

Toyota (GB) PLC

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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' monitoring 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. Toyota (GB) PLC (TGB) was established in the United Kingdom in 1965 to import and sell Toyota vehicles. They now have a network of 190 Toyota and 53 Lexus franchised retail centres across the United Kingdom that are authorised to sell and repair Toyota motor vehicles. Many of the Lexus and Toyota centres employ young people training as vehicle technicians, vehicle body repairers, vehicle paint refinishers, service advisors and/or vehicle parts personnel. Training is provided through apprenticeship or advanced apprenticeship programmes for all of these areas by TGB. TGB has held a work-based learning contract since March 2007 with the LSC's National Employers Service to carry out the Toyota apprenticeship training across England. TGB subcontracted the training to a large national training provider until March 2008 when the provider ceased trading. TGB then subcontracted the work to a company called ProVQ Limited. ProVQ now provides technical training for apprentices at the recently built Toyota training academy in Nottingham. They also provide recruitment, assessment, verification and administration support services for the TGB apprenticeship programmes.
2. ProVQ has 18 staff employed on the Toyota apprenticeship contract consisting of one manager, 13 tutors and assessors, two co-ordinators and two administrators. TGB employs an apprentice manager and two senior managers oversee the contract. There are a total of 202 apprentices and 77 advanced apprentices on the programme, consisting of 212 service technicians, 14 body repairers, 10 paint refinishers, 33 parts personnel and 10 service advisors. All areas were inspected under the motor vehicle heading. Six of the learners are women and eight are from minority ethnic groups.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Outstanding: Grade 1
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Motor vehicle	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

3. The overall effectiveness of TGB's provision is good. Achievement and standards are outstanding for apprentices and advanced apprentices. The quality of the provision is good. Training for all motor vehicle learners is good. Leadership and management are good and equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

4. TGB has demonstrated a good capacity to improve. This is the first inspection of the Toyota apprenticeship contract. TGB has held the contract since March 2007. The organisation currently subcontracted to run the programme took it over when the previous training provider ceased trading in March 2008. This could potentially have had a negative impact on learners on the programme. However, the changes have been managed very well and the impact on learners has mainly been positive. Success rates are excellent and the latest data suggest that the trend will continue to be close to 100% achievement. The self-assessment report was reasonably accurate and correctly identified many of the strengths and areas for improvement found by inspectors. The quality of the provision is well monitored through regular and planned observation of learning and assessment processes that lead to continuous improvements.
5. The self-assessment process is inclusive. It takes account of the views of learners, employers and staff. It effectively uses data to show achievements and to analyse trends in the current contract year. Inspectors agreed with many of the identified strengths and areas for improvement and with all of the grades, apart from equality of opportunity, which was graded good in the self-assessment report but is judged to be satisfactory by inspectors. Suitable action plans have been produced to address the areas for improvement and to build on the strengths identified in the self-assessment report. Self-assessment action plans are monitored and updated at management and team meetings, leading to further improvements.

Key strengths

- Excellent success rates
- Very good training and skills development

- Very good training facilities and resources
- Very good support
- Highly effective strategy for growth of the apprentice programme
- Very well managed training programme
- Very effective partnership working

Key areas for improvement

- Insufficient development of equality and diversity in the workplace
- Lack of performance measures in subcontractor agreement
- Lack of formal arrangements for numeracy and literacy support

Main findings

Achievement and standards

Outstanding: Grade 1

6. Success rates are excellent; this strength was identified in the self-assessment report. In 2006/07, the full framework success rate for TGB apprentices was 98% compared with a national rate of 61%, while the framework success rate for advanced apprentices was 97% compared with 58% nationally. The provider performance report table shows that the timely success rate of the apprentice programme was only 5%. However, this is due to an administrative error when the learners were moved from the previous provider's contract. All learners on the current programme are making good progress and are on course to complete their framework qualifications within the planned time.
7. The development of learners' vocational skills is very good. Learners make very good progress and take early responsibility for the standard and quality of their work. Following each period of training, learners confidently apply their newly gained skills in their workplaces and work alongside qualified technicians on customers' vehicles. They are entrusted to carry out a comprehensive range of scheduled vehicle maintenance activities and repairs of customers' cars. Learners develop quickly to meet the rigorous standards of work required for their particular vehicle sector. NVQ portfolios of evidence are satisfactory and contain wide-ranging evidence.

