

INSPECTION REPORT

Carillion Construction Training

22 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
- **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

Carillion Construction Training

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Carillion Construction Training (CCT) provides apprenticeship training and national vocational qualifications (NVQs) predominantly for the construction industry. Its training centres have been in existence for approximately 40 years. Originally part of the Wimpey group of companies, the training centres transferred to CCT eight years ago. CCT is approved by the Construction Industry Training Board (CITB) to deliver apprenticeship training on behalf of the sector.

2. More recently, CCT has diversified into infrastructure maintenance, facilities management and health sector support and is introducing work-based learning into these business areas. A number of rail maintenance apprentices were recruited two years ago but most of these transferred to another provider last year when the government moved these activities back into the public sector. A small number of rail apprentices remain with CCT. CCT also trains a small number of apprentices in its health sector support services business.

3. CCT operates a national network of 16 construction training centres, a national on-site assessment and training (OSAT) service, and a new health sector national vocational qualification (NVQ) training provision. Most of CCT's training centres have existed for many years but new centres have been established in recent years in the London area in response to growing skills needs in the area. CCT recruits approximately 1,700 learners each year across all of its programmes.

OVERALL EFFECTIVENESS

Grade 3

4. **The overall effectiveness of the provision is satisfactory.** More specifically, CCT's leadership and management are satisfactory. Its arrangements for quality improvement are good, although equality of opportunity is inadequate. The provision in construction is satisfactory.

5. **The inspection team was broadly confident in the reliability of the self-assessment process.** Staff have a reasonable understanding of the process and a satisfactory awareness of most of the strengths and weaknesses. Some of the weaknesses identified by inspectors were not recognised by CCT, and a few areas considered by CCT as strengths were in fact no more than normal practice. The self-assessment report is critical in parts and is broadly accurate.

6. **The provider has demonstrated that it is in a good position to make improvements.** It has rectified a number of weaknesses identified at the previous inspection, particularly in leadership and management. It has been less successful in resolving two weaknesses in the area of learning, but its current arrangements for quality improvement are now sufficiently strong to identify and deal with areas for improvement

KEY CHALLENGES FOR CARILLION CONSTRUCTION TRAINING:

- introduce and deliver effective actions to increase participation rates from under-represented groups
- improve staff, learners' and employers' understanding of equality and diversity
- improve success rates on advanced apprenticeships
- provide specialist support and improve learners' literacy and numeracy skills
- rectify low success rates in some centres
- increase the amount of good and better teaching
- improve the rate at which improvements are made in all centres
- ensure there are sufficient work-experience providers for all learners

GRADES

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

Grades awarded at inspection

| Leadership and management | | 3 |
|----------------------------------|--|----------|
| Contributory grades: | | |
| Equality of opportunity | | 4 |
| Quality improvement | | 2 |

| Construction, planning and the built environment | | | 3 |
|---|---------------------------|---------------------------|----------|
| Contributory areas: | Number of learners | Contributory grade | |
| Construction crafts | | 3 | |
| Apprenticeships for young people | 1,525 | 3 | |
| Other government-funded provision | 543 | 2 | |
| Other workforce development | 289 | 2 | |

ABOUT THE INSPECTION

7. Inspectors reported on and graded construction, which included three contributory funding stream grades. Programmes specifically covered apprenticeships in carpentry and joinery, brickwork, painting and decorating, and workforce development programmes under the CITB's OSAT initiative. Recently introduced programmes in the healthcare and rail engineering sectors were not inspected. Ten inspectors made one five-day visit to CCT.

| | |
|--|-----|
| Number of inspectors | 10 |
| Number of inspection days | 50 |
| Number of learners interviewed | 108 |
| Number of staff interviewed | 86 |
| Number of employers interviewed | 16 |
| Number of locations/sites/learning centres visited | 14 |

Leadership and Management

Strengths

- good strategic management and sound business planning
- collaborative, consultative leadership and management
- good staff training and development
- well-managed resources
- good initiatives and investment to improve provision

Weaknesses

- unsatisfactory arrangements to meet learners' literacy and numeracy skills support needs
- slow progress to rectify poor aspects of training and some low success rates
- insufficient promotion of equality and diversity to learners and employers
- insufficiently effective actions to increase participation rates from under-represented groups

Construction, planning and the built environment

Construction crafts

Strengths

- good overall success rates on the apprenticeship programme
- good achievement on OSAT programmes
- particularly effective pre-apprenticeship programme
- broad range of OSAT programmes

