

Kiara Training College (UK) 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:

- Health and social care
- Preparation for life and work

Description of the provider

1. Kiara Training College (UK) Ltd (Kiara) is a private company established in June 2006. Kiara has premises in Mitcham and Ilford and recruits learners throughout London.
2. During 2007/08, Kiara was a member of a Train to Gain consortium. It started its own Train to Gain contract with London South LSC in January 2008. The contract covers national vocational qualifications (NVQs) in health, public services and care, ICT, retail and commercial enterprise, education and training, and business, administration and law. The contract includes skills for life provision. It accounts for over 90% of Kiara's income. Kiara also offers privately funded provision, mainly for the care sector. No new learners have started LSC funded programmes since April 2009 as Kiara had reached its contract allocation for the year and additional funding was not available.
3. During 2008/09, 150 learners started NVQs in health and social care, 94 began skills for life programmes and 69 started other NVQs. At inspection, Kiara had 113 learners on LSC funded provision. Of the areas inspected, health and social care had 51 learners and preparation for life and work had six at the time of inspection.
4. Kiara has three managers, the director, vice-principal and operations manager, and eight staff. Consultants and freelance assessors are appointed according to need.
5. In 2001, white British accounted for 40% of the population of London but less than 20% of Kiara's learners in 2008/09. Mitcham is the most deprived ward in Merton.

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 areas

Health and social care	Satisfactory: Grade 3
Preparation for life and work	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. The overall effectiveness of provision is satisfactory. Achievement and standards, the quality of provision and leadership and management are all satisfactory. Equality of opportunity is satisfactory. Provision is satisfactory in health and social care and preparation for life and work.

Capacity to improve

Satisfactory: Grade 3

7. Kiara has satisfactory capacity to improve. It is a new provider with limited experience in post-16 education and training so uses the expertise of consultants to develop appropriate strategies to improve its effectiveness. It is participating in a national programme for skills for life improvement. It has gained accreditation of a national standard for improving its performance through its people, and is working towards the national standard for advice and guidance. Kiara has a clear sense of direction and has made appropriate progress in improving the quality of provision, for example, through workforce development.
8. Kiara's director has a background in NVOs in health and social care, including internal verification. Appropriate arrangements ensure that the quality of NVO provision is satisfactory. Success rates demonstrate satisfactory learner achievement. Kiara has identified appropriate action to improve retention. Inspectors judged that learners develop good workplace and personal skills and that the quality of teaching and learning is good. Kiara has a good focus on improving the learners' experience.
9. Quality assurance processes are satisfactory, although they are incomplete. Kiara's policy and procedures manual has appropriate procedures for staff, with a strong focus on staff performance, appraisal and professional development. Procedures relating to NVO assessment and verification are also satisfactory. Observations of teaching and learning take place, and recent revisions to documentation ensure a more effective focus on quality improvement. It is too early to identify the impact of this initiative. Kiara has yet to develop systematic procedures to monitor the effectiveness of other key processes, but recognises the need to do so.
10. The self-assessment process reflects Kiara's lack of experience in such activity, and is currently inadequate. The self-assessment report for 2008/09 provides an overall analysis of provision and does not specifically grade or report on sector subject areas. The original report produced in March overgraded the provision. All grades were good apart from achievement and standards which was graded satisfactory. An update, produced in July 2009, graded achievement and standards as inadequate, and graded the other key questions as satisfactory. It did not grade capacity to improve or equality of opportunity. Overall, inspectors

did not have sufficient confidence in the self-assessment report to make judgements about its use as an improvement tool. However, inspectors judged the identification of areas for improvement was broadly accurate. The self-assessment process includes some feedback from learners and employers. Staff were consulted in March after a draft report had been prepared but were not systematically included throughout the self-assessment process.

