

Chamber Training (Humber) Ltd Reinspection

Adult Learning Inspectorate Inspection Report 27 September 2006

Reinspection date

27 September 2007

Inspection number

316730

Contents

Background information	3
Description of the provider.....	4
Overall effectiveness.....	4
Grades	5
About the reinspection	6
Leadership and management	7
Equality of opportunity.....	8
Quality improvement.....	9
Areas of learning	11
Health, public services and care	11

Background information

Inspection judgements

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 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 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.

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

Description of the provider

1. Chamber Training (Humber) Ltd (CTHL) is a wholly owned subsidiary company of the Hull and Humber Chamber of Commerce, Industry and Shipping and delivers training north and south of the river Humber. Initially established in 1997 as Hull and East Riding Chamber Limited, it changed its name in 2000 to reflect the geographical expansion of the company. CTHL is funded through contracts with Humberside Learning and Skills Council (LSC) and European Social Funding (ESF).
2. CTHL employs 24 staff, 80% of whom are full time. The team comprises of the Head of Training, the manager responsible for quality assurance and improvement, equality and diversity, and human resources, the administration manager and the training manager.

Overall effectiveness

Reinspection Grade 2

3. **The overall effectiveness of the provision is now good.** Following the reinspection, provision in health, public services and care is good. Leadership and management, the arrangements for equality of opportunity and quality improvement are also good.
4. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** The organisation's self-assessment process, to which staff contribute at every stage of the process, is effective. Feedback from learners, potential learners and employers are used well to help form judgements for the report. Data is used very effectively to make judgements about learners' progress and success rates and to identify areas for improvement. The self-assessment report accurately identifies the organisation's strengths and areas for improvement, and matched those identified by inspectors.
5. **The provider has demonstrated that it is in a good position to make improvements.** CTHL has been effective in carrying out actions to promote quality improvement. Since the previous inspection the use and monitoring of the quality improvement plan has been completely reviewed. Proposed actions to improve quality now have very well defined, challenging targets. The actions are concise and staff responsibilities are clear. Impact of the quality improvement plan is monitored on a weekly basis through the use of a very effective management information system. Progress by staff towards their targets is reported on and discussed monthly at team and individual meetings. Quality improvement strategies have had a significant impact on learner success rates.

Grades

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

Grades awarded at previous inspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Health, public services and care		4
Contributory areas:	Number of learners	Contributory grade
<i>Social care</i>		4
Apprenticeships for young people	38	4
Train to Gain	12	4

Business administration and law		3
Contributory areas:	Number of learners	Contributory grade
<i>Administration</i>		
Apprenticeships for young people	51	3
<i>Customer service</i>		
Apprenticeships for young people	12	3

Grades awarded at reinspection

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality improvement		2

Health, public services and care		2
Contributory areas:	Number of learners	Contributory grade
<i>Social care</i>		
Apprenticeships for young people	17	2
Train to Gain	81	2

About the reinspection

6. The reinspection was carried out in three phases, with a final phase of three inspectors over two days. Leadership and management, equality of opportunity, quality improvement and health, public services and care were inspected and graded. Business administration and law was not reinspected as it was judged to be satisfactory at the previous inspection. The provision in engineering and manufacturing, construction and the built environment, and warehousing were not inspected as there are very few learners on these programmes. However, these areas were taken into account when making judgements on leadership and management.

Number of inspectors	3
Number of inspection days	10
Number of learners interviewed	34
Number of staff interviewed	38
Number of employers interviewed	9
Number of locations/sites/learning centres visited	11
Number of visits to the provider	4

Leadership and management

Grade 2

Strengths

- Strong strategic and operational leadership
- Good staff development and training
- Highly effective actions to meet the needs of local businesses
- Good promotion and monitoring of equality and diversity
- Strong focus on continuous improvement

