

# INSPECTION REPORT

## **Business Training Enterprise Ltd**

**20 September 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
- **learnirect** 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**

## **Business Training Enterprise Ltd**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Business Training Enterprise Ltd (BTE) provides Entry to Employment (E2E) training for young people. The provider was established in April 2001, and became a limited company in September 2001. Training is now provided from one centre in New Malden. BTE holds a contract for its training provision with the London South Learning and Skills Council (LSC).

2. There are 10 members of staff. The provider employs an executive managing director and two managers, one of whom is responsible for quality assurance and programme management, and the other for teaching, learning and staff development. The remainder of the staff have tutor, assessor, support, or administrative roles.

3. The 2001 national census gives the proportion of people from minority ethnic groups in the Kingston-upon-Thames area as 15.5 per cent, compared with 9.1 per cent for England as a whole. In 2005, the proportion of school leavers achieving five or more general certificates of secondary education at grade C or above in the Kingston-upon-Thames area was 67.6 per cent, compared with 57.1 per cent nationally. In June 2006 unemployment in the Kingston-upon-Thames area was 1.4 per cent, compared with 2.5 per cent nationally.

### OVERALL EFFECTIVENESS

**Grade 2**

4. **The overall effectiveness of the provision is good.** Preparation for life and work is good, as are leadership and management and equality of opportunity. Quality improvement is satisfactory.

5. **The inspection team had some confidence in the reliability of the self-assessment process.** This is BTE's fifth self-assessment report. The process is consultative and inspectors' findings generally matched those of the report. However, some parts of the report did not give clear judgement statements, and where such statements were made they were not always supported by appropriate text.

6. **The provider has demonstrated that it is in a good position to make improvements.** Training is good and BTE has progressed, in particular with regard to the numbers of learners achieving their learning goals. BTE has added several quality improvement systems to its training provision.

### KEY CHALLENGES FOR BUSINESS TRAINING ENTERPRISE LTD:

- implement a strategy for information learning technology
- continue to improve the quality of provision
- find appropriate accommodation for people with mobility difficulties
- improve target-setting for learners

## 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		2
Quality improvement		3

<b>Preparation for life and work</b>			<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<b><i>Employability training</i></b>		<b>2</b>	
Entry to Employment	21	2	

## ABOUT THE INSPECTION

7. The area of learning, preparation for life and work, was inspected together with all aspects of leadership and management. Three inspectors spent three days inspecting BTE's training provision. This was the only visit. BTE was inspected in May 2003, and also received a quality monitoring inspection in September 2004.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	17
Number of staff interviewed	18
Number of locations/sites/learning centres visited	5
Number of partners/external agencies interviewed	2

## Leadership and Management

### Strengths

- very effective partnership working
- very effective management of change
- good continuing professional development for staff
- good educational and social inclusion of learners
- effective strategies to improve learners' prospects in society

### Weaknesses

- poor access for people with mobility difficulties

## **Preparation for life and work**

### ***Employability training***

#### *Strengths*

- good progression and achievement
- good range of activities to meet learners' needs
- particularly effective personal support for learners
- good behaviour management

#### *Weaknesses*

- insufficient target-setting

## **WHAT LEARNERS LIKE ABOUT BUSINESS TRAINING ENTERPRISE LTD:**

- 'staff are helpful and look after you'
- 'staff are down-to-earth'
- 'it is nothing like school'
- 'we work as a team and we welcome new people'
- 'tutors explain things well and in simple language'
- 'one-to-one support'
- 'I am now more confident'
- 'teachers respect and understand you'

## **WHAT LEARNERS THINK BUSINESS TRAINING ENTERPRISE LTD COULD IMPROVE:**

- learners made no comments about possible improvements

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 2**

#### Strengths

- very effective partnership working
- very effective management of change
- good continuing professional development for staff
- good educational and social inclusion of learners
- effective strategies to improve learners' prospects in society

#### Weaknesses

- poor access for people with mobility difficulties

8. BTE has developed very effective working partnerships with the intense supervision surveillance programme and the youth offending team. This strength has been maintained since the 2003 inspection, although the key partners are different. BTE has actively promoted the development of working relationships with its new key partners. Learners are referred to BTE by the two schemes and sometimes learners attend BTE as part of the conditions of a court order. BTE works closely with its partners, sharing information about attendance, behaviour and achievements. Strong working relationships exist between BTE and the youth service. Two members of BTE's staff are qualified youth workers and have good local knowledge and experience in promoting sexual health and child protection issues. The provider has good partnerships with local schools, the fire service, the police, and local youth clubs.