Key strengths

- Good development of workplace and personal skills
- Good teaching, training and learning
- Good commitment to organisational development to improve provision
- Good management of staff performance and professional development
- Good partnership working to widen participation

Key areas for improvement

- Insufficient initial assessment and monitoring of learners' progress
- Insufficient collection and use of data to monitor and manage provision
- Incomplete quality improvement arrangements

Main findings

Achievement and standards

Satisfactory: Grade 3

11. Achievement and standards are satisfactory overall. Standards of learners' work are good. Learners develop good workplace and personal skills. They increase in confidence and can apply their learning to work practice or transfer it to other situations.
12. This report does not include a data table as no learners had a planned end date before 2008/09. Success rates are generally satisfactory, with a timely success rate of 73% in 2008/09. Of the 85 learners with a planned end date in 2008/09, 27 were still on programme during inspection. Of the 29 NVQ learners with a planned end date in 2009/10, 25 have already completed their qualification. Few learners on NVQs other than in health and social care have completed their programmes to date. Most have a planned end date in 2009/10. Kiara does not analyse the performance of different groups of learners.

Quality of provision

Satisfactory: Grade 3

13. The quality of provision is satisfactory. Teaching and learning are good. Schemes of work and session plans are well prepared. They include differentiated activities to meet individual learners' needs. Learners' portfolios include an appropriate range of evidence. Assessment practice is satisfactory, with a strong focus on standardisation. Regular team meetings include sharing of good practice. Staff are working on embedding skills for life into NVQ programmes.
14. Initial assessment and monitoring of learners' progress is incomplete. The monitoring of NVQ progress is good, with specific targets linked to assessment requirements. However, progress reviews lack measurable individualised targets, and individual learning plans lack interim targets to support learners to complete their programmes. Progress reviews do not routinely include equality of opportunity or health and safety matters.
15. The range of provision is satisfactory and meets the needs of learners and employers. Kiara widens participation of under-represented groups through good links with partners working with specific minority ethnic groups. Kiara has a strong focus on recruiting learners from minority ethnic groups, particularly those that have not previously engaged in education and training.
16. Guidance and support are satisfactory. Kiara recognises the importance of appropriate advice and guidance to ensure that learners are on the right programme and that individual needs are identified and supported appropriately.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

17. Leadership and management are satisfactory. Kiara has a strong commitment to developing the organisation to improve provision. Through the director, Kiara has an appropriate background in NVQ provision. It implements effective processes to ensure that the quality of NVQ provision meets awarding body standards. However, the management team does not have relevant experience in managing post-16 education and training. Kiara recognises the need to develop coherent quality assurance arrangements and is making progress in addressing this. Kiara uses consultants to identify key areas for development and is working towards implementing a comprehensive approach to operational and strategic management of the provision.
18. The management of staff performance and professional development is good. Although the staff are generally well qualified, some with higher degrees, few are recruited with appropriate qualifications and experience to enable them to carry out their roles without further relevant training and qualifications. Kiara ensures that assessors gain appropriate assessor and verifier qualifications. Teaching and training staff without teaching qualifications are all taking appropriate qualifications. Staff who provide learners with advice and guidance are enrolled onto a relevant NVQ at level 3. Managers attend external training to develop appropriate management skills and broaden their familiarity with the requirements of the post-16 sector. Staff performance is monitored regularly. Line managers set and monitor clear, specific performance targets monthly. The twice yearly appraisal process links clearly to this regular monitoring of performance and identifies and meets the professional development needs of all staff.
19. Kiara engages in good partnership work to widen participation from hard to reach groups, especially those from minority ethnic backgrounds. Projects with partners include Somali and other African charitable groups. These projects provide an entry into training and employment for those with language needs and those with no vocational qualifications. Kiara provides initial support and training to engage learners and develop their language skills. Kiara arranges vocational work-placements to enable learners to achieve appropriate NVQs and improve their chances of gaining employment.
20. Kiara has insufficiently established collection and use of data to monitor and manage provision. The company recognises the limitations of its use of data, and is putting appropriate arrangements into place. It has bought an appropriate management information system, however, it is too early for Kiara to use the system effectively to generate an appropriate range of reports for effective management oversight of provision.
21. Quality improvement arrangements are incomplete. Kiara has appropriate arrangements to monitor and improve the quality of NVQ provision and staff

performance. It has recently improved the arrangements for observation of teaching and learning. Kiara has yet to introduce mechanisms for monitoring the quality of other key processes, such as initial assessment, induction or progress reviews.

