

Intraining

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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:

- Retail and commercial enterprise
- Preparation for life and work
- Business, administration and law

Provision in health, public services and care; engineering and manufacturing technologies; information and communication technology (ICT); and in leisure, travel and tourism were not directly inspected.

Description of the provider

1. The Intraining Group (Intraining) was established as a division of the Newcastle College Group (NCG) in March 2008, as a result of acquisition. It delivers teaching, training, assessment, support and information, advice and guidance through a number of programmes funded by the LSC, the Department for Work and Pensions, through the European Social Fund and commercially through employers. These programmes are delivered to both employed and unemployed learners.
2. Intraining mainly operates across sectors including retail and commercial enterprise; business administration and law; leisure, travel and tourism; ICT, preparation for life and work; and health, public services and care. It delivers work-based learning programmes through Train to Gain, apprenticeships, advanced apprenticeships, Skills for Life and employability programmes to the unemployed.
3. Intraining is registered through NCG in the North East. However Intraining's head office is in Sheffield. It has 35 offices around the country that support four subdivisions, Intraining CBE (CBE), Intraining NTP (NTP), Intraining Quantica and Intraining Employability.
4. Intraining is headed by a Chief Executive and is supported by two executive directors, and heads of central services, quality and standards and corporate governance. NCG provides strategic direction, guidance and support. The leadership team, in the form of the executive team, provide the divisional strategic guidance. Intraining has over 9,000 learners supported by 900 staff.
5. Intraining has a total of 11,296 learners, of whom 408 are following programmes in health, public services and care; 454 are following programmes in engineering and manufacturing technologies; 205 are following ICT programmes; 1,402 are working towards qualifications in the retail and commercial enterprise sector; 160 are following programmes in leisure, travel and tourism; 95 Train to Gain learners are enrolled on Skills for Life courses; and 8,572 learners are following programmes in business, administration and law.
6. Intraining is a national provider and receives funding from several LSCs throughout England, as well as funding from the Welsh and Scottish assemblies. Intraining contracts with nine LSC regions for Train to Gain and 35 local LSCs for work-based learning. LSC funding accounts for approximately 40% of Intraining's income.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Outstanding: Grade 1
Equality of opportunity	Contributory grade: Good: Grade 2

Sector subject areas

Retail and commercial enterprise	Outstanding: Grade 1
Preparation for life and work	Good: Grade 2
Business, administration and law	Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

7. The overall effectiveness of the provision is outstanding. Achievement and standards are outstanding. Learners develop good skills and produce work of a good standard. They develop personal, employability and social skills and increase their confidence. The quality of provision is outstanding, as are two of the three sector subject areas inspected. Teaching and learning are outstanding, particularly in business, administration and law, and in retail and commercial enterprise. Leadership and management are outstanding. Arrangements for equality of opportunity are good.

Capacity to improve

Outstanding: Grade 1

8. Intraining has an outstanding capacity to improve. In the relatively short time since the acquisition, the new management team has evaluated all aspects of individuals' performance and all aspects of the organisation. Policies, procedures and quality improvement systems have been established quickly and have already improved the quality of the organisation. Achievement and standards are outstanding. Success rates are very high and have been maintained at high levels throughout a difficult and complex process of change and renewal.
9. NCG has invested significantly in resources and continues to support improvement through appropriate investment. Self-assessment has been established as an integral part of the quality cycle. It is thorough, accurate and forms a very good basis for quality improvement planning. All staff are involved in the self-assessment process. The report covers most aspects of the *Common Inspection Framework*. It is evaluative and critical, but overly descriptive in places. Inspection grades are higher than self-assessment grades for quality of provision, achievement and standards, leadership and management, overall effectiveness, retail and commercial enterprise, and business, administration and law. Inspection grades match self-assessment grades for equal opportunities, capacity to improve and preparation for life and work.

