for the 11 months in the current year. Improvements are particularly apparent in early years care and education, in building services and in business administration programmes.

14. Success rates for other qualifications are good. For example, success rates were 86 per cent for learners on national vocational qualifications (NVQs) level 4 in accounting and 100 per cent in some external examinations in dental programmes.

15. **Many learners are developing useful vocational skills and are increasing in confidence when carrying out their job roles.** Construction craft learners demonstrate a good understanding of the technical background knowledge of their craft and are able to explain good practice. Many learners are also gaining a range of additional relevant qualifications in areas such as first aid, manual handling, working with lifting equipment, and electrical installation regulations. Seventy-one per cent of learners who left the Entry to Employment (E2E) programme in 2005-06 gained at least one vocationally related certificate.

16. **A significant minority of learners are making slow progress.** For example, 35 per cent of motor vehicle maintenance learners and approximately one-sixth of social care learners have already exceeded the expected duration of their training.

## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	1	3	0	4
Agriculture, horticulture and animal care	0	0	2	0	2
Retail and commercial enterprise	0	0	7	0	7
Preparation for life and work	0	2	6	0	8
Business administration and law	2	0	1	0	3
<b>Total</b>	<b>2</b>	<b>3</b>	<b>19</b>	<b>0</b>	<b>24</b>

17. **Relationships with employers are very good.** Training advisers are very effective at providing feedback on learners' progress and dealing with any local issues. Much time has been spent in explaining and promoting all aspects of apprenticeship programmes. The best employers demonstrate a clear understanding of the training programme and provide a wide and varied range of training opportunities for learners to develop their practical skills and knowledge.

18. The quality of teaching and learning is satisfactory. The table above only shows areas of learning in which two or more learning sessions have been observed and graded. Most of the sessions observed were judged to be satisfactory. Clear lesson plans in the better sessions outline the structure of the session, the use of appropriate resources and considerations for learners' preferred styles of learning and additional learning needs. Learners enjoyed the training and were fully engaged. No unsatisfactory teaching was observed.

19. Assessment practice is generally satisfactory. In some areas, such as construction crafts programmes, assessment is well managed and is flexible to meet the learners' requirements. This includes carrying out assessments outside normal working hours.

20. Resources to support learning are at least satisfactory, and in some cases are good. Learners on dental and engineering programmes have benefited from investment in new resources through partnerships with local Centres of Vocational Excellence (CoVEs).

21. Progress reviews vary in their effectiveness. **In some areas, including equine and motor vehicle programmes, all aspects of the training programme are discussed,** achievements recorded and effective targets are agreed, which help learners to progress. However, not all reviews are carried out to the same standard. Some do not include discussions of key skills qualifications, additional support arrangements or useful medium- and long-term targets.

22. Some hairdressing and business administration learners have significant occupational experience and previous relevant qualifications. **However, training advisers are not effectively setting challenging targets to help these learners to make better progress.**

23. Support for learners is generally satisfactory. Learners receive useful coaching and pastoral support from training advisers during frequent visits to the workplace and in off-the-job training. Many learners receive good support to overcome any areas of concern. Support is particularly good on E2E programmes, where staff quickly develop a

very good understanding of learners' individual needs and respond promptly and effectively to their personal circumstances or concerns. Staff have a very sensitive approach, and are quick to arrange appropriate referrals when learners require specialist external support.

### **Leadership and management**

24. **Total People has good strategic and business planning processes.** A three-year development plan identifies the key strategic priorities for the organisation. The annual business plan is linked to the company's area development plans. The business plan is updated regularly with information about learners' achievement.

25. Total People has a strong commitment to work-based learning. It devotes much time and effort to understanding the training requirements of local employers.

26. **Total People has developed good links and partnerships with external organisations.** These include strong links with employers, schools, colleges of further education and other training providers. Total People is a partner in two CoVEs. Learners benefit by gaining additional learning resources.

27. **Total People has good staff induction arrangements.** All new staff are required to complete a well-structured induction programme. Workshop sessions include using information technology (IT) and equality of opportunity as well as specific topics related to job roles. New staff work-shadow colleagues and are allocated a mentor. New staff appreciate the value of this approach and are integrated quickly and effectively. Staff feel well supported in their new roles.

28. **The annual appraisal process is very effective in identifying staff development needs.** The results of observations of teaching and learning are used to agree a development plan for each member of staff. Total People supports staff to take a range of externally provided courses leading to formal qualifications. There is also a well-established programme of internal training which staff are expected to attend.

29. A comprehensive schedule of regular meetings ensures that internal communications are effective. Managers and training advisers meet each month to discuss the quality of the provision and relevant company developments. Key internal documents such as policies and procedures are available on the provider's intranet.

30. Most additional support for learners with identified literacy and numeracy support needs is satisfactory, although this support is not always monitored effectively. Total People does not have a formal written strategy for meeting learners' literacy, numeracy and language support needs. Most support is delivered informally, in the workplace, by training advisers. Total People has recruited a specialist functional skills team to improve support for learners.

31. **Too many learners make slow progress in many areas of learning.** Many learners who could complete their programmes before their funding is scheduled to end do not receive sufficient support to do so. Target-setting at progress reviews does not generally include medium- or long-term targets, and learners often do not have an overview of what they need to do to complete all parts of their frameworks.

32. Total People has appropriate policies and procedures relating to equality of opportunity for learners and staff. All learners are given copies of relevant policies and procedures. Total People has an effective equality and diversity strategy. However, this strategy is not linked to a clear action plan with specific targets to promote equality of opportunity in each area of learning.

33. Total People has satisfactory arrangements to promote its provision to under-represented groups. Publicity and marketing materials include case studies and images which challenge gender stereotypes in some job roles. However, there is little evidence that initiatives have resulted in increased recruitment from such groups. For example, there are few female learners in the engineering programmes and men on care programmes.

34. Appropriate mechanisms are in place to support learners. Learners with identified needs for adaptive equipment and materials are also supported appropriately. Three premises used by Total People to deliver training are not fully accessible to people with restricted mobility. Total People makes appropriate alternative arrangements for people with restricted mobility, if the need is identified.

35. Most learners have a satisfactory understanding of equality of opportunity. Learners feel safe and have an adequate awareness of appeals and complaints procedures. Where instances of bullying or grievances are identified, the provider takes prompt, effective actions to deal with issues.

36. Equality of opportunity is a standard agenda item at team meetings, where issues affecting individual learners are discussed and suggestions are made to provide effective support.

37. **Total People has adopted particularly effective initiatives to improve learners' achievements.** In most areas of learning, including accounting, hairdressing and building services programmes, there have been significant improvements in achievement within the current year. The company has recruited a specialist team of functional skills tutors to provide better support for learners, and many training advisers are now taking key skills qualifications. Where key skills results in subcontracted provision were poor, Total People has taken over responsibility for delivering this part of the framework. Flexible delivery of programmes has removed barriers to learners' progress. For example, out-of-hours support workshops are now provided for engineering learners. The provider has developed the role of performance assessors and has trained some staff to carry out observations of teaching and learning, induction and formal reviews. Staff development needs have been identified. This process has been effective in identifying some good practice.

38. Total People has well-established audit and quality assurance procedures. It reviews the results of these procedures regularly and makes changes to some of its processes. In E2E provision, Total People has focused on innovative methods of gaining learners' views effectively to improve the provision. The company has appropriate internal verification procedures which meet the awarding bodies' requirements.

39. Subcontracting arrangements do not sufficiently monitor the effectiveness of provision. While formal contracts and service level agreements are in place with most

subcontractors, Total People does not effectively monitor the observations of teaching and learning of all subcontracted provision.

40. The self-assessment process is satisfactory. Total People effectively involves all staff in the process. Annual surveys of learners and employers are used to collect feedback to support the judgements in the report. However, feedback from subcontractors and other stakeholders is not sought.

41. A number of the strengths and weaknesses and grades for areas of learning identified through self-assessment match many of those identified by the inspectors.

42. **Total People makes insufficient use of observation to improve the quality of teaching and learning.** The performance assessment process includes observations of group sessions. However, this activity is not sufficiently focused on giving detailed feedback on ways to improve the quality of teaching and learning. There is insufficient sharing of examples of good practice across areas of learning.

## **Leadership and management**

### **Strengths**

- good strategic and business planning
- good staff induction
- good appraisal and development
- good links and partnerships with external organisations
- particularly successful initiatives to improve learners' achievements

### **Weaknesses**

- slow progress by some learners
- insufficient use of observations to improve the quality of teaching and learning

## **Health, public services and care**

### ***Dental***

#### *Strengths*

- very good success rates in external examinations
- very effective progress reviews
- good working relationships with employers and other partners
- good resources to support learning

#### *Weaknesses*

- no significant weaknesses identified

### ***Social care***

#### *Strengths*

- good working relationships with employers

#### *Weaknesses*

- poor framework achievement
- slow progress by some learners
- inadequate progress reviews
- insufficient programme co-ordination

### ***Early years***

#### *Strengths*

- good achievement of apprenticeship frameworks
- good development of personal and vocational skills
- good support for learners
- good links with employers

#### *Weaknesses*

- some slow progress in achieving qualifications
- inadequate medium- and long-term target-setting

### **Agriculture, horticulture and animal care**

#### ***Equine***

#### *Strengths*

- good development of practical skills in the workplace
- very effective formal reviews of progress

#### *Weaknesses*

- inadequate assessment arrangements
- poor communication with employers at the time of takeover

### **Engineering and manufacturing technologies**

#### ***Motor vehicle***

#### *Strengths*

- good achievement on level 3 motor vehicle NVQs
- good achievement of additional qualifications
- comprehensive monitoring of learners' progress in vehicle parts programmes

- good support for learners

#### *Weaknesses*

- slow progress towards framework completion by some learners
- inadequate progress reviews in motor vehicle programmes

### ***Engineering***

#### *Strengths*

- good advanced apprenticeship framework achievement
- good development of practical skills
- good support for learners
- highly effective links with employers and partners

#### *Weaknesses*

- slow progress by some learners
- inadequate reviewing of learners' progress

### **Construction, planning and the built environment**

#### ***Construction crafts***

#### *Strengths*

- good development of practical skills and craft knowledge
- good on-the-job training from employers
- highly effective key skills training arrangements
- good assessment practice
- particularly effective guidance and support for learners

#### *Weaknesses*

- poor achievement of frameworks
- inadequate target-setting in learners' progress reviews

#### ***Building services***

#### *Strengths*

- good development of vocational knowledge and skills
- good on-the-job training and support from employers
- highly effective key skills training arrangements
- good assessment practice
- particularly effective guidance and support for learners

### *Weaknesses*

- slow progress towards framework achievement
- inadequate target-setting in learners' progress reviews

## **Retail and commercial enterprise**

### ***Hairdressing***

#### *Strengths*

- good achievement of the apprenticeship framework
- high standards of learners' work
- good involvement by employers in training
- good progression
- highly flexible delivery of training to meet learners' needs

#### *Weaknesses*

- insufficient planning to enable early achievement
- insufficient reinforcement in the use of protective clothing

## **Preparation for life and work**

### ***Employability training***

#### *Strengths*

- good development of learners' self-esteem and skills
- good use of induction period
- particularly responsive and effective personal support
- wide range of stimulating learning activities and projects
- good promotion and development of E2E

#### *Weaknesses*

- inadequate planning to meet learners' literacy and numeracy needs
- weak target-setting

## **Business administration and law**

### ***Accounting and finance***

#### *Strengths*

- high framework achievement
- high success rates on level 4 NVQ
- very high standard of learners' work
- good progression to professional qualifications



- highly flexible programmes

*Weaknesses*

- inadequate monitoring of the quality of subcontractors

***Administration***

*Strengths*

- good qualification achievement
- good vocational skills development
- highly flexible programme
- very good working relationships with employers

*Weaknesses*

- insufficiently challenging targets to enable early achievement
- insufficient use of employers' in-company training

***Customer service***

*Strengths*

- good vocational skills development
- highly flexible programme
- very good working relationships with employers

*Weaknesses*

- insufficient use of employers' in-company training

## **WHAT LEARNERS LIKE ABOUT TOTAL PEOPLE LIMITED:**

- the sympathetic support from training advisers
- the friendly staff
- making friends
- the help from staff to find appropriate work placements
- help with information about the technical certificate
- revision courses and materials

## **WHAT LEARNERS THINK TOTAL PEOPLE LIMITED COULD IMPROVE:**

- the frequency of support sessions for literacy and numeracy
- the computers - they are too slow and often crash
- the gap between the old assessor leaving and the new one starting
- the accommodation at college

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- good strategic and business planning
- good staff induction
- good appraisal and development
- good links and partnerships with external organisations
- particularly successful initiatives to improve learners' achievements

#### Weaknesses

- slow progress by some learners
- insufficient use of observations to improve the quality of teaching and learning

43. Total People has good strategic and business planning. The company manages its finances and resources appropriately. A three-year development plan identifies the key strategic priorities for the organisation. The annual business plan is linked to the development plans. All staff attend the launch of the new business plan each year in July. The business plan is updated every three months with information about learners' achievement. Business review meetings are then held to inform staff of the progress made towards contract targets.

44. Total People has a strong commitment to maintaining its reputation as the preferred work-based learning provider in the region. It devotes much time and effort to understanding the training requirements of local employers. The company holds contracts with four local LSCs, and accounts for over 40 per cent of the work-based learning provision funded by Cheshire and Warrington LSC. The number of learners has grown in recent years. The provider has managed this growth effectively through comprehensive marketing initiatives, especially through its links to schools and a variety of recruitment activities. Some of the growth is a result of Total People taking over contracts from other providers.

