

# INSPECTION REPORT

## **Edge Hill Enterprises Limited**

**24 February 2006**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

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

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learn**direct provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.
- adult information, advice and guidance services (**nextstep**)

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

## Pre-inspection analysis

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

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

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

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

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

## Overall effectiveness

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

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

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

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

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

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

## Grading

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

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

# **INSPECTION REPORT**

## **Edge Hill Enterprises Limited**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Edge Hill Enterprises Limited (EHE) is a wholly owned subsidiary of Edge Hill College of Higher Education (the college). It was established in 1992 and has an international operations division, a conferencing sales division and a business and commercial services division. The business and commercial services division was formed in 2001 and offers a range of education and training business activities to meet specific business requirements. In addition, it develops the commercial and vocational educational interests of the college on a regional and national basis.

2. The business and commercial services division offers professional development and training consultancy, and leadership and management development programmes, from vocational level 2 awards to post graduate provision, delivered through the college's management centre. Learners can join at any point in the year. It also offers Employer Training Pilot (ETP) programmes in team leading and information and communications technology (ICT), including an examination-based qualification in information technology (IT). Courses are targeted to raise the standards of occupational competence and skills of individuals working within the Merseyside and Lancashire area.

### OVERALL EFFECTIVENESS

**Grade 4**

3. **The overall effectiveness of the provision is inadequate.** Leadership and management are inadequate, as are EHE's arrangements for quality improvement. Equality of opportunity is satisfactory. Provision is inadequate in ICT, but satisfactory in business administration and law.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** EHE's current self-assessment report is the first that it has produced. Although the process does not fully include all of the key stakeholders, the report was developed by the programme managers as a team. The final report is not critical enough and does not identify the weaknesses identified at inspection.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** EHE is aware that the main area of concern is management of the subcontracted provision. Actions are underway to remedy this but are not yet fully in place. The subcontractor, Westgate Interactive (WI) ceased trading the day before inspectors arrived. However, sufficient documentary evidence was available to illustrate the recent communications between EHE and WI. These communications and the actions already taken by EHE indicate sufficient capacity to make further improvements.

### KEY CHALLENGES FOR EDGE HILL ENTERPRISES LIMITED:

- develop clarity regarding roles and responsibilities of all stakeholders in the ETP programmes
- develop a more rigorous and effective quality assurance system

- increase the focus and attention on monitoring the quality of the provision

## GRADES

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

Leadership and management		4
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

Information and communications technology			4
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		4	
Employer training pilot	72	4	

Business administration and law			3
Contributory areas:	Number of learners	Contributory grade	
<i>Business management</i>		3	
Employer training pilot	17	3	

## ABOUT THE INSPECTION

6. EHE is a new Learning and Skills Council (LSC) contract holder offering ETP programmes to employers in the local area. Although EHE's original contract bid did not include ICT, the broker requested EHE to take over some already established provision by way of a subcontracted arrangement. This area now represents the bulk of the ETP programme at EHE. WI closed down the business the day before the inspection began. Not all learners' files and records were available to inspectors. However, some learners and employers involved in the subcontracted provision were interviewed as part of the inspection. The smaller area of learning consisted of 17 learners following a team leaders award accredited by a management institute. Plans are in place to deliver a classroom assistants qualification, but at the time of the inspection no learners had been recruited.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	10
Number of staff interviewed	15
Number of employers interviewed	3
Number of locations/sites/learning centres visited	7
Number of partners/external agencies interviewed	2

## KEY FINDINGS

### Achievements and standards

7. **The success rate on the team leadership qualification is good.** The overall success rate for learners in 2004-05 was 63 per cent, and the retention rate was very high at above 90 per cent.

8. **The achievement rate on the examination-based qualification in IT is very poor.** Only eight of the 95 learners starting in 2004-05 achieved the whole qualification. **Learners make slow progress towards the qualification.**

### The quality of provision

9. No teaching or delivery of training was available for observation in either area of learning during the inspection period.