Weaknesses

- No significant weaknesses were identified
7. Leadership and management, judged to be adequate at the previous inspection, are now good. CTHL has clear strategic objectives and priorities that are shared with all staff. The head of training and the manager responsible for quality improvement and assurance, equality of opportunity and human resources, have a clear intention to improve the provision and performance by working in partnership with staff, learners, employers and local businesses. Strategic priorities include a focus on excellence by improving the quality of the learner experience and meeting the needs of the local community. An effective quality improvement plan and a detailed annual development plan have been developed from these priorities and the self-assessment report. Premises, staffing, equality of opportunity, employer engagement, quality improvement and communications are all appropriately addressed within the plan. Staff are clear about the priorities and values of the organisation and their role in achieving them.
 8. The management of staff is very effective. All staff are clear about their roles and responsibilities. They are now set detailed targets through monthly individual performance meetings and six-monthly performance reviews and appraisals. Target-setting was identified as a weakness at the previous inspection. Targets set at these meetings are closely linked with the quality improvement and action plans. Staff who are having difficulty in meeting their targets are supported by comprehensive mentoring, one-to-one working and a reduced workload. New staff are supported by an individual induction programme, weekly meetings and individual support.
 9. Internal communication is good and takes place on a daily basis. An open management style enables all staff to have good access to senior managers. All staff have a positive commitment to the strategic priorities and improving learner outcomes, and are clear about their roles and responsibilities.
 10. Staff development and training are good. Staff development is linked to the provider's skills needs and to the needs of learners. Structured training days take place throughout the year, when all staff meet for training in relation to a particular continuous improvement issue, or team building or to share good practice. Staff are supported financially to attend external training. Development needs are identified at monthly performance meetings, six-monthly reviews and annual appraisals. Current training includes teaching, post-graduate qualifications, subject learning coaches and information and communications technology. Internal training is carried out regularly and includes

health and safety, communications, equality and diversity and working with difficult situations.

11. Strong partnerships have been established with employers and other organisations to support the needs of learners and employers. This includes clear strategies to promote learner achievement and to improve progressions into employment and further training. The head of training and the manager responsible for quality assurance and improvement, equality of opportunity and human resources, develop and maintain partnerships with Jobcentre Plus, local schools and colleges, strategic employers and local forums to identify and support the employment needs of local communities and to identify additional training and development opportunities for staff. For example, specifically designed training was delivered to a local housing association to support their staff in dealing with difficult situations.
12. CTHL has an appropriate strategy and arrangements in place for supporting learners to develop their literacy, numeracy and language skills. All learners take an initial assessment of their needs using a nationally recognised test. Where support needs are identified, they are provided in an appropriate and timely manner, both in the workplace and at CTHL. Assessor responsibilities with regard to supporting these needs are clearly identified in the quality improvement plan. Staff are well supported to access training and support to ensure they effectively meet the individual support needs of learners.
13. A marketing plan is now incorporated into the action and quality improvement plans. Marketing materials have been redesigned since the previous inspection and now contain illustrations and more interesting facts about courses. The marketing team have appropriate skills, knowledge and experience.

Equality of opportunity

Contributory grade 2

14. Implementation of equality of opportunity is now good. Staff have a good understanding of equality and diversity which are covered comprehensively during their induction. Support and advice is tailored to learners' aspirations and to their specific and changing needs. Staff are able to provide a good range of advice and support to meet personal, financial, cultural, social and educational needs. Assessors have effective working relationships with many specialist agencies who are able to help their learners in tackling barriers to learning and progression. Individual staff members understanding of diversity is used to promote understanding of different cultures.
15. All staff are committed to equality of opportunity and demonstrate this through the support provided to their learners. They ensure that learners are employed in safe settings where self-respect and respect for others are promoted. All staff have received recent training in equality and diversity. Formal training in equality and diversity is mandatory for all staff and is planned to ensure all staff remain up to date with current legislation. The quality improvement and equality and diversity manager is a key member of the local provider equality and diversity consortium. Very good use is made of this consortium to broaden staff training and the support that is provided to learners. For example, it is used to provide translation and interpretation services. Learners and staff have good access to a

range of adaptive and assistive technology, including voice recognition software, large computer keyboards, induction loops and portable ramps.

16. A clear and detailed policy is made available to all staff. All staff are responsible for ensuring that equality of opportunity is carried out in the principles and practice of the organisation. All employers undergo a thorough audit that covers health and safety and equality of opportunity. Where policies are found to be inadequate, employers are supported to either develop their own or to adopt the policy of CTHL.
17. Most learners have a good understanding of equality and diversity. Learner understanding is routinely checked at reviews and reinforced through training and other innovative activities. For example, an equality and diversity crossword in the newsletter provided all learners with the opportunity to win a prize. The crossword was discussed at progress reviews and areas where learners were uncertain of the answer were followed up.
18. An audit of the buildings has been carried out to ensure that it meets the requirements of the Disability Discrimination Act (DDA). An action plan has been developed from this audit and reasonable adjustments have been made to ensure that all staff and learners can access the provision.
19. Data relevant to equality of opportunity is collected and used well to analyse the progress of learners by age, ethnicity, gender and disability and to plan and target future learners. Comprehensive feedback is given to all staff on the outcomes of this analysis at monthly staff meetings. In addition, recruitment analysis is used effectively to aid planning and target-setting with regard to equality of opportunity.
20. CTHL has a satisfactory formal complaints and grievance procedure. Learners are given verbal information on the complaints procedure when they start the programme. The few complaints received are followed up and actions recorded appropriately. Learners are confident in using this process.

