

Black Country Training Group 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' 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:

- Health, public services and care
- Engineering and manufacturing technologies
- Construction, planning and the built environment
- Information and communication technology
- Retail and commercial enterprise
- Preparation for life and work
- Business, administration and law

Description of the provider

1. Black Country Training Group Limited (BCTG) was established in 2001 as a limited by guarantee training organisation. It has one training site in the West Midlands and provides Train to Gain programmes to employed adults through a consortium of training providers.
2. At the time of inspection there were a total of 5,145 learners. Of these, 856 were taking a qualification in health, public services and care, 808 in engineering and manufacturing technologies, 318 in construction, planning and the built environment, 110 in information and communication technology, 966 in retail and commercial enterprise, 1,189 in preparation for life and work and 817 in business, administration and law. Leisure, travel and tourism provision and education and training provision were not inspected due to low learner numbers. All of these programmes are funded by the Black Country LSC.
3. There are 30 subcontractors involved in the BCTG consortium of which 22 hold their own LSC contract. The subcontractors are: Age Concern, Birmingham Academy Trading Ltd, BISCOM Resource Management Ltd, Black Country Training Group, Develop Training Ltd, Dudley MBC, GB Training (UK) Ltd (GBT), Industry Development Services Ltd (IDSL), JML Dolman Ltd, Learning 4 Life, MBKB Ltd (Platinum), Mercia Management Ltd, Nova Training Ltd, Peter Pyne (Training School) Ltd, Protocol Training, Rathbone Training, Sandwell Metropolitan Borough Council, Sandwell and West Birmingham Hospitals NHS Trust, Sandwell Training Association Ltd, SBC Training, TBG Learning Ltd, Transworld Publications Services Ltd, Walsall Hospitals NHS Trust, Walsall Housing Group.
4. The following subcontractors do not hold an LSC contract of their own: Euro Shaf Training Services Ltd, Impact Training Solutions Ltd, MCP Langet Ltd, Mettech Midlands Ltd, Plato Training Services Ltd, Prepared Training Services Ltd, Quality Transport Training Ltd and South Staffordshire Training Association (SSTA). These providers were prioritised when planning the inspection visits and activities to be observed.
5. BCTG is managed by a non-executive director and a managing director. The BCTG team comprises six staff: an operations manager, a finance manager, a Train to Gain programme manager and three programme co-ordinators. Three information, advice and guidance officers, two pastoral support officers and a skills broker further complement the team. They are supported by a team of five administrative staff.
6. BCTG also delivers a management Level 4 NVQ financed by the European Social Fund. It has also recently started to deliver a programme aimed at engaging young people not in education, employment or training into further training or employment. The provider also delivers commercial training, mostly learning and development qualifications. The government funded programmes represent over 90% of the total provision. BCTG has held the Investors in People award since 2003.
7. The Black Country comprises the boroughs of Sandwell, Dudley, Walsall and Wolverhampton. It is an area of social deprivation with low standards of education. The proportion of ethnic minorities in the Black Country is higher than the national average. GCSE attainment is below the national average. The rate of unemployment is 6%, higher than the national average of 5.2%.

The following table shows the providers associated with the BCTG consortium.

Consortium members	Number of learners	Visited on inspection
Age Concern	102	*
Birmingham Academy Trading	16	
Black Country Training Group	50	*
BISCOM Resource Management	10	
Develop Training	24	
Dudley MBC	2	
Euro Shaf Training Services	274	*
GB Training (GBT)	2562	*
IDSL	10	
Impact Training Solutions	355	*
JML Dolman	221	*
Learning 4 Life	1	
MBKB Ltd (Platinum)	102	
MCP Langet	3	
Mercia Management	75	*
Mettech Midlands	79	*
Nova Training	57	*
Peter Pyne (Training School)	1	
Plato Training Services	33	*
Prepared Training Services	37	*
Protocol Consultancy	8	
Quality Transport Training	408	*
Rathbone Training	38	*
Sandwell and West Birmingham Hospitals NHS Trust	5	
Sandwell Metropolitan Borough Council	90	*
Sandwell Training Association	345	
SBC Training	29	*
SSTA	162	*
TBG Learning	37	
Transworld Publication Services	41	
Walsall Hospitals NHS Trust	41	*
Walsall Housing Group	11	

Summary of grades awarded

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

Sector subject areas

Health, public services and care	Good: Grade 2
Engineering and manufacturing technologies	Good: Grade 2
Construction, planning and the built environment	Good: Grade 2
Information and communication technology	Satisfactory: Grade 3
Retail and commercial enterprise	Satisfactory: Grade 3
Preparation for life and work	Satisfactory: Grade 3
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

8. The overall effectiveness of the provision is satisfactory. The provision in health, public services and care, engineering and manufacturing technologies, construction, planning and the built environment and business, administration and law is good. The provision in information and communication technology, retail and commercial enterprise and preparation for life and work is satisfactory. Achievement and standards are good and the quality of provision is satisfactory. BCTG's leadership and management are satisfactory as is equality of opportunity.

Capacity to improve

Satisfactory: Grade 3

9. BCTG has satisfactory capacity to improve. This is BCTG's first inspection and since the introduction of the Train to Gain programmes in 2006 the provision has grown considerably and success rates have improved each year. They are now high across most sector subject areas. However, some learners are making slow progress and are not receiving timely assessment. The self-assessment report and development planning are overall satisfactory. The report overall provides an accurate reflection of the provision but some sector subject area reports are insufficiently self-critical.

Key strengths

- High success rates
- Good development of workplace skills
- Good responsiveness to employer's needs
- Good development of the subcontractor network

Key areas for improvement

- Slow progress for some learners
- Under-developed quality improvement systems
- Insufficient development of the skills for life strategy

Main findings

Achievement and standards

Good: Grade 2

10. Achievement and standards are good. There are high success rates across all sector subject areas with the exception of information and communication technology where success rates are satisfactory. In the last year, BCTG experienced a considerable growth in their training provision. Learner numbers increased from 983 in 2006/07 to 3,148 in 2007/08. Despite this growth, success rates continued to rise in 2007/08 across all areas with the exception of engineering where they remained mostly stable although still high.
11. Learners develop good personal and vocational skills. They demonstrate increased confidence in the workplace and, having completed their qualification are now fulfilling a more demanding role for their employers.
12. There is no substantial difference in achievement between the different gender, age and minority ethnic groups of learners. The standard of learners' work is mostly satisfactory and is good in some sector subject areas.
13. There is slow progress for some learners across most of the sector subject areas. In some instances, learners have greatly exceeded the planned end date of the training programme. For some subcontractors, the timely rate of completion is considerably below their overall success rates.