45. Total People has good staff induction arrangements. All new staff are required to complete a well-structured induction programme. This includes a number of training sessions to familiarise them with the organisation's policies and procedures. Workshop sessions cover using IT and equality of opportunity as well as specific topics related to job roles. New staff work-shadow colleagues and are allocated a mentor. They gradually increase their workloads as they develop appropriate competences. A six-month probationary period is used well to ensure that staff develop the appropriate skills necessary for them to successfully carry out their job roles. New staff appreciate the value of this approach and are integrated quickly and effectively into the organisation. Staff who were employed by providers whose contracts have been taken over by Total People do not receive the same induction. However, Total People effectively integrates them into the organisation through regular performance management meetings and appraisal. Staff

feel well supported in their new roles. In general, staff at Total People are highly motivated and loyal to the organisation, and morale is good.

46. The annual appraisal process is very effective in identifying staff development needs. The appraisal is very thorough. The results of observations of key aspects of training, such as induction, initial assessment and observations of teaching and learning, are used to agree a development plan for each member of staff. Most staff at Total People are working towards qualifications to improve their performance, with examples including assessment and verification awards and learning and development qualifications. Total People supports staff to gain a range of externally provided courses leading to formal qualifications. There is also a well-established programme of internal training, such as an annual cycle of workshops, which staff are expected to attend. Attendance at these sessions is recorded but records are not analysed to identify trends in attendance.

47. Total People has developed good links and partnerships with external organisations. These include strong links with employers, schools, colleges of further education, other training providers, Connexions and a number of local and regional networking groups. Total People is a member of the 14 to 19 strategic forum for Cheshire and Warrington and effectively promotes work-based learning. It promotes effective partnership work. For example, in a project with the local LSC, engineering careers are promoted in schools through challenge events for year 8 pupils and at an engineering teachers' focus group, which meets three times a year. Total People is a partner in two CoVEs, which are in their first year of development. The provider has already benefited by gaining funding for additional learning resources. Total People holds 'apprentice of the year' awards which are very well publicised and have effectively raised the profile of work-based learning in the region.

48. A comprehensive schedule of regular meetings ensures that internal communications are effective. Senior operations managers, vocational programme managers and training advisers meet each month to discuss the quality of the provision and relevant company developments. Team meetings for areas of learning are held to discuss specific sector issues and complete standardisation exercises. Records are kept of most meetings but the minutes do not always adequately record actions to be taken, by whom and by when.

49. Key internal documents such as policies and procedures are available on the provider's intranet. All staff have access to these documents. Total People uses an appropriate management information system. Regular reports from this system are made available to the senior management team for scrutiny. A range of reports is routinely produced and systematically used at team level, for example to monitor recruitment and progress against anticipated end dates. Total People does not routinely collect and use additional data to monitor the progress of initiatives or key aspects of provision such as attendance at off-the-job training.

50. Most additional support for learners with identified literacy and numeracy support needs is satisfactory, although this support is not always monitored effectively. For example, literacy and numeracy support arrangements are sufficiently linked to each learner's learning objectives in E2E programmes. Total People does not have a formal written strategy for meeting learners' literacy, numeracy and language support needs. Only those learners who do not have general certificates of secondary education (GCSEs) in English and mathematics at grade C or above receive an initial assessment of literacy

and numeracy skills. Most support is delivered informally, in the workplace, by training advisers. Total People has recognised that staff providing literacy and numeracy support are not all appropriately qualified and many staff are now working towards a number of appropriate qualifications.

51. Slow progress by some learners was identified during the inspection in two areas of learning. The progress of learners is discussed regularly during curriculum team meetings. Much of the data used at these meetings focuses on the learners who are approaching the end of their agreed programmes. In some areas of learning, such as hairdressing, this approach has led to improvements in framework achievement within the agreed timescale. However, in social care and motor vehicle programmes, insufficient action is taken to deal with slow progress. Many learners who could complete their programmes earlier than the standard timescale do not receive sufficient support to do so. Target-setting at progress reviews does not generally include medium- or long-term targets, and learners often do not have an overview of what they need to do to complete all parts of their frameworks.

### **Equality of opportunity**

### **Contributory grade 3**

52. Total People has appropriate policies and procedures relating to equality of opportunity for learners and staff. These cover bullying and harassment, complaints and grievance procedures. All learners are given an induction file, which includes the key policies and procedures relevant to learners. Total People has an effective equality and diversity strategy. Data is used regularly to monitor trends relating to equality of opportunity. However, this is not linked to a clear action plan with specific targets to promote equality of opportunity in each area of learning.

53. Total People has satisfactory arrangements to promote its provision to under-represented groups. Publicity and marketing materials include case studies and images which challenge gender stereotypes in some job roles. However, not all publicity materials include specific examples of learners from minority ethnic group or learners with disabilities, to promote recruitment from these groups. Although there are well-established initiatives to promote engineering programmes, there are no associated targets to increase participation from under-represented groups. There is little evidence that initiatives have resulted in increased recruitment from such groups. For example, there are few female learners in the engineering programmes.

54. Total People has appropriate mechanisms to support learners. These include providing free transport for learners to attend the off-the-job training and key skills tests. Learners with identified needs for adaptive equipment and materials are also supported appropriately. Three premises used by Total People to deliver training are not fully accessible to people with restricted mobility. The provider makes appropriate alternative arrangements for people with restricted mobility, if the need is identified. Some of Total People's staff provide useful support and advice on health and safety and equal opportunities issues to employers. For example, some small care homes received helpful guidance from social care training advisers, when writing appropriate procedures. However, Total People does not always monitor equality of opportunity in the workplace effectively. For example, in E2E provision, employers' practices are not routinely checked when a new work placement is established.

55. Most learners have a satisfactory understanding of equality of opportunity. Learners

feel safe and have an adequate awareness of appeals and complaints procedures. Where instances of bullying or grievances are identified, the provider takes prompt and effective action to deal with issues. However, there is insufficient checking and reinforcement of learners' understanding of such issues during some progress reviews. An external provider runs an equality and diversity workshop as part of the staff induction programme, and internal training workshops include some coverage of equality of opportunity issues. However, Total People does not have a formal plan to systematically provide equality and diversity updates for all staff.

56. Equality of opportunity is a standard agenda item at team meetings, where issues affecting individual learners are discussed and suggestions are made to provide effective support.

### **Quality improvement**

### **Contributory grade 2**

57. Total People has adopted particularly effective initiatives to improve learners' achievement. In most areas of learning, including accounting, hairdressing and building services programmes, there have been significant improvements in achievement within the current year. These include a greater emphasis on the importance of key skills qualifications and technical certificates and developing the expertise of curriculum staff. Many training advisers are now taking key skills qualifications and Total People has recruited a specialist team of functional skills tutors to provide better support for learners.

58. Some programmes have been redesigned to deliver key skills qualifications and technical certificates earlier. Different models are used across the organisation to improve key skills performance. Where key skills qualification results in subcontracted provision have been poor, Total People has taken over responsibility for delivering this part of the framework. In some cases, the structure of programmes has been changed. Flexible delivery of programmes has removed barriers to learners' progress. For example, additional workshop support is provided in engineering.

59. Links with employers have been improved and employers generally contribute very well to the development of learners' skills. Achievement is celebrated well, especially through the 'apprentice of the year' award.

60. Total People has well-established audit and quality assurance procedures. The results of the procedures are reviewed regularly and changes are made to some company processes. For example, the progress review paperwork has been amended. In E2E provision, a focus on innovative methods of gaining learners' views has been used effectively to improve the provision. Total People has developed the role of performance assessor and has trained some staff to carry out observations of teaching and learning, induction, formal reviews, health and safety and internal verification. Staff development needs have been identified. This process has been effective in identifying some good practice. However, not all staff have yet been observed conducting all activities and it is too early to accurately measure the effect of this initiative.

61. Total People has appropriate internal verification procedures which meet the awarding bodies' requirements.

62. Subcontracting arrangements do not sufficiently monitor the effectiveness of provision. While formal contracts and service level agreements are in place with most

subcontractors, Total People does not effectively monitor the observations of teaching and learning in all subcontracted provision.

63. The self-assessment process is satisfactory. Total People effectively involves all staff in the process. Annual surveys of learners and employers are used to collect feedback to support the judgements in the report. However, following guidance from Cheshire and Warrington LSC, a smaller survey of learners and employers was completed this year. Feedback from subcontractors and other stakeholders was not sought.

64. Overall, the self-assessment process is reasonably critical. The development plans produced as a result of the self-assessment process are satisfactory but limited in scope. A number of the strengths and weaknesses and grades for areas of learning identified through self-assessment match many of those identified by the inspectors.

65. Total People makes insufficient use of observation to improve the quality of teaching and learning. The performance assessment process includes observations of group sessions. Where the internally observed session is graded as inadequate, support is put in place to improve performance, and another observation is carried out in six months. However, this activity is not sufficiently focused on giving detailed feedback on ways to improve the quality of teaching and learning. Although there are four workshops for tutors each year, attendance is not comprehensively monitored. There is insufficient sharing of examples of good practice between areas of learning.

## AREAS OF LEARNING

### Health, public services and care

### Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Dental</b>		<b>2</b>
Apprenticeships for young people	60	2
NVQ training for young people	13	2
<b>Social care</b>		<b>4</b>
Apprenticeships for young people	190	4
NVQ training for young people	6	4
<b>Early years</b>		<b>2</b>
Apprenticeships for young people	261	2
NVQ training for young people	8	2

66. Total People has 73 learners on oral healthcare and dental nursing programmes, of whom 44 are advanced apprentices, 16 are apprentices, 12 are following NVQs at level 3 and one is on a level 2 NVQ. Two learners are men and one comes from a minority ethnic group. Most learners are referred to Total People by employers. Learners are employed in dental surgeries across the West Midlands and the northwest of England.

67. Learners who have appropriate GCSE results are exempt from key skills qualifications. Other learners have an initial assessment of their basic and key skills. Training advisers carry out an initial assessment of skills in the workplace. One current learner has identified additional learning needs. All learners have an induction at off-the-job training sessions and in their workplace. This covers health and safety, equality of opportunity, the apprenticeship framework requirements and Total People's policies and procedures. Training advisers carry out progress reviews for learners at work at least every six to eight weeks, and more frequently for learners with additional literacy and numeracy needs.

68. Four staff are employed as training advisers and assessors to conduct all aspects of training. In addition, two part-time tutors deliver some off-the-job training. Individual coaching and assessment are carried out during frequent visits to the workplace by training advisers. They also monitor health and safety in the workplace. All training advisers are occupationally competent and appropriately qualified. Learners attend off-the-job training sessions for the technical certificate for one evening each week, held at five locations across the region. Learners who cannot attend the off-the-job training receive personal coaching and useful workbooks for each unit of the technical certificate. Learners who require additional support for literacy and numeracy attend off-the-job sessions.

69. Total People has 196 learners on social care programmes, of whom 94 are advanced apprentices, 96 are apprentices, five are following NVQs at level 3 and one is on a level 2 NVQ. Twenty-eight learners are men and five are from minority ethnic groups. All learners are employed in care homes, nursing homes or domiciliary care settings. Employers range from local authorities to small care homes for adults with learning difficulties. Most learners are referred to Total People by employers. Learners can join



the programme at any time during the year. All learners have an induction at off-the-job training and at their workplace. This covers health and safety, equality of opportunity, the apprenticeship framework requirements and company policies and practices.

70. Ten staff are employed as training advisers and assessors conducting all aspects of training. All individual coaching and assessment is carried out during frequent visits to the workplace by training advisers. They also assess learners and monitor health and safety in the workplace. All training advisers are occupationally competent. Formal reviews of progress are carried out every six to eight weeks, or more frequently for learners with additional literacy and numeracy needs. Learners who require additional support for literacy and numeracy may attend off-the-job sessions.

71. Total People has 269 learners on courses in childcare or playwork, of whom 133 are on apprenticeships, 128 are on advanced apprenticeships, one is on a level 2 NVQ and seven are on a level 3 NVQ. Most of the learners are aged between 16 and 19, with 108 aged over 19. Nine learners are men and 5 per cent of learners are from minority ethnic groups. Most of the level 3 learners are employed, while level 2 learners are trainees with unemployed status. Total People provides off-the-job training at eight sites at Crewe, Macclesfield, Burslem, Burton, Chester, Warrington, Runcorn and Middleswich. Learners attend, either by day-release or in the evening, a programme designed to support the requirements of the key skills qualifications, technical certificates and NVQs. Additional training programmes in food hygiene, manual handling and paediatric first aid are regularly available. The childcare area of learning works with 154 employers in a variety of educational settings including private day nurseries, primary and pre-schools, playgroups, after-school and breakfast clubs, and crèches. Twenty-two staff are employed as training advisers and assessors, carrying out all aspects of training including initial assessment and key skills training. Key skills specialists give additional support for learners through group and individual sessions.

## ***Dental***

### *Strengths*

- very good success rates in external examinations
- very effective progress reviews
- good working relationships with employers and other partners
- good resources to support learning

### *Weaknesses*

- no significant weaknesses identified

## **Achievement and standards**

72. Results at external examinations are very high. All learners take external examinations at level 2 and level 3. Success rates at these examinations are very high at between 85 and 100 per cent. Where learners are unsuccessful at their first attempt, they have a very high success rate when they resit the examination. Success rates for the newly introduced apprenticeship frameworks are satisfactory so far, with 40 per cent of apprentices who have left since August 2005 achieving all parts of the framework. Learners develop improved confidence and a greater understanding of the procedures they perform with

patients in dental surgeries.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2004-05	overall	1	0	10	0	5
		timely	1	0	18	0	18
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young	2003-04	overall	28	82	52	0	0
		timely	27	33	27	0	0
	2004-05	overall	39	62	56	0	0
		timely	42	19	31	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

## The quality of provision

73. Regular progress reviews are very effective. Training advisers accurately review the progress of learners. Training advisers and learners have a good overview of the whole programme, including key skills qualifications, technical certificates and NVQs. Targets from previous reviews and assessment plans are reviewed. Examination dates, learners' readiness to take these examinations, and attendance at off-the-job training sessions are also discussed. Specific, measurable and timebound targets for future work are agreed. Learners and employers have a clear understanding of work required to be completed by the next review. Most learners are making good progress. The standard of work in portfolios is good and shows an appropriate range of evidence. There is a clearly structured programme which requires regular attendance at off-the-job training.