Quality improvement

Contributory grade 2

21. Quality improvement is now good. CTHL has a clear strategy for continuous improvement that is led by the management team. Continuous improvement is the key focus of self-assessment process, staff appraisal and the quality improvement plan. The plan and the self-assessment report provide a clear focus for the direction of the company. The quality improvement plan is reviewed and updated monthly by the management team. Progress made is reported on at monthly team and individual meetings. Staff are set clear team and individual targets for improvement that are well monitored. Good practice is shared widely at team and whole organisation meetings.
22. Quality improvement arrangements are effective. Policy statements and procedures support all aspects of the programmes and the provider. Quality improvement standards are set for the whole organisation and for individual programmes and teams. Quality improvement forms part of team and individual meetings. Staff members understanding of

the key processes is checked at these meetings. Staff are clear about their role with regard to quality improvement.

23. Management information systems are good. The use of data to raise standards is good and the process of data collection well defined and systematic. CTHL routinely collects data on key aspects of its activities and evaluates this data effectively. In particular the data is used to monitor trends over time, recruitment patterns and the effectiveness of actions taken to recruit particular groups of learners. Detailed monthly reports are sent to all managers. These reports are used well in management meetings to monitor the performance of individuals, teams and the overall performance of the provider. The management information system accurately records and monitors learner progress and all staff have good access to this data and use it well, in particular in ensuring that all learners make good progress. Benchmarking is used effectively by the provider to monitor its progress against other, similar providers.
24. All aspects of the learner experience are captured through a very comprehensive feedback process from potential learners, learners and employers. This feedback is used very effectively to bring about changes. For example, feedback from an off-the-job-training session was used to totally change the focus and structure of future sessions. It is used to plan future programmes and to ensure that learners have access to a good range of resources.
25. The self-assessment and development planning process is good. All staff contribute to the self-assessment process and are clear about the purpose of the process. The self-assessment report is closely linked to the quality improvement plan and clearly reflects the strengths and weaknesses of the organisation.
26. The system for the direct observation of staff performance is comprehensive and covers all aspects of the learner experience. Comprehensive documentation has been produced since that previous inspection to improve the rigour of the observation process. A small team of observers has been trained in the observation process and moderation processes have been implemented to ensure consistency and accuracy of grading and judgements. It is too early to judge the impact of these new processes. Action points from the observation process are now more detailed, with clear action points. Plans are in place to ensure that these action points are clearly linked to appraisals and staff development plans.

Areas of learning

Health, public services and care

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>Social care</i>		2
Apprenticeships for young people	17	2
Train to Gain	81	2

27. CTHL currently has 98 learners on programme. Of these, 13 are apprentices and four are advanced apprentices. Fifty eight learners are working towards the NVQ Level 2 in health and social care and four are working towards the Level 3 NVQ. Seven learners are working towards a Level 2 NVQ in support services and 12 learners are working towards a Level 2 NVQ in security. Learners on care programmes are employed in local nursing and residential homes and within domiciliary services. Learners on the security programme are employed in local night clubs, bars and other settings requiring security staff. In 2006-07 learners on the security programmes were funded through the European Social Fund (ESF) and through Learning and Skills (Train to Gain) funding. However, at the time of the inspection, no learners were funded through the ESF.

28. Learners are recruited through employers and recommendations from previous learners. All learners have an induction that includes information on health and safety, equality of opportunity, complaints and appeals. Induction takes place in the workplace at a time to suit the learner and the employer. All learners have an initial assessment of their literacy, numeracy and language skills. Support for learners with additional numeracy, literacy or language needs is provided by the assessors. Specialised language support is provided by the local further education college.

29. CTHL has a central training centre in Hull where learners can attend for off-the-job training, individual support and to use ICT and other resources. Training and assessment also takes place in the workplace. Learners can choose where their training takes place. Assessors visit learners at least every three weeks to review progress and to provide training and assessment.