22. Equality of opportunity is satisfactory. Kiara has a strong commitment to promoting equality and diversity. Most staff, including the director, are from black minority ethnic groups and provide positive role models for learners from similar backgrounds. Kiara has developed effective partnerships with organisations supporting individuals from particular ethnic backgrounds. Most learners come from minority ethnic groups, with the highest proportion coming from Black African backgrounds. Regular award ceremonies celebrate the success of learners and are well publicised. Although Kiara implicitly promotes equality of opportunity it does not specifically ensure that learners understand equality of opportunity matters in relation to themselves. Equality of opportunity is included in the NVQ in health and social care in the context of supporting service users, however the general promotion of rights and responsibilities with regard to equality is under-developed. Progress reviews do not include the promotion or reinforcement of equality of opportunity. Marketing and induction materials do not sufficiently promote equality of opportunity to learners, for example, the illustration on Kiara's leaflet is of a white, female nurse. The current premises in Mitcham are not fully accessible to learners with restricted mobility. Kiara does not use data to monitor the performance of different groups or to address equality gaps.
23. The procedures for safeguarding learners meet current government requirements. Kiara requires CRB checks for all staff. Though it does not compile a central list of CRB checks, it follows up staff who have not yet had CRB returns. Although Kiara has a designated person taking responsibility for safeguarding vulnerable adults this person has not yet received appropriate training. A programme of training for staff has not taken place, although access to appropriate materials is available through the intranet.

What learners like:

- 'The assessor, who is helpful, encouraging and interesting'
- Gaining knowledge and a qualification
- 'I have more confidence'
- 'I can now write and speak English'
- 'Really good training'
- 'Becoming a better worker'

What learners think could improve:

- 'To have had this assessor at the start'

Sector subject areas

Health and social care

Satisfactory: Grade 3

Context

24. In 2008/09, 150 learners enrolled on Train to Gain programmes in health and social care. Currently, 51 learners are on programmes leading to NVQs at level 2 and 3 and eight learners are taking childcare programmes. Learners are employed in a range of residential and domiciliary care or childcare settings. Kiara provides most off-the-job training at learners' workplaces and community venues. Most learners are female and from minority ethnic backgrounds.

Strengths

- Good development of workplace skills and knowledge
- Good teaching and learning in off-the-job training

Areas for improvement

- Incomplete monitoring and review of learners' progress

Achievement and standards

25. Achievement and standards are satisfactory. Learners develop good workplace skills, are more confident and knowledgeable, more aware of their responsibilities and are able to describe how they apply their new learning to their practice at work. Learners demonstrate improved communication and caring skills, and greater understanding of individual service user's needs. They deal more effectively with difficult situations, maintaining the dignity of, and respect for, the service user. At level 3, learners show increased ability to take on more managerial responsibilities. Learners on health and social care programmes generally produce a satisfactory range and standard of work in their portfolios.

26. Success rates are satisfactory. In 2008/09, the timely success rate in health and social care level 2 was 63% with an overall success rate of 69%. At level 3, the timely success rate was 70% and the overall success rate 88%. Kiara acknowledges problems of early leavers and non-achievers and is taking appropriate action to remedy this. Learners are making satisfactory progress. Of 38 learners enrolled at level 2 with a planned end year of 2008/09, 10 have already achieved, four withdrew and 24 are still in learning. Of 22 learners enrolled at level 3, seven achieved timely success and 15 are still in learning. All completers in the current year have achieved before their planned end date. Numbers in childcare are too small to make judgements about achievement.