Key strengths

- Outstanding overall and timely success rates on most programmes
- Excellent development of workplace skills
- Outstanding coaching
- Very good support for learners
- Exceptional strategies to involve employers in learning
- Exemplary sharing of good practice across NCG
- Excellent management of change

- Excellent performance management
- Excellent management of learning
- Very effective integrated approach to *Every Child Matters* agenda

Key areas for improvement

- None identified

Main findings

Achievement and standards

Outstanding: Grade 1

10. Achievement and standards are outstanding. Success rates on apprenticeships were outstanding at 92% in 2007/08, 28% above the national success rate. Success rates on advanced apprenticeships were very high at 83% in 2007/08, 20% above the national success rate. Timely success rates on apprenticeships were very high at 77% in 2007/08, 27% above the national success rate. Timely success rates on advanced apprenticeships were satisfactory at 58% in 2007/08.
11. Success rates on Train to Gain programmes are outstanding. In 2007/08, the success rate on Train to Gain programmes was 95%, with a timely success rate of 73%. So far in 2008/09, nine months into the programme, 93% of learners have completed their programmes successfully.
12. Learners demonstrate very good development of vocational skills and gains in confidence, self-esteem and problem-solving capabilities. They are able to apply their learning and new skills well to work-based tasks, and many have gained promotion or additional responsibilities in the workplace.
13. Data indicates that success rates for all minority ethnic groups are comparable with overall rates. A comprehensive learner newsletter is circulated each month in which success stories are widely celebrated.

Quality of provision

Outstanding: Grade 1

14. The quality of provision is outstanding. Teaching and learning are outstanding. Learners benefit from outstanding individual coaching, as identified in the self-assessment report. Assessors take very good care to ensure that learners work in their preferred learning styles, adapting their coaching style very well to meet learners' preferences. At induction, many learners complete an analysis of their strengths and development needs in addition to a Skills for Life assessment. The results contribute very well to learners' development plans. In business administration, more advanced learners have enjoyed marking their own work and claiming competencies. On apprenticeship programmes, assignments are used particularly well to provide evidence for both key skills and the National Vocational Qualification (NVQ). Much of the Skills for Life tuition on Train to Gain is focused around the contents of workbooks. Learners use the workbooks effectively at home to practise and develop their skills. Learners work effectively at their own pace in completing the workbooks. However, these are not sufficiently personalised to relate to activities in learners' workplaces. Professional discussion is used particularly effectively to consolidate learning and its application in the workplace. However, in a minority of cases, learners are not

sufficiently prepared for the discussion and assessors do not provide sufficient challenge for learners to develop their answers and participate effectively. This matches the judgement identified in the CBE self-assessment report.

15. Assessment practice is very effective. Assessment visits are very well organised, very productive and documented well. Assessors provide very good and detailed feedback to learners and set clear targets. Oral questioning is skilfully used to check learners' understanding. NTP learners benefit from a particularly effective electronic system to record assessment activity, reducing the time they are away from the workplace during assessment visits. Intraining plans to begin using this process throughout the organisation this year.
16. Progress reviews are particularly effective for NTP learners. Target-setting and planning are very thorough, and training consultants monitor progress against learners' targets effectively. Intraining employs exceptional strategies to involve employers in learning. It provides particularly good involvement of workplace supervisors and distinctively good liaison with supervisors, human resources managers, directors and in some cases chief executive officers. Employers are often willing to make specific arrangements to enable assessment by giving additional responsibilities and duties to provide qualification evidence. Employers play a significant part in the review and are very well informed about learners' progress throughout the programme. Intraining is particularly flexible in delivering the programme to accommodate employees shift-work patterns.
17. Intraining is particularly responsive and flexible in meeting employers' and learners' needs. Employers and learners are very satisfied with the training they receive. Support for learners is outstanding. Intraining provides a wide range of excellent support for learners' needs, particularly for additional literacy and numeracy, dyslexia and physical impairment. Staff understand learners' needs well. Assessors and learners develop very productive relationships that enhance learners' confidence. Some learners who have visual and physical impairments have had materials and resources adapted for them or supplied to them by their assessors. The use and availability of specialist equipment is good and includes magnifying software, laptop computers, digital recorders and enlarged print. Learners who need support at work are informed well of the support available. Many learners have received very effective support to rejoin programmes after circumstances had forced a break in their progress. Many learners at risk of redundancy receive support to complete their awards quickly or work towards alternative awards to assist with seeking other employment. Learners going on to maternity leave are supported to achieve before they leave. However, learners do not always receive effective advice and guidance at the end of programmes.