9. BTE manages change very effectively. Operational management was identified as strength at the 2003 inspection and remains so, but it is particularly strong in the management of change. The young mothers to be provision that was inspected previously has been reduced. The learners were not always able to take a job, and BTE could not meet its performance targets. A strategy was developed to change the emphasis of the provision and to provide E2E training. This provision has been implemented successfully. Recruitment targets have been exceeded, and there has been a year-on-year improvement in achievement levels. BTE's strategic direction is influenced by market needs and is clearly communicated by the managing director. The provider plans to extend its provision to other local communities with similar needs. Formal and informal communications are good. BTE's formal meetings have identified action points which are followed up at subsequent meetings.

10. Continuing professional development for staff is good. Staff appraisals, which were considered to be a weakness at the 2003 inspection, are now well established. They take place every six months and are up to date. Staff training needs are identified at these meetings and are also linked to BTE's overall training needs. A staff learning plan has been produced and training has taken place on a wide variety of subjects, including dyslexia, self-harm awareness, education for drug and alcohol awareness, and for young offenders. All staff have been trained in managing challenging behaviour, teaching strategies, and

differentiation. One member of staff is currently doing a degree part-time at a local university, and another staff member is completing an access course to higher education.

11. The provider's management of resources is satisfactory. Teaching rooms vary in quality, but are fit for purpose, with adequate lighting and suitable equipment. The managing director has full responsibility for the budget, and accounts are audited regularly. Resource needs are discussed routinely at management meetings. Health and safety risk assessments are carried out as a matter of routine, and are up to date. All of the tutors have expertise in working with young people, and six members of staff are ex-learners. Three members of staff have achieved level 3 literacy and numeracy skills teaching qualifications, another staff member is working towards this qualification, and one is enrolled on a level 2 course. One of the tutors is a fully qualified teacher, but none of the staff has a specific literacy and numeracy qualification at level 4.

12. Management information is used satisfactory. This area was identified as a weakness at the 2003 inspection. Data is collected concerning learners' recruitment, ethnic background, achievements and destinations on completion of the programme. This data is used to monitor BTE's performance and is discussed at management meetings. Summary reports are available at the end of the year and can be generated on request. Overall targets are set for recruitment and achievement.

13. The management of literacy, numeracy and language support for learners is satisfactory. The skills for life strategy, which is the government's strategy on training in literacy, numeracy and the use of language, has been used to identify staff development needs. These have been met in part. All learners complete an initial assessment and receive additional learning support if necessary. Support is also available for learners for whom English is an additional language.

### **Equality of opportunity**

### **Contributory grade 2**

14. Learners' educational and social needs are well provided for at BTE. Learners with extreme barriers to learning and aversion to authority are provided with the right environment and encouragement to adjust purposefully to the programme. Good strategies exist to develop positive attitudes and confidence in all learners. Trainers in particular empathise with their learners and are good role models for them. Trainers have backgrounds in the local communities. They provide learners with a personal sense of what can be achieved. Those learners who are on the programme for a number of weeks gain respect for each other, the staff and the programme. Tutors' key aim is to build purpose into training sessions and to change learners' negative attitudes into positive ones. Tutors are good at challenging inappropriate behaviour in the classroom. Learners are aware of the company's grievance and appeals procedures.

15. Effective strategies exist to improve learners' prospects within society. BTE understands what learners need to re-engage with their local communities. The provider gives a high priority to learners' training needs. Good rules are set and reinforced to improve learners' behaviour and attitudes. Courses are provided to help learners resolve their bad behaviour, and challenging, abusive, and negative attitudes. All staff understand BTE's culture and ethos concerning the learners who join BTE, and what the provider wants them to achieve. Many learners' lives have been changed dramatically. For some of them this is their last chance to participate positively in society. They are confident and have constructive aspirations.

16. All staff have access to training and development. BTE's recruitment practice for new staff is satisfactory, and new learners are introduced effectively into the E2E programme. Staff have a very good understanding of equality and diversity and include appropriate topics in classroom situations in a way that is relevant for learners. All staff have taken part in a range of training activities. They are familiar with the language and purpose of equality and diversity. Learners who have been on the programme for some time understand the importance of treating each other with respect, and are familiar with BTE's values. This is not always the case when learners begin the programme. Some of them display aggressive and abusive behaviour towards staff.

17. BTE has a satisfactory child protection policy. All staff are checked through the criminal records bureau, and a designated and appropriately trained person is responsible for child welfare. BTE fully understands Every Child Matters, and relates its activities sufficiently to the five outcomes.

18. BTE's response to the Race Relations Amendment Act 2000 is satisfactory. The provider promotes good working relations among all participants in the project. All cultural groups are included effectively and encouraged to succeed. Senior managers monitor the participation of different ethnic groups, but do not measure their achievements.

