

INSPECTION REPORT

Stockport Engineering Training Association

09 June 2006



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

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

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

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

Pre-inspection analysis

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

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

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

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

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

Overall effectiveness

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

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

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

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

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

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

Grading

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

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

INSPECTION REPORT

Stockport Engineering Training Association

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Stockport Engineering Training Association (SETA) was formed in 1966 to provide training services to small and medium-sized engineering companies in the Stockport and Manchester area. About 40 employers are involved with training work-based learners. There are 125 advanced apprentices and nine apprentices. There are also 17 learners on the Train to Gain engineering programme. SETA is managed by a chief executive officer and a deputy. They have six managers reporting to them, one of whom has a team of one senior instructor, seven instructors, a centre administrator and three support staff to oversee direct training. Other administrative, marketing, reception staff and safety advisers are managed directly by the deputy chief executive officer. Off-the-job training takes place on a day-release basis either with SETA or through a subcontracted arrangement with Stockport College of Further Education, depending on location of the employer. Key skills are developed in the workplace, although the provider is beginning to make them an integral part of off-the-job training. Training in the workplace is provided by employers and is overseen by SETA's staff.

2. SETA has a contract with the Greater Manchester Learning and Skills Council (LSC) to provide apprenticeships and advanced apprenticeships as well as national vocational qualifications (NVQs) through the Train to Gain programme.

OVERALL EFFECTIVENESS

Grade 4

3. **The overall effectiveness of the provision is inadequate.** SETA's arrangements for leadership and management and quality improvement are inadequate. The arrangements for equality of opportunity are satisfactory. In engineering and manufacturing technologies, the provision is satisfactory.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** Inspectors agreed with some of the strengths and areas of improvement identified by SETA. Staff are involved in the process by informal discussion and their views are recorded by management. However, other stakeholders such as learners and employers are insufficiently involved in the process. Often the strengths and areas for improvement have no supporting evidence. Inspectors identified several key weaknesses which were not acknowledged by SETA. The development plan deals with some key areas that need improvement, but the monitoring is insufficiently detailed. Insufficient measurable targets are identified.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** While SETA's quality improvement arrangements are inadequate, the strategies recently adopted have made some improvements. While progress is still slow, the apprentices are showing an upward trend in overall achievement. Previous inspection history indicates that SETA is capable of dealing with problems and resolving them over time.

KEY CHALLENGES FOR STOCKPORT ENGINEERING TRAINING ASSOCIATION:

- continue to improve the culture of change outlined in SETA's strategic direction
- extend and develop leadership and management
- develop effective strategies to improve timely achievements
- develop effective monitoring systems for subcontractors
- fully embed an objective teaching and learning observation process
- further develop the use of data, target-setting and milestones to improve performance
- improve the planning for individual learning

GRADES

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

Grades awarded at inspection

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

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
Engineering		3	
Apprenticeships for young people	134	3	
Train to Gain	17	4	

ABOUT THE INSPECTION

6. This was the third inspection of SETA's provision. Engineering apprenticeships and the Train to Gain programme was inspected and graded as well as leadership and management.

Number of inspectors	3
Number of inspection days	4
Number of learners interviewed	27
Number of staff interviewed	31
Number of employers interviewed	5
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	8
Number of partners/external agencies interviewed	1

KEY FINDINGS

Achievements and standards

7. **Train to Gain learners increase their confidence significantly during their NVQ programmes.** Most have no other formal qualification and this represents the first nationally recognised qualification they have. Learners reinforce or update their knowledge on health and safety and newer legislation.

8. Overall achievement is satisfactory. Advanced apprentice success rates rose from 53 per cent to 61 per cent, with apprenticeship framework achievement rising from 43 per cent to 48 per cent. The success rate on the Train to Gain programme remains satisfactory despite falling from 71 per cent to 60 per cent.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Engineering and manufacturing technologies	0	0	3	1	4
Total	0	0	3	1	4

9. **Learners have good additional support and training from employers.** Some apprentices are given more extensive specialised initial training to develop the depth of their skills, and in the workplace some go onto advanced vocational training like training to work on high voltage equipment or to carry out structural steel work inspections. Employers on the Train to Gain programme are very supportive of the learners, and give them time to train or rotate jobs to ensure they can cover all elements of the NVQ. Some employers provide in-house assessors and others write work specifications alongside SETA to ensure the assessment activity matches the work being done.

