

Motor Industry Training Ltd

Inspection report

Unique reference number: 53429

Name of lead inspector: Nigel Fletcher HMI

Last day of inspection: 09 October 2009

Type of provider: Independent learning provider
12-13 Camphill Industrial Estate
West Byfleet
Surrey
KT14 6EW

Address:

Telephone number: 0845 4309009

Information about the provider

1. Motor Industry Training Ltd (MIT) is a privately owned organisation based in Surrey. The company, formed in 1998, has held a contract with Surrey Learning and Skills Council (LSC) since 2002 to provide work-based training in motor vehicle engineering. It provides apprenticeships for young people in motor vehicle engineering, including light and heavy vehicle mechanical repairs, body repair and refinishing, and vehicle parts distribution. MIT also provides training for learners and employers in West London. Work placements for learners vary from small independent garages to large franchised dealerships.
2. Since the last inspection in 2005, MIT has moved its premises from West London. Currently, off-the-job training takes place as a day-release programme at its training centre in West Byfleet, and at Bridgwater College on a block-release basis. More recently MIT has diversified into offering an Entry to Employment (E2E) programme in motor vehicle engineering and is now developing provision in plumbing and electrical services, sports, customer services, and hairdressing and beauty. The E2E programme was inspected as part of the motor vehicle provision.
3. Around 30% of their learners are from minority ethnic backgrounds, compared with 5% of the local population. The unemployment rate in Surrey in 2008 was 3.5%, compared with the national average of 5.7%. MIT underwent a complete management restructuring in the summer of 2008. It employs 21 full-time staff, of whom 8 staff are managers, and 10 are involved with training. The LSC contract accounts for around 90% of its total income.
4. The following organisation provides training on behalf of the provider:
 - Bridgwater College (motor vehicle engineering)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16	48 learners
Entry to Employment	29 learners
Employer provision: Apprenticeships	185 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 2
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	2
Safeguarding	3
Equality and diversity	3
Subject areas	Grade
Motor vehicle engineering	3

Overall effectiveness

5. The overall effectiveness of MIT's provision is satisfactory. Since the restructuring, and recruitment of new managers, the management team has provided good leadership and MIT is expanding its range of provision significantly. Managers have implemented new systems and procedures, raising the quality of its provision and improving the success of learners in achieving qualifications. Together with the good quality of its self-assessment process, MIT demonstrates that it is well placed to continue to improve.
6. Overall, learners' achievements are satisfactory, although those aged 14 to 16 and advanced apprentices achieve well. However, too few learners achieve in the agreed time. The quality of teaching and learning is satisfactory, but insufficient attention and support is given to those learners with additional learning needs in literacy and numeracy. MIT works well with employers to provide good training at work. However, coordination with employers of assessments and work planning is underdeveloped. Although the use of targets in planning and reviewing learners' progress has improved, it is inconsistent.
7. Arrangements to safeguard learners are satisfactory. Learners feel safe on site and at their work placements. MIT ensures that the welfare needs of learners are central to its day-to-day practices. MIT appropriately promotes equality and diversity, although its regular reinforcement during learner reviews is underdeveloped.

Main findings

- MIT's management team provides good leadership and the company responds well to local and national priorities to develop and improve the organisation. It assesses the quality of its provision effectively and managers take appropriate actions to improve services.
- Links with employers and other partners are good. Managers work well with employers to improve the provision and to provide good work experience opportunities for E2E learners. MIT works well with other providers to share good practice and raise the quality of its work.
- MIT has good procedures for evaluating its practices. It recognises its strengths and areas for improvement and knows what it needs to do to improve.
- MIT responds well to the needs of learners and local employers. It has recently expanded its range of provision to cater for a wider range of learners and the increasing and diverse training needs of employers.
- Outcomes for learners are satisfactory. The proportion of learners at level 3 achieving their qualifications is good, although only satisfactory at level 2. Too few learners at levels 2 and 3 achieve within the agreed timescale. Achievement rates for learners on the young apprenticeship programme are high.
- The standard of learners' work is satisfactory. Learners enjoy their training and demonstrate an increased confidence in the workplace and understanding of their work. However, learners with additional learning needs are not making sufficient progress in their literacy and numeracy skills.
- Teaching and learning are satisfactory. Learners receive good training at work. However, teaching staff plan lessons insufficiently well to meet the needs of individual learners during off-the-job training.
- Assessment of learners' performance is satisfactory. Monitoring by staff of learners' progress is good for the technical certificates, but is insufficient in the workplace.
- Learners receive satisfactory guidance and support. While pastoral support is strong, support in literacy and numeracy is insufficient.
- MIT's arrangements for safeguarding learners are satisfactory. Learners feel safe and readily share their problems and concerns with staff.
- MIT has introduced satisfactory arrangements for the promotion of equality and diversity. MIT ensures that different groups of learners have equal opportunities to achieve their potential. However, staff insufficiently reinforce learners' awareness of equality of opportunity and cultural diversity matters during learner progress reviews.
- MIT provides satisfactory value for money. Accommodation and practical resources are of a good standard. All staff are appropriately trained.