CARILLION CONSTRUCTION TRAINING

- very good promotion and understanding of health and safety
- good-quality learning materials which promote learners' understanding

Weaknesses

- poor overall success rates on the advanced apprenticeship programme
- poor success rates at Heathrow and Wembley centres
- not enough work placements for all learners
- insufficient support for learners with literacy and numeracy needs
- poor assessment on OSAT route for experienced workers
- insufficient support for learners' transition into work
- narrow range of assessment methods
- weak progress reviews in some centres

WHAT LEARNERS LIKE ABOUT CARILLION CONSTRUCTION TRAINING:

- doing practical work in the training centres
- learning new practical skills
- the attention to health and safety
- not having to attend college to get a qualification
- 'never had a qualification before'
- the good instructors that know the job well
- 'it's much better than school'

WHAT LEARNERS THINK CARILLION CONSTRUCTION TRAINING COULD IMPROVE:

- the amount of information on jobs
- the number of site visits by assessors
- the theory - it could relate better to practical and site work
- the provision of work placements at the end of the pre-apprenticeship course
- the quality of tools - it could be better

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good strategic management and sound business planning
- collaborative, consultative leadership and management
- good staff training and development
- well-managed resources
- good initiatives and investment to improve provision

Weaknesses

- unsatisfactory arrangements to meet learners' literacy and numeracy skills support needs
- slow progress to rectify poor aspects of training and some low success rates
- insufficient promotion of equality and diversity to learners and employers
- insufficiently effective actions to increase participation rates from under-represented groups

8. CCT has good strategic management and sound business planning. Since its previous inspection, CCT has appointed a new general manager who has a clear vision for the three-year development of training. He has stabilised the business through effective strategies to retain staff. Staff turnover was 34 per cent in 2003-04 and is currently 8 per cent. CCT's training is now better integrated with the parent company, Carillion PLC, enhancing placement and employment opportunities for learners through the use of the company's many supply chains. The parent company places a strong commitment on supporting the development and diversification of training into the health and engineering sectors. The senior managers also make the most of opportunities to promote work-based learning and rectify current shortfalls in the construction industry through effective networking and membership of national industry bodies. Senior managers are kept well aware of the overall performance of centres through good use of regular reports produced with management information systems. A newly purchased system is providing teams with better and more in-depth reports which make it easier to monitor performance at centre level. CCT has effective partnerships with many further education colleges to train pre-apprentices. CCT has begun to work very effectively in partnership with providers that offer basic skills training alongside vocational training for disadvantaged young people and adults. For example, in the Nottingham centre, CCT has successfully improved employment for most of the learners who joined the project.

9. CCT's senior managers work in a consultative and collaborative way with staff. CCT's general manager has developed a number of important new communications structures that enable all staff to participate effectively in the development of the provision. The annual conference is a well-planned two-day residential training event at which managers share their ideas for developing provision with all staff. Senior managers no longer work at a head office but are placed within centres and frequently spend time visiting teams across the provision. The senior management team has implemented a number of useful

forums that meet regularly with representatives from staff teams to discuss work practices. Representatives are elected by teams, and managers chair the meetings. CCT's operational managers sit on a number of these groups, further aiding a unified approach and the sharing of values across the provision.

10. CCT manages resources well. Most accommodation is satisfactory, although some is shabby and poorly decorated. However, CCT has a strategy of relocation and refurbishment to more suitable premises when leases run out and many centres have relocated. The Hull centre is well designed and provides very good new accommodation. The Bristol centre is about to move to new premises where learners will have an opportunity to build offices and classrooms in a large warehouse. Learning materials are good. CCT has recently published a useful book for the NVQ technical certificate in brickwork, with additional books due to be published for other construction crafts as well as a CD-ROM containing example lesson plans and tutors' materials. CCT places a very high priority on health and safety in all centres. Instructors and assessors are mostly well qualified and very experienced in their particular field. However, some new assessors in a few centres have yet to qualify for assessors' awards.

11. Staff training and appraisal are good. CCT has a regular, well-understood formal appraisal system. Managers measure the performance of their staff against clear criteria, and target-setting is an essential element of the process. The performance-related bonus scheme is appropriately related to targets concerning learners' retention and achievement. Many managers and team leaders regularly meet individual staff informally to discuss issues, providing them with a valuable opportunity to raise concerns. Training is linked to appraisal and is freely available. CCT provides many training opportunities in-house. Managers provide good support for staff to gain teaching qualifications and assessors' awards.