Leadership and management

Outstanding: Grade 1

Equality of opportunity

Contributory grade: Good: Grade 2

18. Leadership and management are outstanding. Strategic management is exceptionally good. Directors and managers have set a clear strategic direction, supported by a particularly good strategic plan. Staff understand and review this plan regularly. Links with NCG are very well developed. Very strong links exist between all aspects of planning. The strategic plan is the basis for the planning and reporting process, and all other plans relate clearly to the strategic plan and objectives. Business plans, operational plans, risk planning and staff development plans link clearly to strategic objectives.
19. The management of training is outstanding. Operational management in two of the three areas inspected is outstanding. Achievement and standards are outstanding and success rates are very high in all areas.
20. Sharing of good practice across NCG is exemplary. Intraining is a large and complex organisation which, before the acquisition by NCG, consisted of a group of disparate providers with very few links and little consistency between them. One other group member has a long history of success as a beacon organisation. Best practice from this organisation, including the performance management system, arrangements for quality improvement, data management systems, quarterly review and reporting systems, has been shared with Intraining. Senior managers from NCG have provided good support for managers and staff within Intraining to help with the implementation of these systems. These are now established and improving performance.
21. The management of change within Intraining is excellent. Since the acquisition, the organisation has changed and improved significantly. A new and appropriate organisational structure has been implemented in a relatively short time. Considerable and well-managed staff changes have been implemented in line with thorough existing human resources policies and procedures. Some difficult staffing issues have been resolved to the benefit of staff and learners. Managers have implemented a well-planned and consistent strategy for unifying data management systems across the organisation. This has contributed to more accurate data and consistent reports to help manage learning and performance across Intraining.
22. Systems for quality improvement and monitoring are particularly effective in securing improvements to the quality of provision and achievement and standards. The new management team has identified clear priority actions to bring about improvement. These include measuring the quality of teaching and learning by using external consultants to provide a baseline grade profile, establishing a full quality review and implementing consistent and transparent reporting of performance to senior managers within Intraining and NCG. The

arrangements to obtain, collect and analyse learners' views are well established and give all learners the opportunity to provide feedback. Feedback is analysed systematically and acted upon by Intraining where appropriate. The results of the actions are reported back to learners effectively. Self-assessment is an established part of the quality cycle. Its findings are evidenced by the views of staff, learners and employers, as well as by the formal quality review and outcomes from quality systems, such as the observation of teaching and learning. The self-assessment report is accurate, particularly in the section on equal opportunities, and appropriately evaluative and critical.

23. Performance monitoring and management are excellent. Managers report against a clear set of key performance indicators and on progress towards achievement of targets. All areas of the organisation report consistently against the same criteria in monthly reports to the senior management team. Performance management of individuals is equally good. Annual appraisals are comprehensive and measured against agreed targets which are linked closely to the strategic objectives of organisational quality. The annual appraisal is supported by thorough monthly individual performance reviews between staff and their line managers. These meetings are supportive and valued by staff and managers.
24. Staff development is very good. Staff have fair access to training that supports organisational needs and personal growth. Staff progressed from relatively junior to newly vacated or created senior posts following the acquisition. Detailed staff development records, covering all the former organisations, are currently being compiled. The new company corporate university has valuable links with NCG and provides pathways for staff from basic training to higher education programmes.
25. Budget management at programme level is good. The level of delegation empowers middle and junior managers to acquire and manage resources to the benefit of learners while having a high degree of accountability. Intraining has a strong emphasis on, and awareness of, value for money in the reporting system and in staff management. Value for money is outstanding. Health and safety management is good with some particularly good features, such as the system for grading health and safety activities across the organisation. Estates management is equally good, particularly with the developing focus on managing sustainability.
26. Equality of opportunity is good, as identified in the self-assessment report. Policies and procedures are particularly detailed, updated regularly and appropriately define Intraining's approach to equality and diversity for staff and learners. Considerable consultation has been carried out with appropriate organisations such as Newcastle Faith Groups and Sheffield Safeguarding Board, and legal advice has also been obtained and used effectively. Each subdivision has recently appointed an equality and diversity champion to form part of an equality and diversity working party. This group consists of a cross-section of managers and staff, including members from minority groups. The group and equality champions are raising awareness of issues effectively and providing support for colleagues and some learners.

