

# Health and Safety Training 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' 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:

- Engineering and manufacturing technologies

## Description of the provider

1. Health and Safety Training Ltd (HSTL) is a private company founded in 2003. It provides training and assessment for the level 2 National Vocational Qualification (NVQ) award in plant operations which includes the operation of lift-trucks, mobile elevated access platforms and construction equipment and for the level 2 NVQ award in road passenger vehicle driving aimed at chauffeurs, mini-bus operators, private hire and taxi drivers as part of the government's Train to Gain initiative.
2. HSTL's registered office and headquarters is at their premises in North Shields. Much of delivery of the NVQs takes place on employers' sites. The company employs 14 full-time staff, seven of whom are instructors/assessors.
3. HSTL previously provided training and assessment on a subcontract basis to Tyne Metropolitan College. Since September 2008 HSTL started to contract with the Tyne and Wear LSC in their own right while continuing to offer subcontracted training to the college. Most learners are recruited following referral from their employer. LSC funding represents approximately 75% of HSTL's business.
4. Currently 530 learners are registered on the NVQ level 2 plant operations programme, of whom 383 are HSTL learners and 147 are subcontracted from Tyne Metropolitan College. A further 25 learners are working towards the NVQ level 2 award in road passenger vehicle driving.
5. Of the learners, 2.5% are not of White British ethnic origin compared with 3.6% of the population in the North East of England. Around 3% of learners are women.

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

## Sector subject area

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

### Effectiveness of provision

Satisfactory: Grade 3

6. The overall effectiveness of the provision is satisfactory. Achievement and standards and the quality of provision are good. Leadership and management are satisfactory. Provision in engineering and manufacturing technologies is good. Equality of opportunity is satisfactory.

### Capacity to improve

Satisfactory: Grade 3

7. The provider has a satisfactory capacity to improve. Learners' success rates have improved. Overall success rates are now high although timely success rates remain an area for improvement.
8. HSTL has not previously been inspected but has taken satisfactory steps to improve the provision. An appropriate quality improvement plan is in place to deal with areas for improvement identified within the self-assessment report. However HSTL's arrangements for quality improvement are incomplete. While observations of assessments are satisfactory, HSTL has only recently started to observe teaching and learning. Completed observations focus too much on teaching and not enough on learning. HSTL has started to collect and analyse feedback from employers and learners but it is too early to assess its use in monitoring and assuring the quality of the learners' experiences. Data meets the reporting requirements of the LSC, but is not used sufficiently to monitor performance of different groups of learners.
9. The self-assessment process is satisfactory. It is thorough, consultative and includes the views of key staff. The current self-assessment report was produced in February 2009 immediately before the inspection. The associated company action plan and quality improvement plan identifies key responsibilities and timescales for implementation and achievement of specific actions. It is closely monitored. Most of the strengths and grades in the self-assessment report matched inspection findings. However, the report did not include two of three key areas for improvement identified during inspection.

## Key strengths

- High overall success rates
- Particularly effective training
- Very well designed programmes meeting learners' and employers' needs
- Good staff development

## Key areas for improvement

- Low timely success rates
- Inadequate specialist support arrangements to meet learners' additional support needs
- Incomplete quality assurance arrangements

## Main findings

### Achievement and standards

Good: Grade 2

10. Achievement and standards are good. Overall NVQ achievement rates are high at 88% for 2007/08. However, timely achievement rates for the same period are low at 64%. During the current year 38 learners have left the programme so far. All have completed successfully within the planned timescales. High success rates are a strength of the organisation as identified in the self-assessment report.
11. Learners are well motivated and work well in their workplaces, making an effective contribution to their employers' businesses. They develop and exhibit appropriate workplace skills and work safely. For those learners taking training to renew their lift-truck driver's licence, working practices greatly improve. All learners enjoy their training, which is suitably challenging. Learners gain confidence quickly and exhibit improved understanding and operational competence.

### Quality of provision

Good: Grade 2

12. The quality of provision is good. Teaching and learning are good. Training is thorough and ensures that learners progress quickly. At HSTL's centre, training is structured well. It is planned well and delivered at a pace to match the needs and abilities of all learners. Practical training resources at the centre are good and enable learners to develop their understanding and background knowledge of lift-truck operations effectively in a realistic learning environment.
13. HSTL staff have good vocational knowledge with a particularly wide range of experience in different industries. They use this knowledge well when teaching, training and assessing. Most staff have suitable qualifications in vocational training, or are studying for teaching and assessor qualifications. They are highly motivated and enthusiastic about their role.
14. Assessment is satisfactory; it is planned well and thorough. Assessors prepare learners well. Learners are clear of what is expected of them and have an appropriate amount of time to practise and prepare for the final assessment. Feedback from assessors is detailed, helpful and informative. Learners have suitable opportunities to repeat the assessment to improve their performance. Internal verification is appropriately thorough and meets awarding body requirements.
15. The extent to which the provision meets the needs and interests of learners and employers is good. HSTL pays considerable attention to designing the training to meet the specific requirements of the employers and learners. The training is



usually delivered in the workplace. It includes a good blend of theory and practical activities designed well to use the equipment and resources at times that suits both employers and learners. Learners frequently complete additional qualifications, such as manual handling, first aid and abrasive wheel regulations. The range of programmes meeting the needs of learners and employers was correctly identified as a strength in the self-assessment report.

