

Tyne North Training 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:

- Engineering and manufacturing technologies

Description of the provider

1. Tyne North Training Limited (TNT) is a charity and company limited by guarantee. It is located in Wallsend, between Newcastle and Tynemouth and was established in 1968 as an engineering industry group training organisation.
2. TNT contracts with Tyne and Wear LSC to provide work-based learning and Train to Gain learning within the engineering and manufacturing sector. TNT works with 85 member companies in Tyne and Wear most of which are engineering, marine, offshore or related companies.
3. TNT currently manages 209 advanced apprentices and 8 apprentices employed across a range of engineering specialisms. In addition, TNT offers NVQ level 2 and 3 in Performing Manufacturing Operations (PMO) to 18 learners and NVQ level 3 in Business Improvement Techniques (BIT) to seven learners under a Train to Gain contract. Learners are initially assessed for literacy, numeracy and engineering aptitude. Approximately 90% of TNT's business is government-funded training.
4. Most apprentices spend their first year attending off-the-job training which is subcontracted to Tyne Metropolitan College or South Tyneside College. Subsequent years on programme are spent in workplaces locally. Learners are recruited through referrals from Connexions, careers advisers, advertising in the local press and directly from employers.
5. TNT employs 11 full-time and one part time member of staff. The chief executive has overall responsibility for provision. He is supported by a quality and employer engagement manager, an operations manager, six training officers and three administrative staff. Most training officers are assessors and internal verifiers. An executive committee comprises the chief executive and seven trustees who represent member companies.

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

| | |
|--|---------------|
| Engineering and manufacturing technologies | Good: Grade 2 |
|--|---------------|

Overall judgement

Effectiveness of provision

Good: Grade 2

6. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision and leadership and management are good. Provision in engineering and manufacturing technologies is good. Equality of opportunity is satisfactory.
7. Since the previous inspection, TNT has taken effective steps to improve provision. Success rates have improved and are now high, particularly at level three. Many weaknesses identified at the previous inspection have been resolved and these aspects of provision are now at least satisfactory. Provision for learners' additional support needs is good. Learners' understanding of equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

8. TNT's capacity to improve is good. Learners' success rates have increased substantially and are above national rates. The standard of learners' practical work is high and the quality of their learning is good. Support for learners is satisfactory. Quality assurance is satisfactory. Provision has improved since the previous inspection. The provider uses feedback from learners and from employers well to monitor the quality of the learners' experiences. Observations of teaching and learning within the subcontracted provision are effective.
9. Self-assessment is thorough and includes the views of staff, learners and employers. TNT's most recent self-assessment report was updated just before this inspection. The report is well structured, self-critical and accurately identifies most strengths and areas for improvement. However, it does not reflect some of the more recent improvements found by inspectors, particularly on Train to Gain programmes. Inspectors agreed with the main grades awarded within the self-assessment report but judged that it overstated some strengths. TNT has a satisfactory quality improvement plan and has taken appropriate action to deal with most weaknesses identified at the previous inspection. The quality improvement plan sets clear targets with responsibilities and timescales which have been regularly reviewed and updated.

Key strengths

- High success rates on advanced apprenticeships
- Very good achievement of additional qualifications by learners
- Good development of learners' vocational skills
- Very good support for learners
- Good use of partnerships to benefit learners
- Good management of subcontractors
- Good strategic management

Key areas for improvement

- The co-ordination of on and off-the-job training
- The reinforcement of learners' understanding of equality of opportunity

Main findings

Achievement and standards

Good: Grade 2

10. Achievement and standards are good. Success rates are high. In 2007/08 the success rate for advanced apprenticeships was 76%, an improvement on the previous year's 68% and higher than the national rate of 66%. Timely success rates have increased steadily to 71%, well above the national rate of 41%. The number of learners on the advanced apprenticeship programme increased from 52 to 90 between 2004 and 2007. The number of learners on apprenticeship programmes is too low to show meaningful trends.
11. To date, Train to Gain success rates are very good but it is too early in the programme for meaningful analysis. In 2007/08, of 53 learners on NVQ Level 2 PMO, 35 have left the programme. Of these, 33 successfully achieved the qualification, 22 in a timely manner. Twenty-five learners are still in training. All seven learners following the BIT Level 3 in 2007/08 have been retained.
12. Learners achieve a broad range of additional qualifications. They include lift truck, basic health and safety, manual handling, welding, and electrical regulations qualifications. Most learners progress to higher education.
13. Learners develop good vocational skills. Employers provide a wide range of engineering tasks for learners to practice and develop their skills. On and off-the-job practical work is of a good standard as are most portfolios of evidence. Employers recognise the contribution made by learners to their businesses. However, learners start the employment rights and responsibilities unit of their qualification late in their apprenticeship. Eight of the nine advanced apprentices in their fourth year have not yet begun work on this unit.