10. **Reinforcement of equality of opportunity in workplace apprenticeship reviews is good.** At every review, often complex questions are asked from a prepared list, requiring learners to demonstrate good understanding of underlying issues. If learners are not able to demonstrate understanding, subsequent reviews are used well to follow up and record the learner's understanding.

11. **Train to Gain provision is flexible and meets the needs of employers.** SETA's staff are responsive to the work demands of employers and fit in well with early morning or late night shift patterns. Employers value the professionalism of SETA's approach.

12. Teaching and learning are satisfactory. Tutors have good occupational competence and have credibility with the learners. However, planning for individual needs is not always considered.

13. Arrangements for information, advice and guidance for learners are satisfactory. Apprentices benefit from a rigorous recruitment process which produces a good match of their skills to the needs of the employers. SETA's staff give good general advice while learners are on programme, although some Train to Gain learners would like more specific guidance on completion of their qualification.

14. Progress is slow for all learners. Advanced apprentices who achieve their qualification in a timely way has increased from 4 per cent to 31 per cent. Timely achievement by apprentices has increased from 4 per cent to 23 per cent. Although the performance is improving, progress is still unacceptably slow. Progress of learners on Train to Gain programmes is very slow. In 2003-04, only 14 per cent were timely achievers and none of these learners achieved in 2004-05.

15. Some resources in the training workshop for apprentices are poor. Some machine tools are poorly maintained, and it is difficult for assessment to take place. Some small hand tools are damaged, and others are difficult to locate. In some teaching rooms, ventilation and lighting is inadequate.

16. Initial assessment is poor for Train to Gain learners. Even though learners have little prior educational attainment, there is no specific initial assessment either for vocational reasons or for literacy, numeracy or language development.

17. Planning of learning on the Train to Gain programme is inadequate. Learners do not have an individual learning plan. Insufficient short-term targets are set and no medium-term targets are given. Learners are not fully involved in the process. No review process is in place.

Leadership and management

18. SETA has a clear direction for the organisation. The detailed and clear business plan contains well-defined measurable targets. The clear direction seeks to improve the standard and quality of SETA's provision. It clearly sets out changes to the culture and organisation of SETA to enable it to achieve its aims.

19. The organisation has a long and very successful history of meeting the needs of learners and employers in the region. It has productive partnerships with local colleges to ensure that the needs of employers are well met. Employers speak highly of the training and support they receive from SETA and value their professionalism.

20. Strategies to promote progression into engineering are good. SETA has a well-developed schools liaison programme. SETA's staff visit the schools for careers events and to give mock interviews. Groups of up to 30 young learners come into the training centre each week and work with training staff to gain an NVQ at level 1. Parents are fully involved in the recruitment process of all new learners.

21. Operational management at SETA is weak. Target-setting and monitoring to ensure timely achievements is inadequate. Many learners progress very slowly and are well beyond their expected completion date for their qualification. Staff have insufficiently detailed targets to help them plan and monitor of their work. Planning of resources is insufficiently considered. Feedback from stakeholder is not used adequately to drive improvements.

22. Equality and diversity is insufficiently planned. Staff training is not planned on a systematic basis to ensure practice is kept up-to-date. Although most of SETA's learners come into the provisions of the Children's Act 2004, the relevant training has not been given to staff, nor has a specific procedure been developed with staff. Few targets for the development of equality and diversity across the provision are given to staff and data is

not fully analysed to give direction to targets.

23. Monitoring arrangements for subcontractors are insufficient and informal. The service level agreements do not have enough detail to be meaningful and do not clearly define the roles and responsibilities. There are no clear, systematic and thorough measures to ensure that the subcontractors' performance is appropriate and meets the learners' needs.

24. The process for observing teaching and learning at SETA is inadequate. There are very few clear evaluations of the teaching and learning by observers. The standard of learners' attainment and progress in the sessions is not identified, sessions are not graded, actions to be taken are not well recorded and do not link into overall training or appraisal processes.

