

Cornwall Marine Employers Training Group Ltd

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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:

- Engineering

Description of the provider

1. Cornwall Marine Employers Training Group Ltd. (CMETG Ltd) is a wholly owned subsidiary of Cornwall Marine Network, established in 2002 as a non-profit company designed to support marine business within Cornwall. CMETG Ltd has a contract with Devon and Cornwall Learning and Skills Council for Train to Gain provision. Almost all provision is National Vocational Qualifications (NVQs) in engineering. Cornwall Marine Network has a chief executive and three managers. One manager has responsibility for day-to-day management of training programmes and a team of six employers who are assessors. CMETG Ltd is based at the Marine Skills Centre in Falmouth. Learners are employed within the Falmouth area and in companies across Cornwall.
2. Currently, the 30 engineering learners recruited since September 2008, are taking a wider range of engineering NVQs at Level 2. Engineering learners undertake additional qualifications in emergency first aid, health and safety, fire marshalling and manual handling. Additionally, two learners are following a business studies NVQ at Level 2.
3. According to the 2001 census, the proportion of people of working age from minority ethnic groups in the South West is 2.3% compared with 9.1% in England. Currently, 3% of the learners are from minority ethnic communities. The majority of learners are men. Unemployment rates in the South West are 3.8% compared with a national rate of 5.2%.

Summary of grades awarded

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

Sector subject area

Engineering	Satisfactory: Grade 3
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Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievements and standards are satisfactory. The overall and timely success rates for the first cohort were high and current learners are making satisfactory progress.
5. The quality of provision is satisfactory and learners are improving their workplace practices through appropriate additional training. NVQs are very well matched to employers and learners' needs. However, although assessors are using appropriate ways of recording evidence, some assessment paperwork is incomplete and there are inconsistencies in the use of other paperwork.
6. Leadership and management are satisfactory as is equality of opportunity and social inclusion. Leaders and managers have strong and effective partnerships to develop the local marine industries and have successfully promoted training to under-represented groups.

Capacity to improve

Satisfactory: Grade 3

7. CMETG Ltd has demonstrated a satisfactory capacity to improve. This is CMETG Ltd's first inspection. The overall success rate was high for the first cohort of learners although learners achieved a different qualification than the one they were originally recruited to. They achieved an NVQ in performing manufacturing operations, rather than an NVQ in marine engineering. Current learners are making satisfactory progress on a wider, highly appropriate range of NVQs that meets the needs of learners as well as employers. Learners' skills are being developed well alongside their NVQ. Learners are given opportunities to attend up to four planned additional short training courses that are appropriate for their industry. Few have attended more than two courses as yet.
8. Quality assurance is satisfactory. Managers have taken effective action to improve provision. However, some aspects of quality assurance remain underdeveloped. The training manager holds formal regular meetings with assessors and implements changes that have improved provision. However, CMETG Ltd has only very recently written quality assurance guidelines for the whole company and these have yet to make an impact on training.
9. The self-assessment process and report are satisfactory overall. The self-assessment report is the first one CMETG Ltd has produced and broadly identifies the strengths and areas for improvement. The report is fairly descriptive and insufficiently clear about some aspects and other aspects were not graded. Managers have drawn up detailed risk management plans that highlight areas for

improvement. The board of Cornwall Marine Network reviewed the report. However, the process did not involve assessors or include feedback from learners and employers.

Key strengths

- High overall and timely success rates
- Highly relevant qualifications closely matched to the needs of learners and employers
- Strong and effective partnerships to develop local marine industries

Key areas for improvement

- Insufficiently thorough quality assurance arrangements
- Insufficient overall monitoring of learners' progress
- Insufficient qualified assessors

Main findings

Achievement and standards

Satisfactory: Grade 3

10. Learners' achievements and standards are satisfactory. The entire first group of engineering learners successfully completed the performing manufacturing operations NVQ at Level 2 in the designated time. This strength was identified in the self-assessment report. However, as learners had originally registered for the marine engineering NVQ, the performing manufacturing operations qualification did not give sufficient recognition for the practical skills that learners had developed. Most learners, in the second cohort, are on target to achieve a recognised qualification for skills they have developed over many years, such as working with modern composite materials, painting boat hulls and sail and rigging repairs. Learners are developing new skills, such as fabrication and welding skills alongside their NVQ. Learners also obtain qualifications additional to their NVQ in emergency first aid, fire marshalling, manual handling and health and safety.

Quality of provision

Satisfactory: Grade 3

11. Teaching and learning are satisfactory. Learning is appropriately matched to the needs of the individual learner. Learners on the welding and fabrication NVQ are receiving a carefully structured training programme to further develop their welding and fabrication skills. This training is located appropriately on their company's premises and allows them to make good use of relevant company equipment. Most additional courses learners take include a suitable variety of appropriate activities.