Quality of provision

Satisfactory: Grade 3

14. The quality of provision is satisfactory overall. Training, teaching and learning are satisfactory for most sector subject areas and good in the business sector area where training is well planned and structured to meet the needs of the individuals and employers. On- and off-the-job training is adequate and the involvement of employers in learning is good.
15. Assessment practice is satisfactory. All assessment takes place in the workplace and in the best instances assessors use very good questioning to confirm and extend learner knowledge.
16. Progress reviews are often ineffective. They do not sufficiently identify the learning and development that needs to take place. Reviews do not reinforce learners' knowledge of equality of opportunity.
17. For some learners initial assessment has not adequately identified their literacy, numeracy and language needs. BCTG has insufficient capacity for the delivery of numeracy and language. Currently, insufficient numbers of staff are qualified or experienced in numeracy to deliver training.
18. BCTG is very responsive in meeting the needs of employers. Subcontractors and employers often have long-established links, which are effectively used to increase access to qualifications.
19. Learners receive satisfactory levels of support from their assessors with many benefiting from very good support from their employers, for example, learners in the business, administration and law sector subject area. The provision of information, advice and guidance is satisfactory.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

20. Leadership and management are satisfactory overall. The self-assessment report is an accurate reflection of the leadership and management of the provision. BCTG provides good capacity development of its subcontractor consortium to offer a comprehensive choice of programmes for the employers and learners of the West Midlands. The consortium has a range of subcontractors offering a wide range of NVQs, and their geographical spread makes the Train to Gain programmes easily accessible. Small providers and those new to NVQs have been encouraged to join the consortium to expand and diversify the network. For new consortium members, BCTG provides information, advice and guidance, brokerage and financial compliance services.
21. The subcontractors are well supported by BCTG. Frequent visits are undertaken to subcontractors to support and quality assure the work of the consortium. BCTG staff are very responsive to the needs of the consortium members. Cross-consortium training sessions are provided on subjects of common concern and development. These training sessions are highly valued and very well attended by the members. However, members would like the opportunity to have more subgroup working to better share good practice; for instance those who offer the same sector subject qualifications.
22. The BCTG strategy for quality improvement is based on a system of risk assessment, with more emphasis placed on those providers judged to have the greatest risk of poor performance. However, some of the systems to ensure quality improvement are underdeveloped. Some have only recently been introduced and have not yet had sufficient time to improve standards. For example, a few months before inspection a peer referencing group was established and all subcontractors are working towards the Training Quality Standard kite-mark. Teaching and learning are frequently observed. However, the process has not identified some key areas for improvement.
23. BCTG has a strategy to support the availability of literacy, numeracy and English language provision. However, this is insufficiently implemented to meet the needs of employers and learners across most of the consortium. This area for improvement is identified in the self-assessment report. A single subcontractor provides most of the literacy support and has only recently started to offer numeracy provision. Three other subcontractors are in the process of identifying and enrolling learners but this is not being done sufficiently well. The consortium does not offer programmes for learners whose first language is not English. A referral process has been established for these learners but it is not yet working sufficiently well. Some learners are undertaking adult literacy courses as a substitute.
24. BCTG meets the current legislative requirements for the safeguarding of vulnerable adults. All staff at BCTG are required to undertake a criminal record bureau check and the provider has conducted recent training of the subcontractor network to raise awareness of legislative requirements. Subcontractor compliance is checked in health and safety audits although this is a relatively newly introduced procedure.

25. Equality of opportunity is satisfactory. The provider has an appropriate range of equality policies with regard to disability, discrimination, harassment and bullying. These are effectively shared with learners during their programme induction and with subcontractors when they first join the consortium.
26. Staff and subcontractors have received basic training on relevant equality of opportunity issues such as legislation and safeguarding matters.
27. BCTG has set up the appropriate minority ethnic representation targets, however, it is not always clear what actions will be carried out to meet these.. The provider adequately monitors the performance and success rates of different groups of learners.
28. Recently, BCTG appointed a dedicated manager to lead the promotion of equality of opportunity across the organisation. A recent equality strategy has been compiled highlighting the objectives for the development of this area. BCTG is also part of a peer development and review group which aims to identify and share best practice on the promotion of equality of opportunity among their subcontractors. The group has been formed recently and it is too early to assess its impact.
29. BCTG adequately monitors the promotion of equality of opportunity by their subcontractors. Some subcontractors have published their information, advice and guidance booklets in a variety of languages spoken by their employers and learners.
30. However, there is insufficient reinforcement of equality of opportunity during the learners' progress reviews. Assessors do not effectively raise learners' knowledge of equality and diversity during reviews. BCTG is planning to introduce new review forms to facilitate the meaningful exploration of equality issues during the progress reviews. Learners' knowledge of equality of opportunity is mostly satisfactory.
31. The self-assessment process is satisfactory. It adequately includes staff, consortium, employer and learner views. Data is used well. However, feedback questionnaires used to collect employers' and learners' views do not focus on the quality aspects of the learners' experience. The development plan is used well and is frequently reviewed to bring about improvement. However, some of the areas for improvement identified by inspectors are not included in the self-assessment report or development plan.

What learners like:

- Enhanced employment prospects
- Improvements in the quality of their work
- Increased self-confidence
- Obtaining a recognised qualification
- The support they receive from assessors, particularly during difficult personal times
- Fitting the training in with their workload

What learners think could improve:

- The time allocated to their qualification – 'I need more time to complete my NVQ'
- The amount of help they receive with numeracy
- The pace of progress with their training programme – 'It could have been quicker'

Sector subject areas

Health, public services and care

Good: Grade 2

Context

32. There are a total of 856 learners on health, public services and care programmes. Of which, 489 learners are undertaking an NVQ Level 2 and 367 an NVQ Level 3 on diverse Train to Gain health programmes. Currently BCTG works with eight subcontractors in this sector subject area. These include: Age Concern, SBC Training, SSTA, Walsall Hospitals NHS Trust and Sandwell and West Birmingham Hospitals NHS Trust. Plato Training Services and JML Dolman have recently joined the consortium. Over half of the learners are registered with GBT and numbers with the remaining subcontractors range from 1 to 139 learners. For the purpose of this inspection, the following subcontractors were visited: SBC Training, GBT, Plato Training Services, SSTA and Walsall Hospitals NHS Trust.
33. Subcontractors deliver training and assessment in the workplace. All learners are employed and engaged in work relating to care of adults in residential homes, domiciliary care or in hospitals.

