

# Wiltshire Transport Training & Development Limited

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Inspection date

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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](http://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](http://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:

- Engineering and manufacturing technologies

## Description of the provider

1. Wiltshire Transport Training and Development Limited (WTTL) is a company based in Devizes in the South West. It was established in 2003 from Wiltshire Transport Training which was a group of local haulage firms working together to supply drivers for their companies. WTTL has held a contract with Wiltshire and Swindon Learning and Skills Council (LSC) since 2006. It has a purpose built training centre and headquarters just north of Devizes and also delivers courses across the South West of England at either employers' premises, business partners' premises or in other rented accommodation. A team of seven directors and managers are responsible for the strategic management of the company. The staff team of 21 includes four internal verifiers and 12 assessors. The Train to Gain contract accounts for approximately 60% of the business for WTTL.
2. WTTL has 304 learners on Train to Gain, seven of whom are women. All learners are employed in road haulage operating centres or companies associated with the transportation of goods by road. The majority of learners are working towards qualifications within engineering and manufacturing technologies. Seven learners are working towards qualifications at Level 3 and 297 towards qualifications at Level 2. The diverse range of programmes offered includes driving goods vehicles with 204 learners, traffic office with 16 learners, plant operations with 76 learners, distribution, warehousing and storage with three learners and logistics operations management with five learners.
3. Kennet, which includes Devizes, has lower unemployment rates, at 3%, than both the South West at 3.8% and England at 5.2%. It also has higher rates of economic activity. Approximately 1.4% of the population are from minority ethnic groups according to the 2007/08 government statistics.

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## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Inadequate: Grade 4

## Sector subject area

Engineering and manufacturing technologies	Good: Grade 2
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## Overall judgement

### Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of WTTL is good. Achievement and standards are good. Learners develop good work skills and confidence through the learning programmes. Overall success rates are good and timely success rates are improving. Overall, the quality of the provision is good. Teaching and learning are good, as is the ability to meet the needs of learners and employers. Support for learners is satisfactory. Overall, leadership and management are satisfactory but equality of opportunity is inadequate.

### Capacity to improve

Satisfactory: Grade 3

5. WTTL's capacity to improve is satisfactory. This is the first inspection for WTTL. It has maintained a high overall success rate over the last three years and is beginning to improve the timely success rates for its learners. It has successfully expanded the business and now provides a wide variety of learning programmes and is developing bespoke programmes to meet the needs of learners and employers. Effective communication uses a well structured system of meetings. Strategic management plans and business plans are still being developed. Data are used effectively to monitor performance. Quality assurance is satisfactory. Although WTTL has only just started to complete observations of training, two members of staff have now been trained and further observations are planned.
6. The self-assessment process is satisfactory. WTTL's self-assessment report is the third that they have produced. It is a sufficiently accurate reflection of the provision. The self-assessment process is inclusive with views from learners, employers and active involvement of staff. Inspectors agreed with many of the judgements in the self-assessment report but gave lower grades for some of the aspects of the provision. The quality improvement plan is closely linked to the self-assessment report and used effectively to manage the provision.

## Key strengths

- High success rates
- Good acquisition of work skills
- Good teaching and learning
- Highly effective development of programmes to meet learners' and employers' needs
- Good leadership
- Good partnership working

## Key areas for improvement

- Insufficient observations of training
- Poor internal verification
- Insufficient promotion and monitoring of equality of opportunity

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## Main findings

### Achievement and standards

Good: Grade 2

7. Achievement and standards are good. Learners gain good work skills. They demonstrate a high level of motivation and a greater confidence in the driving of vehicles and lift trucks. They have a greater awareness of safety issues, work more effectively, handle goods better and take greater care to avoid damage. Additional practical work skills developed include the use of specialist lift truck attachments and high lift trucks. Learners are able to access additional training courses through their employers or through WTTL. This strength was not identified in the self-assessment report.
8. Overall success rates are consistently high and timely success rates have improved. WTTL acknowledge this in the self-assessment report. In 2007/08, the overall success rate was 94% which is above the previous year's rate of 90%. The timely success rate was 23% which was low and lower than the previous year which was 32%. For the first five months of 2008/09, the overall success rate is 92% and the timely success rate has improved to 77%.