10. WI, the subcontractor providing training for the examination-based qualification in IT, ceased training the day before the inspection started. Inspectors were unable to access the training premises or any of the resources and records kept there.

11. **Learners on the team leaders' programme are highly motivated.** Virtually all learners are adults returning to learning after a long break and many were initially lacking in confidence to study. Through careful support from their tutor, learners are now confident

and self-assured.

12. The standard of learners' work on the team leaders' award is satisfactory. Attendance rates are high and learners enjoy these sessions.

13. **Team leadership learners receive good subject support from their tutor.** The tutor works hard to ensure that all learners have a full understanding of the programme and support is provided through e-mail contact between weekly training sessions. Training sessions are well regarded by learners, who give positive feedback on these sessions.

14. Resources for both areas of learning are satisfactory, although some physical resources at WI were unavailable for inspection.

15. **Initial assessment of team leadership learners is inadequate.** One intake of learners was offered initial assessment by the broker part-way through the programme but the information was not shared with the tutor from EHE. The second intake of learners underwent an initial assessment conducted by EHE but this also did not take place until after the learners had started their programme.

16. EHE does not have systematic arrangements for follow-up of literacy and numeracy support where it is identified as a need. It has no effective arrangements in place to provide literacy, numeracy and language skills support.

17. **The arrangements for learners' progress reviews and target-setting are poor.** There is no formal review system and no systematic target-setting for learners.

18. Trainers on the examination-based qualification in IT do not record or use short-, medium- or long-term targets for learners. Individual learning plans do not record the planned attendance pattern or the planned completion dates for modules.

19. Tutors on team leadership programmes do not maintain adequate records to indicate how programmes meet the individual and occupational needs of the learners. **Insufficient focus is placed on learners' individual needs. Learners have no individual learning plans and teaching is not sufficiently differentiated.**

### **Leadership and management**

20. Management of the team leaders' qualification is satisfactory. Regular standardisation meetings take place and ensure a consistent approach across the provision. Regular assessment takes place in the workplace and is subject to a satisfactory verification process.

21. **Employers' involvement is inadequate on the examination-based qualification in IT.** Although enthusiastic about the programme, learners are not always allowed time during their working hours to complete the programme, despite the ability to claim a wage subsidy. Employers do not plan or monitor the attendance at the training.

22. EHE's strategic and general business planning is satisfactory, although ETP provision started after the creation of the current plan and is not included. A satisfactory development plan covers the ETP provision.

23. The communication process within the small management team is satisfactory. Regular

team meetings are held and adequate minutes are taken. Managers produce monthly reports on their areas of responsibility.

**24. The board of directors do not adequately oversee the ETP provision.** Although quarterly reports are provided, these contain little useful information to indicate how well the areas are performing. Little reference is made to key performance indicators and no data is provided to illustrate the strengths or weaknesses of performance.

**25. Managers make poor use of management information to monitor and measure performance in each area.** Detailed monitoring of learners' progress is not maintained in a routine manner. No analysis of learners by gender, ethnicity and disability is carried out.

**26. EHE's management of WI is poor.** No formal process is in place to monitor or quality assure the performance of WI's staff.

**27.** Procedures for recruiting learners onto the ETP programmes are not always correctly followed. Some learners start before official approval and others are enrolled, who already hold qualifications at level 2 or above.

**28.** Equality of opportunity is satisfactory. An appropriate policy for the whole institution is in place and staff have a satisfactory understanding of how to implement it. Trainers and staff raise and discuss issues with learners. Equality is covered during the learners' induction on the team leaders' award. However, not all learners are aware of their rights to time off from work to complete their programmes.

**29.** Internal verification is satisfactory and was effective in identifying non-compliance by WI. EHE took effective and prompt actions to remedy the faults identified in this area.

**30. EHE's quality assurance of the ETP provision is inadequate.** EHE has inadequate systems in place to monitor and evaluate fully the learners' experience in the subcontracted provision. No process is in place to observe and check the quality of delivery at WI. No feedback systems are in place to gather information from either the learners or their employers.