Strengths

- Good success rates for most learners
- Good development of workplace skills
- Very effective training programmes to meet the needs of learners and employers

Areas for improvement

- Some slow progress
- Inconsistent approach to monitoring learners' progress

Achievement and standards

34. Achievement and standards are good. Overall success rates are high and show an improving trend at 71% in 2006/07 and 85% in 2007/08. Rates are particularly high for learners at GBT and Sandwell and West Birmingham Hospitals NHS Trust, who experience good timely success. This is correctly identified in the self-assessment report.
35. Learners develop good workplace skills and have a greater understanding of the theories of care practice. Learners effectively demonstrate how this applies to their work. They are better able to prevent back pain and they have improved their understanding of how behaviour can be affected by illness and disability. Throughout their training they are developing effective research skills. Learners have a good understanding of their work activities and responsibilities. They demonstrate increased confidence to challenge other members of staff and support service users in areas such as infection control. The standard of learners' work in portfolios is satisfactory and appropriate to the level of award.
36. Some learners are making slow progress and have either exceeded their planned end of training completion date or have insufficient evidence in the portfolios for their stage in the training programme. Three of the eight subcontractors have timely success rates

which are between 20 and 30 percentage points below the overall success rates for this area.

Quality of provision

37. The quality of provision is satisfactory. Teaching and learning are satisfactory. Training sessions are well planned and provide good opportunities for learners to link theory to practice. Learning objectives are shared with learners, but do not include a range of activities to meet individual needs. Learning activities are practical and interactive.
38. Induction and initial assessment arrangements are satisfactory. Time is spent well ensuring that learners are on the appropriate level and that the programme matches the job role in the workplace. In some courses learners are provided with a booklet to support their induction.
39. Assessment practice is satisfactory. Most assessment documentation includes detailed comments on what has been covered and what evidence collected as well as clear plans for further assessment.
40. Resources for teaching and learning, and support for literacy and numeracy are satisfactory. Subcontractors either support learners directly or refer them to BCTG's peripatetic support. The support is not well promoted. This is identified in the self-assessment report.
41. Monitoring of learner progress is weak. Some learners have insufficient evidence in their portfolios. Some reviews do not focus sufficiently on the progress of the learner and do not identify timescales for actions. The quality of reviews is not consistently monitored either by the subcontractors or through quality audits. In some cases learners have experienced frequent changes of assessors or delays in assessor allocation.
42. The training programmes very effectively meet the needs of learners and employers. Assessment is offered flexibly and takes place at a variety of times to minimise disruption to clients and to match learners' shift patterns. Learners receive good advice regarding the selection of optional units for their NVQ and these meet the needs of individual employers and the different client groups. There is a good match between learner and employer needs. Additional training is provided at employers' request in areas such as infection control, protection from abuse and confidentiality. Information, advice and guidance is appropriate and meets the wide range of learners' needs.

Leadership and management

43. Leadership and management are satisfactory. Good evaluation arrangements and clear criteria are in place to evaluate new providers who wish to join the consortium. Contract compliance is regularly audited. Subcontractors receive useful feedback and support on how to improve documentation to meet Train to Gain requirements. The consortium provides good networking opportunities and has established peer development groups for aspects such as equality and diversity. Internal verification is satisfactory. Internal verifiers adequately observe assessment practice and monitor the quality of learning at subcontractor level. Subcontractor staff are suitably qualified and vocationally experienced to support the programmes. BCTG provides additional professional

development for members of the consortium. BCTG's compliance audits of subcontractors provide a good range of management information that is risk banded. However, the data is not sufficiently analysed. Actions are not currently identified to address quality issues such as reasons for early leavers, slow progress and learners' take up of additional support.

44. Equality and diversity are satisfactory. Learners have a good understanding of equality and diversity and apply their knowledge to their work setting. Equality and diversity are a key part of the induction process and learners understand their own rights and responsibilities.
45. The self-assessment report is adequately informed by the subcontractors' own self-assessment reports and correctly identified some of the strengths found during inspection. However, it fails to identify the areas for improvement with regard to quality issues found by inspectors.

Engineering and manufacturing technologies

Good: Grade 2

Context

46. At the time of inspection 808 learners were undertaking Train to Gain programmes in engineering and manufacturing technologies. Of these, 803 are working towards Level 2 qualifications and five are working towards Level 3. A diverse range of qualifications at Level 2 are offered. These comprise mostly engineering maintenance and installation, gas network operations, passenger carrying vehicle operation and driving, and specialised plant and machinery operations. Currently BCTG works with nine subcontractors in this sector subject area: Mercia Management, Walsall Housing Group, Sandwell Training Association, Develop Training, SSTA, GBT, Quality Transport Training, Nova Training and Mettech Midlands. Inspectors visited five of the subcontractors, two of which, Nova Training and Mercia Management, have their own

LSC contracts. The other subcontractors visited, Quality Transport Training, GBT and SSTA, do not have their own LSC contracts.

47. All learners are employed in a wide range of small, medium and large enterprises including engineering manufacturers, coach, taxi, and road haulage operators, garages and vehicle recovery agents.

Strengths

- Very good success rates
- Good development of work-based skills
- Highly effective development of programmes to meet sector needs
- Particularly effective support for learners

Areas for improvement

- Slow progress of some learners
- Ineffective review procedures

Achievement and standards

48. Achievement and standards are good. Overall success rates for Train to Gain learners are very high at 88.4% for 2007/08. Learners are enthusiastic about their training programmes. Social and economic wellbeing is enhanced, particularly for those learners who have not been engaged in formal study since leaving school. This strength is correctly identified in the self-assessment report.
49. Development of skills within the workplace is good. Learners gain confidence in dealing with customers and communicating more effectively in differing settings and circumstances. They gain access to additional qualifications such as first aid and manual handling training. Learners show a greater depth of understanding of their working practices. Some learners progress to higher level qualifications as they feel that their Level 2 qualification has broadened their knowledge and understanding and further enhanced their opportunities for career development. Many employers recognise their employees' enhanced skills, knowledge and level of confident responsibility.
50. Slow progress is made by some learners. The self-assessment report accurately identifies that timely progress for some learner groups has declined from 87% in 2006/07 to 76% in 2007/08. Some learners who started their programme four months previously had made no progress towards their NVQ at the time of inspection.

Quality of provision

51. The quality of provision is satisfactory. Teaching, learning and assessment are satisfactory. Assessors make frequent visits to the workplace and provide good and extensive opportunities for assessment. They make satisfactory use of varying assessment methods to meet the needs of each learner.
52. Review procedures are ineffective. Assessors carrying out progress reviews do not state clearly what progress learners are making. There is insufficient reinforcement of health

and safety and equal opportunities. Few specific targets are set and these lack specific measures and are not time bound. Very often, they are insufficiently challenging. Individual learning plans contain target dates for course units, but these dates generally are the same as the course finish date. Portfolios do not facilitate the learners' monitoring of their own progress. This is not identified in the provider's self-assessment report.

