

Land Rover Limited

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Motor vehicle

Description of the provider

1. Land Rover Limited (Land Rover) has held a direct employers' contract with the National Employer Service (NES) since August 2004 to provide apprenticeship training and assessment for its motor vehicle learners. Learners are employed by franchised retail motor vehicle dealerships. Besides the Land Rover learners the contract also includes Jaguar, Aston Martin and, since January 2007, Volvo learners. Training and assessment are subcontracted to a company called Autoexcel, whose staff work very closely alongside staff from the vehicle manufacturers.
2. In total there are 391 learners employed across 263 franchised retail motor vehicle dealerships. Ten learners are on Train To Gain programmes and the rest are doing apprenticeship or advanced apprenticeship programmes for young people. On Train To Gain programmes there are four retail parts learners, three customer service learners and three motor vehicle repair learners. There are 314 learners on motor vehicle repair apprenticeship programmes, 41 on retail parts apprenticeship programmes, 20 doing customer service apprenticeship programmes and six doing vehicle body repair or vehicle refinishing apprenticeship programmes. Across all the programmes there are ten female learners and 14 learners classified as 'non-white'. Nine learners are identified as requiring additional learning support and eight have a declared disability.
3. Learners attend one of four training centres for off-the-job block release training, usually delivered in one-week blocks. The training centres are located at Gaydon, Castle Bromwich, Daventry and Halewood. While attending the off-the-job training, most of the learners stay in local hotels paid for by their employers. The off-the-job training is aligned to the manufacturers' types of vehicles and equipment learners use mainly in their workplace. All the required technical training is provided at the training centres.
4. Learners also work in dealerships in Scotland and Wales, but the inspection covered only those working in England. Five inspectors visited learners at their work places and at the training centres for a total of 20 days. Learners from all the occupational areas were inspected, but owing to the small numbers in some vocational areas, they were all included in the motor vehicle report.
5. Last year Land Rover piloted a Young Apprenticeship programme for 14 to 16 year olds interested in working in the retail motor industry. From September 2007 Land Rover has held a national contract for the Young Apprenticeship programme. The company now delivers training through its own training centres and through subcontracting with 10 colleges. This subcontracted work was not inspected although it was discussed as part of the leadership and management strategy for future recruitment improvement to the industry.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Motor vehicle	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

6. The overall effectiveness of the provision is good. Achievements and standards, the quality of provision, leadership and management and the motor vehicle provision are all good. Equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

7. Land Rover has demonstrated that it has good capacity to improve. The provision has not been inspected before as Land Rover had a direct employer contract with NES for three years. Recent success rates have been consistently good and well above the national average for the sector. Regular feedback from learners and employers is used to help to improve the provision. A quality improvement group meets monthly to test policies and procedures against what is actually needed and any necessary improvements are quickly identified and actioned.
8. The self-assessment process is thorough and inclusive. The latest report was written in September 2007. It takes into account the views of learners, employers and staff. Staff actively contribute to the report by completing a pro-forma to assess each work area against the criteria of the Common Inspection Framework. Staff propose grades for each section of the report and they agree the final draft before it is published. The self-assessment report is well written with clear judgements backed up with supportive data. It provides a largely accurate assessment of the provision and inspectors agreed with all the grades in the report, apart from awarding a lower grade for equality of opportunity. Land Rover has produced a good improvement action plan that is closely linked to the self-assessment report. The improvement action plan is discussed at monthly management meetings and the latest updated version is available to staff through the company intranet. This process has led to improvements in performance and also has enhanced the learner experience. This was identified as a strength in the latest self-assessment report.

Key strengths

- Good learner achievement
- Very good training
- Excellent training resources
- Very good enhancement of training programmes
- Particularly good support
- Highly effective subcontractor management
- Very good Young Apprenticeship programme links with schools
- Very effective self-assessment process

Key areas for improvement

- The slow progress of some learners

- The missed opportunities to use naturally occurring evidence to develop key skills
- The ineffective co-ordination of on- and off-the-job training
- The insufficient promotion of equality and diversity

Main findings

Achievement and standards

Good: Grade 2

9. Learners' achievement is good. This strength was identified in the self-assessment report. Apprenticeship framework completion is well above national averages. In 2005 the achievement rate was 88% compared with a national average of 37%, in 2006 the rate was 78%, and the current figure for 2007 is 77% compared with national averages of 49% and 59% respectively. Learners acquire good vocational skills in the workplace and at the training centres. They work closely with skilled technicians who impart good working practices. Learners' portfolios are well organised and adequately reflect an appropriate range of activities to demonstrate competence.