12. CCT has inconsistencies in the management and co-ordination of some aspects of training. In construction, at the time of the inspection, approximately 7 per cent of learners do not have work placements. Assessment strategies are too narrow and reviews in some centres do not sufficiently help learners to measure their progress effectively. Most significantly, success rates on advanced apprenticeships have been declining over the past three years. CCT has recognised these weaknesses in training and has put in place actions to resolve them.

13. Arrangements to meet learners' support needs for literacy and numeracy when diagnosed at induction are unsatisfactory. CCT's strategy does not ensure specialist support from appropriately qualified staff at all centres. CCT's key skills tutors have a responsibility to support learners who have been identified as needing literacy or numeracy skills support. In 2005-06, 26 learners were diagnosed with additional learning needs following induction and 17 gained their key skills qualifications at level 1. Four others have completed portfolios and are awaiting completion of their final tests. Most learners achieve key skills qualifications well and some learners work to a higher level than required by the awarding body.

Equality of opportunity

Contributory grade 4

14. CCT's equality and diversity policy clearly spells out the aims and objectives of the organisation. Specifically it recognises that people, and their attitudes and behaviour have clear implications on their ability to contribute effectively to widening participation within

the construction training sector. The policy requires senior managers to undergo equality and diversity training, including briefings on relevant legislations such as race discrimination and the Special Educational Needs and Disability Act 2001.

15. The policy sets out how equality and diversity awareness is reinforced, through a system whereby senior managers brief area managers, who in turn share this information with centre managers. Centre managers are required to brief centre staff and learners. However, there are inconsistencies in staff members' knowledge and commitment to equality and diversity. While senior managers demonstrate a strong commitment to equality of opportunity, this is not the case in some other parts of the organisation. Traditional attitudes still exist which do little to challenge the stereotypical image of construction, and do not contribute positively to widening participation and recruiting learners from under-represented groups.

16. CCT has introduced some initiatives which have successfully engaged learners in training opportunities. For example, the OSAT programme has successfully delivered NVQs for existing workers in the construction industry. One particular project has involved a group of disaffected young people and long-term unemployed in a scheme to equip them with a health and safety qualification and basic training in a number of skills required for them to work as operatives within the industry. This allows them to practise within the construction industry as general operatives. Fifty per cent of these learners have since progressed into work, with a number continuing in further training.

17. CCT has no coherent and planned strategy to ensure that all centres are striving equally to raise participation rates of learners from under-represented groups. Training opportunities are provided, for example through school links or community activities, but these are delivered on an informal basis dependent upon the commitment of individuals or the staffing resources available to each centre. Promotional and marketing materials present non-stereotypical images of people working in the industry. CCT operates in many large cities where people from diverse cultures live, such as Birmingham, London, Manchester and Bristol, but it does not produce promotional materials in the languages spoken in these communities, other than English.

18. Recent developments in the collection and analysis of equality and diversity data have improved the management team's awareness of recruitment trends and progress towards targets for equality and diversity impact measures. CCT is now able accurately to monitor and set targets in this area. However, this development is relatively new and has not yet had a significant effect in terms of improving trends in the recruitment of under-represented groups. The number of female apprentices is very low, with only 16 currently on programmes. The number of learners from black and minority ethnic communities is also low, particularly when compared with local populations in which some centres are based. Currently, 46 learners are from black and minority ethnic groups. There is a genuine commitment at senior management level to improving participation rates of under-represented groups. However, no detailed strategy is in place on how this can be achieved throughout the organisation.

19. Most centres now provide satisfactory access to all their facilities. A renewal and relocation programme of centres is steadily taking place, and new centres ensure that all facilities are available on ground-floor locations. There are some centres where access to workshops and classrooms is based on first-floor locations, with no lifts available.

However, these centres are to be relocated as part of CCT's centre relocation programme.

20. CCT does not sufficiently promote equality and diversity to learners and work-experience providers. Learners receive equality of opportunity training during their induction programme which gives them a basic awareness of equality and diversity. However, this is not sufficiently reinforced and further developed regularly through the apprenticeship programme. Inspectors saw no evidence that reinforcement and promotion of equality of opportunity were key features of learners' progress reviews.