27. Procedures for safeguarding learners meet current government requirements. Intraining has implemented a particularly effective, integrated approach to *Every Child Matters*. All relevant staff have Criminal Records Bureau clearance, and most have completed safeguarding training. Intraining has developed detailed, appropriate procedures outlining its approach to safeguarding and allocated staff responsibilities. Checks on employers' premises to assure learners' health, safety and welfare while at work are appropriate. Satisfactory promotion and reinforcement of health and safety and equal opportunities are carried out at learners' progress reviews. Support for learners with identified safety and welfare issues is very good. For example, two learners suffering from severe depression received prompt and appropriate support through effective links with other agencies.
28. Intraining makes very good use of data. It holds comprehensive demographic data with effective mapping of staff and learner profiles. Performance data on recruitment, retention and achievement is analysed and evaluated. Despite rapid growth following the recent acquisition of other training providers, Intraining is effectively managing data from several software programmes and a range of sources. It is piloting a scheme to create an integrated reporting hub for all data. Data produced is clear and analysed against appropriate minority groups. Learner performance is suitably monitored for gender, ethnic group, disability and learning difficulty performance. Success rates for all groups are comparable with overall rates for Intraining. Intraining has identified that in some geographical areas, staff and learner recruitment profiles do not reflect local demographic profiles, and it is taking appropriate steps to resolve the issues identified. However, actions have not yet affected recruitment profiles. Employer engagement in deprived areas is very good; 35% of employers engaged are based in LSC designated areas of social deprivation.
29. Staff provide good support for learners' additional learning needs in the workplace to make programmes accessible for all who wish to participate. Learners with physical disabilities have been given specific individual support and learning resources have been suitably adapted. Good use is also made of adaptive technologies, for example for learners who are hard of hearing. In some cases, other organisations have benefited as a result of the training received by learners. For example, one learner used the information gained while learning at Intraining to alter working practices in a voluntary group. The employer of another learner altered their own company policies and procedures as a direct result of the training the learner had received from Intraining. However, an induction pack contains language which is not fully inclusive.
30. Almost all staff have completed good training, provided on the intranet. Most staff are confident in dealing with equal opportunities issues, although some staff do not always develop discussions on equal opportunities with learners sufficiently. When quality assurance processes identify this, staff receive additional appropriate support and development. Learners have a good understanding of how to notify Intraining of any concerns that arise in relation to equality and diversity, including the use of a central telephone number if learners do not want

to discuss their concerns with their assessors. However, the retail sector assessors do not always use assessment and reviews to reinforce learners' understanding of equality of opportunity. Learners' understanding of equality and diversity is also promoted in equality and diversity workbooks. Two versions of the workbooks are used, one of which is particularly effective in enhancing learners' understanding. Plans are in place to adopt the more effective version across Intraining.

31. Celebration of learners' achievement is effective, with good use made of positive role models for marketing purposes. Learners, employed by a company threatened with closure, received good support by Intraining staff. Training co-ordinators were able to keep learners motivated throughout the process and immediately restarted the learning process once the employer's business was able to continue trading.
32. Vetting of employers is satisfactory. An appropriate document is used to establish employers' existing practices. Good advice and guidance regarding *Every Child Matters* and equal opportunities is available for employers through documents and discussions with training co-ordinators.

What learners like:

- The chance to gain a qualification, especially in the present climate and in the workplace: 'It has been a fantastic opportunity for an adult mature learner to learn new skills and gain a qualification at work'
- Particularly effective coaching which helps learners pass mock examinations
- Responsive provision which fits in with work commitments and is free: 'The flexibility of training at work, not having to go to college'
- Very helpful, flexible and approachable staff: 'Very professional, knowledgeable, well-organised and patient assessors'
- The frequent, positive external feedback
- 'I can always find everything in my portfolio as the assessor has set it out really well for me'
- Time between visits to get work done on actions agreed during assessment visits
- The resources: 'Being able to work on the packs in my own time at work or at home'
- The relevance of the NVQ to the job: 'How much I've learnt and put into practice in the workplace'
- 'I have developed new skills and have much more confidence about what I am doing at work'
- 'Basic skills support is really helpful'; 'My mathematics has improved a lot. I have more confidence and can now do fractions'

What learners think could improve:

- Better promotion of their programmes to companies and individuals
- Less repetitive workbooks which take too long to complete and only confirm existing learning
- Make workbooks available online or electronically
- 'More frequent visits – perhaps fortnightly'
- Arrangements to do a higher level of mathematics where applicable
- More information on levels of programmes available
- 'The workbooks don't really apply to my aspect of retail'
- 'I would like more time at work for the NVQ'