74. Working relationships with employers and learners are very good. Training advisers work very effectively with dental surgeons and practice managers to promote the apprenticeship frameworks. Much time has been spent introducing the apprenticeship frameworks and explaining key skills qualifications and the requirements of the NVQ. At each visit to the workplace, training advisers discuss learners' progress and explain the amount of work left to do. Employers receive a useful information pack at the beginning of the programme and enjoy frequent, informal communication with training advisers, although they receive little written communication from Total People. The provider's staff attend careers event in local schools to promote careers in care to 14 to 16 year olds. Since February 2006, Total People has been linked with a local CoVE for dental training. Staff attend regular meetings with other partners and have received additional funding to provide learning resources.

75. Resources to support learning are good. Off-the-job training sessions are held in comfortable, well-lit training rooms. Training rooms are equipped with computers that

allow direct internet access. Tutors have a wide range of anatomical models and surgical equipment available and appropriately demonstrate their use during sessions. Staff are professionally well qualified and experienced, with some holding formal teaching qualifications. Total People has developed a series of useful workbooks to support the background knowledge for the technical certificate. However, these do not contain sufficient academic references to textbooks and professional journals to promote further reading and research, particularly for learners on level 3 programmes.

76. Assessment practice is satisfactory. Training advisers plan assessments with learners and provide useful, detailed feedback following observations.

77. Support for learners is satisfactory. Learners benefit from the individual coaching and pastoral support from training advisers during frequent visits to the workplace. Training advisers also provide some useful support for learners with additional literacy and numeracy needs.

### **Leadership and management**

78. Management of the programmes is effective. All staff clearly understand the key aspects of the framework and consistently apply company policies and procedures across the region.

79. Arrangements for internal verification are satisfactory and meet the needs of the awarding body. Regular meetings of tutors and training advisers are held and standardisation exercises are completed.

80. Communication is satisfactory. There is a clear structure of regular meetings which are well attended. Records of discussions are kept and shared with all staff. However, minutes of meetings are brief. They do not show the detail of discussions and identify all actions which are to be completed. Actions agreed in meetings are not always reviewed in subsequent meetings.

81. Each learner's progress is adequately monitored in monthly meetings with senior management. All staff have an appraisal each year where the outcomes of observations of teaching and assessment practice are discussed and learning and development needs are accurately identified. However, targets are not set for individual staff members to improve learners' achievement.

82. Learners have a satisfactory understanding of equality of opportunity for their job roles. Equality and diversity issues are included in the induction to training and the background knowledge for the technical certificate and NVQ.

83. Staff were satisfactorily involved in the self-assessment process through a series of team meetings. However, it is not clear how the views of learners and employers were included.

### ***Social care***

#### ***Strengths***

- good working relationships with employers

### *Weaknesses*

- poor framework achievement
- slow progress by some learners
- inadequate progress reviews
- insufficient programme co-ordination

### **Achievement and standards**

84. Framework success rates are poor. In 2003-04, 45 per cent of advanced apprentices and only 23 per cent of apprentices completed all parts of their framework. Overall success rates fell in 2004-05 to 13 per cent for advanced apprenticeships and 13 per cent for apprenticeships. Of those learners who have left since August 2005, only 4 per cent have completed all parts of their framework. NVQ success rates, as part of the framework, were better, with approximately half of the learners gaining their main qualification.

85. Many learners make slow progress. Seventeen per cent of the current learners have already passed the expected end date of their training. A number who have been in training for up to 16 months have completed two units of the NVQ and have not yet completed their key skills work. Certification of individual NVQ units takes place towards the end of programmes, with few units assessed and verified as complete until learners are ready to leave training. Some learners with good GCSE results and good experience of working in care are making slower progress than expected.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	11	91	47	45	26
		timely	10	60	31	30	17
	2004-05	overall	15	33	43	13	19
		timely	14	29	31	7	13
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	35	54	39	23	15
		timely	31	19	16	13	5
	2004-05	overall	16	56	38	13	19
		timely	13	15	18	0	9
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	17	47	49	0	0
		timely	20	35	32	0	0
	2004-05	overall	42	43	53	0	0
		timely	43	12	33	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

86. Assessment practice is satisfactory. Learners' portfolios contain a satisfactory range of evidence. Observations are planned in advance and learners have a clear understanding of what is required of them. Detailed written feedback is provided following observations. However, little use is made of witness testimonies.

87. Resources to support learning are satisfactory. Total People has developed useful workbooks to support the background knowledge for the technical certificate and NVQs. However, these do not contain sufficient academic references to textbooks and professional journals to promote further reading and research, particularly for learners on level 3 programmes.

88. Formal reviews are inadequate. Learners have meetings with their training adviser every six to eight weeks to review their achievement and agree targets for future work. Practice varies, with some training advisers completing formal reviews at each visit to the learner in the workplace. Learners often do not understand the purpose of these reviews, or how much more work they need to do to complete their framework. Insufficient attention is paid to reviewing all aspects of the framework. Discussions tend to focus on single aspects, such as the technical certificate or the NVQ, at each interview. Where all aspects of the framework are discussed, records are brief and learners do not have a clear

understanding of their progress. Few references are made to key skills work other than a statement that support sessions have yet to be arranged, or when external tests have been achieved. In better reviews, clear targets are set for the completion of workbooks and assessments. However, too often, targets are not specific, timebound or measurable.

### **Leadership and management**

89. Training advisers have very good working relationships with employers. Training advisers visit workplaces frequently and communicate very effectively with supervisors about the progress made by learners. Much work has been done to explain the requirements of the technical certificate and key skills qualifications. In some cases, training advisers have given support and advice to smaller employers on health and safety and equality issues.

90. Arrangements for internal verification are satisfactory and meet the needs of the awarding body. Regular meetings of tutors and training advisers are held and standardisation exercises are completed. Work-based training advisers are required to attend two meetings each year to maintain their knowledge and standards of work.

91. Communication is satisfactory. There is a clear structure of regular meetings, which are well attended. Records of discussions are kept and shared with all staff. However, minutes of meetings are sometimes brief. They do not show the detail of discussions and identify all actions which are to be completed. Actions agreed in meetings are not always reviewed in subsequent meetings.

92. The senior operations manager meets each month with the sector team to review the progress and the expected completion dates of each learner.

93. All staff have an effective appraisal each year where the outcomes of observations of teaching and assessment practice are discussed and their learning and development needs are accurately identified. However, individual targets are not set for staff to improve learners' achievement.

94. Learners have a satisfactory understanding of equality of opportunity for their job roles and clearly understand their responsibilities to the vulnerable people in their care. Equality and diversity issues are included in the induction to training and the background knowledge for the technical certificate and NVQ.

95. Staff were satisfactorily involved in the self-assessment process through a series of team meetings. However, it is not clear how the views of learners, employers and work-based learning advisers were included.

96. Co-ordination of the programmes is weak. Training advisers rely on informal communication with the functional skills support team to form an overview of the progress of each learner. Training advisers are not always aware of the support needs of each learner. In one case, a learner with identified additional literacy support needs who had been in training since July 2005 only began to receive additional support in January 2006. The progress of learners is adequately monitored at monthly meetings with the senior operations manager and all training advisers. However, discussions focus on those learners who are close to the expected end of their programme. Where slow progress or potential late completion is identified, there is little evidence of improved target-setting in

reviews or of additional support being provided. Document control is weak, with some records incomplete, unsigned and undated.

### ***Early years***

#### *Strengths*

- good achievement of apprenticeship frameworks
- good development of personal and vocational skills
- good support for learners
- good links with employers

#### *Weaknesses*

- some slow progress in achieving qualifications
- inadequate medium- and long-term target-setting

### **Achievement and standards**

97. Achievement of apprenticeships is good. In 2004-05, 59 per cent of apprentices completed the full framework. Of those learners who have left training since August 2005, 70 per cent have successfully completed all aspects of the apprenticeship. Advanced apprenticeship success rates were satisfactory at 48 per cent in 2004-05.

98. Learners' development of personal and vocational skills is good. Learners acquire good background and practical knowledge, which they are able to apply effectively in their workplaces. They gain in confidence in planning activities for children and in managing all aspects of childcare. They are enthusiastic and well motivated and make good progress, taking on further responsibilities and often gaining promotion in the workplace. The standard of work in portfolios is good, with appropriate links made between background knowledge and practice showing a good level of understanding. The use of taped professional discussions supplements other evidence such as direct observation and provides a good opportunity to demonstrate the full range of the learners' competence.

99. A significant number of learners make slow progress. Approximately 12 per cent of learners are still in training beyond the planned end date of the programme. In some cases, learners who were due to achieve six months before the inspection are still in training with few NVQ units completed.



## TOTAL PEOPLE LIMITED

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	40	68	55	63	27
		timely	45	9	31	7	15
	2004-05	overall	48	69	49	48	22
		timely	38	5	26	5	11
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	52	83	49	40	21
		timely	67	16	20	6	7
	2004-05	overall	94	67	53	59	36
		timely	96	2	22	1	15
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	3	0	48	0	0
		timely	9	0	25	0	0
	2004-05	overall	43	56	53	0	0
		timely	50	10	33	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

100. Support for learners is good. Learners are particularly well supported by their training advisers who visit them very frequently in the workplace to carry out reviews, plan assessments or perform observations. The weekly off-the-job training sessions provide further opportunities for group and individual support. Learners with identified additional learning needs receive support from a specialist functional skills tutor. Staff make themselves available to learners, sharing mobile telephone numbers and providing some transport to off-the-job training sessions. Effective arrangements are made to meet individual personal and learning needs by providing specialist equipment such as tape recorders or ensuring satisfactory childcare arrangements for lone parents.

101. Teaching and training are satisfactory. In the best off-the-job sessions, learners are fully involved in contributing from their own experience and are guided and challenged to extend their knowledge. On other occasions, the learners have little opportunity to contribute and there is no planning to meet their individual needs. The workplaces provide extensive opportunities for learning that are fully used by the learners and training advisers. Additional qualifications such as food hygiene and manual handling provide further opportunities for learners, and in 2004-05, 55 per cent of learners gained these qualifications. Resources in the training centres are satisfactory. Staff are appropriately qualified with vocational and training adviser qualifications and are training for teaching,



initial assessment and key skills qualifications.

102. Initial assessment is satisfactory. All learners have an in-depth interview. Those not exempt from the key skills component of the framework take a diagnostic test. However, not all learners complete a formal assessment of their literacy, numeracy or language skills support needs. The more able learners are not identified or given the opportunity to take key skills qualifications at a higher level than the framework requires.

103. Medium- and long-term target-setting is weak. Assessment is very thorough, with detailed records and careful cross-referencing to the evidence requirements. Training advisers give very clear short-term targets so the learners know exactly what is required at the next visit. Progress reviews are fully completed along with assessment planning sheets and feedback forms. However, there is inadequate medium- and long-term target-setting. The three parts of the frameworks are insufficiently linked to give the learners an overall understanding of their progress. Some choices of optional NVQ units are made late in the programme. Where learners are making slow progress, there is little evidence of improved target-setting to ensure that timely completion will occur.

### **Leadership and management**

104. Links with employers are good. Training advisers ensure that all employers are kept informed of the learners' progress and some are actively involved in the review interviews or planning assessments. For example, one playwork learner took responsibility for organising a children's outing that would specifically meet evidence requirements. Employers express confidence in training advisers, finding them responsive and well organised. For many employers, Total People is the provider of choice. Total People also works with local Sure Start projects to develop and promote playwork programmes.

105. Management of the programmes is effective. A cohesive and enthusiastic team is fully committed to maintaining high standards. Regular meetings and an effective internal verification system support good communication and ensure good assessment practices. Following its takeover of another provider, Total People has successfully integrated an additional training centre with the company. Staff feel well supported by the company and access a wide range of additional qualifications that support their job roles. A range of data is collected and reviewed by managers, but the use of some of the findings is insufficiently developed. For example, managers are not aware of pass rates on additional qualifications or of the representation of learners from minority ethnic groups, and do not set targets for future recruitment.

106. The promotion of equality of opportunity is satisfactory. Learners' understanding of equality and diversity issues is adequate for their job roles and responsibilities to the children in their care. All staff contributed to the self-assessment report. However, the report is very descriptive. Accompanying action plans contain some targets for improvement, but these are not sufficiently specific or measurable.

**Agriculture, horticulture and animal care****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Equine</b>		<b>3</b>
Apprenticeships for young people	49	3
NVQ training for young people	1	3

107. Total People took over the equine provision in December 2005 from another provider. At the time of the inspection there were 50 learners on equine programmes, of whom 20 were advanced apprentices, 29 were apprentices and one was taking a level 3 NVQ. Five new learners have started since December 2005. Learners are geographically spread throughout Staffordshire, Shropshire and Cheshire on a variety of placements including livery, competition and riding establishments. New learners complete an induction during off-the-job training. All learners receive a useful induction pack which includes information about the apprenticeship framework requirements, health and safety and equality of opportunity as well as the appeals and complaints procedures. Training and assessment are carried out by training advisers. Reviews are carried out every six to eight weeks. Regular off-the-job training takes place at three locations across the region.

**Equine***Strengths*

- good development of practical skills in the workplace
- very effective formal reviews of progress

*Weaknesses*

- inadequate assessment arrangements
- poor communication with employers at the time of takeover

**Achievement and standards**

108. Learners develop good practical skills. They are well placed in stable yards that suit their individual needs. The wide range of placements available includes studs, riding schools, training centres and competition yards. Learners gain valuable experience of preparing horses for competitions, travelling to and taking part in shows.

109. Learners value the opportunities available to them which include riding and competition work. Many learners develop their communication and personal skills by being placed in suitable locations. Employers are proud of their learners' achievements and are active in promoting their vocational skills by engaging learners in the activities and running of their yards. In one instance, a young foal had required invasive surgery which required considerable postoperative care. The learner involved was closely involved and able to describe the care provided.