Quality of provision

Good: Grade 2

10. The training provided by Land Rover is very good and learning resources are excellent. This strength was identified in the self-assessment report. Classrooms and practical workshops at the training centres are spacious and well-equipped with an extensive range of training resources to provide detailed product knowledge. The quality of the teaching is good and instructors set high standards for learners to attain during practical work and background knowledge sessions. Of the five teaching sessions observed by inspectors, four were judged to be good and one was satisfactory.
11. In the workplace, learners develop good practical skills and demonstrate high levels of competence. Staff working directly with learners are knowledgeable and possess good occupational experience and expertise. Some employers rotate the placement of learners in various working areas of the business to extend their skills and knowledge.
12. There is very good enhancement of the training programmes. For example, free membership to gymnasiums is provided during the training blocks and tours of the manufacturers' production operations are arranged. There is a range of team building exercises, including karting, football and outward bound courses, which learners enjoy. There is excellent celebration of achievement at the end of training with a formal celebration dinner to which relatives and employers are invited. An outstanding opportunity to participate in overseas community projects is offered to learners when they achieve the full apprenticeship framework. There have been very successful life-changing projects carried out in Zambia, Kenya, the Amazon, Tanzania, Peru and Ecuador which have benefited the local communities. This strength was identified in the self-assessment report.
13. Learners experience particularly high levels of support throughout their training. This strength was partially identified in the self-assessment report. Employers are supportive of the block release arrangements and pay travel, hotel accommodation, food, and refreshment costs. Experienced workplace mentors provide high levels of support, guidance and training. Trainer assessors visit learners regularly in the workplace and plan the frequency of visits to meet the specific needs of the learners and employers. Trainer

assessors are easily contactable by mobile phone or email. They collect learners daily from their hotel to take them to the training centres. Learners with specific learning needs have these addressed during the block release training. For example, a learner diagnosed with dyslexia has translucent coloured sheets to aid his reading.

14. Learners are given an action plan at the end of each training block detailing the evidence to be collected before their next block release. However, the existing monitoring arrangements do not effectively link this to the individual's training plan or to the progress reviews. Staff rarely update learning plans. For a few learners, there is insufficient recording and analysis of progress or identification of clear actions needed to improve during progress reviews. The progress monitoring charts used are not clearly understood by all employers. This has resulted in missed opportunities to gather workplace evidence and contributed to some slow progress. The provider has recognised this and put a strategy in place to speed up the achievements of identified learners. The provider has also issued employers with a detailed operational manual covering all aspects of the training programme. This improvement was not identified in the self-assessment report.
15. Opportunities to use naturally occurring evidence to develop some learners' key skills are not always taken. Usable data and information generated during their studies or at the workplace are ignored. Arrangements require some learners to complete separate assignments for key skills, such as estimating quantities of paint required to cover calculated areas of workshop floors. Learners also use their hobbies as subject matter, resulting in many projects about favourite football teams. Consequently these supplementary activities produce unnecessary additional work and they are not vocationally relevant to some learners' work. Key skills assignments do not help some learners understand how key skills can be used at work. This area for improvement was not identified in the self-assessment report.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