53. There is highly effective development of programmes to meet sector needs. The consortium has promoted the development of new programmes and the restructuring of existing ones, to provide qualifications where previously none existed, such as vehicle recovery. The vehicle roadside assistance and recovery NVQ has been adopted to provide learners with new knowledge and improved skills that enhance their safety and effectiveness when attending disabled vehicles on live carriageways.
54. The support structure for learners is good. Initial assessment successfully identifies learners who have additional learning support needs. Help is available to learners but it is not a mandatory requirement that learners take up. Assessors support learners well by often working outside of normal office hours to accommodate those who are on shift-work. Employers are particularly supportive and frequently change driving schedules to accommodate assessor visits. One coach operator, whose drivers speak English as a second language, publishes NVQ documentation and schedules in several languages. Learners receive satisfactory information, advice and guidance at different stages of their programme.

Leadership and management

55. Leadership and management are satisfactory. Learning resources in employers' premises are satisfactory and often good. For example, the vehicle roadside assistance and recovery qualification uses employers' recovery vehicles and equipment that would not in normal circumstances be available to a training provider.
56. Learners have a satisfactory understanding of equality and diversity. However, these topics are not further developed throughout the learning programme. Inspectors noted some inappropriate material displayed in an employer's premises during the inspection.
57. The self-assessment report accurately recognises many of the strengths and areas for improvement identified by inspectors. However, it fails to identify the ineffective review processes and poor target-setting. It does not refer to the main qualifications that formed most the inspection visits as these have only been recently introduced.

Construction, planning and the built environment

Good: Grade 2

Context

58. Currently 318 learners are working towards an NVQ at Level 2 in a range of construction qualifications. Inspectors visited the main subcontractor, Euro Shaf, which has 187 learners working towards NVQ Level 2 in construction plant operations. This subcontractor does not have its own LSC contract. The remaining subcontractors have LSC contracts and are: Future Skills, Walsall Housing Group, Sandwell Training Association and IDSL.
59. BCTG provides training and assessment for employees through Train to Gain. Subcontractors provide all training, assessment and verification. The training is at Level 2 NVQ and is designed to qualify experienced construction and manufacturing workers, building on their existing practical skills. On completion of their training, construction learners are also able to apply for the industry recognised construction skills certification scheme card.

Strengths

- Very good success rates
- Good development of workplace skills
- Highly effective relationships with employers

Areas for improvement

- Slow progress for some learners
- Inadequate initial assessment
- Inadequate progress reviews for many learners

Achievement and standards

60. Achievement and standards are very good. In 2006/07 overall success rates were high at 92%. In 2007/08 success rates improved to 96%. This strength is recognised in the self-assessment report.
61. There is good development of workplace skills. Learners work and gain experience on a wide range of construction and manufacturing sites. Following training and assessment most learners in this area are now fulfilling a more demanding role for their employers. This includes responsibility for important areas that include health and safety and supervising other operatives. All learners who achieve an NVQ in plant operations also gain a lift truck licence. Employers greatly value the opportunities which are created for their workforce to improve their skill levels and achieve qualifications. Many learners are accessing further qualifications and development. This strength is recognised in the self-assessment report.
62. Many learners are making slow progress. Timely success has declined from 90% during 2006/07 to 62% for 2007/08. At Euro Shaf, learners who started in February 2008 are only just beginning to be assessed, with most learners planned to start assessment in 2009. This subcontractor has been supported by BCTG in developing its assessment resource to cope with the increased demand of learners currently on programme. This area for improvement is recognised in the self-assessment report.

Quality of provision

63. The quality of provision is satisfactory. Training is satisfactory. It is well planned, mostly taking place in the workplace. Trainers make frequent visits to employers' premises to carry out one-to-one and small group training and coaching sessions. Learner feedback is very positive about the effectiveness of these sessions. Resources for off-the-job training are used appropriately.
64. Assessment practice is satisfactory. The assessment documents are well designed for experienced workers. Assessment planning is clear and is designed to cause minimum disruption to workplace activities. Learners' portfolios are well structured and contain a good range of evidence.
65. Induction arrangements are satisfactory. Induction is often revisited during the learners' programmes to reinforce the learners' understanding of assessment and training.
66. Initial assessment is inadequate. There is insufficient use of diagnostic tools to assess the literacy, numeracy and language needs of learners. There is an over-reliance on learners disclosing their own literacy and numeracy needs. Where support is requested it is made available by the provider and its subcontractors. This area for improvement is partly recognised in the self-assessment report.
67. There is inadequate use of progress reviews for many learners. At the largest subcontractor there is no formal review of learners' progress. Learners are not routinely visited to review progress and to set short-term targets. Progress reviews are used inadequately to maintain progress and to reinforce important information. This area for improvement is not recognised in the self-assessment report.

68. Learners receive satisfactory information, advice and guidance. Most learners have a good understanding of why they are on the programme and are clear about the benefits it brings them. Employers encourage learners to participate in training and they provide effective support throughout this process.
69. There are effective relationships with employers. BCTG ensures its subcontractors provide a strategy for employer engagement. The programme has been well designed to meet the needs of the construction industry and its employers. Employers appreciate the flexible training and assessment provided by BCTG in the workplace. The provider works closely with employers to meet their organisational needs and the needs of their learners. Employers benefit from a comprehensive analysis of the organisational training needs. At one employer, where most learners speak English as a second language, BCTG provided an effective mentoring solution to the learners' language needs. This strength is recognised in the self-assessment report.

Leadership and management

70. Leadership and management are satisfactory. BCTG effectively monitors and reviews subcontractors to ensure compliance with contractual requirements and delivery of achievement. BCTG has implemented a quality assurance risk banding system for subcontractors. Subcontractors are aware of the system, however, some are uncertain of the assessment that has been applied to them and how they can improve their risk banding position. Network meetings have been useful for identifying opportunities for staff development and sharing examples of best practice. New contractors particularly value the support provided through these events.
71. The process of internal verification meets the requirements of the awarding body. Reports from external verification visits to subcontractors are frequently reviewed by the providers' quality management teams. Observations of training are carried out by BCTG staff; the results of these observations judged training as satisfactory.
72. Subcontractors provide appropriate information on equality of opportunity for learners during induction, however, this knowledge is not further developed during their training programme. In some cases, learners have a poor understanding of equality and diversity.
73. Most stakeholders contributed to BCTG's self-assessment report. The report adequately identifies most strengths and some of the areas for improvement found during inspection. The organisation's quality improvement plan is clearly referenced to the self-assessment report and has a clear focus on improving the learners' experience; however, some actions lack sufficient detail to ensure their completion.