**31.** The self-assessment process is new and EHE's current self-assessment report is the first that the company has produced. All managers at EHE contributed to the self-assessment, but no other stakeholders such as learners, employers or WI were involved.

## Leadership and management

### Strengths

- no significant strengths identified

### Weaknesses

- inadequate oversight of the ETP programme by directors
- poor use of data to support management decisions
- poor management of subcontracted provision
- inadequate quality assurance

## **Information and communications technology**

### ***ICT for users***

***Grade 4***

#### *Strengths*

- no significant strengths identified

#### *Weaknesses*

- very poor achievement rates
- slow progress towards achievement
- inadequate involvement by employers

## **Business administration and law**

### ***Business management***

***Grade 3***

#### *Strengths*

- good success rate
- highly motivated learners
- good subject support for learners

#### *Weaknesses*

- inadequate initial assessment of learners
- insufficient focus on learners' individual needs
- poor arrangements for progress reviews and target-setting

## **WHAT LEARNERS LIKE ABOUT EDGE HILL ENTERPRISES LIMITED:**

- the choice to work at their own pace
- 'I can now use a computer to search and buy things on the internet'
- discovering new things the software can do
- the help, guidance and support from the tutor
- 'how useful the course has been for my job'

## **WHAT LEARNERS THINK EDGE HILL ENTERPRISES LIMITED COULD IMPROVE:**

- access to the training resources at more times of the day
- the feedback on exams taken
- the amount of advice and guidance provided on this and other courses
- the provision of fixed times for attendance and finishing requirements

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- no significant strengths identified

#### Weaknesses

- inadequate oversight of the ETP programme by directors
- poor use of data to support management decisions
- poor management of subcontracted provision
- inadequate quality assurance

32. EHE's strategic direction and general business planning are satisfactory. The current strategy and business plans cover the period from 2002 to 2006. Because of this and the fact that the ETP contract was only started in 2004, the ETP provision is not included in these plans. The plans are clear in reflecting a vision for the role and purpose of EHE in meeting both local needs and the college's developments.

33. Within the small management team at EHE, the communication processes are satisfactory. Regular team meetings take place, and adequate minutes are kept of the discussion and decisions made. Managers produce monthly reports on their area of responsibility. A consolidated version of these is produced in the form of a quarterly report for the board of directors. As a small team manages all the provision, much of the communication is informal and unrecorded.

34. The board of directors do not maintain an adequate oversight of the performance of the programmes in the ETP provision. Managers provide regular quarterly reports to the board but these do not sufficiently identify and separate the main constituent areas of EHE's work. The reports do not refer to key performance indicators or relate the company's performance with regard to targets set. The reports contain no data on progress and do not monitor achievement of key performance indicator targets such as recruitment, retention or achievement rates. The board provides no formal feedback on progress or actions to rectify or improve EHE's performance.

35. EHE makes poor use of data to support management decisions and to monitor the programmes effectively. Some data is recorded on spreadsheets. However, managers do not systematically analyse this data to monitor the performance of the programme or to identify key issues affecting learners' achievement of qualifications. Programme managers do not carry out detailed monitoring of learners' progress. Staff do not sufficiently monitor data regarding the gender, ethnicity and disability of learners to inform managers of trends or issues specific to identified groups. EHE has no systems to record and analyse data systematically regarding starts, leavers and achievers. Some staff lack clarity regarding the definition of what constitutes a completer or an achiever. Staff do not use data to identify or monitor trends in performance. Key performance indicators are not identified or evaluated to measure performance against set targets. Data is not used to support management decisions.

36. EHE provides poor management of the subcontracted provision. The subcontracted provision of the examination-based qualification in IT constitutes the bulk of the ETP programme, with 74 current learners compared with 17 on the team leaders' programme. EHE has a detailed contract in place with WI, but this does not sufficiently enforce this to manage the provision adequately. The subcontractor has no formal process reviews to assure the quality of the training provision. WI is not required to report details to EHE in a way that inform EHE clearly of progress or problems with the programme.