110. Achievement is satisfactory. Since January 2006, five learners have achieved an NVQ. One learner has achieved a full apprenticeship and another has recently completed

all aspects of their advanced apprenticeship framework. Learners may also work towards additional qualifications which include first aid and externally accredited equine examinations. Nineteen learners have achieved first aid qualifications, and three have recently achieved externally accredited equine qualifications.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Apprenticeships	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

111. The formal review procedure is very effective. All of the key aspects of the framework are included. Training advisers establish a good relationship with learners, who are able to speak easily and explain their experiences. Previously agreed action points are reviewed. Recent learning is measured by careful use of questioning and examination of the work presented in learners' portfolios. Future targets relating to NVQ achievement are agreed.

112. Key skills are reinforced well in reviews. The learners value the opportunity to discuss and develop their work on an individual basis. The potential use of key skills in the workplace is emphasised. Health and safety are well promoted. Working practices are discussed and best practice is reinforced.

113. Arrangements for assessment are inadequate, a weakness identified in the self-assessment report. Assessment of learners' knowledge and understanding is generally adequate, but it is done mostly by written questions with little evidence of alternative means of assessment. In many cases, assessment is too reliant on simulation during off-the-job training. In many cases, learners are asked to perform tasks for the purpose of assessment when they are already doing the work to a good standard at their place of work. In one instance, a learner who regularly produces horses for the show ring was asked to plait a horse's mane for assessment. There is little use of witness testimony.

114. Assessments are often poorly recorded. Assessment check sheets are used to record competence. However, tasks are not recorded in sufficient detail. There is little supporting narrative or explanation as to how the task was achieved. One learner was recorded as having prepared a horse for public appearance. A tick indicated achievement of the performance criteria but no mention was made of the standard of the presentation of the horse, which was then going on to attend a dressage competition.

115. Arrangements for internal verification are satisfactory overall. An appropriate range of sampling of learners' work and observations of assessment is carried out. Internal verifiers provide clear verbal feedback to training advisers and identify areas for improvement. However, there is little evidence of internal verification in the learners'

portfolios.

### **Leadership and management**

116. Total People's communication with new employers during its takeover over the equine provision was poor. Letters of notification were sent out in good time, but these were not followed by personal contact from senior company managers. Total People sent provider information packs to all employers. However, some employers were critical of the lack of support provided.

117. Review of the quality of the work-based learning and assessment has been slow. Total People's performance assessors have observed some tutors delivering training, but the provision is relatively new and this has yet to be completed for all staff.

118. Arrangements to provide support for some learners during the period of change were unclear. In one instance, a learner who started in 2005 with a recognised learning and assessment need received little additional support before June 2006. The support provided now is satisfactory. In training sessions, learners are helped to develop reading, writing and spelling skills. Work is well paced and relevant to the learners. However, too much emphasis is placed on correcting spelling using a word-processing programme rather than improving literacy skills.

119. Integration of key skills qualifications within the framework is effective. Schemes of work and some core lesson plans have been produced, but these provide limited information about the programmes.

120. Staff are appropriately vocationally qualified and have relevant experience in the industry, but few hold formal teaching qualifications. Equipment within the scope of the occupational standards is available, effectively managed and well used.

121. Equality of opportunity is satisfactorily promoted. Equality is checked and updated at review but there is no evident promotion of equality of opportunity on placements. Learners have opportunities to discuss issues such as bullying and harassment. They have an adequate awareness of equality and know where to seek help should they need it.

122. Employers' premises have been reviewed for health and safety issues. Training advisers have provided useful advice and actions have been agreed to improve health and safety arrangements.

123. The inspection findings are broadly in line with the self-assessment report. However, the identified strengths are overstated in the self-assessment report. The report recognises some of the weaknesses identified at inspection but pays insufficient attention to the transition of the provision from another provider.

**Engineering and manufacturing technologies****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Engineering</b>		<b>2</b>
Apprenticeships for young people	307	2
NVQ training for young people	5	2
<b>Motor vehicle</b>		<b>2</b>
Apprenticeships for young people	114	2
NVQ training for young people	5	2

124. Total People has 312 engineering learners, of whom 235 are advanced apprentices, 72 are apprentices and five are following an NVQ programme. Total People offers training in the areas of performing manufacturing operations, mechanical manufacture, automotive engineering, performing engineering operations, fabrication and welding, engineering maintenance, production, design, technical support, technical services and engineering leadership. Two hundred and fifty of the learners are aged between 16 and 18 and 20 per cent are aged 19 to 24. Eleven learners are women.

125. Off-the-job training is provided at two centres, one of which is on the subcontractor's premises, and is supported by nine Total People staff. The technical certificates and key skills qualifications are delivered by a local subcontractor or, depending on circumstance, on an individual basis by the provider. Background knowledge for the NVQ programmes is delivered by Total People's staff, in the provider's centre for level 2 qualifications and in the workplace at level 3. A smaller centre at Telford is supported by four Total People staff. There is a wide range of delivery patterns, from dedicated individual training to rotating four-weekly block periods, all negotiated with local employers to suit their specific needs.

126. There are 119 motor vehicle learners. Eighty-four are on vehicle engineering programmes, 21 as advanced apprentices, 61 as apprentices and two following an NVQ programme. Total People offers training in the areas of vehicle maintenance and repair, vehicle mechanical and electronics systems and plant maintenance. The remaining 35 learners are following vehicle parts programmes, 13 as apprentices, 19 as advanced apprentices and three on NVQ programmes. Almost two-thirds of learners are aged 16 to 18 and two learners are women.

127. On the vehicle parts programme, the technical certificate, key skills qualifications and background knowledge for the NVQ are delivered on an individual basis in the workplace every four weeks by training advisers. Technical certificates on the motor vehicle programme are delivered by a subcontractor with Total People's staff delivering the key skills qualifications and portfolio support on the subcontractors' premises every week. All training at the Telford centre is provided solely by Total People's staff.

**Motor vehicle***Strengths*

- good achievement on level 3 motor vehicle NVQs

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- good achievement of additional qualifications
- comprehensive monitoring of learners' progress in vehicle parts programmes
- good support for learners

### *Weaknesses*

- slow progress towards framework completion by some learners
- inadequate progress reviews in motor vehicle programmes

### **Achievement and standards**

128. The level 3 NVQ success rate is good on motor vehicle programmes, at 71 per cent for 2004-05. Of those learners who have left since August 2005, 87 per cent have gained the main NVQ qualification. The success rate for the advanced apprenticeship programme has declined from 79 per cent in 2003-04 to 42 per cent in 2004-05. However, of those learners who have left training since August 2005, 80 per cent have completed all parts of the framework.

129. Apprenticeship success rates have declined from 67 per cent in 2003-04. The framework success rate for learners who have left this year stands at 58 per cent so far. The success rate for the vehicle body provision was poor at only 9 per cent in 2004-05, and this programme is no longer offered.

130. There is good achievement of additional qualifications by most learners on motor vehicle programmes. Many learners successfully achieve a wide range of additional qualifications which include additional units for their NVQ qualification, manual handling, abrasive wheels, health and safety, emergency first aid and fire marshal training. On the vehicle parts programme, good use is made of the many in-company courses provided by a regional main dealer, from which evidence can be cross-referenced to the main NVQ.

131. Learners develop a range of skills to a satisfactory standard with local garages. Where there are difficulties in gathering evidence to cover the full range of the programme requirements, Total People's staff arrange for learners to go on suitable alternative local work placements on a temporary basis to achieve the required competence.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	19	84	55	79	45
		timely	19	32	38	21	31
	2004-05	overall	31	71	54	42	42
		timely	25	52	40	16	31
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	3	100	39	67	26
		timely	5	0	14	0	9
	2004-05	overall	11	18	45	9	36
		timely	12	17	19	0	15
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	10	80	26	0	0
		timely	17	41	18	0	0
	2004-05	overall	27	63	43	0	0
		timely	24	33	29	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

132. Monitoring of learners' progress is detailed and comprehensive on the vehicle parts programme. Learners' progress is monitored against all aspects of their framework. Progress charts are included in each learner's portfolio with learning achievements and assessment completion clearly recorded. This information is used during progress reviews where accurate, detailed targets are set. Detailed feedback on learners' progress is then given to the workplace supervisor in the presence of the learner. Upon completing their framework, learners working for a large regional motor parts business also receive an additional certificate from their employer.

133. Learners receive good support from employers and Total People's staff. All companies provide time for portfolio completion and, where possible, ensure learners are given the opportunity, by job rotation, to complete all aspect of their NVQ qualification. Training advisers visit learners frequently, providing support for their portfolio-building and identifying opportunities to use key skills in relevant activities. Many learners receive good and effective support to overcome any areas of concern. Progression of learners from the E2E programme is good, with several learners moving onto the apprenticeship. Total People provides all learners who successfully complete their apprenticeship with a framed copy of their technical certificate, NVQ and apprenticeship framework certificate.



134. Teaching and learning are satisfactory. Learners work towards a structured programme of learning which progressively develops their vocational knowledge and skills. Assessment arrangements are well planned and flexible to meet the needs of employers.

135. Initial assessment is now satisfactory. Learners now take literacy, numeracy and key skills builder tests, clearly identifying any support needs which are then very effectively supported by the training advisers. Vocational skill assessments are completed to identify the most suitable combination of NVQ units to be taken by the learner. Some learners, who have been in training for more than six months, completed a differential aptitude test which gave unsatisfactory information. This resulted in these learners being on programme without having their individual support needs identified.

136. Assessment in the workplace is satisfactory and well structured. Feedback of assessment decisions is detailed and clear and includes guidance to improve future practice.

137. Some learners make slow progress towards framework completion. At the time of inspection, 35 per cent of motor vehicle learners were past their planned end date. Monthly meetings take place to monitor each learners' progress. However, when slow progress is identified there are few records of increased support offered, and accelerated achievement by learners.

138. Progress reviews are inadequate for learners on motor vehicle programmes. While all learners receive progress review visits every four to six weeks, many of the reviews are of a pastoral nature. Actions from previous reviews are not routinely reviewed. There is little evidence of detailed target-setting. Most learners are unsure of their progress and rely heavily on the training adviser to guide them through the framework. Some learners are not sure of the units they are currently working towards or the detail of framework requirements.

### **Leadership and management**

139. The programme area is managed effectively. Arrangements for internal verification are adequate and meet the awarding body's requirements. There are monthly meetings between the verification programme co-ordinator and training advisers. Meetings with instructors delivering the off-the-job training take place every two months. All meetings include staff from all sites. Standardisation meetings also take place to ensure consistency across the delivery areas. Relationships with the local subcontractor are effective but rely on good relationships between the subcontractor's and Total People's staff, rather than on clear service level agreements and close monitoring arrangements.

140. Total People is a partner within the new Automotive North West CoVE. Learners are now offered an increased range of relevant programmes, including the auto technicians' course, which has been developed in response to the needs of local industry. Additional learning resources have been recently purchased by the CoVE.

141. Staff have all contributed to the self-assessment report, which gives an accurate reflection of the strengths but does not identify the weakness in provision. Resources to support learning are satisfactory, with many learners benefiting from using modern vehicle technology equipment. Staff are appropriately qualified and receive good support for



further professional development.

## **Engineering**

### *Strengths*

- good advanced apprenticeship framework achievement
- good development of practical skills
- good support for learners
- highly effective links with employers and partners

### *Weaknesses*

- slow progress by some learners
- inadequate reviewing of learners' progress

## **Achievement and standards**

142. Advanced apprenticeship framework achievement is good. Advanced apprenticeship overall success rates have increased from 74 per cent in 2003-04 to 79 per cent in 2004-05. Of those learners who have left since August 2005, 76 per cent have successfully completed their frameworks. NVQ success rates within frameworks are good at 83 per cent in 2003-04, and 84 per cent in 2004-05.

143. Achievement for manufacturing technologies apprentices and advanced apprentices is satisfactory. Key skills qualification support was previously delivered by a subcontractor but is now being delivered by Total People's staff. The apprenticeship success rates have increased to 52 per cent in 2004-05.

144. Apprenticeship success rates in engineering have declined from 60 per cent in 2003-04 to 19 per cent in 2004-05. However, 80 per cent of those learners who have left training since August 2005 have completed all parts of the framework.

145. Learners on all programmes develop good practical skills. Off-the-job training is provided on the subcontractor's premises by Total People's staff. Learners on the engineering programmes progressively develop their skills as they progress through a series of practical tasks and assessment activities covering the range of units on the NVQ programme. Learners leave the centre with a range of skills that they then develop further in the workplace. Learners on the performing manufacturing operations programmes quickly gain the skills to operate effectively in the workplace. As well as operating modern manufacturing equipment, some learners have also developed their computerised part programming knowledge, enabling them to operate at a higher level in the workplace.

146. Many learners also achieve a wide range of additional qualifications which include additional units for their performing engineering operations qualification, manual handling, abrasive wheels, health and safety, emergency first aid and fire marshal training. Learners enjoy all aspects of their programme and find the tasks suitably challenging.

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Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	53	83	60	74	50
		timely	45	22	31	22	26
	2004-05	overall	91	84	59	79	48
		timely	102	36	28	33	23
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	5	80	54	60	36
		timely	4	0	27	0	16
	2004-05	overall	16	31	57	19	45
		timely	23	13	29	4	20
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	3	67	51	0	0
		timely	3	0	37	0	0
	2004-05	overall	4	75	57	0	0
		timely	2	0	35	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

147. Learners receive good support from employers and Total People's staff. Some employers provide work-based assessors to encourage achievement. All companies provide time for learners to complete their portfolios and, where possible, ensure that learners are given the opportunity by job rotation to complete all aspect of their NVQ. Training advisers visit learners frequently to provide support for portfolio completion and to identify opportunities for using key skills at work. Many learners receive good and effective individual support to overcome any areas of concern. During the inspection period, two learners at a local employer were put 'at risk' of redundancy. Training advisers provided these learners with sympathetic support by identifying suitable job vacancies and giving guidance on the application process.

148. Teaching and learning are satisfactory. Much good individual support is provided to ensure achievement at all levels.