Information and communication technology

Satisfactory: Grade 3

Context

74. There are a total of 110 learners on information and communication technology (ICT) programmes. Of these, 979 are undertaking an NVQ Level 2 and 13 an NVQ Level 3 on diverse Train to Gain information technology programmes. Currently BCTG works with seven subcontractors in this sector subject area: JML Dolman, Age Concern, BISCOM, GBT, Sandwell Training Association and Protocol Consultancy. Approximately 40% of the learners are registered with GBT. The remaining subcontractors have between one and 34 learners. For the purpose of this inspection, the following subcontractors were visited: Age Concern, GBT and JML Dolman.
75. Planned programmes are for six or nine months. The contractors provide all training, assessment and verification for the NVQs. Most learners are employed in a variety of companies which vary from small businesses to multi-site organisations. Others gain work experience in the voluntary sector.

Strengths

- Good development of vocational and work related skills
- Highly effective responsiveness to meet learner and employer needs
- Good literacy and numeracy development

Areas for improvement

- Some slow progress by learners
- Insufficient planning and review of progress to support learners

Achievement and standards

76. Achievement and standards are satisfactory. Learners acquire a high level of skill related to the core activities of their companies, such as generating spreadsheets, producing emails and preparing reports. They use newly-gained competencies effectively in their work activities. Most companies use bespoke computer programmes. Learners have a better understanding of how the software operates. They also develop well their personal and employability skills. They develop confidence in using computers and improve their self-esteem. Some voluntary workers have benefited from additional training in ICT and have improved their employability prospects. Learners progress to more responsible job roles as they acquire improved computer and work related skills. Team managers confirm that they can see noticeable improvements in the learners' workplace performance.

77. Most of the current learners are making satisfactory progress. However, success rates declined from 95% in 2006/07 to 56% in 2007/08. During this period one contractor ceased trading and seven of the 24 learners declined to transfer to another provider in the consortium. Some learners have made a slow start to the programme. Two of the present ICT contractors have recently introduced the provision. Contractors have implemented strategies to address learners' slow progress. As highlighted in the self-assessment report, the provider's own data already indicates an improving trend in the current year.
78. The standard of work in portfolios is mostly satisfactory. However, some learners' portfolios do not contain sufficient evidence towards assessment for the qualification at the point in their learning programme.

Quality of provision

79. The quality of provision is satisfactory. Teaching, training and learning are satisfactory overall. Learner visits at their workplace are regular and assessors visit more often if learners need extra support. The visits are generally purposeful and focused on assessment and guidance. Assessment processes and methods are satisfactory. One contractor uses recorded discussions and e-portfolios which speed up the assessment process for learners. Contractors provide some off-the-job training sessions for the development of ICT skills. Resources and learning environments for the off-the-job training and assessment sessions are satisfactory. One contractor has developed some good quality learning materials. However, most activities and exercises are paper-based. ICT is used insufficiently in teaching and learning. Learners and their assessors have a good rapport and communicate well.
80. Many learners' reviews are unclear and insufficiently planned. Reviews do not record sufficiently specific skills learners have acquired. They do not sufficiently identify all of the learning and development that needs to take place. Learners do not receive enough information on what they need to do to make progress. Some reviews focus too much on the recording of the units of the qualification. Some learners do not have sufficiently regular reviews to identify and address slow progress. All learners complete an individual learning plan. The plans are mostly satisfactory. However, they vary in their usefulness to learners. Some learners do not have clear time-bound targets and this makes it difficult for learners and assessors to evaluate progress. Generally, the focus is on tasks for the NVQ, and practical and personal skills are not adequately identified. This is not correctly highlighted in the self-assessment report.
81. Responsiveness to meet learner and employer needs is good. Contractor staff ensure that learners at the wide range of employers are visited very regularly. One contractor employs a learning support team to visit learners in their place of work to monitor progress. An assessor spends at least four days per month at one employer's premises for the ITQ, and the literacy and numeracy assessor visits one day per week. Employers can articulate their organisation's improvements as a result of the training programme. Programmes meet local needs and the interests of learners well. Learners are offered the opportunity to access other training courses such as team leading, management, business administration, and for progression to Level 3. Literacy and numeracy development is routinely offered. Learners enjoy their learning programmes. They are well supported by line managers.

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82. Learners benefit from good literacy and numeracy development. Initial assessment is insufficiently developed to identify complex learning needs such as dyslexia. However, appropriate individual support is given by assessors and equipment provided. Learners have the opportunity to develop their literacy and numeracy skills alongside their main qualification. Contractors provide one-to-one and small group sessions both at the contractors' and employers' premises.
83. Information, advice and guidance for learners are satisfactory. All learners benefit from a thorough induction that clarifies qualification requirements and focuses well on diversity and health and safety issues. Learners benefit from good coaching and individual support from both assessors and employers.

Leadership and management

84. Leadership and management are satisfactory overall. BCTG provides good support for new providers at various levels within their organisations. BCTG quality assures contractors through compliance monitoring. BCTG has developed some quality systems for contractors, for example additional employer feedback, which have not yet been implemented. It was too early during this inspection to judge the impact of these systems.
85. Subcontractor teams work well together. Communication is good between the teams and their managers. Staff attend appropriate networking events for their sector and benefit from training events delivered by BCTG.
86. Internal verification is satisfactory. The process is thorough and regular, meeting the requirements of awarding bodies. Observation of teaching and learning takes place regularly. However, the system is underdeveloped. Most observations are insufficiently evaluative and staff are not given sufficient information on how they can improve performance or how good practice is to be shared.
87. Contractors use management information satisfactorily to monitor learner progress. They set staff targets, for example for learner achievement and induction, which are discussed at the monthly individual meetings with managers. However, some staff are not set sufficiently measurable targets.
88. Learners' understanding of equality of opportunity and health and safety is satisfactory, and adequately revisited at each progress review.
89. The self-assessment report is accurately graded. It broadly reflects the strengths highlighted during inspection but it fails to identify some of the areas for improvement.

Retail and commercial enterprise

Satisfactory: Grade 3

Context

90. There are currently 966 learners. Of these, 829 are working towards NVQs in warehousing, including 26 at Level 3. A further 120 are working towards hospitality NVQs, including three at Level 3. There are 16 learners working towards the NVQ Level 2 in retail skills.
91. There are 12 subcontractors providing Train to Gain across this sector: GBT, Impact Training Solutions, Quality Transport Training, Euro Shaf, Rathbone Training, Birmingham Academy Training, Dudley MBC, Sandwell Training Association, SBC Training, SSTA, Prepared Training Services and Peter Pyne (Training School).