Sector subject areas

Retail and commercial enterprise

Outstanding: Grade 1

Context

33. Intraining has 1,402 learners working towards a wide range of qualifications in the retail and commercial enterprise sector. Of these, 502 are advanced apprentices, 653 are apprentices, and 247 are Train to Gain learners. Intraining provides a number of programmes including distribution, warehousing and storage operations; carry and deliver goods NVQs; retail operations NVQs; sale of residential property NVQs; driving goods vehicles; and hairdressing and beauty therapy. All learners are employed and work in a wide range of commercial settings across England, including national employers and small local enterprises. Off-the-job training, coaching and assessment is carried out by assessors and training consultants based in three regional locations.

Strengths

- Very high overall and timely success rates on apprenticeship programmes in 2007/08
- Very high overall success rates on Train to Gain programmes
- Very good development of workplace skills
- Very effective coaching
- Particularly effective use of technology in training and assessment
- Particularly effective progress reviews for NTP learners
- Very responsive and flexible approach to meeting learners' and employers' needs
- Good support
- Well planned and managed programmes
- Good performance management

Areas for improvement

- Insufficient use of learning materials to support some learners' research and preparation for assessment

Achievement and standards

34. Achievement and standards are outstanding. In 2007/08, overall and timely success rates on apprenticeship programmes were very high at 87% and 75% respectively, and were significantly above sector averages. This strength was identified in the self-assessment report. Overall success rates for advanced apprentices are high at 75% and are significantly above sector averages by 15%. In 2007/08, some advanced apprentices did not complete within their planned time but ultimately completed their programme. In 2008/09, learners are making better timely progress.

35. On Train to Gain programmes, success rates are very high at 94% in retail and 97% in warehousing and distribution. Timely success rates are very high in retail at 97% and are good at 70% in warehousing and distribution.
36. In 2008/09, most learners are making very good progress towards their qualification aims. However, for learners on Train to Gain in driving goods vehicles in 2008/09, the maximum projected timely rate of 30% is low.
37. Learners develop very good workplace skills and their confidence improves significantly during their training. A number of learners have gained promotion as a result of achieving their qualification and many take on a wide range of additional responsibilities at work as their skills develop. Progression to further training assists learners to develop their career aims in new areas within their company.

Quality of provision

38. The quality of provision is outstanding. Teaching and learning are outstanding. As identified in the self-assessment report, learners benefit from very effective individual coaching. At induction, assessors identify learners' preferred style of learning and adapt their coaching style very well. Many learners complete an analysis of their strengths and development needs, in addition to their Skills for Life assessment. The results contribute to the learner development plan. Learners meet targets towards their achievement very well throughout the programme. On apprenticeship programmes, assignments are used particularly well to provide evidence for both key skills and the NVQ. Skilled assessors manage professional discussions very effectively to provide additional NVQ evidence of learners' knowledge and experience. However, in a minority of cases, learners are poorly prepared for the discussion. Assessors do not provide sufficient challenge for learners to develop their answers or participate effectively in the discussion. Target-setting and planning are very thorough and clearly direct learners' activity between very frequent assessment visits.
39. NTP learners benefit from a particularly effective electronic system to record assessment activity, reducing the time they are away from the workplace during assessment visits. Photographs and voice recordings of assessment are easily uploaded and stored on an electronic portfolio. Many learners complete their programme before their anticipated end date. This method meets employers' needs well. It is less disruptive to day-to-day business, as much evidence is obtained by direct observation of the learners carrying out work activities. Individual learning plans are updated at each visit and accurately record learners' progress towards their qualification. Intraining has plans to begin using this process throughout the organisation this year.
40. Progress reviews are particularly effective for NTP learners. Learners complete a very useful self-assessment in preparation for the review, which focuses them on their performance to date, assessing their skills and abilities against personal and job-related criteria. Employers play a significant part in the review and are well

informed about learners' progress throughout the programme. The learner self-assessment forms the basis of a three-way discussion on performance and target-setting between the learner, employer and assessor. Together they review the sufficiency of study time at work, and check on health and safety, and equality and diversity updates since the last review. The review process for CBE learners is less effective and levels of employer involvement is inconsistent.

