

## MONITORING VISIT: MAIN FINDINGS

Name of Provider: Whitby and District Fishing  
Industry Training School Limited  
Date of visit: 10 December 2007

### Context

This monitoring visit follows the reinspection in April 2006, at which Whitby and District Fishing Industry Training School Ltd (WDFITS) was graded as satisfactory for all aspects of its provision. At the previous inspection, WDFITS held a contract with the North Yorkshire Learning and Skills Council (LSC) to provide work-based learning in land based provision.

WDFITS is a private training company which was established in 2002. WDFITS was formed to provide new entrants to the coastal fishing fleet in the northeast, covering Whitby and its immediate district. The provider now recruits learners nationally. It has a contract with North Yorkshire LSC to provide apprenticeship programmes in sea fishing. Currently 16 learners are working towards an apprenticeship in sea fishing.

### Achievement and standards

What progress has been made in improving success rates for apprenticeships?	Significant progress
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Achievement and standards have improved since the previous inspection. WDFITS has made significant progress in improving success rates. In 2004-05 the success rate was 0%, and in 2005-06 it was still only 16%. For 2006-07, this has improved significantly to 43% although this remains below the national rate of 59%. Recruitment and selection procedures are now more thorough with a better focus on ensuring that learners are on the right course and understand the course requirements. Induction is used to emphasise the strict disciplines required within the organisation and the industry. So far in 2007-08 four learners have left the programme, of whom only one has achieved the framework. However, the remaining five learners are making good progress. A further ten learners have recently joined the programme but it is too early to judge their progress. Data is used effectively to monitor learners' progress and to identify destinations. There is an increasing trend in the proportion of learners successfully entering employment within the fishing

industry. WDFITS managers and staff have a clear idea of the progress learners are making towards their qualification.

#### Quality of education and training

Has the monitoring of learners' progress against targets been improved?	Reasonable progress
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Systems for monitoring learners' progress remain much the same as they were at the previous inspection but WDFITS is much more effective in keeping records up to date. A new wall-chart that gives an overview of the progress of all learners now supplements the individual monitoring record sheet. Learners check their own progress on this sheet with interest, and being able to compare their progress with that of their peers has a motivating effect. Learners now benefit from better support with portfolio-building.

What progress has been made in developing strategies to promote equality and diversity?	Significant progress
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Some considerable improvements have been made in the overall approach to equality and diversity. The recruitment process has improved significantly and learners who are successful in securing places on the courses now have a better chance of obtaining qualifications and a job. Improvements in the process include scrutiny of references, assessment of interviews and application forms and appropriate initial assessment. Success rates and progression into jobs have improved and as the reputation of the school grows, more learners are progressing into employment in the fishing industry.

The company has analysed the proportion of women on its courses and compared the results with other similar providers. It has developed a detailed knowledge of the placements available through good links with skippers, crews and vessels and works well to promote opportunities for all applicants. The developing relationships with an increasing number of vessels allows better matching of placements to suit the needs of learners. The high level of awareness of the practical difficulties involved in accommodating young women at sea for a number of days has resulted in a thoughtful and pragmatic approach to attracting women into the industry. WDFITS has sensible targets for recruiting under-represented groups and works very well to provide the support necessary to meet the needs of particular groups of learners.

Learners' understanding of equality and diversity has also improved. Coverage of equality and diversity at induction is good and this is re-visited after learners have had their first trip to sea. WDFITS provides individual coaching for young women and has used their experiences well to promote discussion on equality and diversity.

What progress has been made in using staff development to improve teaching and learning and to meet external requirements including initial teacher training and centre approval?	Reasonable progress
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Staff development continues to improve. The first formal plan, implemented in 2007 has now been completed and all the targets for individual staff members have been achieved. The formal plan for 2008 is now in place. Proposed training has been identified for all members of staff based on the strategic plan, the business plan and on individual needs arising from appraisal. Most training identified is to meet business needs rather than personal development of staff. All staff now hold or are working towards appropriate teaching or assessment qualifications. WDFITS has a clear focus on ensuring that staff are suitably qualified to provide effective training.

#### Leadership and management

What progress has been made in implementing measures to ensure the quality assurance of training including arrangements for observations of teaching and learning?	Reasonable progress
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Quality assurance arrangements have improved. WDFITS has introduced a teaching and learning observation scheme and all staff are observed annually. Observations result in clear feedback and actions to improve. The effectiveness of induction and off-the-job training is monitored appropriately through tutors' self-assessment of each session. This is recorded on lesson plans and leads to improvement. All lesson plans are audited effectively by the chief executive to identify how teaching and learning could be improved. WDFITS collects feedback from learners' questionnaires every two months. This feedback is analysed and has led to improvements, for example in resources. Quality assurance is closely linked with the self-assessment process and development planning. Any improvement needs identified are reported through self-assessment, action-planned within the development plan and monitored closely. The system for collecting feedback from employers is satisfactory. Internal verification is effectively planned and thorough. The quality of assessments is monitored accurately at key points throughout the year. Internal verification includes an appropriate mix of direct observation of assessment and sampling of learners' portfolios. Assessors receive detailed and comprehensive feedback following internal verification and standardisation meetings. However, actions for improvement are not always well recorded.

What progress has been made in improving the self-assessment process and development plan?	Reasonable progress
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WDFITS has carried out self-assessment since 2005. The current self-assessment report was updated in September 2007. The report is written by the chief executive

officer after consultation with all staff and board members. The associated development plan is monitored closely and frequently updated. It contains clear timescales and responsibilities and has been effective in improving many key areas for improvement.