

# Parents and Children Together Education

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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' quality monitoring or annual assessment 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

## Description of the provider

1. Parents and Children Together Education (PACT Ed) is a registered charity providing Train to Gain programmes in health, public services and care. PACT Ed operates across Oxfordshire, Berkshire, Buckinghamshire, and Milton Keynes. Its headquarters are in Reading. The training department, established in 2001, provides work-based learning to local small- and medium-sized employers.
2. PACT Ed employs 5 staff and contracts a group of self-employed assessors, internal verifiers and trainers. The education manager is responsible for day-to-day management of provision and reports to an education subcommittee and the board of trustees. The education team, consisting of 12 assessors, of whom eight are also internal verifiers, reports to the education manager. An assessment centre manager, an education service co-ordinator and an education lead administrator, supports the team. PACT Ed has held the Investors in People award since 2000.
3. The National Employment Service (NES) and the Oxford LSC fund the learning programmes. PACT Ed also offers privately funded commercial training in health and social care, and internal verifier and assessor awards for education and training. Government-funded training represents 65% of the total provision.
4. At the time of inspection 97 learners were on learning programmes. Of these, 52 were working toward health and social care national vocational qualifications (NVQs) at level 2, and 41 were towards a health and social care NVQ at level 3. One learner was completing an NVQ at level 3 in children's care, learning and development, two were completing an NVQ at level 3 in business administration and one an NVQ at level 2 in business administration.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Capacity to improve</b>	<b>Satisfactory: Grade 3</b>
<b>Achievement and standards</b>	<b>Satisfactory: Grade 3</b>
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Leadership and management</b>	<b>Satisfactory: Grade 3</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: Grade 3</b>

## Sector subject area

<b>Health, public services and care</b>	<b>Satisfactory: Grade 3</b>
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## Overall judgement

### Effectiveness of provision

#### Satisfactory: Grade 3

5. The overall effectiveness of the provision is satisfactory. Achievement and standards and the quality of provision are satisfactory. Leadership and management are satisfactory and equality of opportunity is also satisfactory.

### Capacity to improve

#### Satisfactory: Grade 3

6. The provider has demonstrated that it has sufficient capacity to improve. This is PACT Ed's first inspection. In the last year, success rates for most learners have substantially increased and timely completion rates notably improved. The provider has introduced an appropriate management information system and increased the managerial capacity to co-ordinate its quality improvement systems.
7. The provider produced its first self-assessment report for this inspection. The self-assessment process is not sufficiently thorough and does not fully involve staff. The self-assessment report is insufficiently critical and evaluative to accurately identify areas for improvement. However, PACT Ed has identified the need to have a dedicated quality improvement team to take overall responsibility for the monitoring and improvement of the quality of provision. It is too early to judge the effectiveness of these recent developments.

## Key strengths

- Good development of practical and personal skills
- Good assessment
- Good networking and partnerships

## Key areas for improvement

- Low success rates for many learners
- Ineffective use of progress reviews and learning plans
- Under-developed quality improvement systems

## Main findings

### Achievement and standards

#### Satisfactory: Grade 3

8. Achievement and standards are satisfactory. Learners develop good practical and personal skills, a strength identified in the self-assessment report. They are confident in their work and can effectively link knowledge and understanding to workplace activities. Employers note improvements in learners' workplace practice during and following training.
9. Learners' portfolios of evidence contain a wide range of relevant work of a high standard. Most current learners are progressing well towards achievement of their NVQs.
10. Success rates are low but improving. In 2006/07, success rates were 39% for Train to Gain health and social care NVQs at level 2. However, in 2007/08 overall success rates are 68% and timely completion rates have improved from 7% to 57%. PACT Ed delivered the NVQ at level 3 for the first time in 2007/08. The overall and timely success rates are low at 48% and 34% respectively. This was not identified in the self-assessment report.

### Quality of provision

#### Satisfactory: Grade 3

11. The quality of provision is satisfactory. Assessment practice is good. Assessors meet learners very frequently and often follow up their visits with additional telephone and email contact. Planned assessments are arranged effectively around shift work. Assessors make very good use of prior achievement, ensuring it is current, valid and appropriate. They provide access to a very good range of resources and guidance for assessments. Very experienced staff ensure that the professional language and knowledge required to provide evidence for the NVQ are easy to understand by all learners.
12. Learners receive a satisfactory induction to their programmes. They receive adequate information on the requirements of the qualification and how it will be delivered. PACT Ed completes an appropriate initial assessment on each learner to correctly identify their literacy and numeracy needs and individual learning styles. The results are shared with assessors to aid planning of training and assessment.
13. On- and off-the-job training are satisfactory. Assessors promote effectively learning to individuals and groups. Employers deliver a comprehensive amount of legal training in the workplace.
14. PACT Ed makes ineffective use of progress reviews and individual learning plans. The quality of progress reviews to monitor progress is not consistent. In the better reviews, unit achievement and detailed plans are recorded clearly. However, many reviews and individual learning plans do not set specific targets for completion of individual tasks. They identify the anticipated completion date of the full award as the only target. Some employers are insufficiently involved in the progress reviews. They do not receive prompt information on the progress learners make or the outcomes of their assessment. This was partially identified in the self-assessment report.