Leadership and management

Strengths

- good strategic planning and direction
- good strategies to promote progression

Weaknesses

- weak operational management
- insufficiently clear arrangements to ensure equality and diversity
- insufficient monitoring of subcontractors
- inadequate observation process for teaching and learning

Engineering and manufacturing technologies

Engineering

Strengths

- good increases in confidence and knowledge for Train to Gain learners
- very good additional training and support from employers
- good reinforcement of equal opportunities in workplace reviews for apprentices
- flexible training to meet the needs of employers in Train to Gain programme

Weaknesses

- slow progress for all learners
- some poor resources for apprentices in training workshop
- poor initial assessment for Train to Gain learners
- inadequate planning of learning in Train to Gain programme

WHAT LEARNERS LIKE ABOUT STOCKPORT ENGINEERING TRAINING ASSOCIATION:

- the practical work
- 'making something really good out of scraps of metal'
- 'the fact that it's done in the workplace'
- 'getting a qualification for the first time in my life'
- 'I've learnt a lot'
- 'a really fun experience'
- 'it's all right when you get stuck in'
- 'training advisers are very helpful. They go out of their way to help'

WHAT LEARNERS THINK STOCKPORT ENGINEERING TRAINING ASSOCIATION COULD IMPROVE:

- the ventilation in the training rooms
- some information provided on other courses
- the small tools and machine tools in the training centre
- tool storage - badly organised
- the date of skills specifications - some are out of date

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- good strategic planning and direction
- good strategies to promote progression

Weaknesses

- weak operational management
- insufficiently clear arrangements to ensure equality and diversity
- insufficient monitoring of subcontractors
- inadequate observation process for teaching and learning

25. Strategic planning and direction are good. SETA has clear direction for the organisation to meet the training aims and objectives set by senior management and directors. The detailed and clear business plan contains well-defined measurable targets. SETA seeks to improve the standard and quality of its provision. It clearly sets out changes to the culture and organisation of SETA to better enable it to achieve its aims. Some staffing changes have already been made in line with this strategy. Staff are fully involved in planning and monitoring the strategic and business activities of the organisation. Business planning is shared with employers to keep them up to date with SETA's direction and areas for improvement. New developments include the provision of teaching basic construction skills to school pupils.

26. SETA has a long and very successful history of meeting the needs of learners and employers in the local region. It has productive partnerships with local colleges to ensure that the needs of employers in their training are well met. SETA fully understands the needs of the industry it serves. It has a very thorough recruitment process to ensure that learners are well matched to the needs of the employers.

27. Staff understand their roles and responsibilities and how these relate to other staff in the organisation. Internal communications meet the needs of the organisation. Staff have the opportunity to participate in SETA's planning and delivery of training in the other parts of the business that support training. Staff have a clear understanding of the company's overall aims and objectives. The recording of meetings and standard of minutes of meetings is appropriate. External communications with employers are effective, but are too informal with subcontractors.

28. An annual staff appraisal system identifies the development needs of staff and is used to produce comprehensive company-wide learning plan. This is linked with a clear strategy to improve learner achievement and support and to influence curriculum development.

29. SETA has satisfactory resources to meet its training needs and those of its learners. Staff are well qualified and have appropriate industrial knowledge and experience to

support their job role. Staffing levels are sufficient to meet current requirements. The training centre equipment and hand tools are satisfactory overall. However, there are shortages of some hand tools and equipment, and in some cases tools are not well maintained. Some classrooms are too warm and do not have enough window blinds to stop glare and direct sunlight. Management of literacy and numeracy is satisfactory. Although initial assessment is based on out-of-date assessment tools, assessment of learners' literacy and numeracy skills is adequate. Few learners are identified as needing any support. Learners with dyslexia are given specific support by an appropriately qualified consultant.

30. There is efficient use of staff and accommodation to meet the training needs of the organisation. Appropriate monitoring of the financial budget takes place to ensure adequate resourcing of provision.

31. Operational management is weak. Target-setting and monitoring to ensure timely learner achievements is inadequate. Many learners progress very slowly and are well beyond their expected completion date for their qualification. For example in 2004-05, timely achievement for advanced apprentices was 23 per cent, with apprentices gaining no timely achievements. In some cases, learners are several years past their expected end date. The timeliness of learner completion on Train to Gain is poor, with timely achievements in 2004-05 at 14 per cent and none in the current year. Staff have insufficiently detailed targets to aid planning and monitoring of work.

32. There is no resource development plan for the training centre. While resources are satisfactory overall, inspectors identified some shortages in the training areas. Not enough feedback is collected from learners, employers and subcontractors to improve the provision. The information that is collected, such as from learner reviews, is not further analysed or collated into summaries to be used for trend analysis or to identify areas for improvement. Complaints are not clearly or formally recorded.