21. Equality and diversity are not sufficiently promoted throughout CCT's work-experience providers. They receive a copy of CCT's equality and diversity policy, and placement monitoring officers visit regularly to ensure learners' welfare. However, CCT does not encourage employers to develop their own understanding and knowledge of equality and diversity through further training or other means.

Quality improvement

Contributory grade 2

22. CCT has introduced good initiatives and investment to improve provision. The general manager has introduced forums in the main five key areas of the provision, whereby teams which have similar functions regularly discuss performance and share ideas. Centre managers have improved aspects of training. In particular, support for improving teaching and learning has been provided and managers have developed good new learning materials that effectively promote learning. Assessors in some centres are now going out to visit employers to conduct assessment on site instead of relying solely on learners to bring in work diaries and testimonies from their placements. The business systems manager has changed the way attendance is monitored on timesheets, to better identify patterns of absence. Centre managers across the provision are beginning to train placement monitoring officers to improve aspects of reviews. CCT has invested significantly in new staff and strengthened the development team's function across the provision. Carillion PLC has seconded a member of staff for a year to work with the supply chain companies to improve placement and employment opportunities. Regional internal verifiers have been appointed to help standardise the work of internal verifiers. Three members of staff now work on developing teaching and learning. CCT has recently introduced a new, well-designed system for observing teaching and learning that includes feedback from learners as a crucial aspect of the clear criteria for grading. Some staff have been observed but it is too early to judge the effect that this will have on improving teaching and learning.

23. Learners' achievements overall are good. Across all programmes, apprenticeship success rates show an improving trend, increasing from 55 per cent in 2003-04 to 60 per cent in 2005-06. In the area of learning, pre-apprentices progress well, and where an Entry to Employment (E2E) programme is used as a pre-apprenticeship programme, 76 per cent of learners have progressed successfully onto apprenticeships. Apprentices achieve much better than advanced apprentices, whose overall success rates have declined over the past three years.

24. CCT has rectified the weakness identified at the previous inspection concerning the incomplete quality assurance procedure. A senior manager has a designated responsibility for developing systems and has produced detailed and comprehensive quality assurance systems. Regular systematic audits and monitoring take place, and

reports are produced for managers to rectify issues of non-compliance to procedures. This system is effective in identifying issues and the summary annual reports produced for the senior management team highlight quality issues. However, the audit system concentrates too much on detail and not enough on the overall quality of key aspects of training. Development plans written by managers as a result of issues identified are not routinely followed up to ensure faults and omissions are rectified in a timely way.

25. CCT has been slow to rectify some poor aspects of training identified at the previous inspection. Target-setting in reviews remains an issue in some centres and insufficient direct observations take place for assessment purposes in the workplace. Success rates on the advanced apprenticeship programme have declined significantly over the past three years since the previous inspection.

26. Senior managers use the summaries produced as a result of the audits to start the self-assessment report process. The self-assessment report process involves all staff through questionnaires. Staff are requested to make comments on the draft report. Staff have a reasonable understanding of the process and a satisfactory awareness of most of the strengths and weaknesses. CCT did not identify some of the weaknesses identified by inspectors, and a few areas considered as strengths in the self-assessment report were no more than normal practice. The report is critical in parts and broadly accurate.

AREAS OF LEARNING

Construction, planning and the built environment

Grade 3

| Contributory areas: | Number of learners | Contributory grade |
|-----------------------------------|--------------------|--------------------|
| Construction crafts | | 3 |
| Apprenticeships for young people | 1,525 | 3 |
| Other government-funded provision | 543 | 2 |
| Other workforce development | 289 | 2 |

27. CCT provides apprenticeship and advanced apprenticeship programmes in a range of construction occupations. These include carpentry and joinery, bricklaying, painting and decorating and plastering. Apprenticeship programmes are also provided in construction operations. CCT also provides a wide range of NVQs for experienced workers through its OSAT programme.

28. CCT has 15 training centres which are spread across England. With the support of the CITB, CCT has developed an 'employer host model' programme whereby it employs and trains apprentices on behalf of the industry. Work experience is provided by a range of small to medium-sized construction companies including subcontractors working in Carillion's supply chain. All learners are working towards NVQs, technical certificates and key skills qualifications within the nationally agreed apprenticeship or advanced apprenticeship frameworks for their respective trades.