149. Initial assessment is satisfactory. Learners take literacy, numeracy and key skills builder tests as well as a differential aptitude test to identify the most suitable combination of optional NVQ units for them. Any additional support needs identified are met by the training advisers.

150. Learners benefit from satisfactory assessment off-the-job and in the workplace. Assessment is well planned, and learners get clear feedback of assessment decisions and supportive comments to ensure any areas which did not meet the required standard are rectified for the next assessment opportunity.

151. Progress reviews are inadequate. All learners receive progress review visits every four to six weeks. While the reviews take place regularly, many are of a pastoral nature with agreed actions from previous reviews not always being reviewed. There is little detailed target-setting and little promotion of equality of opportunity at reviews. Most learners are unsure of their progress to date and rely on the training adviser to guide them through the framework. Some learners are not sure of the units they are currently working towards and are not clear of the detailed framework requirements. No one person has a complete understanding of the learners' overall progress.

152. Some learners make slow progress. Monthly meetings take place to monitor learners' progress, but, at the time of inspection, 21 per cent of engineering learners had exceeded the planned duration of their programme. The end date for completion is controlled by the end date of the technical certificate provided by the college subcontractor.

### **Leadership and management**

153. Total People has developed a range of highly effective links and partnerships with employers. It has developed a range of courses to meet the needs of local businesses. For example, Total People has developed a programme with the local college and a large manufacturing company, through which the technical certificate and off-the-job training is delivered for a half-day each week during college term time and learners attend on-the-job training full time, for the rest of the year. Many employers involve staff from Total People in the selection process for future apprentices. Arrangements exist with three local schools to provide the young apprenticeship programme, where learners in their first year attend during school hours to achieve a computer-aided draughting course and in the second year work towards four units of the level 2 NVQ in performing engineering operations. Learners also attend four weeks of work experience in a range of local companies during the first year of their young apprenticeship. Learners develop a range of transferable skills as they move between various departments. Some learners progress onto the apprenticeship programme with Total People. Staff at the Telford centre deliver units of the GCSE in engineering on one day each week to a consortium of local schools. Total People is also a member of the new Automotive North West CoVE.

154. The programme is satisfactorily managed. There is an effective internal verification process which meets all of the awarding body's requirements. Regular standardisation meetings take place to ensure consistency of assessment decisions across the delivery areas.

155. Monitoring of learners' progress is adequate. There are monthly meetings between senior staff, the verification programme co-ordinator and training advisers. Meetings with instructors delivering off-the-job training take place every two months. All meetings include staff from all sites. While there are regular meetings where learners' progress is discussed, no one individual has a detailed overview of each learners' progress.

156. Relationships with the local subcontractor are effective but work mainly as the result

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of individual relationships with the provider's staff.

157. The self-assessment process is satisfactory. Staff have all contributed to the self-assessment report, which gives an accurate reflection of the strengths but does not identify the weakness in provision.

158. Resources are satisfactory for off-the-job training and good in the workplace, with a wide range of modern equipment being used at work sites. Staff are appropriately qualified and receive good support to develop their potential in line with the business needs of the company.

**Construction, planning and the built environment****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Construction crafts</i></b>		<b>2</b>
Apprenticeships for young people	286	2
NVQ training for young people	11	2
<b><i>Building services</i></b>		<b>2</b>
Apprenticeships for young people	169	2

159. Total People has 297 learners on construction crafts programmes, of whom 74 are advanced apprentices, 212 are apprentices and 11 are following NVQ programmes. All apprentices are employed. E2E learners working towards an NVQ have appropriate work placements. Employers range from large national companies to small businesses employing fewer than 10 people, and include local authorities and housing associations. Learners gain experience of new building work, refurbishment, extension work and maintenance. The main trade areas covered are trowel occupations, carpentry and joinery, wood machining, decorative occupations, roofing, scaffolding and window installation. The largest programmes are carpentry and joinery, with 133 learners, and bricklaying and masonry, with 93 learners. Learners are trained in background knowledge by subcontracted colleges of further education, namely South Cheshire, Reaseheath, Stockport, Mid-Cheshire and Stafford colleges or by Total People's staff at the Telford Centre. Most learners are referred to Total People by employers, through college liaison or by Connexions. All learners have an initial assessment of their literacy, numeracy, language and key skills. Some are also given an aptitude test. The test results form the basis of their individual learning plans. All learners have an induction at off-the-job training and at their workplace. This covers health and safety, equality of opportunity, the apprenticeship framework requirements, and company policies and practices. Training advisers carry out learners' progress reviews at work every eight weeks. They also assess learners and monitor health and safety in the workplace. All training advisers are occupationally competent and appropriately qualified. Most learners gather evidence for their apprenticeship at work.

160. Total People has 169 learners on building services programmes, of whom 163 are advanced apprentices and six are apprentices. All the apprentices are employed. Employers range from medium-sized companies to small businesses employing fewer than 10 people, and include local authorities and housing associations. Learners gain experience of new building work, refurbishment, extension work and maintenance. The main trade area covered is electrical installation. Learners are trained in background knowledge by subcontracted colleges, Stoke-on-Trent, Mid-Cheshire and Macclesfield. Most learners are referred to Total People by their employers and Connexions. All learners have an initial assessment of their literacy, numeracy, language and key skills if required. Most are also given an aptitude test. The test results form the basis of their individual learning plans. All learners have an induction with Total People, at college and at their workplace. This covers health and safety, equality of opportunity, the apprenticeship framework requirements, and company policies and practices. Training advisers carry out learners' progress reviews at work every eight to 12 weeks. They also assess learners and monitor health and safety in the workplace. All training advisers are

occupationally competent and appropriately qualified. All learners gather evidence for their apprenticeship framework at work.

### ***Construction crafts***

#### *Strengths*

- good development of practical skills and craft knowledge
- good on-the-job training from employers
- highly effective key skills training arrangements
- good assessment practice
- particularly effective guidance and support for learners

#### *Weaknesses*

- poor achievement of frameworks
- inadequate target-setting in learners' progress reviews

### **Achievement and standards**

161. Construction crafts learners develop good practical skills and craft knowledge. Their standard of practical work is to high industrial standards. Good technical skills and knowledge are often demonstrated in work sites and learners are challenged well in their job roles. Learners demonstrate a good understanding of the technical background knowledge of their craft and are able to explain good practice in installation and fixing equipment in electrical installation. Several learners have been successful in regional and national skill competitions. Learners have appropriate knowledge of safe working practices. Their portfolios of evidence are well presented, often word-processed, and contain a good range of evidence.

162. Apprenticeship framework achievement by learners in construction crafts is poor. From 2003-04 to 2004-05, the overall success rates on the advanced apprenticeships declined from 66 per cent to just 43 per cent. For the apprenticeship programmes the overall success rates improved in 2004-05 but are still poor. The NVQ overall success rates are poor for 2003-04 and 2004-05. Although the overall NVQ success rate improved significantly in 2004-05 to 38 per cent, this is still below the national average. Advanced apprenticeship framework completions for learners who have left so far this year have improved over previous years to a satisfactory level. The success rates for craft apprentices have also improved to a good level and are well above national averages.

163. Achievement rates for the useful additional qualifications are good. These qualifications, which include first aid, manual handling, working with lifting equipment, and electrical installation regulations, are highly valued by employers and learners as important additional skills for employment and learners' progression.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	41	80	51	66	17
		timely	44	52	44	41	13
	2004-05	overall	35	60	53	43	31
		timely	34	47	45	32	25
Apprenticeships	2003-04	overall	36	50	41	31	26
		timely	53	13	18	8	10
	2004-05	overall	79	41	54	37	41
		timely	93	17	21	13	14
NVQ training for young	2003-04	overall	34	9	17	0	0
		timely	32	3	10	0	0
	2004-05	overall	8	38	44	0	0
		timely	10	10	17	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

164. As at the time of the previous inspection, most employers are enthusiastic, supportive and take their role in the learners' training very seriously. Employers demonstrate a clear understanding of the training programme, both on and off the job, and actively seek to help the learners gain the most from their training. On-the-job training is good, effectively enabling learners to acquire the vocational skills and knowledge to meet their learning objectives and the needs of the industry. This helps the learners to gain a wide and varied range of training opportunities to develop their practical skills and technical development. Learners are supported well in gaining these skills, with help and guidance from competent and experienced supervisors. Learners and employers speak well of the training that learners receive off the job, mainly from local colleges of further education. The delivery of these programmes is flexible to meet the needs of learners and employers. The provider's own training centre for construction crafts in Telford provides a good training environment. Total People provides employers with a useful and informative employers' guide to work-based learning. The provider also effectively helps some employers with their selection and recruitment of learners.

165. Arrangements for and achievement rates in key skills qualifications are good. The delivery of key skills support has recently changed and is now mostly done by Total People's staff. Learners and employers are pleased that the key skills delivery has improved to a good standard in recent years. It is integrated well in the programme and is often completed by learners within the first year of the programmes. Good key skills assignments are set. In each case, they involve learners working to specifications and regulations, designing a project, determining health and safety arrangements, estimating costs and producing a detailed written report on all their actions and decision-making. Each learner presents their findings on a topic in a report or to the rest of their group.



166. Assessment practice is good and is flexible and responsive to learners' needs. Assessment on and off the job is well managed and is mostly timely to meet the learners' requirements. In some cases, training advisers respond well and most adeptly in carrying out assessments outside normal working hours to help learners' progress. The standard of recording and monitoring of assessment is good and learners receive effective and detailed feedback on their achievements. Learners' portfolios are often well presented and contain evidence gained with a useful range of assessment methods.

167. Learners are very well guided and supported by the provider's staff to develop their vocational skills. Staff also provide learners with useful support and guidance to meet the demands of the programme and any personal needs. One learner with behavioural problems was persistently bullied and his progress in training was being affected. Staff quickly resolved the bullying, often working outside normal working hours to the learner's full satisfaction. He is now progressing well. Very useful drop-in workshops are run for craft learners in the evenings at various Total People sites. These provide learners with individual support that includes developing their portfolios and work logbooks, and extra tuition in mathematics, literacy or electrical engineering science. Learners are guided well to choose the right programme for them. Effective vocational initial assessment for literacy, numeracy and language skills accurately identifies learners' individual needs. This helps to ensure they are placed on the right programme. The few learners who require additional learning support receive this effectively and sensitively from trained staff. Induction processes ably assist learners to quickly settle into their programmes. Learners are visited regularly and are encouraged to make contact with staff between visits or outside normal working hours if they have work-related or personal problems. Procedures for monitoring learners' punctuality and attendance are effective and supportive.

168. Construction staff are well qualified and experienced, with many being qualified assessors and internal verifiers. Most staff have health and safety qualifications and some are qualified to teach key skills.

169. Target-setting in progress reviews is inadequate. A significant minority of reviews do not contain clear targets. Often those targets set are not specific, measurable or meaningful. Many targets that are set are assessment-related and are not connected to the job role. There are insufficient links to learners' off-the-job or college work, and no medium- or long-term targets are being set. Many learners are unclear about their individual learning plans and their expected date for completing the programme. Health and safety and equality of opportunity are reinforced at the reviews.

### **Leadership and management**

170. The area of learning is managed well at an operational level. Effective policies and procedures are in place to manage, quality assure and improve the provision. Internal and external communications are appropriate and staff feel well informed. The promotion of equality of opportunity is satisfactory and learners' understanding is adequate. However, few learners are women or from minority ethnic groups. Training and development for staff is appropriate to meet their continuing professional development requirements. Very effective induction is provided for new staff. The workload of training advisers is appropriate to meet business needs and each individual's ability. Close relationships exist with subcontractors. However, monitoring of subcontractors is insufficient at programme level. Insufficient use is made of clear, measurable targets for subcontractors. Monitoring of the teaching and learning delivered by some subcontractors' staff is insufficient.



Internal verification processes and procedures are mostly effective and fully meet the awarding body's requirements. Sharing of good practice between staff is appropriate.

171. The self-assessment report contains many of the strengths and weaknesses identified by inspectors. However, the level of self-evaluation in the self-assessment report is sometimes insufficient and is not always clear, especially in the key weakness. The amount and sources of evidence are often insufficient to support judgements and some judgements in the self-assessment report are repeated.

### ***Building services***

#### *Strengths*

- good development of vocational knowledge and skills
- good on-the-job training and support from employers
- highly effective key skills training arrangements
- good assessment practice
- particularly effective guidance and support for learners

#### *Weaknesses*

- slow progress towards framework achievement
- inadequate target-setting in learners' progress reviews

### **Achievement and standards**

172. Learners develop good vocational knowledge and skills. Their standard of practical work meets high industrial standards. Good technical skills and knowledge are often demonstrated in the work sites and learners are challenged well in their job roles. They demonstrate a good understanding of the technical background knowledge of their craft and are able to explain the essential requirements of decorative work in joinery and how to fix roofing structures in carpentry. Several learners have been successful in regional and national skills competitions in bricklaying. One learner in 2005 came second in the national skills build competition final. One bricklaying learner is the 'apprentice of the year' for a national contractor. Learners have appropriate knowledge of safe working practices. Their portfolios of evidence are well presented, often word-processed, and contain a good range of evidence.

173. From the provider's data for overall success, framework completions in-year for 2005-06 have improved over previous years. In building services advanced apprenticeships, the overall success rate is satisfactory. As in previous years, the timely success rates for all provision remain poor for a significant minority of learners.

174. Achievement rates for additional qualifications are good. These qualifications include first aid, manual handling, working with lifting equipment and electrical installation regulations. They are highly valued by employers and learners as important additional skills for employment and learners' progression.