37. ETP procedures for recruiting and enrolling learners not always correctly followed. Some learners start the programme before gaining official approval. Some enrolled learners are ineligible as they already hold qualification at or above level 2. No records are available indicating the rigour of employers' training needs analysis and how the programmes meet learners' and employers' requirement.

38. EHE has been aware of some of these problems and is in the process of taking effective actions to bring the provision into direct control and delivery. The subcontractor was not available to meet with inspectors, having closed its operation the day before inspectors arrived.

### **Equality of opportunity**

### **Contributory grade 3**

39. The policies and procedures covering equality of opportunity are satisfactory. A college policy is in place and sets out appropriately the core values to which EHE conforms. EHE has fully adopted and implemented all relevant external policies and procedures. Because of the nature of the ETP programme, EHE has no direct control on the learners' recruitment process. This is largely handled by the broker. However, EHE is establishing training venues specifically to enable and promote access to learners from known areas of high social deprivation.

40. Trainers and EHE's staff raise issues of equality of opportunity and discuss these with the learners at appropriate times in the programmes. Learners state they are more aware of their workplace responsibilities and rights.

41. Equality of opportunity is covered during the induction for the team leaders' award. However, not all learners are fully aware of their rights with regard to funded opportunities for them to complete the training in work time. Inspectors did not gain access to the subcontractors' files regarding learners' induction.

### **Quality improvement**

### **Contributory grade 4**

42. EHE has a satisfactory range of quality policies and procedures which relate to ISO 9001, an international quality assurance standard. EHE is approved to ISO 9001 standards. External staff complete regular process audits which are effective at covering the ISO standards. Reports provide feedback on compliance and include detailed action points, which are followed up. All staff receive training on the ISO standards.

43. Internal verification is satisfactory and meets all of the awarding bodies' requirements. The process was effective in identifying non-compliance by a subcontractor regarding assessment and invigilation of tests. Effective and prompt actions have remedied the fault. Observation of assessment practice includes effective feedback. Teaching observation also takes place on the team leaders' award.

44. The quality assurance of the ETP provision is inadequate. EHE has inadequate systems to monitor the learners' experience at the subcontracted provision. No processes are in place for the observation of teaching delivered by the training staff. EHE has no processes to gather formal feedback from learners or employers to bring about improvement in the provision. The self-assessment process does not involve all of the key stakeholders. The self-assessment report does not include enough evaluative statements and does not give sufficient attention to the learners' experience. The development and action plans do not focus on the learners' experience. Staff do not monitor learners' progress using regular reviews.

## AREAS OF LEARNING

### Information and communications technology

**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i> Employer training pilot	72	<b>4</b> 4

45. EHE currently has 72 ETP learners following a level 2 examination-based qualification in IT. An ETP broker recruits learners throughout the year. EHE is the ETP contract holder with the LSC. The broker acts as a link between local employers, the LSC and EHE. A local provider is subcontracted by EHE to deliver training for the qualification. The broker recommended this provider to EHE. Five employers have been involved in the pilot. At the time of inspection, most the learners were employed at one of two organisations.

46. EHE is the accredited test centre for the qualification and retains responsibility for the assessment and verification of tests. The rest of the provision is subcontracted to WI.

47. Programme documents show that the programme is designed to be delivered over a six-month period and usually consists of approximately 60 to 80 taught hours. Learners attend WI's training centre on a drop-in basis for training and assessment. Workbooks are the primary method of instruction, with help available on request from a tutor. Up until recently, WI invigilated the tests. Since January, EHE has taken over this responsibility.