19. BTE's current accommodation has poor access for people with mobility problems. This situation is identified in its most recent self-assessment report. The provider plans to move to premises with appropriate facilities, and in the meantime is trying to make reasonable adjustment for one learner who has physical disabilities. However, the design of the building is inappropriate. BTE has satisfactory arrangements to provide specialist equipment for people with sensory impairments.

### **Quality improvement**

### **Contributory grade 3**

20. The provider's quality improvement strategy is now well established. There are clearly defined procedures which cover the main stages of learners' progress such as initial assessment, preparing individual learning plans, and progress reviews. The quality improvement policies are all dated and have been reviewed recently. Learners receive well-written documents as part of their induction, which include terms and conditions, the drugs and alcohol policy, equal opportunities policy, and complaints and appeals procedures.

21. BTE uses detailed procedures to check learners' files. This is achieved using random sampling, and each learners' file is checked at least once. Checks take place at the beginning, during, and at the end of training. Assessment issues are discussed at staff meetings and a part of each meeting is devoted to sharing good practice.

22. Feedback is collected from learners at key stages during their programmes. They complete a questionnaire after four weeks and a satisfaction survey at the end of their training. These surveys are collated and analysed each quarter and the results are discussed at staff meetings. The surveys are currently under review to improve the quality of the information. Exit interviews are conducted. Those learners who participate are contacted on a regular basis for at least eight weeks after they leave, and receive support and guidance.

23. A new scheme for observing teaching and learning has been introduced recently. The observation forms provide factual records of activities carried out by learners and tutors, and contain detailed evaluative judgements about the quality of the teaching and learning. Each observation is graded and contains recommendations for improvement. The recommendations are not linked to staff development records.

24. Internal verification is satisfactory. The internal verifier is competent. Standardisation meetings with other local providers take place every six weeks.

25. BTE has produced a satisfactory self-assessment report. It was drafted initially by the managing director and developed by the management team. The report was discussed at a full staff meeting and revisions were made in response to staff feedback. BTE also produces an action and improvement plan which identifies key areas for improvement, the staff responsible, review dates and action points. The report matches many of the findings of inspection. However, some key judgements are described but not detailed, and some key judgements are not substantiated.

## AREAS OF LEARNING

### 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	21	2

26. Currently, 21 learners attend BTE's E2E programme. Most learners apply directly to BTE, but a small proportion are introduced to the programme by the youth offending team, the intensive supervision surveillance programme, and the local Connexions service. The programme has a full-time programme manager, one full-time and two part-time tutors, two full-time learning support workers and two administrators.

27. Learners follow a range of programme options which include literacy and numeracy, wider key skills, and personal, social and employability skills. Attendance on the programme averages 18 hours each week. Most learners remain in training for 22 weeks. Learners work for award scheme development and accreditation network qualifications which include entry level, level 1 and level 2. Opportunities are available for learners to gain in-house certificates for a range of short courses, which include communications, health and safety, food hygiene, driving theory, drugs awareness and anger management.

### ***Employability training***

#### *Strengths*

- good progression and achievement
- good range of activities to meet learners' needs
- particularly effective personal support for learners
- good behaviour management

#### *Weaknesses*

- insufficient target-setting

### **Achievement and standards**

28. Learners' progression and their achievement of learning goals are good and improving. In 2003-04, only 13 per cent of learners found employment or enrolled on a further education or training course. This figure rose to 57 per cent in 2004-05, and is currently 76 per cent for 2005-06. Of the 76 learners who began training, 38 entered employment and 20 entered further training. E2E learners make good progress in achieving the goals in their learning plans. They are motivated to develop good employability and jobsearch skills. Learners gain confidence from the personal skills that they develop in team-building activities. Seventy-nine per cent of learners gained their award scheme development and accreditation network mainly at level 1. Learners gain additional skills in first aid, food safety, health and safety, and driving theory. Attendance is good at 89 per cent.

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

LSC funded work-based learning																
Entry to Employment	2005-06		2004-05		2003-04		2002-03		2001-02							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	76		90	100	142	100	0	0	0							
Progression <sup>1</sup>	58		51	57	18	13	0	100	0							
Achieved objectives <sup>2</sup>	63		67	74	61	43	0	100	0							
Still in learning	21		0	0	0	0	0	100	0							

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

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

## The quality of provision

29. A good range of activities is provided to meet learners' needs. Team-building and problem-solving activities are very useful. Learners enjoy the practical sessions. Training in drugs awareness, health awareness and anger management is presented skilfully by knowledgeable tutors. BTE links well with other organisations to provide wider experiences, such as the health and safety training provided by the local fire brigade. BTE works in partnership with the youth service to offer excellent facilities for recreational and outdoor activities. Visits and other activities enable learners to experience life outside their own communities and to choose their employment and training options with confidence. Learners who are ready to work are well motivated and follow intensive jobsearch activities. Their progress is monitored closely and they are usually successful in their applications. Learners make appropriate choices which match their interests and skills well.