175. Framework achievement in building services is satisfactory. In 2003-04 and 2004-05, framework completion for advanced apprentices and apprentices was

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satisfactory. There is an improving trend in the overall success rates for 2004-05. However, a significant minority of learners are making slow progress. Some learners in training at the time of the inspection had already exceeded the planned duration of their programme.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	14	50	53	50	40
		timely	56	2	29	2	22
	2004-05	overall	48	63	58	58	46
		timely	43	9	28	5	21
Apprenticeships	2003-04	overall	4	75	49	25	26
		timely	7	14	17	0	8
	2004-05	overall	14	57	51	50	34
		timely	10	0	17	0	9
NVQ training for young	2004-05	overall	1	0	51	0	0
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

176. As the previous inspection noted, most employers are enthusiastic, supportive and take their role in the learners' training very seriously. Employers demonstrate a clear understanding of the training programme on and off the job and actively seek to help the learners gain the most from their training. On-the-job training is good, effectively enabling learners to acquire the vocational skills and knowledge to meet their learning objectives and the needs of the industry. This helps the learners to gain a wide and varied range of training opportunities to develop their practical skills and technical development. Learners are supported well in gaining these skills by competent and experienced supervisors. Learners and employers speak well of the training that learners receive off the job, mainly from local colleges of further education. This training delivery is flexible to meeting the needs of learners and employers. Many employers are work-based evidence recorders. Total People provides employers with a useful and informative employers' guide to work-based learning. It also effectively helps some employers with their selection and recruitment of learners.

177. Arrangements for and achievement rates in key skills qualifications are good. Most key skills qualifications are now delivered by Total People's staff. Learners and employers are pleased that the key skills delivery has improved to a good standard in recent years. It is integrated well in the programme and many learners gain these qualifications within one year of starting training. Good key skills assignments are set. In each case they involve learners working to specifications and regulations, designing a project, determining health and safety arrangements, estimating costs and producing a detailed written report on all their actions and decision-making. Each learner presents their findings on a topic in a

report or to the rest of their group.

178. Assessment practice is good, being flexible and responsive to learners' needs. Assessment on and off the job is managed well and is mostly timely to meet the learners' requirements. In some cases, training advisers respond well and adeptly in carrying out assessments outside normal working hours to help learners' progress. The standard of recording and monitoring of assessment is good and learners receive effective and detailed feedback on their achievements. The learners' portfolios are often well presented and contain a useful range of assessment methods.

179. Learners are guided and supported very well by staff to develop their vocational skills. They are also provided with useful support and guidance to meet the demands of the programme and any personal needs. Very useful drop-in workshops are provided for craft and building service learners in the evenings at various provider sites. These provide learners with individual support that includes developing their portfolios.

180. Learners are guided well to choose the right programme for them. Effective vocational and literacy, numeracy and language skills initial assessment accurately identifies learners' individual needs. This helps to ensure they are placed on the right programme. The few learners who require additional learning support receive this sensitively and effectively from trained staff. Induction processes ably assist learners to quickly settle into their programmes. Learners speak very well of the support they receive from staff. Learners are visited regularly and are encouraged to make contact with staff between visits or outside normal working hours if they have work-related or personal problems. Procedures for monitoring learners' punctuality and attendance are effective and supportive.

181. Construction staff are well qualified and experienced, with many being qualified training advisers and internal verifiers. Most staff have health and safety qualifications and some are qualified to teach key skills.

182. Target-setting in progress reviews is inadequate. A significant minority of reviews do not contain clear targets. Often those targets set are not specific, measurable or meaningful. Many targets that are set are assessment-related and are not connected to the job role. There are insufficient links to off-the-job or college work, and there are no medium- or long-term targets being set. Many learners are unclear about their individual learning plans and their expected date for completing the programme. Health and safety and equality of opportunity are reinforced at the reviews.

### **Leadership and management**

183. The programmes are managed well at an operational level. Effective policies and procedures are in place to manage, quality assure and improve the provision. Internal and external communications are appropriate and staff feel well informed. The promotion of equality of opportunity is satisfactory and learners' understanding is adequate. However, there are few female learners and learners from under-represented groups in the programmes. Training and development for staff is appropriate to meet their continuing professional development requirements. Very effective induction is provided for new staff. The workload of training advisers is appropriate to meet business needs and each individual's ability. Close relationships exist with subcontractors. However, the monitoring of subcontractors is insufficient at programme level. Insufficient use is made of

clear, measurable targets for subcontractors. In some colleges there is inadequate monitoring of the teaching and learning delivered by the subcontractors' staff. Internal verification processes and procedures are most effective and fully meet the awarding body's requirements. Sharing of good practice between staff is appropriate.

184. The self-assessment report contains many of the strengths and weaknesses identified by inspectors. However, the level of self-evaluation in the self-assessment report is sometimes insufficient and is not always clear, especially in the key weakness. The amount and sources of evidence are often insufficient to support judgements and some judgements in the self-assessment report are repeated.

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

Contributory areas:	Number of learners	Contributory grade
<b><i>Hairdressing</i></b>		<b>2</b>
Apprenticeships for young people	287	2
NVQ training for young people	15	2

185. Total People provides ladies' and men's hairdressing training in and around Cheshire, Merseyside, Staffordshire, Shropshire and Greater Manchester. Total People has a contract with Macclesfield and South Cheshire Colleges and a hairdressing salon group in Greater Manchester. Most vocational training takes place on the job in 125 hairdressing salons, and some off-the-job practical hairdressing training takes place in a satellite centre in Nantwich. Background knowledge training takes place at five Total People training centres. Most learners attend off-the-job training one day a month and receive the rest of their training in the workplace. There are 302 learners on hairdressing training programmes, of whom, 243 are on apprenticeships, 44 are on advanced apprenticeships and 15 are on NVQ programmes. All apprentices are employed. Seven learners are from minority ethnic groups and 31 are men. The apprenticeship programme is planned to run for 25 months and the advanced apprenticeship 24 months. There are 14 full-time and 10 part-time staff and 35 qualified work-based assessors.

***Hairdressing******Strengths***

- good achievement of the apprenticeship framework
- high standards of learners' work
- good involvement by employers in training
- good progression
- highly flexible delivery of training to meet learners' needs

***Weaknesses***

- insufficient planning to enable early achievement
- insufficient reinforcement in the use of protective clothing

**Achievement and standards**

186. Achievement on the apprenticeship framework is good. In 2003-04, 78 per cent of learners completed the full apprenticeship framework, compared with a national average of 49 per cent. In 2004-05, 66 per cent of learners completed the full apprenticeship framework, compared with a national average of 41 per cent. Of those learners who have left training since August 2005, 56 per cent have completed the framework. Current learners are making satisfactory progress and are on target to achieve their planned outcomes. The overall success rate on the advanced apprenticeship is satisfactory at 65 per cent in 2003-04 and 40 per cent in 2004-05. Thirty-one per cent of those who have left this year so far have achieved all parts of their framework. Current learners are making

satisfactory progress and are on target to achieve their planned outcomes in time.

187. The standard of learners' practical work is high. At one subcontractor, learners demonstrate particularly high levels of practical skills such as completing a high-fashion blow dry on long hair, and cutting hair to a high standard. Learners work with confidence and adopt good professional working practices. The standard of work in learners' portfolios is also good. The written work is generally well researched and well presented, with good use of images. For example, on the advanced apprenticeship, portfolios contain good photographic evidence of high-fashion colouring techniques.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	23	83	43	65	32
		timely	24	17	27	8	20
	2004-05	overall	20	65	40	40	29
		timely	13	38	28	15	20
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	45	91	62	78	49
		timely	33	15	38	9	30
	2004-05	overall	97	76	48	66	41
		timely	95	32	32	28	28
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young	2003-04	overall	3	67	46	0	0
		timely	3	33	31	0	0
	2004-05	overall	16	50	47	0	0
		timely	22	23	28	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

188. Employers have good involvement in training. Most learners have weekly training sessions with their employers, who are enthusiastic about training and understand the benefits of having qualified staff. Some employers have specialist tutors and qualified assessors who work with learners to complement the support given by the training advisers. Some employers have their own training schemes, which require learners to perform practical skills over and above the requirements of the NVQ.

189. Learners' progression is good. Many learners with Total People have progressed to higher-level qualifications. For example, one learner progressed from an apprenticeship to an advanced apprenticeship, to a level 4 NVQ and then on to the assessors' award, and is now a work-based assessor. Other learners have progressed from E2E programmes to

complete a level 2 NVQ. Total People encourages currently practising hair stylists and employers to complete advanced-level qualifications.

190. Training is highly flexible to meet the needs of learners and employers. Learners have the opportunity to complete the background knowledge element of their course in one of Total People's training centres, in local further education colleges or in the workplace. They can receive practical training in the workplace, at one training centre or in the subcontractors' premises. Training advisers plan training to suit learners' individual needs. Key skills training is also given in the workplace for those learners who require it.

191. Teaching and learning are satisfactory. Learners typically attend an off-the-job training centre once each month for background knowledge and key skills training. Accommodation is satisfactory. Training centres used for teaching background knowledge are modern, decorated and lit well and have computers with direct internet access. Total People works with a particularly good subcontractor which has six hairdressing salons in and around Greater Manchester. Thirty-five learners are employed with the subcontractor and all are trained in the subcontractor's very good training premises. The company is committed to training and learners who successfully complete the training are subsequently employed as hair stylists within the organisation.

192. Learning sessions are often tutor-centred with very little use of alternative teaching strategies or aids to enhance learning. Key skills teaching is satisfactory. In some sessions there is good individual coaching. Key skills assignments are intended to be achieved in the early part of the course and are vocationally relevant.

193. Resources for teaching background knowledge are good. Total People has recently purchased new interactive learning materials which can be accessed through the internet. Many learners have access to this material in the training centres and at home. However, at the time of the inspection, not all learners were confident in using these materials.

194. Most work placements are good. Most hairdressing salons are in prime locations that give learners the opportunity for training and assessment on a diverse range of clients. Most have modern equipment and facilities, with extensive ranges of high-quality products.

195. Assessment is satisfactory. Assessment takes place on the job, in the subcontractor's training centre and in the satellite centre, and some learners benefit from having in-salon assessors. Internal verification arrangements are satisfactory. Standardisation meetings take place and are attended by work-based assessors. External verification reports identify good assessment and verification systems.

196. Learners receive satisfactory guidance and support. Their literacy and numeracy support needs are identified at induction. Those learners who have an identified support need receive individual coaching either in the workplace or off the job at the training centres. Learners also receive good vocational and pastoral support from their tutors.

197. The range of enrichment activities is satisfactory. Total People stages a competition event for learners, and most learners benefit from in-salon specialist manufacturers' events. In the subcontracted provision, learners attend internationally recognised hair cutting courses.

## **Leadership and management**

198. Hairdressing programmes are satisfactorily managed. Staff have an appraisal each year, where their development needs are accurately identified. Staff development that meets the needs of the organisation is covered, as is specific vocational development that meets tutors' needs. The self-assessment report is generally satisfactory, although inspectors identified some strengths and weakness not identified in the self-assessment report. The report gave very little explanation or detail as to why or how strengths and weaknesses had been identified. One identified strength had no text evidence to support the judgement.

199. Training is insufficiently planned to enable learners to complete early. Learners and employers do not have long-term targets to enable them to plan NVQ completion. Learners' achievement is typically expected to occur at their funding end date. Short-term targets are set at the review process. Employers do not receive a learning plan from Total People to enable them to plan ahead or to co-ordinate the practical training given on-the-job with the content of in-salon training sessions. Employers and learners do not have enough opportunity to agree individual targets to complete the NVQ early.

200. There is insufficient reinforcement in the use of protective clothing. Standardisation meetings take place where NVQ standards and health and safety issues are discussed. However, in some practical training and assessment sessions, learners and staff do not wear the correct personal protective clothing and there is insufficient reinforcement of health and safety issues in these classes. For example, learners and staff in some lessons wear inappropriate footwear and protective clothes are not always worn when working with chemical products.



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

Contributory areas:	Number of learners	Contributory grade
<b><i>Employability training</i></b>		<b>2</b>
Entry to Employment	194	2

201. Total People has designated learning centres for its E2E provision in Crewe, Macclesfield, Burslem, Telford and Runcorn. The provision in each of the four local LSC areas is managed by an E2E co-ordinator who reports to the senior operations manager with responsibility for E2E. The co-ordinator working in the Cheshire and Warrington area manages two learning centres. Each centre also has two tutors who provide training in personal and employability skills, one work-placement officer, a tutor who specialises in teaching key skills and literacy and numeracy skills and one administrator. In addition, two tutors work across the regions. The programme follows a similar approach at all centres. This includes an induction period of up to six weeks, and training in personal development and employability skills, literacy, numeracy and key skills. Vocational and employability skills training also involves training towards nationally recognised qualifications in areas such as food hygiene, manual handling and emergency first aid. Approximately 35 per cent of the current learners attend a work placement for between one and four days a week. Some of these learners are working towards a level 1 NVQ or units of a level 2 NVQ in occupational areas such as vehicle body and paint operations, distributive operations and hairdressing.

202. Currently, 75 learners are based in the Cheshire and Warrington area in Total People's centres in Crewe and Macclesfield. Major regeneration is taking place in Crewe, which has high numbers of young people not in education and training. The borough of Macclesfield includes large rural and on the whole affluent areas that also have pockets of deprivation. Total People's contract with Greater Merseyside is to provide E2E in the Halton area, covering Widnes and Runcorn. Thirty-six learners currently attend this provision. The 29 learners attending the training centre in Burslem are from rural areas, such as Staffordshire Moorlands, as well as wards of deprivation in Stoke-on-Trent and Newcastle-under-Lyme. Typically, the centre with the highest number of learners is Telford. Many of these learners come from the rural areas of the county.