Approximately 40% of the learners are registered with GBT and numbers with the remaining subcontractors range from one to 225 learners. For the purpose of this inspection, the following subcontractors were visited: Euro Shaf, Rathbone Training, GBT, Quality Transport Training and Impact Training Solutions.

92. Learners have access to a wide range of NVQs. Those on a warehousing programme work towards NVQs in distribution, warehousing and storage operations, carry and deliver goods, driving goods vehicles, and storage and warehousing. Learners on a hospitality programme work towards NVQs in food and drink service, food processing and cooking, housekeeping, multi-skilled hospitality services, professional cookery at Level 2, and hospitality supervision at Level 3.

Strengths

- Very good success rates
- Good development of personal and vocational skills
- Very flexible and responsive approach to meeting employer needs

Areas for improvement

- Ineffective planning of learning
- Insufficient initial assessment in warehousing
- Ineffective reviews of learners' progress in warehousing

Achievement and standards

93. Achievement and standards are very good. Overall success rates are high, as correctly highlighted in the provider's self-assessment report. In 2006/07, 93.3% of learners completed their qualification. In 2007/08, 94.2% of learners completed successfully. In the first month of the current year, the success rate is 94.6%. Progress of learners is generally good, though a few learners are making slow progress towards achievement.
94. Learners develop good personal and vocational skills. In hospitality particularly, learners greatly increase and improve their vocational skills. Learners are improving the quality of their work while on programme, for example in relation to health and safety issues and attention to detail. Even experienced workers are further developing skills through effective refresher training. Learners are well motivated and keen to progress. Learners increase in confidence as they gain in their skills and knowledge. Some learners are re-engaged in learning after a long break, and are now keen to progress to other qualifications. Learners' portfolios are of satisfactory standard.

Quality of provision

95. The quality of provision is satisfactory. Teaching and learning are satisfactory. Where there is off-the-job training, the delivery is effective in developing knowledge. Learning materials are at least satisfactory and sometimes of a good standard and are used well to support learning. Training venues are of a good standard, with appropriate resources such as Powerpoint and whiteboards. Trainers have a good level of occupational competency and the one-to-one coaching is very effective in supporting the development of learners' knowledge.

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96. Inductions are satisfactory. Learners gain an adequate understanding of their NVQ and the assessment process. Assessment practice is satisfactory. Assessors use an appropriate variety of methods to meet the diverse needs of learners. The frequent and effective support moves most learners swiftly through their qualification.
97. The planning of learning is ineffective. Some learners complete their NVQ assessment before much of their planned learning has been completed. At many workplaces, learners have to complete most learning outside of normal work hours, at their employer's request. Recording of learning sometimes indicates an unrealistically high number of hours of learning and assessment delivered in one day. Where gaps in skills have been identified, learning is not effectively planned, and learners are nearing the end of their programme without having received training. This is not accurately identified in the self-assessment report.
98. Initial assessment is insufficient in warehousing. Not all learners are systematically and adequately assessed to identify their literacy, numeracy and language needs. There is an over-reliance on learners' self-assessment. Where learners have been assessed at entry level, they have not been sufficiently encouraged to develop these skills. Although preferred learning styles are assessed, this information is not used to inform the individual learning plan. There is insufficient differentiation of learning following initial assessment. At two providers (GBT and Rathbone Training), who between them are responsible for half of the learners, there is an effective initial assessment of literacy, and appropriate additional learning support is provided to meet learners' needs. The provider fails to identify this in their self-assessment report.
99. Reviews of learners' progress are comprehensive in retail and hospitality but ineffective in warehousing. They are sometimes up to three months late. Although there is some good reflection in progress such as learner attitude, attendance, and teamwork, there is insufficient focus on identifying learning that has been achieved or planned. NVQ progress is not effectively documented. In some instances health, safety, and equal opportunities questions are not sufficiently covered. Some action planning is weak, with actions insufficiently specific and measurable.
100. All organisations are very flexible and responsive in meeting employers' needs. Subcontractors have good working relationships with employers, as correctly identified in the self-assessment report. They often have long-established links, which are effectively used to increase access to qualifications. Workplace visits are well planned with the employers and are flexible to meet their needs, such as for different shift patterns. Off-the-job training is scheduled to meet employer requirements. Learners and employers are offered the opportunity to access additional qualifications to enhance their development. Where a subcontractor is unable to facilitate an employer's request, these are referred to BTCG who take effective action to source an appropriate provider.
101. The provision for information, advice and guidance for learners is satisfactory. In some cases, the recording of information, advice and guidance is insufficient with very brief coverage of topics discussed and advice given.
102. Support for learners is satisfactory. Learners speak highly of the support received from their assessors. Visits to learners are frequent, flexible and effective in meeting

individual needs, such as shift working. Employers take a close interest in their employees' progress and most are very supportive.

Leadership and management

103. Leadership and management are satisfactory. BCTG have good links with their subcontractors and provide good support to their staff achieve assessor and verifier qualifications. Communication structures are good, with employers being kept well informed of learners' progress.
104. Equality and diversity are satisfactory. All subcontractors have appropriate equality and diversity policies and procedures. However, learners' understanding is not adequately reinforced. Though covered briefly in induction and at reviews, understanding of equality and diversity issues is not always sufficiently explored. Equality and diversity training for staff is sometimes underdeveloped.
105. The quality monitoring procedures are adequate, but focus on compliance rather than informing quality improvement. Most subcontractors complete regular self-assessment, which is informed by learners' and employers' views. Some of these self-assessments are insufficiently detailed and self-critical. The BCTG self-assessment report is adequately informed by subcontractors reports. However, it did not identify most of the areas for improvement found during inspection.

Preparation for life and work

Satisfactory: Grade 3

Context

106. There are 1,189 learners on Train to Gain to develop their literacy and numeracy skills. In 2007/08 a total of 1978 learners started these programmes, 695 for literacy and 19 for numeracy. Six subcontractors within the BCTG consortium provide training; Age Concern, GBT, JML Dolman, Learning 4 Life, Plato Training Services. and Sandwell and West Birmingham Hospitals NHS Trust. GBT is responsible for 97% of the learners. Age Concern, JML Dolman and Sandwell and West Birmingham Hospitals NHS Trust have their own LSC contracts. The others do not. For the purpose of this inspection learners at GBT and Age Concern were visited.
107. Literacy training is contextualised to the vocational area a learner is working in and offered generally alongside a relevant NVQ or, less frequently, as a stand alone qualification. Learners gain certificates in adult literacy or numeracy at either Level 1 or Level 2. Training takes place mostly in the workplace, with some workshops at the subcontractors' premises.