Equality of opportunity

Contributory grade 3

33. Strategies to promote progression into engineering are good. SETA has a well-developed schools liaison programme in which young learners are encouraged to think positively about engineering as a profession. SETA's staff visit the schools on a systematic basis in careers events and to provide mock interviews. Groups of up to 30 young learners come into the training centre each week and work with training staff to gain NVQs at level 1. Specific resources, including welding bays and a planned construction workshop, are allocated to the schools programme. Schools with predominantly Black and minority ethnic learners are actively targeted by SETA. Young women are also positively targeted. While this targeting has had little effect to date, SETA is working well to carry it out. Parents are fully involved in the recruitment process of all new learners. They attend assessment evenings with their children where they are given detailed information on the programme, the support learners will be given, and the career prospects in the industry. After this initial meeting, and if the learners join the programme, SETA maintains good contact with parents to aid progression and support.

34. Policies and procedures are satisfactory. A simplified version of the current equality of opportunity policy is distributed to learners. Although it makes general statements of support to learners and points them to the company policy, it does not fully explain learners' rights and responsibilities on key issues like bullying or harassment. The policy is

updated on a yearly basis with mention of legislation such as the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000. Induction is satisfactory. Learners have an adequate understanding of how to make complaints, as explained to them at induction. Reinforcement of equality of opportunity in workplace reviews for apprentices is good, while for Train to Gain learners general reinforcement is satisfactory.

35. SETA's arrangements for ensuring equality and diversity are insufficiently clear. SETA has a development plan that includes equality and diversity. However, there are insufficient specific actions related to it to show how SETA intends to widen participation of other groups or how it is to improve its current practices for learners. Staff training is not planned on a systematic basis to ensure practice is kept up to date. Some particular requirements arising from newer legislation are not yet in place. For instance, although most of SETA's learners come into the provisions of the Children Act 2005, the relevant training has not been given to staff and no specific procedure has been developed. While an access audit on the premises was completed showing clear access on ground-floor level, no further actions are planned to ensure further improvements are made. Few targets for the development of equality and diversity across provision are given to staff. Data is not fully analysed to give direction to any targets. Some work takes place to engage with the wider community but is ineffective. Of the current learners, less than 1 per cent are from minority ethnic groups. There are two women learners in the apprenticeship programme and four out of 17 learners in the Train to Gain provision are women.

Quality improvement

Contributory grade 4

36. SETA has a well-established quality assurance and improvement system. It has detailed policies and procedures for quality assurance. Internal compliance with procedures is achieved through an auditing process. However, the internal auditing system has not identified some of weaknesses found by inspectors.

37. The computerised management information system adequately collects and records learners' data, including their achievements. There is satisfactory use of this data to aid management decisions on the standards of training and learner progression. Analysis of data on learner retention, achievement and progression is appropriate. SETA is in the process of upgrading the software application to meet its changing needs and to reduce duplication of manual input and paper-based systems.

38. The internal verification process is satisfactory. Most assessment processes and procedures are meeting awarding body standards. However, assessment of learners' progress at NVQ level 3 does not take place until the end phase of the apprenticeship. This weakness was identified at the previous inspection. Appropriate arrangements for sampling assessments take place, including observation of assessments and the standard of learners' portfolios. Regular verifier meetings help to share best practice and maintain consistency in assessments. Recent external verifier reports identify areas requiring improvement and these are quickly dealt with.

39. Monitoring of subcontractors is insufficient. The service level agreements are not detailed and do not clearly define roles and responsibilities. Monitoring of subcontractor performance is inadequate. There are no clear, systematic and thorough measures to ensure that subcontractors' performance is appropriate and meets learners' needs. Communication between subcontractors and SETA is informal. No records are kept of

actions agreed or if they have been achieved.

40. The process for observation of teaching and learning in SETA is inadequate. The present system was introduced following a weakness in the previous system which was identified at the previous inspection. There are very few clear evaluations of teaching and learning by observers. The standard of learners' attainment and progress in the sessions is not identified. Equality and diversity issues in teaching and learning are not identified or evaluated. Learning sessions are not graded and no standard of performance is identified for teaching, learning and attainment. Comments for improvements by trainers for their further development and training needs are not sufficiently identified or recorded and are not used to plan further training. The process does not link into the appraisal process.