#### *ICT for users*

**Grade 4**

##### *Strengths*

- no significant strengths identified

##### *Weaknesses*

- very poor achievement rates
- slow progress towards achievement
- inadequate involvement by employers

### **Achievement and standards**

48. The achievement rates are very poor. Of the 121 learners who have started the programme since 2004-05, 47 have left and only eight learners have achieved a qualification. Seventy-four learners are still in learning. However, many of these have not attended training for a long time. Some of these have started on different ETP provision. Those that are attending training are acquiring new IT skills.

49. Learners make slow progress towards the achievement of their qualifications. Of the 121 learners who have started the programme, only 31 have completed one or more of the required seven assessments. Some learners experience long periods of inactivity between enrolling and starting their training. Others have started their training but have done no

training for several months.

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

LSC funded work-based learning																
Employer training pilot	2005-06		2004-05													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	26	100	95	100												
Retained*	0	0	0	0												
Successfully completed	0	0	8	8												
Still in learning	23	88	49	52												

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

### The quality of provision

50. No teaching or delivery of training was available for observation during the inspection period. The subcontractor, WI, ceased trading the day before the inspection started. Inspectors were unable to access the training premises or any of the resources and records kept there.

51. Insufficient use is made of targets on individual learning plans. Trainers do not record and use short-, medium- or long-term targets for learners. Individual learning plans do not record the planned attendance pattern or the planned completion dates for modules. Learners do not have a clear understanding of the likely duration of the programme and contradictory end date information is contained in the same file.

52. A lack of clarity exists regarding the role of the broker and EHE in ensuring programmes meet learners' and employers' needs within the structures of ETP provision. No records were available to show how the programme matched learners' particular occupational and job roles in the workplace. Access to the training room resources is restricted for some learners because of their working patterns. The internet was not operational for several weeks while WI moved premises. The induction is not effective in enabling learners to understand their responsibilities and rights, especially regarding time off work to complete their studies.

53. Systems to meet learners' literacy, numeracy and language skills support needs are not sufficiently developed. Initial assessment is not systematically provided for every learner. When initial assessment does take place, individual learning plans do not record the results. Inspectors had no access to other files or records at the subcontractor. The current staff have little knowledge of the initial, diagnostic and support arrangements in place. The expected programme durations were of the same length, six months, for all learners, despite different levels of competence identified at the start of the programme. EHE has plans to make an initial assessment of literacy and numeracy skills available to learners on request, and to introduce a vocational pre-course questionnaire. The language used in this questionnaire, however, is quite complex.

### Leadership and management

54. Employers' involvement in the programme is inadequate. Although enthusiastic about

the programme, employers do not always make every effort to release employees to attend the training, even though a wage subsidy is available. Employers do not plan or monitor learners' attendance at the training. They are not involved in learners' progress reviews and do not receive progress reports. They do not evaluate the success of the provision. Employers were not invited to contribute to the development of the self-assessment report.

55. All of the ICT provision is subcontracted to WI and is poorly managed and quality assured.

56. Internal verification is satisfactory. The internal verification files are well organised, and the well-established verification process has effectively identified problems with the invigilation practice at WI. Revised and improved procedures are not yet affecting the learners. The verification process is largely passive, however, and is not highlighting as concerns the slow progress made by learners or the relatively small volume of tests being submitted for assessment and internal verification.

**Business administration and law****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b><i>Business management</i></b> Employer training pilot	17	<b>3</b> 3

57. EHE offers a level 2 vocationally related qualification in team leading accredited by a national management institute. At the time of the inspection, this was the only ETP provision in the business administration and law occupational area. Learners take an average of six months to complete the programme. EHE currently has 17 learners, markedly fewer than in the previous year. All learners are employed at one of two employers. A broker refers employers to EHE and the employers, in consultation with the broker, puts forward appropriate learners for the programme. Some learners are specifically selected by their employer while others have volunteered to participate with support from their employer. Programmes start at any point during the year to meet the needs of employers.

58. Learners attend one half-day training session a week in their workplace, where an EHE tutor provides training and assessment.