Quality of provision

Good: Grade 2

8. Training, teaching and learning are very good. This strength was identified in the self-assessment report. Tutors use a wide range of stimulating and imaginative teaching methods that engage the enthusiasm and interest of learners. Learning strategies are designed to encompass a variety of learning styles and abilities. All lessons have detailed schemes of work and session plans. Learners speak enthusiastically about the quality of the lessons and the benefits of their training. Training at the academy incorporates a brand-specific programme enabling learners to relate their learning with work-based activities and requirements.
9. Training resources are very good. Off-the-job training is carried out on a two-week block release basis at Toyota's new apprentice training academy. This is equipped to a very high standard for motor vehicle service and repair and for body repair and paint refinishing. The body repair and paint refinishing workshop includes a purpose-built spray booth and paint mixing room with a viewing gallery which enables learners to observe teaching techniques without the need to wear personal protective equipment. This also allows the learners work to be assessed more easily. The equipment in the motor vehicle workshops embraces the advancements in automotive technology and includes state of the art diagnostic equipment. Classrooms are well furnished, creating an excellent environment that supports and stimulates learning and incorporate a range of modern interactive teaching aids. Staff are occupationally competent, well qualified and undergo regular staff development to ensure that they keep abreast of modern technology. Workplace resources are good and are of a consistently high standard across the whole of the Toyota network.
10. Support for learners is very good. All learners have a mentor in the workplace. The mentor oversees the training requirements and the acquisition of work-based evidence for the learners NVQ programme. Workplace managers and supervisors are very supportive of their apprentices. On returning from the Toyota academy the employer will discuss

with the apprentice the report generated by the tutor. Learners develop close working relationships with their mentors, tutors and assessors. If learners are having work or personal problems they are encouraged to discuss them with these staff. A helpline telephone number is issued to all learners for advice and guidance. One learner missed two block-release sessions because of staffing problems in the workplace. His tutor arranged tuition, assessments and examinations that he had missed to be carried out in the workplace. TGB actively encourages parents to visit learners during the early part of their training programme and also to attend awards ceremonies.

11. Progress reviews are satisfactorily carried out with appropriate target-setting and with checks on learners' progress and welfare. However, individual learning plans are not always updated on a regular basis and there are no vocational milestones to measure progress against. The employer does not always attend the reviews, but they are spoken with individually and add their comments to the review forms.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

12. Leadership and management are good. TGB has a highly effective strategy for the growth of the apprenticeship programme. The Toyota academy is driven by the needs of the TGB business and is an integral part of the company's 20-year plan. This is a strategic plan which is underpinned by a three-year business plan which is then broken down into a yearly operational plan. The TGB apprenticeship programme is a key element of the company's plan to achieve overall business success by increasing the number of skilled technicians that will be required to work in the increasing dealer network and to service the needs of the expanding model range. The TGB board and senior managers have

invested in the new multi-million pound training academy to facilitate the growth of the apprenticeship programme.

