

# Interactive Development

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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:

- Health and social care

## Description of the provider

1. Interactive Development (ID) is a not-for-profit company delivering training in Newcastle and the surrounding area, in health and social care, Skills for Life and preparation for life and work. Two directors own and run ID. The organisation has two operating divisions: training and development for health and social care workers, and education services for learners following foundation programmes. ID holds a Train to Gain contract with Tyne and Wear LSC and a subcontract with Allied Health Care. Subcontracts from Newcastle City Learning and Northumberland College provide most of the funding for preparation for life and work programmes.
2. Learners directly inspected were on the Train to Gain and Skills for Life programmes. The foundation programmes were sampled as part of leadership and management. Of the 109 learners enrolled on the Train to Gain programmes, 84 are on level 2 programmes, 25 are on level 3 programmes, 24 are male and two are from minority ethnic backgrounds. No learners have identified learning difficulties and/or disabilities and none are receiving additional support.
3. The unemployment rate in Newcastle is 7.7% compared with the national rate of 5.5%. According to the 2001 census, 2.4% of the area's residents are from minority ethnic groups compared with 9.1% nationally. Educational attainment in Newcastle is above the average for England as a whole. However, achievement of five or more GCSEs at grades A\* to C, including English and mathematics, is below the national figure at 47.6%.

## 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	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

## Sector subject area

Health and social care	Satisfactory: Grade 3
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## Overall judgement

### Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of ID's provision is satisfactory. Achievement and standards are satisfactory. Overall success rates for Train to Gain and Skills for Life are high. However, some National Vocational Qualification (NVQ) learners take too long to gain their qualification.
5. The quality of provision is satisfactory. Assessments of practice are good and planning for assessments flexible. Individual learners' targets lack focus and detail. ID is particularly effective in meeting learners' and employers' needs. Information, advice and guidance for learners are good. Learners receive good information through their programme and assessors provide good information about progression opportunities. Arrangements for induction and initial assessment are satisfactory.
6. Leadership and management are good. Strategic leadership of the company is strong, with a clear vision to meet the needs of local employers. Teamwork across the company is very effective and communications are good. The data management team produce accurate and detailed information. Equality of opportunity is satisfactory.

### Capacity to improve

Satisfactory: Grade 3

7. ID has a satisfactory capacity to improve. The directors and staff have a strong commitment to ensure the continuous improvement of the quality of provision. Recently improved quality assurance systems and procedures are good, although they are yet to have a full affect on all success rates. Good use is made of regular audits to identify improvements, and actions to resolve issues are swift. However, the planning and reviewing of actions for improvement was, until recently, informal and not recorded. The analysis and use of data to monitor trends and outcomes of learners by different groups is recent.
8. ID's self-assessment process is relatively inclusive, using feedback from learners and employers. The self-assessment report is the company's first. Realistic and appropriate strengths and areas for improvement are identified in the development plan, which is a reasonably accurate picture of the organisation. However, the overall self-assessment report lacks focus and does not link well to the key questions in the *Common Inspection Framework*. While most of the grades in the report are accurate, it failed to identify some of the areas for improvement found during inspection.

## Key strengths

- High success rates on level 3 programmes, Skills for Life and the subcontracted provision
- Particularly effective links with external providers
- Strong focus on information, advice and guidance
- Strong strategic leadership

## Key areas for improvement

- Slow progress for a few learners
- Insufficient recording of learners' progress and targets
- Insufficient use of data to monitor the progress of different groups of learners

## Main findings

### Achievement and standards

Satisfactory: Grade 3

9. Achievement and standards are satisfactory. This was not identified in the self-assessment report. On the directly contracted provision, success rates for level 3 health and social care are high. In 2007/08, and the first seven months of 2008/09, they were 100%. At level 2, success rates are satisfactory. In 2007/08, they were 68%, improving to 82% in the first seven months of 2008/09. Success rates on the subcontracted provision and Skills for Life programmes are high, at 97% and 100% in the first six months of delivery.
10. Some learners make slow progress. These learners have either exceeded their planned completion date or are current learners who have not made sufficient progress relative to the time on their learning programme. For 2007/08, at level 2 timely success rates were 38% in 2007/08, rising to 72% for the first seven months of 2008/09. All learners are motivated and gain good levels of knowledge and confidence. The standard of learners' work is satisfactory. Most learners are planning to progress onto further related or higher levels of training on completion of their course.

### Quality of provision

Satisfactory: Grade 3

11. The quality of provision is satisfactory. Quality of provision was not graded separately in the self-assessment report. Assessment practice is good. Most training and learning takes place in the workplace and assessors make regular visits to learners. Careful planning of training and assessment ensures it takes place at a range of times to minimise disruption to service users and to accommodate learners' shift patterns. Assessors encourage individual study by providing learners with details of appropriate websites that complement existing resources. The standard of work in portfolios is satisfactory. Internal verification practices identify areas for development of practice effectively. Regular standardisation meetings ensure consistency in assessment practice. A new verification sampling plan is in the pilot stage, however, this does not fully cover the quality assurance of all units.
12. Reviews of learners' progress are satisfactory. However, some lack detail and focus. In particular, targets are insufficiently precise and some learners are unclear about the progress they are making. Insufficient use is made of individual learning plans during reviews to monitor learners' progress or identify barriers to progress. Coverage of learner understanding of equality and diversity is limited. A few employers and workplace supervisors are not actively involved in the review process and do not receive clear information about learners' progress.