Strengths

- Very good success rates
- High level of responsiveness to employer needs

Areas for improvement

- Insufficiently thorough initial assessment and induction
- Poor setting and reviewing of targets
- Insufficient provision for numeracy and language

Achievement and standards

108. Achievement and standards are satisfactory. Success rates on skills for life programmes are very good. This strength is recognised by the provider in their self-assessment report. In 2007/08, 90.5% of learners achieved their qualification within the planned timescale. This is a significant improvement from the 76% timely success rates in 2006/07. The overall success rate for 2007/08 is 93.6%.
109. The development of learners' skills and knowledge is satisfactory. Most learners demonstrate the acquisition of new skills or knowledge as a result of their literacy sessions. Learners participate well during sessions and are responsive to trainer questioning. Most employers have recognised the benefits of improving their employees' literacy skills and have seen some improvements in their employees' quality of work.

Quality of provision

110. The quality of provision is satisfactory. Learners benefit from having trainers and assessors who have a dual qualification in the occupational area and in literacy skills development. In the better sessions, trainers use good strategies to encourage learner autonomy with stimulating activities and homework tasks. In some sessions learners are insufficiently challenged to extend their skills to a higher level. Trainers make insufficient use of ICT, multi-lingual dictionaries and audiovisual resources.
111. The processes of initial assessment and induction are insufficiently thorough. Literacy and numeracy tests are satisfactorily carried out to identify learners' existing levels of skills. However, there is insufficient detailed diagnostic assessment to give specific information on literacy, numeracy or language needs. Learners' prior educational experience and attainment is not recorded or used as a basis for planning literacy or numeracy support. The main subcontractor recognises that information on learners' barriers is limited. Induction is poor. Too many learners are unaware of why they are on the programme, the results of their initial assessment and details of the literacy qualification or how it is assessed. Learners do not recall being informed about equality of opportunity requirements and have too little understanding of their rights and responsibilities. BCTG does not recognise this area for improvement in its self-assessment report.
112. The setting and reviewing of learning targets is poor. Some targets on individual learning plans are too general and do not specify small, achievable steps for learners to work towards. There is too little assessment of progress against individual targets at the end of sessions. Trainers give too little feedback on the standard of work completed and do not sufficiently discuss or record targets for the next session. There is little evidence of periodic reviews of progress to establish how far learners have achieved at different stages of their programmes. This area for improvement is not recognised by BCTG in their self-assessment report.
113. Provision for literacy training shows a high level of responsiveness to employers' needs. Sessions are well planned to fit in with the demands and needs of business. Assessors' visits fit flexibly with shift patterns and employers' business activity. Learners' training needs and assessment for both an NVQ and literacy skills development are well met at the same visit. The main subcontractor has developed effective schemes to set literacy

skills in the context of a learner's job role and the NVQ framework. Employers are well informed about the content of training and the outcomes of learning.

114. BCTG delivers useful information advice and guidance. They ensure that the needs of employers and learners are accommodated and programmes are well tailored to the occupational area. Employers value the good communication they have with the main subcontractor and a few have direct contact with BCTG. Support for learners is satisfactory. Trainers and employers give appropriate support for learners during their learning programmes.
115. BCTG has insufficient capacity for the delivery of numeracy and language. Currently, insufficient numbers of staff are qualified or experienced in numeracy to deliver training. The main subcontractor has worked on a numeracy strategy to address the assessed needs, but schemes and materials to support numeracy are in the early stages of development. BCTG acknowledges in its self-assessment report that further work is needed on the implementation of initial assessment for numeracy and programme planning. A pilot project, assessing and training taxi drivers on numeracy relating to safe and efficient driving, has recently started. Two staff from the main subcontractor have just begun their Level 4 specialist qualification in numeracy. BCTG currently delivers support to learners with English as an additional language as part of literacy provision, but trainers have not received sufficiently technical training to develop speaking and listening skills.

Leadership and management

116. Leadership and management are satisfactory. The main subcontractor for preparation for life and work has thorough arrangements for reviews of quality. This system is clearly focused on the learning journey. It analyses performance in depth and includes input from staff at all levels. This process had already recognised some of the areas for improvement identified in the inspection. However, the system has only been recently introduced and it is too early to judge its impact.
117. Observations of teaching and learning in both the main subcontractor and BCTG are insufficiently rigorous. BCTG's observation system is not sufficiently evaluative and does not result in action plans for tutors to improve the quality of their delivery.
118. Equality of opportunity is satisfactory. In some sessions activities are successful in promoting equality and raising awareness of cultural diversity, traditions and vocabulary. Some learners are disadvantaged by unequal access to learning during night shifts.
119. BCTG's self-assessment of preparation for life and work has been well informed by the subcontractors' self-assessment reports. However, BCTG recognises that some of these reports are insufficiently critical and do not accurately reflect the provision in this sector area. The report failed to identify some of the areas for improvement found by inspectors.

Business, administration and law

Good: Grade 2

Context

120. There are 817 learners on business, administration and law programmes. Of these 527 learners are following a programme leading to a qualification at NVQ Level 2 and 290 at NVQ Level 3. The vocational qualifications available include business administration, customer service, management, team leading and business improvement techniques. Training is sub contracted to 19 different organisations across the region: Birmingham Academy Training, BISCOR Resource Management, Future Skills, GBT, JML Dolman, MCP Langet, Mercia Management, Protocol Consultancy, Sandwell and West Birmingham Hospitals NHS Trust, Sandwell Training Association, Impact Training Solutions, Nova Training, Prepared Training Services, Quality Transport Training, Rathbone Training, SBC Training, SSTA, TBG Learning and Black Country Training Group. GBT has over 30% of the learners with the remaining subcontractors ranging from one to 189 learners. For the purpose of this inspection, the following subcontractors were visited: Black Country Training Group, Future Skills, GBT, Sandwell and West Birmingham Hospitals NHS Trust and Impact Training Solutions.
122. Learners are employed in a range of settings from small garages and taxi companies to large corporate employers all across the West Midlands.

Strengths

- Good success rates in 2007/08
- Good development of work-based skills
- Good training
- Good support for learners
- Good staff development

Areas for improvement

- Slow progress of many learners
- Insufficiently thorough target-setting to support achievement

Achievement and standards

123. Achievement and standards are good. Success rates in 2007/08 were high, as recognised in the self-assessment report. In 2006/07, 71% of learners achieved their planned programme and this rose to 84% in 2007/08. Over these two years the number of learners in programme increased from 106 in 2006/07 to 412 in 2007/08.
124. Learners are developing good workplace skills. Learners are developing particularly good computer skills, including the use of complex specialist software as well as specialist organisation skills such as minute taking and arranging meetings. Learners are highly motivated, enjoy their learning and are increasingly aware of the opportunities

available to them from gaining their qualification. They are keen to progress and are working in increasingly challenging job roles. Many learners develop increased confidence as a result of working towards a qualification and extending their occupational skills to enable progression in employment. Employers value the new skills gained by the employee and some learners have been promoted in the workplace. Learners have a high standard of work in their portfolios which are well organised and well presented.