AREAS OF LEARNING

Engineering and manufacturing technologies

Grade 3

Contributory areas:	Number of learners	Contributory grade
Engineering		3
Apprenticeships for young people	134	3
Train to Gain	17	4

41. There are 151 learners of which 125 are advanced apprentices and nine are apprentices. The remaining 17 are on the Train to Gain programme. All apprentices work towards an NVQ at level 2. Advanced apprentices work towards an NVQ at level 3. Vocationally related qualifications are studied on a day-release basis either with SETA or at Stockport College of Further Education. Key skills are generally developed in the workplace. Provider staff carry out all assessments. Most apprentices are employed when they start the programme. SETA finds employment for those apprentices without jobs. All Train to Gain learners are employed and work towards an NVQ at level 2. All assessment and training activity takes place in the workplace. Most Train to Gain learners are working towards performance manufacturing operations qualifications. Internal verification is carried out by trained employees or consultants. Some employers have employees who are trained assessors who then act as assessors for learners.

Engineering

Strengths

- good increases in confidence and knowledge for Train to Gain learners
- very good additional training and support from employers
- good reinforcement of equal opportunities in workplace reviews for apprentices
- flexible training to meet the needs of employers in Train to Gain programme

Weaknesses

- slow progress for all learners
- some poor resources for apprentices in training workshop
- poor initial assessment for Train to Gain learners
- inadequate planning of learning in Train to Gain programme

Achievement and standards

42. Train to Gain learners in SETA gain a significant amount of confidence and knowledge. Learners become more confident and motivated, and more aware of the importance of their skills in the workplace. Most have no other formal qualifications. The learning process gives them good opportunities to reflect on their levels of job knowledge and of their value to their companies. Good gains are made in reinforcing or updating their knowledge on health and safety, and legislation.

STOCKPORT ENGINEERING TRAINING ASSOCIATION

43. Overall achievement is satisfactory. Advanced apprentices represent 82 per cent of all the learners. Over the two years for which data is available, the overall success rate increased from 53 per cent to 61 per cent. This is now above the national average. The proportion of these learners who completed their frameworks rose from 43 per cent to 48 per cent over the same period. The success rate for apprentices is 29 per cent for the same period, although no frameworks were completed. The overall success rate for learners on the Train to Gain programme over the last two years remains satisfactory despite falling from 71 per cent to 60 per cent.

44. Progress for all learners is slow. Advanced apprentices are slow to achieve their qualifications and frameworks. Over the two years for which data is available, the number achieving their qualification in a timely way has increased from 4 per cent to 31 per cent. Timely achievement of apprenticeship frameworks has increased from 4 per cent to 23 per cent. Although the performance is improving, progress is still slow. Timely achievement of the NVQ for apprentices was 27 per cent. No frameworks were achieved. The apprenticeship programme is planned to last for four years. It is usually more than three years into the programme before learners start to collect evidence for the NVQ. Similarly, learners start their key skills late in the programme. Progress of learners on Train to Gain programmes is very slow and in 2003 to 2004, only 14 per cent were timely achievers. This fell to zero per cent in 2004 to 2005. While end dates are recorded on LSC paperwork, many learners do not achieve until up to nine months later. These learners are on programmes with a total planned achievement date of around five months on 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	33	58	48	39	31
		timely	24	8	30	4	19
	2004-05	overall	46	61	48	48	34
		timely	48	31	31	23	21
Apprenticeships	2003-04	overall	1	100	47	0	32
		timely	1	100	24	0	16
	2004-05	overall	7	100	24	0	16
		timely	11	29	50	0	38
Adult training (long courses)	2003-04	overall	10	70		0	
		timely	7	70		0	
	2004-05	overall	49	61		0	
		timely	7	14		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).

The quality of provision

45. Learners are provided with very good additional support and training from employers. Many apprentices are given more extensive specialised initial training to develop their skills. In the workplace, many apprentices go onto excellent advanced vocational training to suit the needs of the employer. For example, learners are trained to work on high-voltage equipment or to carry out structural steelwork inspections, or given additional training in specialised welding. Most apprentices attend a range of short, occupationally relevant training courses such as lift truck and first aid. Employers are highly supportive of their apprentices and routinely pay for additional training and allow extra time for work. Apprentices fully understand the importance of additional training to their career advancement. Employers on the Train to Gain programme are very supportive of the learners. For example, one assessor who is an employee of the company and on site at all times, uses her knowledge of company processes to organise jobs to help learners achieve all the elements of their NVQ. On completion of their NVQ learners are given a financial bonus by the company. Another company ensures job specifications match the NVQ. Time is given for the training to take place. Jobs are rotated to ensure the criteria can be met.