Quality of provision

Good: Grade 2

14. The quality of provision is good. Subcontracted teaching and learning is of a consistently high standard. Workshops are well equipped to an industry standard. Modern computer based technology and internet access are readily available. Printed learning resources are of a high standard. Staff are vocationally and academically well qualified, and most have relevant recent industrial experience. TNT ensures that learners are placed with the most appropriate college to meet their needs and circumstances.
15. Working relationships with employers are good. Training officers meet regularly with learners' line managers. Employers have a strong commitment to training and support their learners well. Some employers have work based assessors on site. Communication between employers and assessors is good.
16. The range of provision is good and meets the needs of employers, learners and the local community. TNT has developed qualifications offered locally to meet the needs of employers and learners. A wide range of additional and higher qualifications are available to learners.

17. Guidance and support for learners is very good. TNT staff visit learners' workplaces frequently to discuss training and pastoral issues. Learners are encouraged to contact training officers at any time and are confident about approaching training officers if they have problems. Issues are dealt with sympathetically and efficiently. Learners have high regard for training staff and the support they receive. Many learners have work based mentors. Some employers provide time at work for learners to work on their portfolios. They also offer workshops at which training officers provide learners with high levels of support and guidance before formal assessment.
18. The information, advice and guidance that learners receive is satisfactory, as are initial and learner progress reviews. TNT has satisfactory arrangements for providing literacy and numeracy support.
19. TNT has clear schemes of work for the programmes that learners follow. On-the-job training is well planned in most companies. However, co-ordination of off-the-job training at subcontractors is insufficient. Companies have insufficient knowledge of the content of off-the-job training. Subcontractors are too often unaware of the nature of the business in which learners are engaged.

Leadership and management

Good: Grade 2

Equality Of Opportunity

Contributory grade: Satisfactory: Grade 3

20. Leadership and management are good. Strategic management is good. TNT has successfully focused on introducing Train to Gain programmes and expanding its business. It has increased significantly the number of apprentices and the number of companies in membership of its association. Staff changes have been well managed. It has a clear focus on business planning with links to self-assessment and development planning. It has started to introduce targets for staff. These targets are clearly linked to the strategic objectives of the organisation. The chief executive keeps the executive committee fully informed of the work of the association. It is adequately involved in planning processes. The chair meets regularly with the chief executive to discuss strategic management decisions. Members of the executive committee have a satisfactory range of experience and expertise.
21. TNT manages its subcontractors well. Detailed service level agreements clearly describe what is expected of each party and include clauses on how quality will be monitored. TNT has effective formal meetings with each subcontractor every term. Subcontractors produce frequent, detailed reports about learners' progress to inform progress reviews. The quality of teaching and learning is adequately monitored through joint observations of teaching sessions. These take place three times each year. TNT has an effective partnership with another training provider to share these lesson observations and ensure that engineering training and key skills provision is covered.
22. Communications remain good. TNT maintains good informal contact with subcontractors, employers and learners. Fortnightly staff meetings alternate with team meetings. These are effective in ensuring that all staff are aware of developments within the organisation.

Records of meetings are good. Minutes are detailed and accurate with clear action points, responsibilities and timescales. TNT has improved its progress monitoring of actions. Its website and marketing materials contain appropriate images of learners from under-represented groups.