***Employability training******Strengths***

- good development of learners' self-esteem and skills
- good use of induction period
- particularly responsive and effective personal support
- wide range of stimulating learning activities and projects
- good promotion and development of E2E

***Weaknesses***

- inadequate planning to meet learners' literacy and numeracy needs

- weak target-setting

### Achievement and standards

203. Learners develop good skills and self-esteem. They develop their personal and social skills well on E2E programmes. Many learners have improved their confidence and can now work well in teams. They have also significantly improved their ability to persevere with projects and tasks until they have successfully completed them. Many learners now have greater self-esteem and are more ready to tackle personal issues. Learners also develop good employability skills and demonstrate what E2E staff term as good 'work ethics'. For example, most learners develop good self-discipline and have a good awareness of the needs of other people in the training centres and at work. Many employers providing work placements praise learners' ability to pick up new skills, follow instructions and settle into new routines quickly. A good proportion of learners now get national recognition for their development of employability skills. For example, 71 per cent of the 234 learners who have left the programme in 2005-06 have gained at least one vocationally related certificate. Although some learners achieve literacy, numeracy or key skills qualifications, other learners make slow progress in developing these skills and this is a significant barrier to employment for them.

204. Progression rates to employment, work-based learning and further education are satisfactory overall and are improving. In 2004-05, in two LSC areas, progression rates were 57 per cent and 62 per cent respectively with 58 and 178 leavers and 14 still in learning. However, in the other two LSC areas the progression rates were low at 35 per cent, but there were fewer leavers, 141 in total, with 19 learners still on the programmes. Total People is currently developing a database to collect better information about the achievement of learning objectives.

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											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	310	100	410	100	434	100										
Progression <sup>1</sup>	49	16	162	40	198	46										
Achieved objectives <sup>2</sup>	81	26	270	66	187	43										
Still in learning	176	57	66	16	13	3										

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

205. Total People's staff make good use of the induction period specified for E2E learners. They use a wide range of initial assessments and activities effectively to assess learners' abilities and development needs, and help them determine long-term career goals and progression routes. Staff select an appropriate mix of paper-based or electronic assessments, group discussions and activities involving teamwork for each week. Learners participate well in these activities and most are keen to find out about their own ways of working and to explore different options for employment and training. They receive

constructive and realistic career advice and guidance from Total People's staff, as well as from Connexions personal advisers. Learners' programmes are increasingly individualised as they progress through the induction programme and often include a very good range of work 'tasters' and job trials. Staff summarise the results of assessments effectively and work well with the learners to agree realistic long-term goals. Total People has recently developed a particularly effective scheme using index cards to provide all staff with summaries of learners' backgrounds, learning styles, prior attainment, long-term goals and additional support needs. Most staff use this information well when planning learning sessions or progress reviews.

206. Total People's staff provide E2E learners with particularly effective personal support. Tutors, co-ordinators and other staff quickly develop a very good understanding of learners' individual needs and respond promptly and effectively when learners' personal circumstances or concerns are significant barriers to their development. Staff are very sensitive in their approach, and are quick to arrange appropriate referrals when learners require specialist external support. Staff also provide good practical support such as transport to learning centres and appropriate clothing and specialist equipment for work placements. Many learners would not be able to follow their programmes without this support. Most staff keep appropriate details of the support they provide, but these records are not analysed sufficiently to identify any trends in the type of support learners require.

207. The main part of the E2E programme involves a very wide range of learning activities and projects. Most learners follow a well-designed individual programme of activities that include stimulating and interesting projects. They enjoy the challenge of taking part in activities, such as horse-riding, pottery and a one-day course on car safety, designed to deter young people from driving dangerously. Staff use a good range of resources and are particularly skilled at using these activities and other projects to help learners develop useful employability skills. For example, some learners developed basic project management skills, including how to design a marketing product, work to a fixed budget and present their findings to a formal panel of Total People's staff. Many learners also find the projects, visits to local employers or places of interests and presentations by outside speakers particularly motivating. They use the information they have collected to develop colourful and well-designed wall displays in each of the E2E learning centres. These displays provide useful and interesting information for other E2E learners. Recent displays have included raising awareness of the effects of drug and alcohol misuse, the importance of safe sex and the benefits of healthy eating. Total People's staff are particularly skilled at helping some learners find very appropriate work placements. Staff work well with employers and learners to identify interesting programmes of work-based activities. However, some learners, especially those hoping to work in the construction and motor vehicle industries, often have to wait for many weeks before they have a suitable placement.

208. The teaching of jobsearch skills is satisfactory. Many learners receive good training in interviews skills and receive useful advice on how to be more effective during job interviews. Total People provides an appropriate range of jobsearch resources, including relevant guidance on how to complete job applications and speculative letters. However, many learners spend jobsearch sessions applying for jobs or writing to employers without sufficient direction from staff. Similarly, they do not receive sufficiently detailed feedback on the quality of their jobsearch activities or opportunities to discuss why their efforts may

not have been successful.

209. The literacy and numeracy aspects of the E2E curriculum are inadequately planned at most centres. Learning activities to develop learners' literacy and numeracy skills are based too much on short-term priorities. They are not sufficiently linked to each learner's main E2E learning objectives or other aspects of their programmes. For example, too few learners receive additional support on their work placements. Similarly, support plans focus too much on the achievement of literacy and numeracy qualifications and do not sufficiently identify the skills that learners need to develop to improve their employability. Most learners do not receive sufficient information about their current levels of ability in literacy and numeracy or the levels of the qualifications they are taking. Although some literacy and numeracy projects are planned well and include good explanations of concepts and skills, too much teaching relies on the over-use of worksheets. Some tutors prompt learners too much during learning activities and do not assess learners' understanding of the skills they are using, or provide sufficiently detailed feedback on their progress. Many learners make slow progress. They do not receive sufficient opportunities to work on their literacy, numeracy or key skills each week. Planned literacy and numeracy project work and activities are sometimes disrupted by arrangements for learners to take part in short courses leading to qualifications. Total People partly identified this weakness, and its development plan for E2E includes some appropriate action to improve this aspect of the programme.

210. Target-setting is weak. Most learners identify a realistic and relevant long-term progression goal to work towards while on E2E. However, most of the other target-setting on E2E is weak. Staff do not set a clear end date when agreeing an E2E programme with each learner. Many E2E Passports indicate a length of programme of between nine and 18 months, which is significantly longer than the average length of programme of 22 weeks. Many of the other targets in the E2E passports are not sufficiently linked to help learners achieve their main progression goal. Passports list a satisfactory range of projects or qualifications. However, but they do not sufficiently identify the areas of work learners need to complete to achieve their key objectives. Some members of staff do not use the reviews well enough to help learners know what they need to do to tackle the next steps in their development. Many of the targets in reviews are simply a list of activities and do not provide learners with sufficient guidance for their development. Total People has identified that target-setting needs to be improved and has recently introduced new procedures to effectively identify and share good practice.

### **Leadership and management**

211. Total People promotes E2E programmes well to its learners, staff and partners. In particular, it promotes the requirement for learners to progress from E2E into sustained employment, apprenticeships or further education. Managers have developed very good links with partners to develop E2E. These partners include members of Connexions teams and the local LSCs. Managers participate well in national and local E2E development projects, and contribute well to E2E steering groups and networks. In particular, they have recently shared good practice with other providers and have been successful in attracting some learners from rural areas.

212. Total People is successful in its continuous development of E2E. The structure for meetings is very good. Work-placement officers, tutors and centre staff meet each month. These meetings are used very well to monitor each learner's progress and personal

circumstances, standardise assessments and share ideas. Staff have found good alternatives to using a standard questionnaire. They have been successful in motivating learners to reflect on their experiences and share their views, using posters in one of their canteens, weekly focus groups and a diary room similar to the one used in a reality television programme. Staff have used this information effectively to improve many of the practical arrangements for E2E.

213. Staff see the self-assessment process as a significant tool in evaluating the programme. However, inspectors' judgements matched few of the strengths and weaknesses identified in the recent self-assessment report.

214. A range of data is collected and regular reports are produced. However, there is limited analysis to identify trends in achievement of qualifications and personal objectives, attendance rates, early leavers, and learners on placements.

215. Many aspects of E2E are managed well. Staff have a good range of experience and expertise and participate well in Total People's staff development programme. However, the company has identified the lack of expertise in teaching literacy and numeracy in most centres and is currently implementing its plan for training staff.

216. The promotion of equality of opportunity in E2E is satisfactory. Learners are supported well to help them achieve their goals and staff are effective in reinforcing appropriate standards of behaviour. However, employers' practices in equality of opportunity are not routinely checked. The monitoring of equality of opportunity during reviews is often not sufficient and equality and diversity are not sufficiently integrated with some aspects of the E2E curriculum. The promotion and monitoring of equality of opportunity is not explored sufficiently at team meetings. Total People does not provide adequate access to all facilities at the learning centres at Crewe and Burslem for people with restricted mobility, although alternative arrangements are made when required.

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

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Accounting and finance</i></b>		<b><i>1</i></b>
Apprenticeships for young people	143	1
NVQ training for young people	91	1
<b><i>Administration</i></b>		<b><i>2</i></b>
Apprenticeships for young people	88	2
<b><i>Customer service</i></b>		<b><i>2</i></b>
Apprenticeships for young people	86	2

217. Total People has 234 accounting and finance learners, of whom 71 are apprentices, 72 are advanced apprentices, one is a level 3 NVQ learner and 90 are level 4 learners. One hundred and sixty-one of the learners are women. All advanced apprentices are employed. Four of the apprentices are on placements and are financially supported through a training allowance. Learners can join the programme at any time during the year and there is a new level 4 entry in January each year which provides a six-month programme. Learners are employed within approximately 200 employers across three counties, ranging from large companies, including public service organisations, to smaller local employers. There are nine full-time members of staff who assess and support the learners in the workplace. All background knowledge training for the accounting qualification is delivered by 17 colleges and two training providers. Three of the local colleges and the two training providers have most of the learners. There are several delivery models including evening, day-release, modular and fast track-training. Revision sessions are available to learners at a variety of venues at various times in the day. Total People's assessors visit the learners every four to six weeks in the workplace to carry out assessments. They also conduct progress reviews every 10 weeks. Key skills training and support is provided by the assessors in the workplace. External tests can be taken at one of the eight Total People training centres or in the workplace, depending on learners' and employers' requirements. A separate key skills portfolio is generated by learners.

218. There are 54 apprentices and 34 advanced apprentices in business administration. Sixty-four are women. All advanced apprentices are employed. Thirty-five of the apprentices are on placements financially supported through a training allowance. Learners work at approximately 80 employers across three counties, ranging from public service organisations to small to medium-sized businesses. There are seven full-time members of staff who train and assess the learners for all components of their framework. Background knowledge training is delivered in a variety of ways, including off-the-job training sessions in one of four of the eight Total People centres, individual training in the workplace and by electronic distance learning. For advanced apprentices there is a study pack that has been designed for use in the workplace. Assessors visit the learners every four to six weeks in the workplace and also conduct progress reviews every eight to 10 weeks. Key skills training and support is provided by a specialist team called the Functional Skills Team and can be taken as a block of training off the job, as part of the administration background knowledge training or as individual training in the workplace. All learners are required to attend one of the centres for exam preparation and external assessments for key skills qualifications. External assessments are also available in the



workplace. Further training and qualifications are taken by learners through the learndirect centre in Middlewich.

219. There are 12 apprentices and 74 advanced apprentices in customer service. Fifty-one are women. All apprentices are employed. Learners are employed within approximately 200 employers across three counties, ranging from large companies that collectively employ around 50 per cent of the current learners to smaller, local employers that generally have between one or two learners at any one time. There are six full-time members of staff who train and assess the learners for all components of their framework. Background knowledge training is delivered within the first six months of learners starting their programme, through on-the-job training using study packs and open learning knowledge packs. Assessors visit the learners every four to six weeks in the workplace and also conduct progress reviews every 10 weeks. Key skills training and support is provided by a specialist team for learners identified as below level 1. All other learners are supported by their assessor. All key skills and technical certificate training and development is through individual training in the workplace. External tests for key skills can be taken at any one of the eight Total People centres or in the workplace, depending on learners' and employers' requirements. External tests for the technical certificate can be taken at one of three Total People centres. Assessment for key skills is through customer service vocational projects.

### ***Accounting and finance***

#### *Strengths*

- high framework achievement
- high success rates on level 4 NVQ
- very high standard of learners' work
- good progression to professional qualifications
- highly flexible programmes

#### *Weaknesses*

- inadequate monitoring of the quality of subcontractors

### **Achievement and standards**

220. The overall success rate for advanced apprenticeships in 2004-05 was 64 per cent, which is 15 per cent higher than the national average. Of those learners who have left training since August 2005, 74 per cent have completed all parts of their framework. The overall success rate for the apprenticeship was 83 per cent in 2003-04, but fell to 58 per cent in 2004-05. Seventy-three per cent of learners leaving since August 2005 have completed the framework. The success rate for recent key skills examinations in communication and application of number is 92 per cent.

221. NVQ success rates are high. Thirty-eight per cent of current learners are on level 4 NVQ programmes. The level 4 NVQ success rate in 2003-04 was higher than the national average, at 86 per cent, but fell to 74 per cent in 2004-05. Eighty per cent of learners who have left training this year have achieved their qualification. Current learners are progressing well with their qualifications.

## TOTAL PEOPLE LIMITED

222. Learners' work is of a high standard and is well presented. Learners' portfolios are well organised and contain a wide range of good workplace evidence. Very good use is made of workplace evidence that, in the best examples, extends across all units within the accounting NVQ. The level 4 projects are extremely well constructed and relevant to job roles, with input from workplace supervisors. Many of the projects have prompted learners to suggest improvements to systems in their workplace.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	25	88	59	40	47
		timely	22	77	46	45	37
	2004-05	overall	42	86	59	64	49
		timely	47	77	49	57	41
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	29	97	57	83	47
		timely	33	76	37	64	30
	2004-05	overall	67	64	65	58	57
		timely	84	35	42	31	37
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	22	86	70	0	0
		timely	24	58	54	0	0
	2004-05	overall	38	74	74	0	0
		timely	39	64	55	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

223. A high proportion of learners progress onto professional qualifications after successfully completing their advanced apprenticeship. Sixty-six per cent of the level 4 learners from 2004-05 progressed onto professional qualifications. Most learners on level 3 programmes successfully completed their level 2 qualification with Total People. Most level 4 learners were previously advanced apprentices. Four former E2E learners are taking accounting apprenticeships and are progressing very well.