29. All apprenticeship learners are recruited through recommendation and referral by local Connexions offices. Applicants for apprenticeships take an aptitude test and an initial assessment in literacy and numeracy. All successful applicants undergo a 14-week off-the-job pre-apprenticeship programme during which they work towards a level 1 qualification and key skills qualifications, delivered in partnership with 13 local further education colleges. Successful learners progress to apprenticeships with CCT and are placed with work-experience providers. Employers provide on-the-job training and experience on a wide range of construction projects and sites. Off-the-job training is provided in one of CCT's training centres on block-release attendance, enabling learners to return to their work site throughout the programme to gain further work experience. Learners take 18 months to complete the apprenticeship programme, after which they can progress to an advanced apprenticeship. This programme takes a further 18 months, made up of 10 weeks of off-the-job training together with further relevant site experience. While on site, learners are visited every 12 weeks by work-placement officers who carry out progress reviews and monitor learners' health and safety. Currently, there are 543 learners on the pre-apprenticeship programme and 1,525 learners on construction apprenticeships, which includes 1,175 on apprenticeships and 350 on advanced apprenticeships.

30. CCT's OSAT provision is managed through Carillion Skills, Assessment and Training service (CSAT). CSAT operates on two sites, in the Northwest in partnership with City of Sunderland College, and in the East Midlands as stand-alone provision with a part of the provision subcontracted to an OSAT provider, Assessment and Training Ltd. CSAT has

eight full-time qualified assessors. Experienced workers on the OSAT programme are recruited through employers. They receive an on-site induction with an assessor at which they complete a diagnostic skills match questionnaire and initial assessment. The learners' existing skills and current work experience are profiled against the units of the qualification and skills gaps are identified. Any training needs which are identified through this process are met either by on-site training or in the companies' training centres. Assessment is carried out during site visits and evidence is recorded in the learners' portfolios. CSAT also delivers a new initiative known as the Experienced Worker Practical Assessed Route (EWPAR). Currently there are 289 candidates on the OSAT and EWPAR programmes.

Construction crafts

Strengths

- good overall success rates on the apprenticeship programme
- good achievement on OSAT programmes
- particularly effective pre-apprenticeship programme
- broad range of OSAT programmes
- very good promotion and understanding of health and safety
- good-quality learning materials which promote learners' understanding

Weaknesses

- poor overall success rates on the advanced apprenticeship programme
- poor success rates at Heathrow and Wembley centres
- not enough work placements for all learners
- insufficient support for learners with literacy and numeracy needs
- poor assessment on OSAT route for experienced workers
- insufficient support for learners' transition into work
- narrow range of assessment methods
- weak progress reviews in some centres

Achievement and standards

31. Overall success rates on the apprenticeship programme are good. They have shown an improving trend over the past three years. In 2003-04, 2004-05 and 2005-06 the overall apprenticeship success rates were 54 per cent, 59 per cent and 70 per cent respectively. National rates for the same period were 32 per cent, 39 per cent and 53 per cent respectively. Success rates vary between CCT's centres. At the Sittingbourne centre the rate is very good at 87 per cent, and at the Nottingham and Bristol centres the overall success rate is 78 per cent.

32. Achievement on OSAT programmes is good. Over the last three years there have been 1,358 candidates, including the EWPAR programmes. The combined overall achievement rate for these programmes currently stands at 85 per cent. Few learners leave the OSAT programmes early without achieving their qualifications.

33. The standard of learners' work in both on-the-job and off-the-job training is

satisfactory. Learners in their second and third years of training are valued by their employers and contribute well to activities on site. In general, learners' written work and portfolios are satisfactory, but not enough use is made of photographic or graphical evidence. Some learners make slow progress, particularly on advanced apprenticeship, although the timely success rate is improving on apprenticeships.

34. Overall success rates on advanced apprenticeship programmes are poor. They have shown a declining trend over the past three years. In 2003-04, 2004-05 and 2005-06, advanced apprenticeship success rates were 64 per cent, 59 per cent and 34 per cent, respectively. Sector averages for the same period were 31 per cent, 34 per cent and 44 per cent respectively.