What does MIT need to do to improve further?

- Ensure that reinforcement of equality and diversity is applied consistently at reviews so that learners' awareness of equality matters continues to improve.
- Ensure that assessment and tracking arrangements are applied consistently across the provision so that more learners make better progress and complete their qualifications within the agreed timescale.
- Improve the level of support in literacy and numeracy to ensure that all learners can achieve their full potential and make good progress in their training.
- Ensure that lessons take into account the individual needs of learners to enable them to take a fully active part in lessons and demonstrate their learning effectively.

Summary of the views of users as confirmed by inspectors

What learners like:

- gaining a better knowledge and understanding of the subject
- the good support from the assessor and MIT staff
- training which fits around learners' requirements
- the way that MIT listens to learners and acts on their views
- feeling safe at MIT and at work
- the good standard and organisation of the equipment in the training centre.

What learners would like to see improved:

- provision of more maths training
- the opportunity to work more on newer cars
- more assessor visits so that learners can make more rapid progress
- greater expectation and encouragement from staff for learners to complete training within agreed times.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the care MIT demonstrates for the learners and their futures, and the personal support the staff give to individuals
- the importance placed by MIT on the quality of its provision
- the way MIT looks at changes for the future and prepares well for them
- the significant improvement made by MIT in its services in the past year and its much-strengthened management team.

What employers would like to see improved:

- better communication with employers to plan on-the-job training
- better advice for learners on the range of progression opportunities after they complete their training.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. MIT is in a good position to continue improving its services. It restructured the company and recruited new managers. Initiatives and improvements implemented over the last year are already starting to have a positive impact. For example, success of apprentices in 2008/09 in achieving qualifications and making progress is showing good improvement. MIT now has robust quality assurance systems, including an effective and accurate scheme for monitoring the quality of training and learning. MIT systematically collects and analyses feedback from learners and employers and adjusts the provision accordingly. Employers speak enthusiastically about the improved responsiveness of MIT to their needs.
9. The management team sets clear targets for improvement in all aspects of its provision. Managers make good use of management information to reach judgements about the programme's effectiveness. Arrangements for improving the quality of provision are good. The self-assessment process is well managed and supports improvement planning. Staff are fully involved, and good use is made of learners' and employers' views. Although the report is overly descriptive, it accurately identifies strengths and areas for improvement which mainly reflect the inspection findings.

Outcomes for learners

Grade 3

10. Overall success rates for advanced apprentices have improved steadily since the previous inspection and are now high at 81%. However, the rate at which learners achieve their advanced apprenticeships within agreed timescales is just above the national average. Success rates for apprentices at level 2 have improved to around the national average and learners are making better progress towards completion. Success rates for key skills are satisfactory and almost all learners gaining the national vocational qualification (NVQ) achieve the overall framework. Adult learners have better success than those aged 16 to 18, although the gap has decreased significantly in 2008/09. Regardless of ethnic background or gender, learners have broadly the same success in achieving their qualifications.
11. Learners aged 14 to 16 on the young apprenticeship programme achieve well. In 2008/09 the success rate for the first year of the two-year course rose by 10% to 89%. In their second year 95% of learners gained their qualifications. The progression rates for E2E learners to further education, training or employment are satisfactory.
12. Learners enjoy most aspects of their programmes, including the good pastoral support they receive. They are treated as adults and are encouraged to respect each other and their environment. Learners develop good personal and social skills. The standards achieved by learners are satisfactory and learners gain an

adequate range of work skills. However, too few learners make sufficient progress in developing their literacy and numeracy skills.