125. Many learners are making slow progress towards achieving their qualification. In 2006/07, 67% of learners achieved their qualification within their targeted completion date but this rate fell to 59% in 2007/08. Some learners have not yet started on their programme despite being signed up for some months and many learners have already been working towards their qualification for several months beyond their expected completion date. This is correctly identified in the provider's self-assessment report.

Quality of provision

126. The quality of provision is good. Training both in the workplace and off-the-job is good as accurately reflected in the self-assessment report. Employers effectively identify training needs, provide coaching in the workplace and make available a range of useful training courses. Most off-the-job training is good. It is well planned and structured to meet the needs of the individuals and employers while also delivering the necessary knowledge for the NVQ. Resources to support learning are satisfactory. Training takes place in mostly good quality training facilities at the sub contractor's premises, at the place of employment and on occasions at external venues as required. Trainers adequately use a variety of methods to meet the diverse needs of individual learners.
127. Assessment practice is satisfactory. All assessment takes place in the workplace and in the best instances assessors use very good questioning to confirm and extend learner knowledge and set challenging targets to encourage independent learning skills. However, in some cases learners do not contribute to assessment planning, have unchallenging targets set and little ownership of their qualification.
128. Target-setting is insufficiently thorough to support achievement. Where assessment practice is good, assessors are setting clear short term targets which act as a working document for learners. However, there is insufficient evidence of clear medium or long term target-setting either at the beginning of the programme or during the review process. Some learners are unaware of the length of their programme. Documentation is incomplete and the review process is inconsistent. In some cases all dates for completion of a number of units were the same and targets were unspecific. This area for improvement is not correctly identified in the self-assessment report.
129. Initial advice and guidance is satisfactory. Some providers have their own well developed systems in place and BCTG delivers initial advice and guidance to learners where providers have no other provision in place. However, diagnostic testing is not routinely carried out by individual providers.
130. Support for skills for life is satisfactory. Some learners with additional skills for life needs receive well planned language support. In one provider the assessors are also fully

qualified to deliver skills for life support in literacy or English as a second language and the learners have clearly benefited from this additional support.

131. A well matched programme of qualifications meets the needs of learners and employers. Learners are taking advantage of clear progression routes and in many cases are keen to progress to higher level qualifications. Learners and employers receive advice on programmes and progression routes. Assessors, learners and workplace mentors or supervisors work closely together. One provider has worked closely with one company to provide a range of workbooks to meet the company needs. This is partly recognised in the self-assessment report.
132. Support for learners is good. Most employers ensure that learners have time to complete their portfolios and in some cases redistribute work among the team to provide extra time. One small employer has provided a dedicated training room to encourage employees to take up training. Many learners work in environments such as taxi companies and bars and clubs which require assessment around shift work and unsocial hours. Assessors provide learners with high levels of pastoral support and instances were identified where significant personal problems were being supported. Learners value the availability of an independent person to support them. All employers have direct involvement in the training but some also offer witness testimonies to support learners develop their portfolio.

Leadership and management

133. Support and development of staff are particularly good. Some assessors receive exceptional staff development opportunities from providers and BCTG. This is in addition to attending a variety of ongoing personal development events. One provider offers extensive mentoring to assessors who are new to the organisation whether they are newly qualified or experienced.
134. Internal verification is satisfactory and sufficient to underpin the quality of assessment in most cases. Internal verification identified some of the inconsistencies with documentation but none have been resolved.
135. Management of the programme area is satisfactory. There are regular meetings for assessors and verifiers within each provider and BCTG holds frequent and regular meetings with the providers. However, these meetings focus primarily on achievement and do little to ensure consistency of processes or identify areas for development.
136. The provision for equality and diversity is satisfactory. Some learners have a good understanding of equality and diversity and the wider implications as it affects their job roles. The embedding of equality of opportunity is inconsistent. In some cases questions are routinely asked with little promotion of wider discussion of current and topical issues.
137. The self-assessment report is broadly accurate for this sector area although it failed to highlight some of the areas for improvement such as the insufficiently thorough target-setting. The process is fully inclusive of all subcontractors and it is sufficiently comprehensive.

Annex

Learners' achievements

Success rates on **Health, public services and care work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	58	70.73%
		timely	45	54.88%
	2007/08	overall	471	84.56%
		timely	348	62.48%
	2008/09 (1 month)	overall	27	90.00%
		timely	26	86.67%

Note: 2008/09 data is 'part year' only and is representative of the first month 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Engineering and manufacturing technologies work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	37	90.24%
		timely	33	80.49%
	2007/08	overall	259	88.40%
		timely	220	75.09%
	2008/09 (1 month)	overall	19	82.61%
		timely	19	82.61%

Note: 2008/09 data is 'part year' only and is representative of the first month 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Construction, planning and the built environment work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Annex

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	38	92.68%
		timely	37	90.24%
	2007/08	overall	116	95.08%
		timely	80	65.57%
	2008/09 (1 month)	overall	4	0%
		timely	0	0%

Note: 2008/09 data is 'part year' only and is representative of the first month 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Information and communication technology work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	20	70.73%
		timely	20	54.88%
	2007/08	overall	53	84.56%
		timely	30	62.48%
	2008/09 (1 month)	overall	2	90.00%
		timely	2	86.67%

Note: 2008/09 data is 'part year' only and is representative of the first month 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Retail and commercial enterprise work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	140	93.33%
		timely	134	89.33%
	2007/08	overall	965	94.15%
		timely	809	78.93%
	2008/09 (1 month)	overall	52	94.55%
		timely	52	94.55%

Annex

Note: 2008/09 data is 'part year' only and is representative of the first month 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
- ** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Preparation for life and work work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	584	86.52%
		timely	514	76.15%
	2007/08	overall	872	93.56%
		timely	844	90.56%
	2008/09 (1 month)	overall	67	100.00%
		timely	67	100.00%

Note: 2008/09 data is 'part year' only and is representative of the first month 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
- ** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection

Success rates on **Business, administration and law work-based learning Train to Gain NVQ programmes** managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**
Train to Gain NVQ	2006/07	overall	106	71.14%
		timely	100	67.11%
	2007/08	overall	412	83.57%
		timely	289	58.62%
	2008/09 (1 month)	overall	10	71.43%
		timely	10	71.43%

Note: 2008/09 data is 'part year' only and is representative of the first month of the LSC contract year

Annex

- * 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
- ** NVQ qualification success rates are calculated using data supplied to Ofsted by the provider before inspection