***Business management******Grade 3******Strengths***

- good success rate
- highly motivated learners
- good subject support for learners

***Weaknesses***

- inadequate initial assessment of learners
- insufficient focus on learners' individual needs
- poor arrangements for progress reviews and target-setting

**Achievement and standards**

59. The success rate is good. In 2004-05, there were 54 learners on the programme and the overall success rate was 63 per cent. All learners starting in 2005-06 are still in learning. Learners currently on the programme are in their final stages of completion. They have all passed the external tests and are making good progress towards successful completion.

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

LSC funded work-based learning																
Employer training pilot	2005-06		2004-05													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	14	100	54	100												
Retained*	0	0	37	69												
Successfully completed	0	0	34	63												
Still in learning	14	100	3	6												

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

### The quality of provision

60. Learners on the programme are highly motivated. Virtually all learners are adults returning to learning after a long break and many were initially lacking in confidence to study. Through careful support from their tutor, learners are now confident and self-assured. They demonstrate a strong commitment to the programme and speak enthusiastically about their learning and its usefulness. Learners have found the skills and knowledge that they have acquired during the programme to be directly relevant in their jobs. Many learners want to progress onto higher-level programmes. Their employers are supportive and value the benefits to their employees that have come from the programme. The standard of learners' work is satisfactory. Attendance rates are high and learners enjoy these sessions.

61. Learners receive good subject support from their tutor. The tutor works hard to ensure that all learners have a full understanding of the programme and provides support by e-mail between the weekly training sessions. Training sessions are well regarded by learners and their feedback on these sessions is positive. There were no opportunities to observe any sessions during the inspection. All sessions are planned and are supported by the use of textbooks and other resources. A variety of teaching and learning strategies are used which successfully engage, stimulate and motivate learners. Tutors have up-to-date experience and hold a formal teaching qualification.

62. Resources to support the area of learning are satisfactory. Staff are appropriately qualified and experienced. Venues and facilities used for training are satisfactory in meeting the programme requirements.

63. Learners' initial assessment is inadequate. One intake of learners was asked by the broker to undergo an initial literacy and numeracy assessment test part-way through the programme, but the information was not shared with the tutor from EHE. The second intake of learners underwent an initial assessment conducted by EHE but this also took place after they had started the programme. The arrangements for follow-up literacy and numeracy support, where identified as a need, are not systematic. No effective arrangements are in place to provide literacy, numeracy and language skills support.

64. The programmes are structured around group teaching. Insufficient focus is placed on learners' individual needs. Learners in these groups usually start and finish training at the same time. The tutor tries to ensure that all learners in the group make satisfactory progress and are ready to take external tests. However, there are no individual learning plans to

support learners through their learning programme. Training sessions do not demonstrate sufficiently differentiated teaching and learning strategies. Many of the learners have a diverse background of skills, knowledge and experience. Some learners operate at the skill level required by the qualification, while others work in occupations below that level.

65. The arrangements for learners' progress reviews and target-setting are poor. There is no formal learners' review system and no systematic target-setting for learners. The tutor regularly discusses learners' progress with their work. However, written milestones, targets, actions and reviews are not provided to learners to help ensure the pace of their learning and timely completion of courses. Learners' workplace supervisors are kept informed through discussion and e-mails on learners' progress. However, they do not participate in discussions with the tutor and learners about the programme, assignments tasks and the application of the learning to the workplace.

### **Leadership and management**

66. Leadership and management on these programmes are satisfactory. Regular standardisation meetings ensure consistency across programmes and ensure appropriate maintenance of standards. Internal verification is satisfactory overall. Formal observation of training sessions takes place. Staff are well informed about developments within EHE. Equality of opportunity is dealt with adequately. Learners are made aware of their rights and responsibilities and their application in the workplace.

67. Assessment is conducted off the job but in the workplace and is subject to internal verification, which takes place regularly. Assessment practices are satisfactory. The planning of assessments is satisfactory. There is frequent contact between the EHE tutor and learners' workplace supervisors.