### Quality of provision

Good: Grade 2

9. Overall, quality of provision is good. Teaching and learning are good. WTTL identified this in the self-assessment report. Learners benefit from good teaching and instruction on goods vehicle driving and lift truck programmes. Health and safety is given a high priority and learners are encouraged to develop good health and safety operating practices. Lift truck drivers have access to a range of lift trucks which enable a variety of loads to be moved. Learners benefit from sound training in lift truck pivoting and driver manoeuvrability both inside the training centre and on employers' premises. Learners actively participate in training exercises and are encouraged to self-evaluate their own performance. Instructors engage learners in discussion to ensure that they understand instructions and, where necessary, clearly explain the tasks to be completed. Learners training and re-training needs are quickly identified by instructors and learners are fully supported if any aspects of re-training are needed.
10. Initial advice and guidance are satisfactory. Learners have a clear understanding of their National Vocational Qualification (NVQ) and its relevance to their job roles and careers. Employers also have a good awareness of the potential benefits to their company of learners' achievements on the programme.
11. Induction is satisfactory and takes place at a one-to-one meeting with an assessor at the employer's premises. WTTL provides learners with a comprehensive



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information pack. Some basic aspects of the NVQ programme are not always clearly explained to learners in sufficient detail, for example, equal opportunities. Initial assessment of learner's literacy and numeracy skills is satisfactory. Where additional needs are identified, learners are offered support through external agencies. Few learners have used this support.

12. Learning resources are satisfactory. Vehicles used in the driver training programme and lift trucks are modern, comfortable, and fit for purpose. All vehicles are in good condition and well maintained. Some training rooms are equipped with computers through which driver training software may be accessed. Instructors and assessors are occupationally competent and well qualified.
13. Overall, assessment practice is satisfactory. WTTL carries out assessment planning well and briefs learners on the content of the assessment. Assessors give clear feedback on completion of the assessment. The majority of assessment records are detailed and referenced to NVQ units but a few portfolios have a narrow range of evidence. Witness testimonies are prepared in an identical format using the training company's documentation. Not all testimonies are adequately authenticated. A few assessors are unclear on certain aspects of the NVQ processes.
14. Highly effective programme development ensures training meets employers' and learners' needs. WTTL provides a comprehensive range of training programmes within the logistics industry. Training needs are identified and appropriate programmes are agreed through professional discussion between WTTL and the employer. Employers and learners choose the optional units of the NVQ programmes which are relevant to their specific occupational area. WTTL offers advice and guidance to learners about additional training courses or opportunities for further experience which are offered by other providers. One learner, after completing his driving test, asked for help with understanding tachographs. WTTL is now arranging specialist tuition. Employers and learners also have access to additional training programmes such as the government's initiative Safe and Fuel Efficient Driving (SAFED). WTTL is now working with large companies to develop the training programme for trainers and instructors preparing to teach in the lifelong learning sector (PETTLS).
15. Learner support is satisfactory. Learners receive a good deal of practical support from their employers in achieving their qualification. Learners often carry out NVQ portfolio activities during working hours. Assessors support learners well and ensure that visits for assessment and reviews are highly flexible to meet learners' and employers' needs.

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## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Inadequate: Grade 4