46. Reinforcement of equality of opportunity for apprentices is good. During progress reviews relevant questions are asked from a prepared list to ensure learners understand work and other issues. Where learners do not adequately answer a question at one review, the following review ensures that this is revisited and that the learner displays adequate knowledge of the issue being discussed. These answers are recorded well. As apprentices progress through the training, their understanding of issues improves.

47. Train to Gain provision is flexible to meet the needs of employers. SETA's staff respond appropriately to the work demands of individual employers. They arrange assessment activities to fit in where possible with shift changes or other work schedules. Much time is spent with employers before a programme starts, or where no funding is available, to ensure the training matches company requirements. If necessary, assessors visit learners in early morning shifts or at night.

48. Teaching and learning is satisfactory. Tutors are occupationally competent and take time to explain practical tasks to learners. They have good working relationships with learners. Learners develop their practical skills well. Planning of sessions is adequate. However, the needs of some individual learners in sessions are not adequately met or recorded.

49. Assessments and arrangements for internal verification are satisfactory for all learners. They meet the requirements of the awarding body. Portfolios are well organised and show an appropriate range of assessment methods and evidence. When assessors prepare learners for assessment activities they ensure that the learner has appropriate support. Arrangements to support learners with literacy, numeracy or specific learning needs such as dyslexia are satisfactory. All apprenticeship learners are assessed for literacy and numeracy. Although the assessment tool is out of date, it adequately assesses learners' general competency. Recruitment practices effectively identify learners with support needs. Learners identified as dyslexic are assessed by a specialist consultant and are given specific support. Arrangements for Train to Gain learners are inadequate. On-

and off-the-job training is satisfactory overall. Although reviews for apprentices are satisfactory and are used to set and review progress, the targets set are not sufficiently focused on achieving the key aspects of the programme to improve progress.

50. Information, advice and guidance is satisfactory. A thorough recruitment procedure is used to ensure the best match of apprentices to employers. Parents are involved in the process of deciding the suitability of the candidate's career choices. Those candidates who are not successful in getting onto the programme are guided to alternative provision or support. Induction arrangements are satisfactory.

51. Some resources in the training workshop for apprentices are poor. Some machine tools are excessively worn. Assessment of learners is difficult and work is delayed. Some small handtools are poorly maintained. Some tools are difficult to locate in the training workshop. In some of the teaching rooms ventilation is inadequate. Some windows do not have blinds to reduce glare. However, alternate accommodation is available.

52. Initial assessment is poor for Train to Gain learners. SETA works well with employers to establish job competency in the specific departments. However, there is no initial assessment process of learners' vocational skills or their literacy, numeracy or language skills. Although SETA is working with adults with few prior qualifications, no initial assessment is carried out. Some learners identified problems with reading and writing. The individual assessor provided general support to help them with their NVQ, but no specific support for literacy was provided.

53. Planning of learning on the Train to Gain programme is inadequate. Learners do not have an individual learning plan. The only records kept are those for contract compliance for the LSC or those relevant to the NVQ. The only targets set are the end date recorded on the LSC paperwork and those arranged at each appointment by the assessor. These are not recorded well in the NVQ portfolio. Insufficient short-term targets are set and no medium-term targets are given. Learners are not fully involved in the process of setting targets. No review process is in place. Planning consists of the assessments set at each point by the individual assessor. Where assessment visits occur very frequently, timely achievement is good. However, this is down to the individual assessor rather than SETA. The internal verifier does not set the assessor targets for completion or timely achievement.

Leadership and management

54. Overall management of the programme is satisfactory. Although some aspects are weak, such as rectifying slow progress, other aspects are good. Within the engineering team communications are satisfactory. The self-assessment report identified at key skills were only developed in the workplace. The provider is now integrating key skills work into the level 2 NVQ off-the-job training. Staff have access to training and development activities to help maintain their occupational knowledge and develop their training expertise. They understand their roles and responsibilities and show an adequate understanding of the business plan.