224. The programmes are highly flexible. The accounting programme is available in several different models, which enables the learners and their employers to choose the most convenient venue and attendance to suit their personal and business needs. Learners can attend a wide range of colleges for day-release, afternoon or evening sessions. Learners taking the level 4 qualifications are offered additional masterclasses,



revision sessions and project guidance sessions. All learners are supplied with current textbooks. There is very good support for learners in the workplace and through the subcontractors. Learners are able to join the programme at any time of the year and the training adviser commences workplace assessment with the learner as soon as possible between college terms.

225. Delivery of the background knowledge for the technical certificate is satisfactory. Total People works with 19 subcontractors that deliver the training for level 2 and level 3 accounting programmes, with some delivery by Total People for the level 4 accounting programme. The additional level 4 guidance sessions are extremely beneficial to the learners and workplace supervisors in setting the context for project work. Targets are negotiated around workplace commitments and learners are challenged to demonstrate their full understanding of systems in line with regulations and assessment of the risk of fraud. Off-the-job assessment is carried out by the subcontractors and supported by frequent workplace assessment. Training advisers assist learners in collecting evidence in the workplace. Learners and their employers receive regular feedback on progress and achievements. Some colleges also provide a written progress report.

226. A wide range of employers offer appropriate job roles that are well matched to the requirements of the qualification. Total People has good relationships with employers, having worked with many over several years. Most employers give learners time to work on their qualification and are very supportive of the time they require to attend college or one of the training centres for external tests. The jobs provide learners with opportunities to collect good-quality evidence. All level 4 learners use their project to further develop accounting systems within their companies. Many of the learners have been promoted during their time in training.

227. Literacy, numeracy and language support is satisfactory. Learners with additional support needs receive effective individual support from an accounting-qualified training adviser and more frequent workplace visits. Where more specialised support is required, this is purchased by Total People. Total People has provided one learner who is profoundly deaf with a sign language interpreter for workplace assessment and another at the college to support the learner during training sessions. Vocational and key skills initial assessment is satisfactory. However, many learners with full exemptions from key skills qualifications do not automatically receive a literacy and numeracy skills assessment by Total People. Some colleges also carry out a key skills initial assessment with learners but the results are not shared with Total People.

228. Progress reviews are generally satisfactory but vary in their effectiveness. The better examples include long-term target-setting but others focus solely on planning the next assessment. Some employers are not fully involved in formal reviews. This weakness is identified in the self-assessment report.

## **Leadership and management**

229. The quality assurance arrangements for monitoring the quality of subcontractors are inadequate. Much of the quality assurance is conducted through personal relationships with subcontractors rather than systematic, thorough monitoring of the contract. There are different arrangements for those subcontractors with fewer learners, which are not as thorough as those for the main subcontractors. The provider's self-assessment report does not include the views of subcontractors, and quality improvement plans do not include

any targets for subcontractors to improve their delivery.

230. Total People has extremely productive links with the main subcontractors. In one case a subcontractor's ability to deliver the accounting qualifications was developed with the assistance of Total People. Total People helped train the subcontractor's assessors and internal verifiers, and assisted with implementing new procedures for teaching and assessment. Total People's staff attend subcontractors' standardisation meetings. Training advisers are in regular communication with the college tutors and receive continual information on learners' progress and achievements. There is prompt reporting of non-attendance at teaching sessions.

231. Internal verification is conducted by each of the subcontractors. The verification programme co-ordinator is also a nominated internal verifier for many of the colleges and providers and reports back to Total People on activity within the providers.

232. Monitoring of learners' understanding of equality of opportunity in the workplace is insufficient. The questions used in reviews are difficult to understand and are not always applied.

### **Administration**

#### *Strengths*

- good qualification achievement
- good vocational skills development
- highly flexible programme
- very good working relationships with employers

#### *Weaknesses*

- insufficiently challenging targets to enable early achievement
- insufficient use of employers' in-company training

### **Achievement and standards**

233. Qualification success rates are good. The overall success rate for 2004-05 on advanced apprenticeships was 43 per cent, 9 per cent above the national average. Eighty-three per cent of advanced apprentices who have left training in the 11 months before the inspection completed all parts of their framework. The overall success rate for apprenticeships in 2004-05 was 56 per cent, 8 per cent higher than the national average. Sixty-five per cent of apprentices who have left training in the 11 months before the inspection completed all parts of their framework. Achievement rates for recent technical certificates at levels 2 and 3 are 100 per cent.

234. Learners develop good vocational skills. Many learners have been promoted following successful completion of their apprenticeships. In one company, more experienced learners are mentors to newer members of staff. Learners achieve a range of additional qualifications with a high proportion gaining distinction passes on word-processing courses. The standard of learners' work is good. Attendance at off-the-job training is good. Many of the current advanced apprentices have progressed from level 2 programmes and some have done other qualifications with Total People.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	16	56	49	50	28
		timely	15	27	30	20	16
	2004-05	overall	28	68	51	43	34
		timely	33	52	34	33	22
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	44	70	54	48	41
		timely	46	33	24	17	18
	2004-05	overall	61	69	57	56	48
		timely	50	34	33	22	28
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young	2003-04	overall	1	100	40	0	0
		timely	2	50	29	0	0
	2004-05	overall	4	75	52	0	0
		timely	3	0	41	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

235. Many learners are not effectively set challenging targets. Many of the learners have a significant amount of evidence and other qualifications they are using towards their administration framework which could reduce the amount of time needed for them to complete the programme. Most anticipated completion dates on individual learning plans are identical and are not realistic for all learners. Many of the targets set at progress reviews do not refer to those on individual learning plans. Some learners are making slow progress and feel little urgency to complete more quickly.

236. Administration programmes are highly flexible to meet the needs of employers. The training programme is well structured and delivered in good-quality training rooms at Total People's training centres. In addition to the background knowledge for the technical certificate and key skills qualifications, learners may take health and safety training and accredited word-processing qualifications. Attendance at off-the-job training is agreed with learners at the start of their programme. If learners cannot attend one of the training centres, they can receive training in the workplace from their training adviser.

237. There are very good working relationships with employers. Workplace supervisors are extremely supportive, and in some cases are former learners of Total People. Some larger employers employ apprenticeship co-ordinators and ensure that their line managers are trained in how to support apprentices. Other employers have set up internal mentoring systems. Dedicated time is given to the learners to meet with their training

adviser. Many of the employers include progress towards the apprenticeship within their company appraisal and performance review processes for learners. One employer is attending an event with staff from Connexions and Total People to promote careers in administration.

238. Literacy, numeracy and language support is satisfactory. A formal initial assessment of literacy and numeracy skills is only completed if learners are not exempted from key skills through prior qualifications. Additional learning support is provided to learners by the specialist functional skills team. Learners attend training sessions in the provider's training centres or receive individual support in the workplace. There is good informal communication between functional skills specialists and training advisers.

239. Progress reviews are satisfactory and include a review of all parts of the framework. Specific, timebound targets are often set which are negotiated with the learner and their line manager. However, in poorer reviews the actions are too general, such as 'continue to gather evidence', and dates for completion of work are inadequate. The individual learning plan is rarely referred to in progress reviews.

240. Assessment is satisfactory. Training advisers use a good range of assessment methods. Learners are strongly encouraged to develop their understanding of their job role by the evidence they present for their NVQ and key skills qualifications. Key skills projects are vocationally relevant. At each assessment visit, learners are set short-term targets for their next assessment and the training adviser provides good verbal feedback to their line managers.

241. Learners have access to an adequate variety of learning resources, both within their workplace and from Total People, such as laptop computers, study packs, DVDs, and may access learndirect programmes through the training centres. The provider's staff have developed good-quality learning materials.

242. Insufficient use is made of employers' training for framework evidence. Many of the companies that Total People works with are large and well established. They have their own training programmes which in many cases are relevant to the background knowledge for the NVQ. Training advisers are aware of these programmes and record the learners' attendance. However, they do not systematically plan for this training or use any of it as evidence towards the apprenticeship.

### **Leadership and management**

243. This area is effectively managed by a verification programme co-ordinator who reports to the senior operations manager. There are regular meetings between the verification programme co-ordinator and training advisers. The progress of each learner is discussed. Any identified issues are dealt with promptly and are followed up at the next meeting. Each verification programme co-ordinator regularly provides updates of learners' progress to the senior operations manager. Data is plentiful and is generally used to monitor performance and success against the contract profiles. However, there is little analysis to identify trends in achievement. Self-assessment is conducted annually, with a formal review of the quality improvement plans every six months.

244. Internal verification is satisfactory. It includes a range of sampling activities which cover learners' and employers' interviews in the workplace. The verification programme

co-ordinator also interviews learners' interviews in the workplace to collect useful feedback.

245. Total People has successfully implemented strategies to improve success rates, including the development of study packs and the off-the-job training schedule. There is a thorough staff induction and appraisal process and a very extensive range of staff development and continuous professional development activities. Learners have a sound understanding of equality of opportunity.

### ***Customer service***

#### *Strengths*

- good vocational skills development
- highly flexible programme
- very good working relationships with employers

#### *Weaknesses*

- insufficient use of employers' in-company training

### **Achievement and standards**

246. Learners are developing good vocational skills. Many learners take several qualifications while with Total People, including call handling and business administration. Learners' portfolios are of a good standard with a wide range of evidence. Many learners are using their qualifications to develop new procedures and practices for the workplace. Employers are very positive about the contribution that the qualifications are making to the development of the learners and towards their business. There are many examples of learners using their newly developed skills in training their peers and in creating new systems.

247. The success rates for advanced apprenticeships are satisfactory. The overall success rate for 2003-04 was 54 per cent, compared with a national average of 23 per cent. For 2004-05 the success rate fell to 40 per cent, but this is still higher than the national average. Of those learners who have left training this year, 63 per cent have achieved the framework.

248. The 2004-05 overall success rate for apprenticeships was satisfactory at 41 per cent, compared with the national average of 41 per cent. In 2003-04, the framework achievement rate was 45 per cent, 13 per cent higher than the national average. Of those learners who have left training this year, 58 per cent have achieved the framework.

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Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	26	85	41	54	23
		timely	22	41	27	18	14
	2004-05	overall	53	72	40	40	25
		timely	56	54	30	30	18
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
Apprenticeships	2003-04	overall	20	65	46	45	32
		timely	25	28	24	16	16
	2004-05	overall	56	54	54	41	41
		timely	54	39	36	24	17
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0
NVQ training for young people	2003-04	overall	3	100	55	0	0
		timely	3	33	44	0	0
	2004-05	overall	2	0	59	0	0
		timely	4	0	48	0	0
	2005-06	overall	*	*	*	*	*
		timely	0	0	0	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

\* indicates unreliable data.

### The quality of provision

249. The programmes are highly flexible to meet the needs of employers and learners. Background knowledge training for the technical certificate is carried out in the workplace on an individual basis or in groups where there are sufficient learners. The training is supported through learning materials developed by Total People. Learners enjoy this method of study and are also able to take their external assessments in the workplace if they choose.

250. There are very good working relationships with employers. The line managers are extremely supportive of learning and in some cases are former learners of Total People. In one employer, a whole team of staff, including the supervisor, is taking an advanced apprenticeship. Dedicated time is given to the learners to meet with their training adviser away from their work areas. The managers are keen for the learners to complete a range of qualifications to expand the quality of the skills that the learners bring to their work. In many cases, the customer service learners have also completed a contact centre qualification. Some line managers have also been trained by Total People as work-based assessors. They act as mentors for the learners that are being assessed by Total People's staff.

251. There is satisfactory provision for literacy, numeracy and language support. A formal

initial assessment of literacy and numeracy skills is only completed if learners are not exempted from key skills through prior qualifications. Additional learning support is provided to learners by the specialist functional skills team. Learners attend additional training sessions in the provider's training centres or receive individual support in the workplace. There is good informal communication between functional skills specialists and the training adviser.

252. Progress reviews are satisfactory. Tight, timebound targets are often set which are negotiated with the learner and their line manager. In poorer reviews, the actions are general such as 'continue to gather evidence'. The individual learning plan is rarely referred to in progress reviews.

253. Assessment is satisfactory. Training advisers use a good range of assessment methods. Learners are strongly encouraged to develop their understanding of their job role by the evidence they present for their NVQ and key skills qualifications. The key skills projects are vocationally relevant. At each assessment visit, learners are set short-term targets for their next assessment and the training adviser provides verbal feedback to their line managers.

255. Learners have access to an adequate variety of learning resources, both within their workplace and from Total People, such as laptop computers, study packs, DVDs and the ability to access learndirect through the training centres. The provider's staff have developed some good-quality learning materials.

255. Insufficient use is made of employers' training for framework evidence. Many of the companies that Total People works with are large and well established. They have their own training programmes which in many cases are relevant to the background knowledge of the NVQ. Training advisers are aware of these programmes and record the learners' attendance. However, they do not systematically plan for this training or use any of it as evidence towards the apprenticeship.

## **Leadership and management**

256. This area is effectively managed by the verification programme co-ordinator who reports to the senior operations manager. There are regular meetings between the verification programme co-ordinator and training advisers. Discussions focus on the progress of each learner. Any identified issues are dealt with promptly and are followed up at the next meeting. The verification programme co-ordinator regularly provides updates about progress and successes to the senior operations manager. Data is plentiful and is adequately used to monitor performance against the contract profiles. However, too little use is made of data to monitor the quality of teaching and learning in the workplace and learners' experiences.

257. Internal verification is satisfactory, including a range of appropriate sampling activities which include learners' and employers' questionnaires delivered in the workplace. Strategies have been successfully implemented to improve the success rates and the timeliness of achievement, to the extent that the one weakness in the self-assessment report has now been fully rectified.

258. Staff have a thorough induction and appraisal process and a very extensive range of staff development and continuous professional development activities. Learners have a



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sound understanding of equality of opportunity which is reinforced by their employers and through the progress review. In one company the learners have to take a monthly test on a variety of regulatory topics, equality of opportunity being one.