16. Leadership and management at Land Rover are good. The provision is subcontracted to an outside organisation and overseen by the Land Rover Academy manager. The management of the subcontractor is highly effective. Service level agreements are annually updated and monitored through fortnightly meetings between the Academy manager and senior subcontractor managers. These meetings are used to review progress and update the apprenticeship programme. Meetings focus on recruitment, resources, progress and quality resulting actions have been very effective in improving the learners' experience. Subcontractor staff are encouraged to see themselves as part of the vehicle manufacturers' organisation and promote the brand image well to learners. Subcontractor staff are particularly aware of all the latest product information and have access to dealership training programmes to maintain their occupational competency. This was identified as a strength in the self-assessment report.
17. Very good links are in place with schools through the Young Apprenticeship programme. Land Rover has gained a firm commitment from schools nationally to become fully involved in this programme. The programme currently has 310 year 10 participants

attending colleges and the apprentice training centres. Ten colleges have been selected nationally to deliver the programme and are fully supported by Land Rover with resources and technical input. The young apprentices value highly the experience they gain from attending the programme and the introduction to the world of work. They have opportunities to gain a vocational qualification in vehicle maintenance by completing the two-year programme. A second year group of 49 young people who were involved in the piloting of the programme are enjoying one day a week work experience in car dealerships. Young Apprentices will be encouraged to apply for the full-time apprentice programme. The organisation has a comprehensive child protection policy in place for the Young Apprenticeship programme. However, the policy does not extend to those learners on the full-time apprenticeship courses, although learners as young as 16 may be required to stay in hotel accommodation.

18. Staff appraisal and development is satisfactory with a formal annual appraisal system which sets measurable targets and objectives. Personal development opportunities are identified as part of the appraisal process and are fully supported both financially and in time off for study.
19. Arrangements to provide additional literacy, numeracy and language support are satisfactory and are underpinned by a skills for life strategy. Information, advice and guidance are satisfactory with managers and tutors ensuring learners are aware of progression and change opportunities.
20. Quality assurance of the training is satisfactory and the detailed quality manual is well understood by staff. A comprehensive internal verification system supports the assessment processes. Standardisation meetings for assessors are held regularly and an established observation process is in place for teaching and learning. Feedback is collected regularly from learners and employers and information is used to enhance the learners' experience.
21. Management of data is satisfactory. The management information system is used for contract compliance and to identify shortfalls in apprentice and assessor performance.
22. There is some ineffective co-ordination of on- and off-the-job training activity. Some employers have only recently received their apprentices' training programme which has made follow-up training after block release difficult to plan. Some individual learning plans have not been updated to reflect progress or identify changes to target dates. The lack of co-ordination has in some cases contributed to some slow progress of learners. This was not identified in the self-assessment report.
23. Land Rover has a comprehensive equal opportunities policy that clearly states the company's commitment to complying with legislative requirements and to protecting staff and learners. The policy is communicated to staff and to learners during initial induction to the company. The policy is regularly updated and the policy arrangements are satisfactory.
24. Satisfactory data is collected about learners' ethnicity, gender, disability and support needs. This information is stored on a database that is used to provide managers with reports to analyse different categories of learners. Data is used to monitor the number of learners in different categories. It is not however sufficiently used to identify if groups of learners are disadvantaged by recruitment, testing, assessment or other processes.

25. Learners are given clear information about their rights and responsibilities at the start of the programme. At progress reviews assessors ask learners about their treatment at work and add the comments to the review document. Staff have attended recent update training courses about equality and diversity and staff and learners' understanding is satisfactory.
26. There is however, insufficient promotion of equality and diversity to learners. Promotional materials and company websites show stereotypical images. There is little reinforcement of learners' understanding of equality and diversity. Targeting and promotion to under-represented groups, such as female learners and those from minority ethnic communities, does not take place. This was not identified in the self-assessment report.

What learners like:

- The dedicated training centre with good resources
- The opportunity to meet up with other apprentices
- Being treated as adults and with respect
- Guaranteed a job after successful completion
- The support from employers and tutors
- The small class sizes and knowledgeable staff
- 'Working on Land Rovers makes working on other cars easier'
- The practical off-job training without the pressure of the workplace

What learners think could improve:

- More practical off-job training
- Better links to training opportunities at the dealership
- More diagnostic work
- The NVQ terminology
- The relevance of some theory work
- Travelling to off-job training
- More car and trade magazines should be available.
- 'I'd like a clearer understanding of key skills proxy arrangements'
- Understanding the deadlines and review targets

Annex

Learners' achievements

The information in the published Provider Performance report is unreliable and so no data table has been produced for this report.