The quality of provision

Grade 3

13. Teaching and learning are satisfactory. Learners have access to a good range of resources at the centre and in the workplace. However some learners have insufficient opportunity to experience working on modern vehicles. Learners work effectively in pairs, completing practical tests in the workshop. However, theory lessons are too tutor-led. Much of the teaching is planned for whole-group delivery with insufficient attention given to the needs of individual learners. Tutors use questioning satisfactorily to establish understanding, but checking and reinforcing learning with individual learners is insufficient; some learners remain passive for the whole session.
14. Assessors carry out regular comprehensive observations of learners' work. However, coordination with employers for on-the-job training and planning of assessments is insufficient and prevents learners progressing at a faster rate. Learners' progress reviews vary. Targets are not always concise or time-constrained and learners are unsure of their progress. Action-planning is often ineffective and not evaluated at subsequent reviews. MIT has recognised that learners' progress is too slow and has implemented systems to improve target-setting and the tracking of progress. While this is now good for the technical certificates, it is still insufficient in the workplace.
15. MIT responds well to the needs of learners and local employers and the company is increasing its provision into a much wider range of vocational areas. Progression opportunities are good and learners are able to progress from the young apprenticeship or E2E programmes through to NVO level 3. Learners welcome the enrichment activities which include visits to local car auctions and presentations by guest speakers. Staff provide a weekly drop-in clinic that offers support for those learners who require support with topics they find difficult.
16. Initial advice and guidance are good. Potential learners, and often their parents, receive realistic guidance about what the training will entail. All learners have a comprehensive induction with good use of interactive materials to prepare them well for their work and apprenticeship. They have a good understanding of MIT's expectations and procedures. However, guidance on progression routes after they leave MIT is insufficient.
17. Learners receive good personal and welfare support from all MIT staff. External agencies are used to good effect where necessary. All learners complete initial diagnostic tests to identify areas where additional support is required. However, support for literacy and numeracy is insufficient and is often left to the assessors to provide at reviews. Some learners with identified support needs have difficulty in understanding the terminology of the NVO and completing the written practical job sheets.

Leadership and management

Grade 2

18. Since the restructuring of the company, the new management team has established clear priorities for improvement. These are understood and supported by all staff. In the past year MIT has set plans for significant expansion in response to changing local and national priorities. Accurate management information is used well to inform decisions. Strong links with employers have enabled MIT to manage development of its apprenticeship and E2E provision well. It has robust quality-assurance arrangements with its partners. MIT has met its challenging contract targets and, with strong leadership, has ensured that the quality of its provision has improved during a period of substantial growth and change.
19. MIT manages its resources well and provides satisfactory value for money. All staff have suitable vocational experience. They are appropriately qualified assessors or working towards assessor qualifications or teaching certificates. Staff development needs, raised by individual staff and managers through appraisal, are supported where appropriate. MIT has moved premises since the previous inspection. The new centre is well resourced and furnished, and a new canteen, developed in response to learners' requests, was officially opened during the inspection.
20. Procedures for safeguarding learners meet current government requirements. All staff who may come into contact with learners have Criminal Records Bureau checks and receive relevant training. MIT ensures that work placements provide a safe environment. However, health and safety is not reinforced effectively in learner reviews.
21. Arrangements to promote equality and diversity are satisfactory. Appropriate procedures are in place for dealing with bullying and harassment, complaints and discrimination. Learners have a satisfactory understanding of equality of opportunity and their rights and responsibilities. They are fully aware of what to do if they experience poor treatment of themselves or others. Equality matters are appropriately covered during induction. Assessors use workplace visits to monitor the learners' understanding of issues relevant to their job, but equality of opportunity and promotion of diversity are not effectively reinforced during progress reviews.
22. MIT's staffing profile reflects the ethnic diversity of the learners that it serves. However, it has been unable to attract female applicants as tutors in motor vehicle training. There is little difference between the success of learner groups from different ethnic backgrounds and between outcomes for male and female learners. MIT is successfully reducing the achievement gap between groups of different ages. Although MIT analyses the participation and success of most groups of learners, it does not yet monitor the progress of those identified as requiring additional learning support. Marketing materials promote participation by under-represented groups well. Managers visit local schools to ensure that its courses and programmes are marketed with minimal bias.

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23. Strategies to assure and improve the quality of provision are good. MIT regularly seeks feedback from the partners with which it works. It works well with other local work-based learning providers to share good practice and provide effective peer review. Learner views are particularly sought and effectively acted upon. For example, learners are encouraged to comment on the quality of lessons during lesson observations. The development of a canteen and lounge area resulted from requests from the active learner council.
24. Regular lesson observations accurately identify strengths and areas for improvement. The impact of actions arising from them are evaluated and reviewed at following observations and through performance management. However, lesson observations are not externally moderated. The self-assessment process is inclusive and robust. Although the report is more descriptive than evaluative, it accurately identifies most areas for improvement found by inspectors. The resulting development and action plans are detailed and effective. They identify clearly the key areas for improvement across the provision, staff responsibility for actions and realistic timescales for achievement.

Information about the inspection

25. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Contracts Manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
26. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Motor Industry Training Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners	34		34		
Part-time learners	272	46			226
Overall effectiveness	3	2	3	N/A	3
Capacity to improve	2				
Outcomes for learners	3	2	3	N/A	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
Are learners able to make informed choices about their own health and well being?*	N/A				
How well do learners make a positive contribution to the community?*	N/A				
Quality of provision	3	3	3	N/A	3
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
Leadership and management	2	2	2	N/A	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	N/A				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

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