16. Leadership and management are satisfactory. Leadership is good. The managing director has a clear oversight of the transportation sector and the way in which it is developing. The senior staff share this vision and it is communicated effectively to staff and partner organisations. Employers recognise the quality and breadth of the training. WTTL has expanded its business to include significantly more learners, more courses and new developments to meet the needs of a changing market. For example, new provision includes NVQs for traffic office staff and higher grade supervisory staff.
17. Partnership working is good. WTTL has developed very effective working partnerships with a variety of organisations within the transportation sector. These include small local businesses as well as large national employers. The course development team is currently working with employers to develop their training materials into standardised, bespoke courses which suit the employers' needs as well as satisfy awarding body standards through the government's SAFED initiative. WTTL has had significant involvement in the establishment of the South West Regional Logistics Academy which is a working group set up, amongst other things, to define national quality standards.
18. Business planning and performance management are satisfactory. The small quality management team of directors and managers meets monthly. They discuss the minutes from the various sub-committees which are responsible for different areas of the provision. The focus of this meeting is the quality improvement plan which is closely linked to the self-assessment report. Decisions from the quality management team are communicated to all staff through the monthly self-assessment review bulletin which also contains performance data, finance reports, learners' feedback and other important information concerning the provision. This sharing of information and data analysis supports managers in maintaining the high success rates and in driving the expansion of the business. However, WTTL does not have a formal strategic management plan or a sufficiently thorough, formal business plan.
19. The procedures for safeguarding learners meet current government requirements. All appropriate staff have either undergone or are currently awaiting the results of Criminal Records Bureau checks. All safeguarding information is currently up-to-date and WTTL has a designated safeguarding officer. WTTL trainers ensure that health and safety procedures are strictly adhered to in the training centre and that all employers have adequate health and safety policies.
20. Quality improvement is satisfactory overall. The quality improvement plan links closely to the self-assessment plan and is used effectively to manage the

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provision. WTTL reviews health and safety policies and procedures regularly and thoroughly. This is not the case for other policies and procedures, many of which have not been reviewed for several years. Learners' feedback is collected at the end of each course and rapid action is taken to resolve any issues identified. Provision is effectively monitored by the careful checking of course documentation and the analysis of performance data.

21. WTTL monitors their newly appointed qualified instructors during their first training sessions; both in the training centre and while instructing for the first time on employers' premises. However, no further observations of training take place. WTTL has recognised the need to observe training and has already recruited two members of staff to carry out observations. They have completed additional training. This area was not identified in the self-assessment report.
22. Internal verification activities are poor. This was not identified in the self-assessment report. Forward planning of internal verifiers' sampling activities is not carried out regularly. Sampling of assessors' judgements is recorded retrospectively. Records of internal verifiers' observations of assessors' activities lack detail. Comments are very brief and do not clearly identify aspects of unsatisfactory assessment practice. Many assessors' observation records do not have assessors' signatures against the feedback as confirmation that it has been agreed with the assessor. The period between internal verifier observations of a small number of assessors is too long.
23. The promotion and monitoring of equality of opportunity is inadequate. This was not recognised in the self-assessment report. WTTL has an equal opportunities policy which is out of date and does not reflect the latest equality and diversity legislation. WTTL issues the policy to learners on induction but there is no further exploration of equality and diversity issues during induction or at subsequent reviews. WTTL provides satisfactory levels of support to enable learners to overcome obstacles to learning. Several learners have benefited from additional support or modifications to the programmes to enable them to complete their qualification. Twelve staff have received some equality of opportunity training as part of their tutor training course but WTTL does not provide regular training for their staff to update their awareness of equality of opportunity. WTTL monitors the number of learners recruited according to their gender, ethnic background and disability status but it does not use these data to monitor and analyse any differences in success rates. This was recognised in the self-assessment report. The management information system is currently being modified to enable such comparisons to be made.

## What learners like:

- 'feeling safe and well supported'
- 'helps me to work towards my career goal'
- 'I feel confident and well supported'
- 'gaining experience and skills'
- 'giving me the opportunity to get some qualifications'
- 'very useful for my job'
- 'the training is fun'
- 'as a manager it gives me more credibility and flexibility'

## What learners think could improve:

- 'clarity of information on the programme'
- 'would like the practical instruction to be soon after sign up'

## Annex

## Learners' achievements

Success rates on work-based learning Train to Gain programmes managed by the provider 2006 to 2009.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain NVQ	2006/07	overall	77	90%
		timely	77	32%
	2007/08	overall	150	94%
		timely	150	23%
	2008-09	overall	445	92%
		timely	445	77%

Note: 2008/09 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

- \* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- \*\* College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'