41. Learning materials are not used sufficiently to support some learners' research to prepare for assessment activities. Some resources are available on the Intraining intranet, but they are not used well by assessors. They do not direct learners sufficiently to these resources for their research activities, in preparation for assessments. This severely limits some learner responses in professional discussion. CBE identified this as an area for improvement in its self-assessment report.
42. Intraining is very responsive and flexible in meeting employers' and learners' needs. Employers are involved at the programme planning stage and influence the content and delivery model of the programme. Intraining are particularly flexible in delivering the programme that reflects employees' shift-work patterns.
43. Learners receive very good support throughout their programme. Initial and ongoing advice and guidance are strong, and learners' support needs are identified and met well. Learners benefit from good literacy and numeracy support. Assessors and learners develop very productive working relationships. These enhance learners' confidence in acknowledging longstanding difficulties in literacy and numeracy, and subsequently in developing these skills. Advice and guidance are not always provided effectively at the end of learning programmes.

Leadership and management

44. Leadership and management are outstanding. Programmes are planned and managed very well, a strength identified in the self-assessment report. Processes and procedures are thorough and assessors implement them very effectively. Assessors are very well equipped to deliver programme requirements in a wide and diverse range of settings. Assessors receive good support from their line managers. Training and development are very good and continue to improve assessors' skills and knowledge.
45. Performance management of assessors is excellent. Assessors are set key performance indicators, including retention, recruitment and achievement targets, which are monitored each month through discussions with their line managers. Assessors are accountable and responsible in ensuring their targets contribute to whole company targets.
46. Internal verification is good. Divisional teams meet regularly to standardise their approach to training and assessment. However, assessors from across divisions do not meet as a collective group to share practices and discuss developments within the retail and commercial enterprise sector.

Preparation for life and work

Good: Grade 2

Context

47. Intraining CBE contracts with nine LSC regions for Train to Gain provision. Currently 95 learners are enrolled on Skills for Life courses within Intraining CBE. This constitutes 35% of the company's current Train to Gain Skills for Life provision. Intraining subcontracts other Skills for Life provision to another provider. Within CBE, 39 learners are on level 1 literacy courses, and 56 learners are on level 1 numeracy courses. Around 76% of the learners are aged over 25. Most of the Skills for Life delivery is provided by vocational trainers who are visiting training consultants.
48. Train to Gain literacy and numeracy qualifications are delivered across the Intraining subdivisions to provide the support needed for Train to Gain vocational qualifications in business, administration and law, and in retail and commercial enterprise. In business, administration and law, 78.3% of learners gained literacy and numeracy qualifications, while in retail and commercial enterprise, 21.3% of learners completed qualifications.

Strengths

- High overall and timely success rates
- Good support for learners
- Good support for staff

Areas for improvement

- No significant areas for improvement

Achievement and standards

49. Achievement and standards are good, as identified in the self-assessment report. Intraining CBE is achieving very high success rates in national tests for literacy and numeracy at level 1. In 2007/08, 90% of learners achieved level 1 certificates in adult literacy, of whom 79% achieved on time. In the same year, 94% of learners achieved a level 1 certificate in adult numeracy, of which 87% achieved within their planned end dates. Learners gain confidence in refreshing and developing their literacy and numeracy skills. The standard of learners' work is good, and learners develop good attendance and punctuality in the workplace. They make good progress towards national tests.

Quality of provision

50. The quality of provision is good. Teaching and learning are good. All learners complete a basic skills assessment and, if necessary, a more detailed diagnostic

assessment. Much of the Skills for Life tuition on Train to Gain is focused around the contents of workbooks. In the better sessions, learners' NVO evidence is used well to develop literacy and numeracy skills. Learners work effectively at their own pace in completing the workbooks. However, these are not sufficiently personalised to develop literacy and numeracy skills related to learners' workplaces. Planning and monitoring of provision is good. Training consultants effectively monitor progress against learners' targets, which are linked to the completion of relevant skills workbooks. This information is used effectively by area managers, trainers and learners to assess individual achievement, set further targets and determine when learners are ready to work towards a national qualification. Learner profiles are reviewed on a monthly basis. Accommodation is satisfactory; all teaching takes place in the workplace.