30. The personal support provided for learners is particularly effective. Staff are very knowledgeable about their learners' needs, and work with other partners to provide good support. Learners are complimentary about BTE and state clearly how the commitment of staff has changed their negative attitudes to learning and given them confidence. The ratio of staff to learners in all taught sessions is very good. Learners receive effective individual learning support. This support is considered sensitively and carefully for each learner, who appreciates the efforts made by staff to support them with their personal problems. Learners have multiple barriers to learning and employment, they are supported well in dealing with their emotional problems. All members of staff provide frequent and effective informal counselling sessions. Staff keep in touch with learners when they leave the programme, and many of them visit their tutors, in order to introduce new learners, or to update their curriculum vitae.

31. Standards of teaching and learning are satisfactory. Schemes, lesson planning and classroom management are generally good. Learners find practical activities particularly enjoyable. Staff work well together in teams. The management of classroom assistants is effective and ensures that all learners are given individual attention and remain involved. A narrow range of teaching styles and materials is used in some learning sessions.

32. Arrangements for initial assessment are satisfactory. Learners receive an electronic assessment of their literacy and numeracy skills. Their personal and social needs are

discussed with them, and individual learning programmes are arranged based on this information. Induction gives learners a satisfactory understanding of key aspects of training, and includes appropriate information about grievance and disciplinary procedures, appeals procedures, equality of opportunity, and health and safety.

33. BTE's provision of literacy and numeracy support is satisfactory. Learners are fully aware of their ability levels from initial and diagnostic assessments. Individual support for literacy and numeracy needs is provided by all staff. Discrete sessions for literacy and numeracy are satisfactory. Their content is well planned and learners are involved. The supply of reading material is restricted, although dictionaries are made available. Learners who have dyslexia are given extra support. The provider has well-established plans for learners to access nationally recognised qualifications, but these opportunities are not available for current learners.

34. The provision of information, advice and guidance is satisfactory. BTE's staff work effectively with the youth offending team, the intensive supervision surveillance programme, and Connexions. Partners are involved in the assessment process and share their considerable knowledge of learners' needs effectively. Frequent visits and interviews take place where learners are provided with appropriate information and advice.

35. Target-setting is insufficient. Those set in progress reviews and activity plans are too broad and do not give enough detail for learners. The activity plans do not contain any more specific targets, and some learners cannot describe their next stages in learning. Progress reviews do not record progress made in sufficient detail for learners to be encouraged by the skills they have gained, or the distance they have travelled. When learners change direction in learning their new targets are not related to the change. Learners' development of soft skills, such as focus, attitude and confidence, is not recorded sufficiently. Literacy and numeracy targets are not clearly set or closely monitored in progress reviews.

### **Leadership and management**

36. Behaviour management is good. Learners are supported effectively in behaving appropriately in the sessions that they attend, and attendance rates are very good. There are effective strategies for contacting learners promptly if they are absent, or if they are late for sessions. Clear rules are set for standards of behaviour. Levels of mutual respect are very good. The programme is well structured and staff help disaffected learners to identify and improve their personal, social and work skills.

37. A number of staff have progressed from E2E themselves and have good understanding of the issues that can prevent learners from achieving their full potential. Staff with youth-work experience have a very good appreciation of the external influences that affect their learners' concentration and attitudes to learning. They know their local communities intimately. Tutors are non-confrontational and allow learners the space and time to deal with some very sensitive issues. Challenges are consistent. Effective training in anger management helps learners to control their aggressive behaviour. Learners are able to concentrate in their lessons as tutors maintain patient but firm control.

38. Learning sessions and progress reviews are well planned and managers are closely involved in the training programme. Communications are very effective and the team has regular meetings that focus on learners. Arrangements for staff development are good,

and the use of management information is satisfactory. Managers now use reports more for self-assessment and to action plan for improvement. Some key aspects of the provision are not analysed sufficiently. These include the progress made by different groups of learners, the exit information about learners who leave before completing their programmes, and the destinations of those learners who make further progress following the eight-week monitoring period. Resources are satisfactory overall. Staff are suitably experienced to work with disaffected young people, and they provide good role models for the learners. Resources for teaching and learning are satisfactory, but the provider recognises that information learning technology is not used sufficiently. Arrangements for quality improvement are satisfactory. The self-assessment process includes all relevant stakeholders, and internal verification is satisfactory. Arrangements for equality of opportunity are satisfactory overall. There is a strong ethos of inclusiveness and mutual respect between learners and staff.