12. Assessment and monitoring of progress are satisfactory. Assessors are encouraged to use of an appropriate range of evidence to record learners' skills. Assessors focus initially on health and safety and identify some unsafe practices with suggested improvements. Although individual assessors have detailed records on learners' progress, most learners do not have suitable short-term targets to help them progress through the NVQ. Assessors do not routinely record qualifications that learners achieve in individual learning plans or formally include targets to further aid progress.

13. As identified in the self-assessment report, programmes and activities meet the needs and interests of learners and their employers very well. Staff closely match highly relevant qualifications to employers and learners' needs. The selection of various pathways and unit options within the marine engineering NVQ very effectively develops the skills of individual learners. These also support employers who are mostly small marine business enterprises.

14. Guidance and support are satisfactory. The initial assessment of learner's literacy and numeracy skills uses suitable screening material. However, learners do not routinely receive feedback on the results of their screening. One learner has recently been identified as requiring English as a second language support and suitable courses are being identified. All learners have a comprehensive information advice and guidance document but the information on learners' personal qualities is not used to measure their personal development during their course.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

15. Leadership and management are satisfactory. CMETG Ltd has developed strong and effective partnerships to develop marine industries across the county. The chief executive and the board provide clear strategic direction for network members. They have a well researched and thorough approach for developing their industries and for building capacity for future growth. The chief executive, appointed under a year ago, has driven forward a number of new initiatives to develop local marine industries with a range of interested organisations, local learning groups, the county council, schools and colleges. The company has been very successful in attracting a large number of diverse marine businesses, consisting of mostly small to medium sized enterprises, to become members and begin to work effectively together.

16. Equality of opportunity is satisfactory. The network has an appropriate equal opportunities policy. CMETG Ltd's work with local schools and community organisations is effectively promoting training to under-represented and non-stereotypical groups. The company is developing a marine academy for 14 to 19 year olds and is using innovative ways to promote careers within the marine industry through a DVD game. This features young people, and their employers, to capture this age group's interest and introduce them to the wide range of opportunities. The procedures for safeguarding learners meet the current government requirements. Criminal Records Bureau checks are carried out routinely on all staff. CMETG Ltd has no 16-19 year old learners in training and no identified vulnerable adults. Health and safety checks are improving the way employers carry out their work in general as well as helping to ensure the safety of learners.

17. The recently appointed training manager communicates well with the small team of staff across the company. Meetings between assessors and the manager are now more regular and frequent and issues are brought to the manager's attention and acted on promptly. However, quality assurance arrangements are insufficiently thorough. Until recently, monitoring and oversight of the programme relied mainly on informal discussion. In 2007/08, the first cohort of learners were all assigned to the only assessor in place at that time. They began their training

on marine engineering and then transferred to a more general engineering NVQ. Although no one was disadvantaged and all achieved within the year, the company at that time had no suitable systems to monitor and identify these issues before a considerable length of time had lapsed. Learners had already completed work and assessments for the original NVQ. The current cohort has had delays in assessment arising out of a lack of clarity about contracts and paperwork. All assessors now have formal service level agreements and aspects of the management of learning are improving. However, it is too early to judge the impact these are having overall on the current cohort.

18. CMETG Ltd does not have sufficient systems or arrangements that provide any overall monitoring of learners' progress. The information contained within individual learners' files is not summarised or reported on at an overall level. While the chief executive and the board are aware of the broad performance issues, they do not monitor the retention and achievement of the current cohort or analyse, for example, the performance of difference assessors. Managers do not scrutinise important aspects such as learners' files and portfolios. Individual learning plans are incomplete. Paperwork associated with the NVQ contains inconsistencies and omissions. For example, target end dates are not always completed, and there is a lack of formal target setting in individual learning plans.

19. A team of assessors, recruited from the membership, are keen and have specific relevant marine expertise. However, although new assessors are close to achieving their assessor qualifications, not enough assessors are currently qualified. It has taken too long to achieve the qualification and their registration with the awarding body is about to lapse. External verifiers had highlighted this issue for some time and it is mentioned in the self-assessment report. The training manager has recently put in place appropriate new arrangements to improve the way assessors become qualified.

What learners like:

- Gaining qualifications that formalise existing skills – ‘the qualification is just what I need’
- Enjoying learning new skills – ‘it’s interesting developing new welding skills’
- Providing opportunities and raising expectations – ‘doing the programme has made me realise what’s available’
- Supportive and helpful assessors – ‘my assessor is brilliant and on my wave length’

What learners think could improve:

- Amount and type of information about the programme – ‘better and more explanation of the requirements of the NVQ, like compiling information’
- The way learners can access information – ‘opportunities to get information electronically’
- Amount of paperwork – ‘too much paperwork’