51. Learners receive good support. Staff understand their learners' needs well. The induction process is comprehensive. It is planned effectively and provides a good introduction to Intraining and programme requirements. It includes an appropriate range of activities, including analysis of learning styles, portfolio-building guidelines and company policy.
52. Individual tuition and coaching are very effective. Tutors have good working relationships with their learners. They are approachable and all learners are given tutors' email addresses and mobile telephone numbers in case they have work-related queries between visits. A comprehensive learner newsletter is circulated each month in which success stories are widely celebrated and clear responses are given to learners' feedback. Learners use the workbooks effectively at home to practise and develop their skills.

Leadership and management

53. Leadership and management are good. Support for staff is good. Good staff development pathways are established and staff value the wide range of professional development opportunities available to them. Very good support and mentoring systems are in place to support new staff. Skills for Life staff are supplied with good resources including support binders, workbooks, laptop computers and mobile telephones. Good communication channels enable staff to share ideas and good practice. Informative newsletters summarising developments and initiatives are circulated frequently. Good materials are available on a virtual learning environment in the form of guidance sheets and specialist information. The materials contain good examples of activities, resources, hints and tips to assist tutors. For example, in addition to a teaching toolkit, extensive packages on hidden disabilities and mental health are available. However, no systems are established to monitor the uptake and use of these materials. Two Skills for Life champions provide subject-specific staff development, training and support for vocational tutors in their role as Skills for Life support coaches.
54. Curriculum management is good. Communication systems are particularly good across the company. Clear systems are in place to improve teaching and learning,

and to follow up observations graded satisfactory or less. All staff with such grades have clearly documented and well-monitored improvement plans. Any member of staff who is graded as unsatisfactory is unable to work unaccompanied and receives intensive support. A series of observations are then scheduled to monitor progress within a specific time. However, observations are not always carried out by Skills for Life specialists.

55. The promotion of equality of opportunity is good. Intraining provides a good range of equality and diversity training. Staff have gained good awareness of *Every Child Matters* and safeguarding issues following recent mandatory training. The inspection findings and grade generally match the self-assessment report.

Business, administration and law

Outstanding: Grade 1

Context

56. Intraining has 8,572 learners on a range of business and management programmes across England. Additionally 1,180 learners are on Train to Gain programmes. Most learners are customer service apprentices; others are on business administration, management, or team-leading programmes, with a small number of accounting learners. Almost 8% of learners come from minority ethnic groups and 1,458 are men. Intraining works with a range of companies across the country. Most training and assessment is carried out in the workplace.

Strengths

- Outstanding overall and timely success rates across all programmes
- Very good development of vocational skills
- Very effective assessment practice
- Particularly effective coaching for learning
- Exceptional strategies to involve employers in learning
- Wide range of very good support for learners
- Very effective quality systems
- Very good operational management

Areas for improvement

- No significant areas for improvement

Achievement and standards

57. Success rates and timely success rates are outstanding for 2007/08 across all programmes. Success rates for advanced apprenticeships are 81%, and 86% for apprenticeships. Timely success rates are also very high at 63% for advanced apprenticeships and 79% for apprenticeships. Success rates show an improving trend for advanced apprentices for both overall and timely achievement, compared with a slight decrease for apprentices. For Train to Gain learners, success rates are outstanding with overall success rates for each qualification of between 93% and 97% in 2007/08, and timely success rates of around 83%, significantly above the national average. Most learners are making excellent progress towards their qualifications, with many being on target to complete early.

58. The development of vocational skills is very good. Learners transfer their learning to the workplace effectively and improve their self-confidence and problem-solving capabilities. Many employers work enthusiastically with training consultants to develop motivating projects in the workplace which provide evidence towards qualifications. The standard of learners' work is very good.

They produce very well written case studies, comprehensive answers in workbooks and a good standard of key skills work. Most learners show good levels of initiative to meet customer needs.