16. Guidance and support are satisfactory. Trainers and assessors meet with learners frequently to provide appropriate and relevant support informally. This support is sympathetic and individual to the learner but is not adequately recorded in any of the learners' records. Learners' induction is satisfactory. HSTL informs learners well about the programme and adequately prepares them for learning and assessment activities. The requirements and rationale of the NVQ programme are clearly explained and the support materials are helpful in adding confidence in the process for the learners. However, the collection of paper records is relied on too heavily. Most learners only receive a superficial briefing on equality and diversity.
17. Specialist support for learners with additional needs in literacy and numeracy is insufficient, as identified in the self-assessment report. Many learners have an initial assessment of their literacy and numeracy skills but some do not receive the results and for others follow up is insufficient. Where assessment identifies specialist needs, HSTL advises learners to find support courses at another local provider or the local college. None have taken advantage of this guidance. No formal arrangements are in place to ensure appropriate specialist support is accessible to those who need it. A significant number of learners speak English as an additional language and find some of the materials complex and challenging.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

18. Leadership and management are satisfactory, as identified in the self-assessment report. Business planning and strategic leadership and management are satisfactory. Staff have a good understanding of the company's direction and vision. The annual planning process is satisfactory. It appropriately includes the setting of key financial targets and forecasts for three years although no formal plans for their achievement are produced.
19. Staff development is good. It is extremely well focused on improving the quality of teaching, learning and assessment. All staff either hold or are working towards an appropriate teaching, assessment or internal verification qualification. Assessors receive good and continuing staff development related to the competencies within the NVQ to equip them with the necessary skills and knowledge. Their NVQ manager makes frequent workplace visits to monitor and support assessors and instructors on employers' premises. The procedures for safeguarding learners meet current government requirements.

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20. All staff have clearly identified roles and responsibilities. They clearly understand how they contribute to the success of the business. The operational management of the provision is adequate. The general manager and NVQ manager effectively manage the performance of the assessment team and instructors. However, management information is not used well in monitoring the performance of learners and staff.
21. Managers have taken effective steps to maintain and improve high success rates. Areas for improvement identified in the quality improvement plan and in the self-assessment report have started to be resolved. Many are becoming strengths of the provision. However, HSTL makes insufficient use of feedback from stakeholders to promote improvements. The views of learners and supervisors are collected and analysed but this does not yet lead to effective actions. Findings are not shared sufficiently with all staff to effect improvements.
22. External and internal communications are satisfactory. Partnership and joint working between HSTL and Tyne Metropolitan College are good. HSTL staff keep supervisors informed satisfactorily about learners' progress but employers do not receive copies of review records to advise or remind them of how they can help learners achieve their qualification.
23. Quality improvement systems are incomplete. HSTL relies too heavily on informal systems. The rapid recent growth of the company has not been matched by the introduction of formal systems. Currently HSTL has no formal meetings structure to enable discussion and the sharing of good practice. Assessment standardisation meetings take place twice each year but these are not recorded well and actions are not followed up across subsequent meetings. Plans are in place to introduce a formal staff appraisal system from March 2009. HSTL does not monitor learning processes through observations and audits sufficiently. HSTL has only recently started to carry out formal observations of teaching and learning. It has previously relied on observations carried out by the awarding bodies as part of the re-accreditation process or by Tyne Metropolitan College as part of the quality assurance of the subcontracted work. The length of time between observations has been too long. HSTL has recently introduced its own observations of teaching and learning to run parallel with their observations of assessment. Individual observations focus too much on teaching and not enough on learning and attainment. They do not yet lead to improvements in the quality of learning.
24. Equality of opportunity is satisfactory. Arrangements for the promotion and reinforcement of equality and diversity are satisfactory, as identified in the self-assessment report. HSTL has a suitable range of policies covering equal opportunities, bullying and harassment and a suitable grievance policy of which learners are aware. All staff have received recent training or updating on equality and diversity. All learners understand how to make a complaint and who to report a complaint to should the need arise. HSTL has produced an informative NVQ and workplace safety handbook which features appropriate images to reflect the

diversity of the community and challenges stereotypes. HSTL presents information about equality and diversity to learners at induction but it is not always sufficiently discussed. Learners' understanding is not sufficiently tested or extended during reviews. Learners have a satisfactory awareness of their rights and responsibilities and the advantages of living in a multicultural society. HSTL has started to work with specific employers to increase the numbers of women on programmes but has not yet succeeded in attracting more learners from minority ethnic groups. Information and advice about programmes are only available in English. Arrangements for formal specialised support for those learners diagnosed as being in need of such support is inadequate.

25. Equality and diversity monitoring is incomplete as identified in the self-assessment report. HSTL collects information on learners such as their ethnicity, gender and disability but does not compare the performance of these groups. It collects information on starts and completers but does not identify performance differences between groups of learners. The proportion of learners from minority ethnic groups is too small for reliable statistical analysis. Appropriate actions are included in the quality improvement plan to improve equality and diversity monitoring.

## What learners like:

- 'The training is spot-on'
- 'Instructors know their stuff'
- 'Improved my knowledge of health and safety'
- 'They make you realise your bad habits'
- Good and flexible support
- Better understanding of driving a lift-truck
- 'It has helped me organise the workplace effectively'

## What learners think could improve:

- The amount of paperwork (there is too much)
- The gap between induction and start of training which is currently too long

## Annex

## Learners' achievements

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider 2007 to 2009

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain NVQ	2007/08	overall	87	84%
		timely	58	67%
	2008/09 (3 months)	overall	38	100%
		timely	38	100%

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