Quality of provision

27. The quality of provision is satisfactory. Teaching and learning in off-the-job training are good. Lessons are well prepared and fit into a commonly agreed scheme of work. Teachers use a good range of activities to maintain learners' interest and participation. Learners work well in small groups and learn from each other. Their contributions are often insightful and demonstrate good levels of learning. Teachers use good examples from their own and learners' work experiences to illustrate learning points. Assessors ensure that many learners whose first language is not English understand what is required of them. Differentiation is an integral part of each lesson plan, well implemented in the best practice. Resources to support learning are appropriate. A useful worksheet helps learners to provide evidence for each unit. Learners enjoy the training and apply their learning to their work roles. Teachers are well experienced in health and social care, are knowledgeable and well qualified.
28. Assessment is satisfactory. Learners receive support to prepare an organised portfolio with an appropriate range of evidence. The planning of assessment is good. Good use is made of holistic performance evidence. However, only one observation takes place for some learners, although these observations are well written, very detailed and referenced to all units. Kiara is taking appropriate action to address this.
29. The monitoring and review of learners' progress is incomplete. Individual learning plans lack detailed interim targets. Clear short-term targets are set linked to NVQ assessment requirements. The individual learning plan is a working document used at each assessor contact to log time and activity. Progress reviews lack measurable targets and do not include checks on learners' understanding of equality of opportunity or health and safety issues.
30. The range of provision is satisfactory. Learners working for care agencies benefit from the opportunity to gain an NVQ to enable them to achieve permanent employment. The programme enables some learners to develop into a more senior role. Learners select optional units of the NVQ using a verbal skills analysis to ensure they choose appropriate units. Employers benefit from the range of programmes offered by Kiara. For example, some care homes have learners on programmes leading to business administration, ICT and cleaning NVQs, as well as health and social care. Kiara serves the needs of employers well.
31. Guidance and support for learners are satisfactory. Learners are able to contact their assessors easily and find them very helpful. Assessment visits take place at times and places that suit learners' needs, including evening, early morning and weekends. Employers benefit from and support the NVQ and some release learners from their duties to attend the training. Some employers provide more training than is their statutory duty, for instance in dealing with challenging behaviour or understanding dementia as well as supporting English for speakers of other languages (ESOL) training. Initial advice and guidance are satisfactory, however, some learners are unable to recall information provided at the time. Induction prepares learners well for the NVQ. All learners undertake initial

assessment of their literacy and numeracy levels and Kiara provides effective support.

Leadership and management

32. Leadership and management are satisfactory. Communication is good and creates a team ethos. Regular standardisation meetings promote consistent standards of assessment. Management of assessors and internal verifiers is sound. An appropriate sampling strategy recognises assessors' different levels of skill and experience. Sampling plans and records are clear. Feedback to assessors is constructive. Assessors complete a monthly return identifying their learners' progress and have a bi-monthly meeting with their line manager. Performance review is thorough. A good range of professional development enhances personal development of assessors and internal verifiers.
33. Equality of opportunity is satisfactory. Although lessons embed equality of opportunity, reviews do not check or reinforce learners' understanding of relevant matters.
34. The self-assessment report does not include analysis by specific sector subject areas, it is not possible to make a judgement as to its accuracy in health and social care. Involvement of staff in the self-assessment process is limited.

Preparation for life and work

Satisfactory: Grade 3

Context

35. To date in 2008/09, 98 learners enrolled onto literacy programmes and 24 onto numeracy provision. Currently, six learners are still on programme. The length of the programme varies from four weeks to five months. Lessons are normally two hours a week, either individually or in small groups. Learners work towards national tests at entry level, level 1 and 2. Many learners have little or no previous formal education and have low levels of literacy and numeracy skills. Most assessment and teaching take place in the workplace or community venues. Most learners are female and come from minority ethnic backgrounds.

