

MONITORING VISIT: MAIN FINDINGS

Name of Provider: Carillion Construction Training
Date of visit: 19 August 2008

Context

Carillion Construction Training (CCT) provides apprenticeship training predominantly for the construction industry and is approved by the Construction Industry Training Board (CITB) to deliver apprenticeship training on behalf of the sector. CCT operates a national network of 16 construction training centres, three plant centres and a national on-site assessment and training (OSAT) service. Currently there are 289 advanced apprentices, 1,090 apprentices, 56 learners on Entry to Employment (E2E) programmes at the West London centre and 520 learners on Train to Gain programmes. At the previous inspection in September 2006 it was judged to be satisfactory overall as was Leadership and management and its construction, planning and the built environment provision. Quality improvement was judged to be good but equality of opportunity was inadequate.

Achievement and standards

How successful has the provider been in improving the success rates for all learners, especially advanced apprentices?	Reasonable Progress
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CCT has made reasonable progress. Apprenticeship success rates continue to be above the national average. Overall apprenticeship success rates were 68% in 2005/06, 63% in 2006/07 and 68% in 2007/08. This compares with the national average of 52%, 61% and 63% respectively. Although considerable progress has been made to improve advanced apprenticeship success rates these are still below the national average. Overall advanced apprenticeship success rates were 35% in 2005/06, 56% in 2006/07 and 57% in 2007/08. This compares with the national average of 43%, 57% and 62% respectively. Some learners are still awaiting technical certificate examination results for 2007/08.

The high success rates in the pre-apprenticeship and Train to Gain provision have been maintained. All learners undertake a pre-apprenticeship and in 2007/08, 78% of these learners progressed onto an apprenticeship. This includes 73 E2E learners out of 93 starts in 2007/08. The Train to Gain programme success rate for 2007/08 is 82%. CCT now monitor the destinations of all their apprentices. Their 'host' model of apprenticeship provision continues to be effective in serving the needs of the

industry. To date in 2007/08, 68% of apprentices and advanced apprentices have progressed into employment and/or further training following their completion.

Success rates for each of the centres are effectively monitored and appropriate action taken to improve under performing centres. Two centres, where success rates were poor, have merged and reorganised into one centre. The monitoring data for 2007/08 indicates improved performance.

Quality of provision

What progress has been made in reviewing the progress of learners and in target-setting?	Reasonable Progress
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CCT has made reasonable progress. New review documentation was introduced in April 2007 and staff have received training in using it. Reviews now give more attention to learning. Target-setting has improved and in most cases targets are linked to national vocational units (NVQs) with dates clearly recorded for completion. Targets are reviewed at subsequent reviews and any corrective action required is recorded. Where work opportunities do not meet the requirements of learners, the need for an alternative placement is recorded. Internal quality audits have identified further improvements in the quality of information recorded in reviews, and training for monitoring and training staff is planned for September 2008. The monitoring of reviews and target-setting is built into each centre managers' quality assurance system. The frequency of reviews is monitored centrally, however, no central monitoring or monitoring system for learners' progress exists; this is monitored individually by staff using the learner's portfolio. Portfolios are comprehensive and contain records of learners' reviews, progress and achievement.

How well has literacy and numeracy support been developed?	Reasonable Progress
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CCT has made reasonable progress. A comprehensive skills for life strategy has been developed and is in the process of being implemented. It is aimed at standardising the approach to the support needs of learners in all CCT's centres. A small amount of literacy and numeracy provision is subcontracted to partner colleges. Appropriate diagnostic assessment testing was introduced in early 2007 and adequately identifies learners' support needs. Currently 13 learners are receiving significant learning support. Their needs are clearly identified and recorded in their individual learner record (ILR). Attendance at sessions, where support is provided, is recorded and monitored. Many learners, at times up to 50%, receive less intense but specific support for their literacy and numeracy skills, but this is not being recorded in their ILR. The internal verifier for key skills also leads the literacy and numeracy provision and support. Nine qualified specialist staff provide literacy and numeracy support at the 16 CCT centres in addition to their role as key skills tutors. Drop-in surgeries are

also available at each centre for learners to use if tutors consider further support is needed.

Leadership and management

How well does the provider promote equality of opportunity?	Reasonable progress
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Overall there has been reasonable progress in promoting equality of opportunity. CCT has, however, made significant progress in promoting its provision to potential learners who have a range of barriers or are from minority represented groups within the construction industry. For example, its focus on seeking to enrol more learners from minority ethnic groups saw a 2% rise in enrolments for 2007/08. It is currently marketing its training to attract females into the construction industry through a range of initiatives, such as a 'ladies day' and through the use of female mentors. CCT has a positive attitude to assessing the specific needs of individuals who have disabilities but they do not actively seek ways of encouraging enrolments for this particular group of potential learners yet. CCT has identified and developed very good links with a range of partners who have specific expertise in working with under-represented and vulnerable groups. These include Women in Construction, housing associations, organisations assisting homeless people and national organisations such as the Princes Trust. Learner feedback questionnaires have been revised and now include ten questions relating to equality and diversity. They acknowledge however, that discussion around these topics during reviews of progress and the recording of learners' knowledge is still an area for further improvement. All staff and most learners have received specific equality and diversity training.

How successful has the provider been in improving the audit system and the use of development plans	Reasonable progress
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CCT has made reasonable progress. Since the previous inspection the audit system has been developed, evaluated and further amendments made for this operational year. An annual audit schedule clearly records the planned visits to each centre. Well planned visits are used to check that all systems and activities are being implemented in line with the organisation's standard procedures. Visits focus on the quality of the provision, including all aspects of the learners' experience. A record of inspection findings document summarises the judgements from the audit visits and is used very well as part of each centre's self-assessment process. Local centre action plans are developed as part of the audit process. Senior management produce an overall summary of actions for each centre. Actions are well monitored with up to date status reports produced against actions. Summaries of audit findings and actions identified from audit visits are regularly included in operational management meetings.

Self-assessment and improvement planning

How well does the provider include the views of all stakeholders in the self-assessment process?	Significant progress
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The self-assessment process has improved significantly since the previous inspection and is inclusive of the views of staff, learners and employers. All centre managers received a briefing on the self-assessment process during 2007 and an evaluation of that process took place in March 2008. Centre managers co-ordinate the views of staff, learners and employers very well and produce a centre self-assessment report. Each centre report assists in the development of the providers' overall self-assessment report. Feedback from learners and employers are regularly obtained and they are encouraged to complete a questionnaire four times a year. Responses are thoroughly analysed and discussed during operational management meetings. Actions are taken in response to negative comments where appropriate. Learners' views are also obtained through face to face meetings during centre audit reviews. CCT is seeking additional ways to interact with, and gain further feedback from, employers through open days and is planning to produce a newsletter specifically aimed at issues relevant for employers.