35. Overall apprenticeship success rates are poor at the Heathrow and Wembley centres. These centres saw no framework completions in 2004-05. Success rates are improving in 2005-06 but are still low, at 17 per cent for both centres.

| 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 | 100 | 92 | 51 | 64 | 26 |
| | | timely | 100 | 91 | 36 | 63 | 17 |
| | 2004-05 | overall | 191 | 78 | 55 | 61 | 40 |
| | | timely | 195 | 76 | 33 | 59 | 22 |
| Apprenticeships | 2003-04 | overall | 663 | 57 | 42 | 54 | 25 |
| | | timely | 669 | 32 | 17 | 30 | 9 |
| | 2004-05 | overall | 827 | 66 | 52 | 53 | 39 |
| | | timely | 842 | 40 | 20 | 31 | 13 |

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

36. CCT has developed a wide range of good-quality learning materials which enable learners to develop their understanding and knowledge. The materials are well presented with diagrams, tables and graphical information. They are supplemented with activity packs which effectively assess learners' understanding.

37. The materials have enabled a standard approach to be adopted for the delivery of background knowledge. They provide useful discussion points in lessons and are valued by learners in revising for phase tests and other assessments. Learners are able to work independently and study at home to catch up any teaching sessions that they have missed. The materials provide a constant source of reference, both on site and in the training centre. Trainers use the learning and assessment materials adequately, which ensures that the quality of training in centres is broadly satisfactory. Learners' files and portfolios are also standardised across the provision. These provide effective guidance for assessment and recording of evidence.

38. CCT promotes very good health and safety practices. There is a strong management commitment to ensure that learners are provided with a safe working environment. Most learners have a good understanding of health and safety issues. Health and safety is thoroughly covered in the learners' induction and throughout the training programme. Learning materials effectively incorporate health and safety. Health and safety practices are observed well within the training centres. Learners wear appropriate personal and protective equipment at all times. An 'all gloves policy' has been introduced and this has been effective in reducing the number of hand accidents. Good housekeeping in workshops ensures that work areas are tidy and safe. Effective safety signage, and the display of regulations, posters, and health and safety statistics raise and maintain learners' awareness. A monthly health and safety bulletin is linked to effective weekly 'tool box' talks for all learners in the training centres. Health and safety approval and monitoring of work placements is very thorough. Learners are removed from sites when placement officers observe poor health and safety practice. CCT has developed a performance indicator linked to health and safety, applying an accident frequency rate to all centres. The rate is low and has demonstrated a declining trend over the past three years.

39. The pre-apprenticeship programme is particularly effective in preparing learners for entry into the industry and apprenticeships. Learners gain useful hand skills and knowledge of their trades over the 14-week programme. Of those learners who started pre-apprenticeships in 2004-05, some 80 per cent progressed into apprenticeships. At the Wembley and Heathrow centres the pre-apprenticeship is delivered through an E2E programme. Progression from the E2E programme into construction apprenticeships is good, at 76 per cent in 2004-05. Achievement of the main E2E learning aim, the foundation construction award, is also good at 76 per cent.

40. Learners' inductions are satisfactory. Learners develop appropriate personal skills and confidence through a range of well-planned activities but they receive very little practical skills training. Learners understand their apprenticeship framework and most have a good understanding of their employment rights and responsibilities. Teaching overall is satisfactory. Much practical teaching is good, with trainers effectively sharing their site experience. However, background knowledge teaching often does not engage learners in activities which promote learning. Background knowledge teaching does not effectively link to practical training, and trainers make insufficient use of visual aids.

41. Progression rates from apprenticeships to advanced apprenticeships are satisfactory, standing over the past two years at 45 per cent and 44 per cent respectively. CCT has a broad range of OSAT programmes including some specialist trades. The provision is available at level 2 and 3 in some trades. The OSAT programme in general makes a significant contribution to meeting the needs of learners and the industry.

42. Following the completion of the pre-apprenticeship programme, some learners have been without a work placement for up to eight months. Without site experience, learners are unable to develop their workplace skills or make progress towards their NVQ. A few learners with no placement only have three months of their training left and are unlikely to achieve the NVQ. The problem varies by centre but in August 2006, 159 learners, some 7 per cent of all learners, were without work placements. At the Gateshead centre, 17 per cent of learners, in Tyneside 16 per cent of learners and at Heathrow 14 per cent of learners were without work placements. Training centres have tried to provide additional

off-the-job training for learners without placements. However, the provision made for these learners is inadequate, with staff shortages apparent, and block-release training for other groups and workshop space has reduced the training available in some centres to just two days a week. Many learners have become demotivated and have left the programme. Employers in some areas are unwilling to participate in the training and offer work experience. Carillion has tried to resolve the issue through its supply chain but as yet these actions have not been fully effective.