Social care

Strengths

- High and improving success rates on most courses
- Good progress
- Highly effective and flexible support

Weaknesses

- No significant weaknesses were identified

Achievement and standards

30. Success rates have improved significantly since the previous inspection and most are now high. Success rates on the train to Gain and ESF security programmes were high in 2006-

07, at 83% and 86% respectively. Success rates for Train to Gain learners increased from 50% in 2004-05 to 70% in 2006-07. The in-year success rate for 2007-08 is 100% with just over 70% still in learning. Of those, over three quarters have completed over 70% of their qualification in less than half of their planned duration in learning. Success rates for advanced apprentices have improved from 16% in 2005-06 to 60% in 2006-07. Success rates for apprentices have improved from 42% in 2005-06 to 52% in 2006-07. Timely success rates have also improved on both programmes.

31. In contrast to the previous inspection, all learners are making good progress. All learners are now completing their apprenticeship programme within their specified timescale and many are completing it at least two months early. Technical certificates and key skills are now completed by all learners at the start of their programme. Learners are clear about what they need to do to complete their qualification and the progress that they are making towards completion. Learners receive useful detailed feedback at reviews that is used to plan future learning. Effective progress reviews keep learners on target and ensure employers and learners are well informed of progress. Assessments are well planned and the outcomes clearly recorded. Many learners on the Train to Gain programme are completing their programme early. For example, one learner, who had left school without any qualifications, completed her Level 2 qualification in five months.
32. Learners' portfolios are of a good standard and contain a diverse range of work-based evidence. They develop good practical skills in the workplace. Learners dress and behave appropriately. They display confidence in their work and most are able to work independently. Attendance and punctuality are good both in the workplace and for off-the-job training.

The quality of provision

33. Learners make good use of the effective and flexible academic and personal support that is available to them. Communication is good and learners have mobile phone numbers and email addresses which they can use to contact their assessor at any time. Assessor visits are planned to meet the needs and demands of learners work rotas. This includes nights, evenings and weekends. Assessors are very sensitive to the needs of the learners' clients, in particular when assessing domiciliary care, ensuring that assessment is not intrusive. Very good use is made of initial assessments of learning styles to plan and deliver training and assessment, and in particular, to ensure that any potential barriers to learning are identified and overcome. Since the previous inspection assessors have been supported through formal training to develop skills and confidence in supporting learners' specific needs. For example on-line training is available to develop assessors' knowledge of dyslexia. Additional support is available both in the workplace and at the training centre, for those learners who are finding their coursework or exams difficult. Learners with language support needs are provided with good support to enable them to understand complex concepts and to develop language skills. Careers education and guidance is good and provides learners with good information about progression opportunities and vocationally related employment.
34. The internal verification process is now used very effectively to develop assessment practices and improve learner progress. Assessors receive well written and thorough feedback from internal verifiers that aids their development. Good practice is identified and used following internal verification and standardisation meetings. This has proved

effective in improving the standard of learners work and the range of evidence they are producing.

35. The range of health and social care programmes meets the needs of both learners and employers. CTHL works well with an increasing range of employers. Staff are well qualified and vocationally experienced. Assessors and verifiers have appropriate skills and qualifications. Arrangements are in place for staff to update their vocational skills.
36. Induction is satisfactory and comprehensive, covering all key aspects of the learners' course. Health and safety and equality of opportunity are covered appropriately and learners have a good understanding of their roles and responsibilities with regard to these areas.
37. Learning resources are now satisfactory. Learners have access to computers and the internet at the Hull centre. In addition, assessors have laptop computers that are taken to the workplace to support learning. Learners are now provided with a detailed glossary of terms to help them build their vocabulary in care. Access to text books is now good and learners and their employers are making good use of this new resource.
38. CTHL staff place a high emphasis on health and safety, which is thoroughly monitored at progress reviews.

Leadership and management

39. Leadership and management of the programme are now good. Managers work well with staff to ensure that teaching and assessing is of a high standard. There is a strong culture of continuous improvement. Good staff development and teamwork ensure learners receive good quality provision. Communications are effective. Good practice is shared through regular team and individual meetings. Internal verification is thorough and the process provides good opportunities for assessors to develop skills and to share good practice. Improved progress monitoring and target-setting is improving success rates. The self-assessment report provides an accurate assessment of the provision.

40. Employer understanding of the apprenticeship frameworks is now satisfactory. The employer contract now clearly emphasises the responsibility of the employer. Employers are now fully engaged with the learners' programme and understand the different requirements of Train to Gain and apprenticeship frameworks. All learners are now able to attend key skills tests. Employers are much more effectively involved with assessors in reviewing learners' progress and agreeing actions.