13. TGB have established very effective partnerships with a range of organisations. As part of TGB's corporate social responsibility programme and to encourage individuals into the motor industry, the college facility adjacent to the academy and a further six colleges nationally have benefited from the donation of workshop equipment, vehicles and vehicle components. These colleges receive ongoing technical support from the academy. Links have also been established with a local school to encourage post-14 students to consider a career in the motor industry. Equipment and vehicles have been donated to the school and this initiative has been cascaded to 23 other local schools which access the facility. Students welcome, and are enthused by, the opportunity to become involved in technical training. An innovative programme has been established within a secure prison environment and has proven to be very successful in the rehabilitation of young offenders. TGB has a fully equipped a workshop facility in the prison and provides ongoing technical support. Offenders have been released with motor vehicle qualifications and have taken up positions within the motor industry. This initiative has also been introduced to a female prison facility and is being introduced into a further secure prison. A homeless support organisation is adopting the 'Toyota Way' wellbeing initiative as a support tool for its clients and TGB is providing materials for this initiative.
14. The apprenticeship training programme is very well planned and managed. There are good relationships between learners and their training officer and the continuity provided by the dual role of trainer and in-company assessor ensures that progress is closely monitored and learners feel well supported. The major investment in resources and the enthusiasm and knowledge of training staff is driving the programme forward and helping learners acquire the high level of skills they require. Good communication between learners, employers and the academy ensures all parties are aware of, and integrate, the training activities planned both on- and off-the-job. The close working relationship between the subcontractor and the academy has ensured that an earlier major contracting change has not had a negative impact on the quality of the provision. Both parties meet regularly and the subcontractor's staff are fully integrated into the Toyota working environment. To promote good retention on the programme, learners' parents are encouraged to be involved in the induction process and are invited to attend the induction day at the academy. Parents are also invited to attend the Toyota manufacturing plant where the apprenticeship award ceremony takes place.
15. The provision of management information is satisfactory. Both the subcontractor and the academy provide performance information to enable learners' progress to be monitored. Basic management information has been maintained and staff are being trained to use a comprehensive management information system which is now in place.
16. Communication within the academy is satisfactory. Monthly staff meetings are attended by all academy staff and a range of issues, including a 'topic of the month', are discussed. Training officers have regular meetings to ensure NVQ standardisation and share good practice. All meetings are minuted and have action points.
17. Staff appraisal and development are satisfactory. Staff have six monthly appraisals at which measurable targets and objectives are set. Staff development activity is agreed at

appraisal and all development is fully supported financially and study time allowed. Staff access the dealer network training programmes to maintain their occupational currency.

18. Although arrangements with the subcontractor are monitored closely and reviewed regularly there is currently a lack of detail in the service level agreement for monitoring performance. Key areas of responsibility are identified in the agreement, but ways of measuring performance against the key areas are not identified and performance measures are not included.
19. The academy has no formal arrangements in place to support additional language, literacy and numeracy requirements. Staff are not formally trained and resources are not available should learners be found to have additional support requirements. Currently no arrangements are in place with external support agencies. Staff have given extra one-to-one support to assist learners through their key skills.
20. Equality of opportunity is satisfactory and learners' treatment at work is checked at progress reviews. Learners are given initial training in equality and diversity at induction and also complete an equality and diversity workbook in the early stages of their training programme. There are up-to-date policies and procedures in place that provide clear information about the company's commitment to the equal and fair treatment of staff and learners. Learners are well aware of their rights and of their responsibilities to others.
21. TGB is aware that learners from minority ethnic groups and women learners are under-represented. Targets have been identified for regions of the country where the under-representation is most stark and a start has been made to develop initiatives to recruit more female and minority ethnic apprentices. For example, recruitment adverts have been placed in publications aimed at these groups and on a social networking internet site. So far this year, 25% of the applicants from the social networking site have been female.
22. There is insufficient development of equality and diversity awareness in the workplace. This area for improvement was not identified in the self-assessment report. The good introduction learners receive during their induction is not adequately reinforced in the workplace during their progress reviews. Some training officers use pre-planned questions as discussion points, but the process is inconsistent, poorly recorded and does not describe any learning points or learners' responses.
23. The procedures for safeguarding learners meet current government requirements. Relevant staff are CRB checked and records of these checks are maintained. Information has been provided for all staff directly involved with learners via a recent training session about the *Every Child Matters* requirements. Most learners attending the training academy technical training blocks stay in hotel accommodation paid for and provided by TGB. The hotels are regularly visited and monitored by the subcontractor's staff and learners have a 24-hour contact telephone number to call if needed. However, TGB has not yet developed a comprehensive written policy on safeguarding, even though they do closely monitor learners welfare while away from home.

What learners like:

- The good team building on the outdoor activities programme
- The good mix of theoretical and practical training (paint & body technicians)
- 'It's the best training programme I've been on'
- 'The new academy is really good, a big improvement'
- Making new friends
- The good levels of support at the academy and at work
- 'The knowledgeable instructors that treat us as adults'

What learners think could improve:

- Less paperwork
- Better hotel facilities for first and second years
- More practical work at the academy (service technicians)

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2006 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced apprenticeships	06/07	overall	104	97%	64%	97%	58%
		timely	108	89%	43%	89%	37%
Apprenticeships	06/07	overall	54	98%	65%	98%	61%
		timely	56	5%	47%	5%	44%

* 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'