15. The programme meets the needs of learners and employers adequately. PACT Ed has built successful working links with employers in a wide range of work-placements, for example, nursing homes, domiciliary care and large and small residential units. Employers accurately identify the training needs of their staff, particularly in relation to the Train to Gain programmes. PACT Ed liaises well with employers to check that workplaces are able to provide experience for all aspects of the NVQ and career progression for the learners.
16. Support for learners is satisfactory. Provision of support for literacy, numeracy and English language is appropriate to learners' needs. Although the provider does not offer specialist support for learners with other identified additional learning needs, PACT Ed signposts learners to appropriate support agencies. Provision of information, advice and guidance is satisfactory.

## **Leadership and management**

### **Satisfactory: Grade 3**

#### **Equality of opportunity**

Contributory grade: Satisfactory: Grade 3

17. Leadership and management are satisfactory. PACT Ed has developed good networking and partnerships. Successful working links with other training providers influence change in the sector skills council. PACT Ed has effective links with care consortia, support groups and assessment centres. Regular networking meetings are held to share best assessment practice and changes in legislation that affect employers and providers. The established partnerships offer free training that PACT Ed uses effectively to develop its own staff.
18. PACT Ed manages staff development well. It has effectively developed its training team over the last five years. They are now fully qualified and highly experienced. Staff receive a satisfactory annual appraisal. They self-assess their performance against the necessary competencies and skills to do the job. Areas for personal development are identified promptly and training activities agreed with them. However, no numerical targets or objectives are set up or reviewed.
19. A clear strategy highlights the objectives for the organisation and shows how the aims of PACT Ed are shared with the education team. Comprehensive marketing and business plans for the education section of the organisation are in place. However, the strategy focuses mainly on commercial developments, rather than quality improvement.
20. It is too early to assess the effectiveness of the recently introduced formal management information system. The provider currently monitors individual learner progress and unit achievement but managers cannot obtain data for overall progress on each course.
21. The provider holds frequent and regular meetings across the organisation. Minutes are recorded and distributed appropriately. However, little work is done to review equality of opportunity issues.
22. The promotion of equality of opportunity is satisfactory. A comprehensive equality of opportunity policy covers issues such as dignity at work, sexual orientation and religion



and beliefs. Learners receive adequate information on equality and diversity during their induction. This is used effectively to produce NVQ evidence of their knowledge of legislation. PACT Ed also delivers a very detailed anti-discriminatory practice workshop for all learners.

23. All NVQ units are linked very effectively to equality issues. However, while equality of opportunity awareness is demonstrated throughout assessment activities, reinforcement of equality of opportunity is not sufficiently promoted during progress reviews. Learners' knowledge of equality of opportunity is good in some cases and basic in others.
24. The provider adequately monitors equality of opportunity in the workplace. Assessors carry out a risk assessment with employers, before they agree to delivery training for them, to establish whether their policies are adequate. Employers sign a contract that commits them to giving access to training and learning opportunities to staff.
25. The provider appropriately records the percentage of participation in training by different learner groups but does not analyse their relative performance. A substantial difference in success rates exists between men and women for NVQs at level 2.
26. Access to the building is restricted but reasonable adjustments enable access for learners with mobility disabilities. The provider's child protection policy meets the government requirements for the safeguarding of children and vulnerable adults and is shared with learners.
27. PACT Ed has comprehensive quality assurance policies and procedures that relate to all aspects of the learning process. The internal verification process is satisfactory and meets the requirements of the awarding body. Frequent standardisation meetings take place where the assessment team share best practice. However, quality improvement systems are under developed. This is identified in the self-assessment report. The collection of learner and employer feedback is not systematic. The observation of teaching and learning system is weak and not adequately planned to focus on learning. Observations mostly relate to assessment practice. The provider has not established a framework of quality improvement activities throughout the year. Auditing of quality procedures is too inconsistent to highlight improvement.
28. The process of self-assessment is not sufficiently thorough. Staff are insufficiently involved in the process and the report is not sufficiently critical. It does not contain enough evaluative judgements highlighting the key strengths or areas for improvement. Inspectors only partly agreed with the report's findings. The provider has identified the need to have a dedicated quality improvement team to take overall responsibility for the monitoring and improvement of the quality of provision.

## What learners like:

- Very good opportunities to learn and expand knowledge and understanding
- Support, praise and encouragement from assessors
- 'I am proud of my achievements'

## What learners think could improve:

- No improvements identified by learners

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**Annex**

## Learners' achievements

Success rates on Health, public services and care **Train to Gain** programmes managed by the provider from **2006** to **2008**.

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain	2006/07	overall	16	39%
		timely	4	7%
	2007/08 (P11)	overall	14	58%
		timely	12	41%

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

\*\*\* Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'