43. A narrow range of assessment methods is employed within learners' programmes. Too much reliance is placed on product evidence incorporated within site diaries which the learners complete. These diaries are subsequently cross-referenced to the NVQ performance criteria by the assessor in the training centre. Work-based assessment is insufficiently developed. Few learners have received assessment by direct observation of competence on site. Assessors seldom visit the learners in the workplace. Contact between assessors and employers is mainly through placement officers who are often not assessors or competent in the construction crafts area. Site diaries are generally completed well but too little use is made of photographic evidence, diagrams and witness testimonies in many portfolios. Employers are insufficiently involved in training and assessment and there are no formal work-based recorders on site.

44. Assessment on the EWPAP programme is poor. Checks on learners' experience are insufficiently thorough and checking of witness testimonies is inadequate. Some significant anomalies in witness testimonies were missed by assessors and went unchallenged. For example, some curriculum vitae were inadequately completed. There is a general lack of rigour in applying assessment standards and guidance. For example, a learner failing to meet the standard of the practical test was awarded the NVQ on the strength of additional witness testimonies being provided.

45. Learners' progress reviews are weak in some centres, with insufficient attention given to learning. Reviews concentrate on health and safety and compliance issues but have no focus or dialogue on learning or assessment. Reviews do not adequately link on-the-job and off-the-job aspects of training. Individual learning plans and previous reviews are not used to guide the review process. Target-setting within learners' progress reviews is insufficiently developed. Many completed review documents in learners' files have no evidence of target-setting. Learners are unfamiliar with the targets they have been set or deadlines other than their training end dates. The reviews in the workplace are carried out by placement officers and are generally timely, being held every 12 weeks. At the Heathrow centre there were no reviews in some learners' files. Learners' understanding of equality of opportunity is insufficiently developed in the reviews or in other parts of the programme, other than induction.

46. The arrangements for providing additional learning support are insufficiently developed. All learners take an initial assessment of their literacy and numeracy skills, but only recently has CCT introduced a diagnostic assessment. The arrangements for providing support are not formalised or planned. There is no record of individual or small group support sessions and additional support is not identified on individual learning plans. Some support is provided through extra help during key skills sessions in the 14-week pre-apprenticeship programme, but it is not clear how learners receive literacy and numeracy support within the apprenticeship and advanced apprenticeship programmes. Overall the arrangements do not improve or support learning. Key skills

staff have no qualifications in literacy or numeracy skills support. At the Wembley centre these issues are being resolved and support has been identified on the learners' E2E Passport. Planned individual and drop-in support has been put in place for a few learners. CCT does not have a strategy for meeting learners' literacy, numeracy and language support needs. Most learners receive satisfactory personal and pastoral support.

47. Support for learners' transition into work is insufficiently developed within the programme. For those learners who are leaving CCT without securing a job, no effective arrangements are in place to prepare them for work as they move towards the end of their apprenticeships. Learners do not receive any structured training or coaching in jobsearch, curriculum vitae compilation or interview techniques. CCT does not monitor the destinations of those who leave training. It is not aware of the number of learners who gain employment with their work-experience employer or with other employers in the industry. There is no follow-up support when learners leave without finding employment. Several employers visited during the inspection had provided work experience for many learners but had not employed any of them.

Leadership and management

48. At most centres there is a clear focus on improving achievement. However, at the Heathrow centre, targets have been missed and performance is poor. Centre managers have access to data systems and share reports on learners' recruitment, retention and achievement at monthly staff meetings. Staff do not have access to data and some have a limited understanding. All centres are set challenging targets for improvement which are linked to performance-related pay. Data following the progress of learners is insufficiently developed, being currently recorded on wall charts in centres. There is no electronic record and managers are unaware of learners' progress without making reference to the charts or assessors. All centres have a good supply of materials and adequate plant and equipment. Classrooms often provide an uninspiring environment for learning. Many of the centres have had difficulty in recruiting and retaining staff. In some centres the shortage of staff has disrupted learners' programmes. Internal verification is satisfactory. In most cases, appropriate methods are used to check the assessment process and the competence of learners. However, issues over procedures and the registration of learners have led to awarding body sanctions in two centres. The self-assessment process is satisfactory. Most staff have had some involvement in the self-assessment report and were aware of most strengths and weaknesses. The self-assessment report overstated some of the key strengths, which inspectors judged to be no more than satisfactory, and inspectors also identified additional weaknesses. The overall grade in the self-assessment report was higher than that given by inspectors.