Quality of provision

59. The quality of provision is outstanding. Teaching and learning are outstanding. Assessment practice is very effective, productive and documented well. Assessors provide very good feedback and set clear targets. They question learners' skilfully to check understanding and to confirm how theory is applied to workplaces. Assessors use observations and professional discussions very well to consolidate learning and its application in the workplace. Learners with particular needs use a wide range of specialist equipment. However, some professional discussion is not challenging enough and some records of observation are too descriptive. In a few instances, assessors are overly supportive and assist learners with the answers. Initial assessment processes are particularly good. They include a useful analysis to identify workplace development needs. The assessment of additional learning needs and key skills is very effective, as is the timely and appropriate assessment of job roles and experience. A comprehensive questionnaire identifies learners' further training needs. Workplace supervisors are involved very well in the assessment process. However, on some occasions the results of initial assessment are not used effectively, and some very able learners are not sufficiently challenged by the content or pace of their work.
60. Coaching for learning is particularly effective. Assessors take very good care to ensure that learners work in their preferred learning styles. Key skills learners receive very supportive coaching, particularly when returning to study after many years. Some learners have used the health and safety pack to assess health and safety in their own companies. However, for some learners the questions in some of the packs are confusing or too easy. Sometimes the induction pack and equality and diversity pack are not completed until too late on in the programme.
61. Intraining employs exceptional strategies to involve employers in learning. Workplace supervisors are involved particularly well in all aspects of the learners' programme. Assessors encourage exceptionally good liaison with employers' staff at all levels. Assessors are particularly responsive to employers' requests to arrange visits to suit working patterns or changing circumstances. Employers often make arrangements to enable assessment of areas relating to confidentiality, or by giving additional responsibilities and duties to provide qualification evidence. The learners' personal assessment of competence is often linked to business and appraisal objectives. Line managers are often very involved in the programme and are aware of learners' progress in detail. The use of learning packs suits many learners and their employers. Intraining carries out thorough risk assessments or requests employers' workplace assessments. However, too few employers had any knowledge or information on *Every Child Matters*, or the safeguarding of children or vulnerable adults.

62. Intraining provides a wide range of very good support for learners. Learners receive appropriate advice from assessors on the support available. Many learners have been supported effectively to rejoin programmes when circumstances had forced a break in their progress. Assessors give very good support to learners with additional needs. For some learners, an electronic resource provides excellent materials to support key skills and additional learning needs. Some resources have been adapted for learners with visual and physical impairments. Learners who are at risk of redundancy are supported to complete their awards quickly, or to work towards alternative awards which will help them in seeking other employment. A thorough initial assessment process identifies support needs. The learners' personal assessment of competence is monitored with the employer and is updated regularly. Learners going on to maternity leave are supported to achieve early.

Leadership and management

63. Leadership and management are outstanding. Quality systems are very effective. Regular individual meetings are held between assessors and their senior team leaders. Assessors' performance is managed very well. All assessors have clear individual targets and agreed caseloads. An effective appraisal process links clearly with the internal verification system and a risk assessment of each assessor. An unannounced quality improvement visit is carried out in the workplace by internal verifiers. Learners' and employers' views are usefully captured and acted upon. Another interim visit examines the content and administration of the assessors' own file. The grading from both visits supports the development of subsequent detailed action plans.

64. Operational management is very good. Team leaders manage and support assessors well. Communication is good at all levels. All new assessors receive very good support during a thorough two-week induction at their regional offices, and they are allocated a mentor during their probationary period. Vocational champions and focus groups provide effective support. All staff have excellent resources to carry out their duties. Good opportunities exist for assessors to progress to internal verifier status. Staff have useful and effective training pathways through a virtual learning environment. Assessors have good access to an information technology helpline. Team leader meetings provide good opportunities to standardise and train, share good practice and monitor improvements.

65. The self-assessment report is generally accurate and matches inspection findings.

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2005 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	07/08	overall	106	93%	68%	83%	63%
		timely	132	65%	48%	58%	44%
Apprenticeships	07/08	overall	321	98%	67%	92%	64%
		timely	359	81%	53%	77%	50%

* 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 and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record (ILR)

*** No enrolments

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	500	95%
		timely	597	73%
	2008/09 (9 months)	overall	1592	93%
		timely	2284	55%

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

*** No enrolments

Success rates on **work-based learning Train to Gain Skills for Life programmes** managed by the provider **2007 to 2009**

Programme	End Year	Success rate	No. of learners*	Provider Skills for Life rate**
Train to Gain (Skills for Life)	2007/08	overall	285	86%
		timely	311	77%
	2008/09 (9 months)	overall	446	93%
		timely	651	52%

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
- ** Skills for life qualification success rates are calculated using data supplied to Ofsted by the provider before inspection
- *** No enrolments