Strengths

- Good development of personal, social, work and study skills
- Good teaching and learning
- Good participation by under-represented groups

Areas for improvement

- Insufficiently effective implementation of initial assessment, planning, and recording of progress
- Insufficiently developed skills for life strategy

Achievement and standards

36. Achievement and standards are satisfactory. The development of personal, social, work and study skills is good. Learners build effectively on existing skills and knowledge, enabling them to produce a good standard of work. The development of these skills gives learners the confidence to transfer them successfully into their personal lives and work. Many learners have improved their writing skills effectively to improve employment opportunities. Skills development and achievement are regularly celebrated. Attendance and punctuality is satisfactory.

37. In 2008/09, the timely success rate is satisfactory overall, at 78%, however the timely success rate for literacy entry level 2 is unsatisfactory at 55%. Progression from one level to the next is satisfactory, although progression into level 2 programmes is limited.

Quality of provision

38. The quality of provision is satisfactory. Teaching and learning are good. Teachers use a good range of strategies and a variety of satisfactory resources to encourage learner participation. Lessons meet the needs of individuals. Teaching is very supportive and encourages learners to be motivated and enthusiastic to learn. Learners participate well and maintain interest and focus. Learners have a

good understanding of how to achieve tasks related to literacy and numeracy. In one lesson, a learner successfully wrote about weather conditions while developing her knowledge of the use of nouns. Additional support needs are identified satisfactorily.

39. The implementation of initial assessment, planning, and recording of progress is ineffective. Initial assessment satisfactorily identifies learners who would benefit from a literacy or numeracy programme but fails to identify some learners who should be on ESOL provision. As a result, Kiara has placed some learners inappropriately on literacy courses. Targets in individual learning plans are not sufficiently specific and often do not link with individual learner's needs. Many targets are recorded in complex language, for example, 'pronounce words with a long vowel sound appropriately using stress and intonation'. The focus is too much on completion of the qualification task rather than the personal skill or behaviour that individual learners need to develop or practise. Records rarely indicate whether new skills are emerging, consolidated or established. Progress reviews occur every six weeks, however, little or no evidence is recorded against targets achieved or progress made.
40. Kiara has good participation by under-represented groups. It has effective partnerships with employers and community partners to recruit hard to reach learners. For example, a project aimed at encouraging women with very little experience of Western education and very little English into education has enabled many of these women to progress into work or other educational opportunities. Communication with partners is regular and Kiara provides constructive feedback on learner achievement and progress. Kiara has a genuine desire to help people who do not have much confidence or appropriate work related skills.
41. The programmes offered satisfactorily meet the needs of the employers. Kiara is in the early stages of embedding skills for life provision in NVQ programmes to ensure that programmes are relevant to both employers and learners.
42. Guidance and support for learners are satisfactory. Kiara encourages employers to support learners effectively, for example, by including attendance and progress in skills for life in their employees' appraisal.

Leadership and management

43. Leadership and management are satisfactory. The skills for life team is relatively new. Regular appraisal linked to good training opportunities develops appropriate skills. Regular meetings enable staff to share good practice. Communication between skills for life staff is good. Communication with NVQ assessors is improving, with a specific focus on embedding skills for life into NVQ teaching.
44. Kiara has an undeveloped skills for life strategy. A skills for life health check has been undertaken, but has not yet led to the completion of a strategy for implementation.

45. Quality improvement is satisfactory overall. Kiara has begun to use feedback from learners and employers to identify improvements in provision. Until recently, observations of teaching and learning were descriptive and focused on teaching rather than learning. The process has been reviewed, but is too early to identify the impact on improving the quality of teaching and learning. Internal verification does not sufficiently address all issues raised in recent external verification reports. Management information is under-developed to support the effective management of the provision.
46. Equality of opportunity is satisfactory. Staff are sensitive to religious and cultural issues and include this in induction. Although Kiara has a commitment to equality of opportunity, few processes are in place to promote equality of opportunity to learners.
47. The self-assessment report does not include analysis by specific sector subject areas so it is not possible to make a judgement as to its accuracy in preparation for life and work. Staff involvement in self-assessment is limited.