23. TNT uses its partnerships well to benefit learners. Sponsorship and other monies are used to provide good financial support for learners and encourage progression to higher education. TNT responded effectively to help learners when a large employer closed its local premises. It used its many local links with employers to obtain jobs for the apprentices. TNT uses good links with other local partnerships to engage in initiatives to widen participation. These include an annual event to attract women into engineering. It participates in activities to raise awareness of the industries along the River Tyne and helps to arrange work experience and workplace visits for local schools. This year, TNT helped with the induction of 11 school pupils onto young apprenticeship programmes and is now assisting with the organisation of work placements with member employers for these young apprentices.
24. The procedures for safeguarding learners meet current government requirements. TNT and college staff are trained in ECM and appropriate CRB checks have been carried out on all staff. A training day on safeguarding learners is arranged on a regular basis for new staff.
25. Quality assurance processes are satisfactory. Many of these have been recently introduced. Suitable arrangements for the quality assurance of teaching and learning exist. A schedule of observations and audits of key learner processes is in place. Quality systems are thoroughly audited. Most areas of weakness from the previous inspection have been rectified and provision has improved.
26. Arrangements for staff appraisal are weak. No staff were appraised in 2007. No arrangements for the appraisal of the chief executive are in place. A new performance management scheme is being introduced which includes job descriptions containing objectives for all staff. The objectives clearly link to the strategic objectives of the organisation but not all objectives are sufficiently specific or measurable. Some key objectives relating to overall success rates or success rates on Train to Gain programmes are missing. Staff development is satisfactory. Most staff have engaged in meaningful staff development.
27. TNT's arrangements for equality of opportunity are satisfactory. TNT has an adequate range of policies and procedures promoting equality and diversity. Many have been recently updated. Learners have a suitable understanding of equal opportunities and of their rights and responsibilities. All learners understand the complaints procedure and feel confident about making a complaint, if necessary. Induction covers equality and diversity thoroughly. Equality and diversity goals are displayed on training room walls alongside quality and health and safety goals. TNT has revised its publicity materials, which now contain a balanced range of images. However, women and people from minority ethnic groups are under-represented, with only one woman and only two learners from black or minority ethnic communities enrolled on engineering programmes.
28. TNT works from modern single-storey premises which have an induction hearing loop and are fully accessible for people who use wheelchairs.

29. TNT recognises that there is insufficient reinforcement of learners' understanding of equality of opportunity in its self-assessment report. Learners receive a thorough introduction to equality and diversity at their induction but receive no further training. There has been little recent staff training in equality and diversity and some staff lack confidence in dealing with equality issues. Most learners have sufficient recall of the equality of opportunity aspect of their induction.
30. Reinforcement of health and safety is good. Most the client companies are demonstrably very safety-conscious. However, in one company visited, there were examples of poor house keeping such as trailing cables across walkways, work stored in such a manner as to block access and a fire door wedged open.
31. Internal verification and assessment practices are satisfactory but in some companies there has been insufficient observation of assessment.

What learners like:

- The chance to study relevant qualifications
- Practical skills development at work
- Enjoyable work
- Good support from training officers
- Practical work at college
- Good reputation of the provider
- 'TNT provided all necessary safety clothing and equipment'
- Job opportunities
- 'TNT got me a job when I was made redundant'
- My apprenticeship is 'spot on'

What learners think could improve:

- Not enough training allowance
- The structure of on-the-job training
- College is too much like school
- Less shift work

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2004 to 2007**

| Programme | End Year | Success rate | No. of learners* | Provider NVQ rate** | National NVQ rate** | Provider framework rate** | National framework rate** |
|--------------------------|----------|--------------|------------------|---------------------|---------------------|---------------------------|---------------------------|
| Advanced Apprenticeships | 2004/05 | overall | 45 | 93% | 56% | 87% | 47% |
| | | timely | 47 | 66% | 33% | 62% | 26% |
| | 2005/06 | overall | 110 | 74% | 54% | 68% | 48% |
| | | timely | 107 | 72% | 35% | 66% | 31% |
| | 2006/07 | overall | 79 | 82% | 70% | 76% | 66% |
| | | timely | 85 | 76% | 44% | 71% | 41% |
| Apprenticeships | 2004/05 | overall | *** | *** | *** | *** | *** |
| | | timely | *** | *** | *** | *** | *** |
| | 2005/06 | overall | *** | *** | *** | *** | *** |
| | | timely | *** | *** | *** | *** | *** |
| | 2006/07 | overall | 2 | 50% | 67% | 50% | 62% |
| | | timely | 2 | 50% | 45% | 50% | 40% |

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

*** There was no recruitment to apprenticeships during the period 2004/05 and 2005/06

Success rates on **work-based learning Train to Gain programmes** managed by the provider **2006 to 2008**

| Programme | End Year | Success rate | No. of learners* | Provider NVQ rate** |
|----------------------|-----------------------|--------------|------------------|---------------------|
| Train to Gain *** | 2006/07 | overall | 4 | 100% |
| | | timely | 4 | 100% |
| | 2007/08 (5 months) | overall | 35 | 94% |
| | | timely | 60 | 43% |

Note: 2007/08 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

*** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'