13. ID is particularly good at meeting learners' and employers' needs, working closely with employers to establish effective working relationships and ensure that programmes reflect learners' and employers' requirements. Programmes are very flexible around the needs of learners and employers. ID uses a range of funding to meet the staff development and qualification requirements of employers. It works closely with a number of local learning providers, the local authority and individual employers. Support from employers is good for many learners. Most employers support their staff with access to relevant documents and materials.
14. Support for learners is satisfactory. The quality of information, advice and guidance given to learners is good. Care is taken to ensure learners are on the right course. Learners identify their goals and plans during the induction period. Assessors discuss these at each visit and provide relevant information and advice to help learners work towards achievement of their goals. Assessors provide learners with effective advice and guidance throughout the learning programme. The final meeting confirms the learners' plans and assessors support learners effectively to continue with their development. ID continues to offer support and guidance to learners after they have left the programme. ID holds the Matrix accreditation.
15. Learners receive good support from assessors to develop their skills and knowledge. Learner induction is satisfactory, positively promoting and informing learners of their responsibilities with regard to health and safety and their contributions to the achievement of their qualifications. Initial assessment of learners' literacy and numeracy support needs is adequate. Specialist support is provided through frequent assessor visits and the Skills for Life team. Effective arrangements with local partners meet learners' language support needs.

## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

16. Leadership and management are good as identified in the recent self-assessment report. ID has strong leadership and a very clear strategic direction. Effective management and continuous improvement are key priorities for the two directors. They have a clear vision for the development of the company and its provision, which they communicate effectively to all staff. Partnership working is strong. ID has excellent working relationships with local care partnerships, the community and the local authority, all of which benefit local employers and learners.
17. Management is good. The management style is open and consultative. Formal and informal communications are good and teamwork between the directors, quality manager and assessors is very effective. Staff are highly motivated and have a strong commitment to ID. All staff are appropriately qualified and experienced. Assessors have a good range of experience and expertise to support learners well.

18. Resources are used very effectively. ID has invested significantly in the staff and resources required to deliver the programmes. Staff development is good and new trainers and assessors are supported well and receive appropriate training and mentoring. The data management team produce detailed and very accurate reports. The use of management information to identify and monitor effectiveness is satisfactory and appropriately detailed.
19. The two directors have a good understanding of the strengths and areas for improvement of their staff and company. They actively seek evaluation of the provision and respond positively to feedback. All staff, supported by the directors, work closely with partners to identify ways of improving the provision for learners. This is highly valued by partners. The recent development plan is detailed and links closely to identified areas for improvement. Directors are clear about actions and timescales for improvement, but these are not always documented or linked to the self-assessment report. Many key areas for improvement identified in the first self-assessment report have already been resolved. For example, the low timely success rates of learners were identified, the reasons analysed and actions implemented successfully.
20. ID has an appropriate range of quality assurance processes including audit and review of learners' files and observation of assessors and is further developing the quality assurance of all aspects of the learner experience. The new quality manager has a very good understanding of gaps in the quality processes and strong actions are already proving effective in resolving them. Planned monthly meetings now focus on learner outcomes and progress, effectively linking to quarterly performance management meetings. Outcomes of these meetings are used well to identify training needs and plan appropriate training programmes.
21. The strategy to support the development of literacy, numeracy and language skills is satisfactory. The directors have developed roles within the company well to meet the increased demands for Skills for Life. A newly appointed Skills for Life co-ordinator is proving effective in both meeting learners' identified needs and developing assessors' skills. ID offers a number of opportunities to identify learners' support needs.
22. Learners receive good quality support that enables them to participate in learning.
23. Arrangements for equality of opportunity are satisfactory. ID successfully engages learners who have not participated in education or training for many years. The promotion of and measures to ensure equality of opportunity are satisfactory overall and the response to legislation satisfactory. Appropriate policies and procedures are in place regarding equality of opportunity and suitable arrangements exist to support learners with specific needs. Staff have relevant training and demonstrate satisfactory levels of awareness of equality and diversity. All learners receive information about their rights and responsibilities, appeals and complaints procedures during the induction programme. Good induction activities reinforce that bullying and harassment is unacceptable.

Assessors discuss equality and diversity with learners in their progress reviews but do not always challenge their understanding of issues sufficiently. Data relating to the different groups of learners, including enrolments, retention and success rates, are not analysed or used sufficiently. ID has only recently begun to analyse the feedback and data collected to monitor trends over time. This is identified in the self-assessment report and supporting development plan.

24. Procedures for safeguarding children and vulnerable adults meet current government requirements. The company has clear child protection and safeguarding procedures relating to the care of their service users and learners. ID places a strong emphasis on the health and safety of staff and learners, which the health and safety manager covers well at induction.

## What learners like:

- Reliable, professional, supportive assessors
- Approachable and welcoming staff at the main office
- 'Assessors improved my confidence and made me feel good about myself'
- Learning in the workplace
- Motivational and challenging learning
- 'Developing IT skills I didn't think I would ever have'
- 'I have a better understanding of what I do at work and why I do it'

## What learners think could improve:

- Access to pre-course information

## Annex

## Learners' achievements

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

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain NVQ in Care	2006/07	overall	111	17%
		timely	2	2%
	2007/08	overall	49	68%
		timely	19	39%
	2008/09 (7 months)	overall	76	82%
		timely	41	54%

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

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

\*\*\* Skills for Life and subcontracted provision tables not included as these programmes have been operational for under a year