

# INSPECTION REPORT

**TBG Learning Ltd**

**08 September 2006**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## TBG Learning Ltd

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for TBG Learning Ltd	2
Grades	2
About the inspection	3
What learners like about TBG Learning Ltd	6
What learners think TBG Learning Ltd could improve	6

#### Detailed inspection findings

Leadership and management	7
Equality of opportunity	8
Quality improvement	9
Retail and commercial enterprise	11
Preparation for life and work	14
Business administration and law	21

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. TBG Learning Ltd (TBG) is a wholly owned subsidiary company of the Rehab Group, an independent not-for-profit organisation which offers training for young people and adults both employed and unemployed. TBG employs 310 staff operating from 12 learning centres in Barking, Brixton, Camden, Chesterfield, Colchester, Derby, Gravesend, Newham, Tendring, Tower Hamlets, West London and the West Midlands. The company's headquarters is in Birmingham. TBG contracts with seven Learning and Skills Councils (LSCs) and Jobcentre Plus. It also has subcontracts from seven further education colleges as well as providing vocational training for learndirect. TBG currently has 815 LSC-funded learners comprising, 490 apprentices, 45 adults on Train to Gain programmes and 280 learners on Entry to Employment (E2E). There are also 80 learners on European Social Funding (ESF) programmes. All of TBG's training is publicly funded.

2. The company has two divisions. The employer division holds direct LSC contracts offering apprenticeships, advanced apprenticeships and Train to Gain programmes and the learning centre division offers training which is carried out in the training centre or with an employer. These include LSC contracts for E2E, Jobcentre Plus contracts, learndirect, collaborative further education and ESF programmes. The employer division employ employee development specialists who carry out training and assessment activities in the work place.

3. The chief executive manages the company. TBG has a director with overall operational management responsibility together with six regional managers and seven learning centre managers. Another director has responsibility for finance. TBG has other key managers with functional responsibility for management information systems, human resources, business and curriculum development, development and standards, and development and verification.

### OVERALL EFFECTIVENESS

**Grade 2**

4. **The overall effectiveness of the provision is good.** More specifically, leadership and management are outstanding, as are its arrangements for equality of opportunity and the provision in retail and commercial enterprise. Quality improvement arrangements are good, as is provision in business administration and law and preparation for life and work.

5. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** The self-assessment report used for inspection was produced in July 2006. It includes the views of staff, learners, employers and subcontractors. Data is very well used. The report is critical and clear. Most grades proposed in the self-assessment report match those of the inspection team. The provider under-emphasised the effect of strengths in leadership and management overall and the contributory area of equality of opportunity.

6. **The provider has demonstrated that it is in a good position to make improvements.** TBG has rectified most of the weaknesses identified at the inspection in 2002. Managers

have introduced a continuous improvement cycle which includes appropriate quality assurance arrangements. TBG's much improved management information system is used effectively to manage the provision.

## KEY CHALLENGES FOR TBG LEARNING LTD:

- maintain the responsive leadership
- continue to approach operational management in a flexible way
- continue to effectively promote equality and diversity to learners, staff and partners
- improve overall success rates to be good across all areas and centres

## GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Grades awarded at inspection

<b>Leadership and management</b>		<b>1</b>
Contributory grades:		
Equality of opportunity		1
Quality improvement		2

<b>Retail and commercial enterprise</b>			<b>1</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<b>Warehousing and distribution</b>			<b>1</b>
Apprenticeships for young people	50	1	
Train to Gain	18	1	

<b>Preparation for life and work</b>			<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<b>ESOL</b>			<b>3</b>
Other government-funded provision	80	3	
<b>Employability training</b>			<b>2</b>
Entry to Employment	280	2	

<b>Business administration and law</b>			<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<b>Administration</b>			<b>2</b>
Apprenticeships for young people	77	2	
<b>Customer service</b>			<b>2</b>
Apprenticeships for young people	336	2	
Train to Gain	27	2	

## ABOUT THE INSPECTION

7. A team of 11 inspectors inspected the provision in September 2006. The team inspected retail and commercial enterprise, business administration and law, and preparation for life and work. The team did not inspect Jobcentre Plus or Learndirect programmes or the provision offered in collaboration with further education colleges.

Number of inspectors	11
Number of inspection days	54
Number of learners interviewed	132
Number of staff interviewed	81
Number of employers interviewed	29
Number of subcontractors interviewed	5
Number of locations/sites/learning centres visited	10
Number of partners/external agencies interviewed	3
Number of visits	29

### Leadership and Management

#### Strengths

- good leadership
- very effective operational management
- very effective management information system
- very effective promotion of equality of opportunity
- good working partnerships and external links to widen participation in learning
- good quality improvement arrangements

#### Weaknesses

- incomplete quality assurance procedures in some areas

### Retail and commercial enterprise

#### *Warehousing and distribution*

#### *Strengths*

- good progress by learners
- excellent development of vocational and personal skills
- very good employee development specialist support
- outstanding support from employers
- good management of new training programme
- good reinforcement of equal opportunities and diversity issues

*Weaknesses*

- no significant weaknesses

**Preparation for life and work**

***ESOL***

*Strengths*

- particularly good development of learners' vocabulary and grammar skills
- good promotion of cultural and social awareness in learning sessions

*Weaknesses*

- insufficient use of initial assessment
- insufficient monitoring and evaluation of programmes

***Employability training***

*Strengths*

- good progression and achievement of qualifications
- good development of skills and confidence
- wide range of additional activities
- particularly good use of resources to help develop learning at many centres
- sensitive and responsive individual support

*Weaknesses*

- insufficiently specific target-setting
- slow development of vocational training

**Business administration and law**

***Administration***

*Strengths*

- good overall success rates for apprentices on administration programmes
- good overall success rates on Train to Gain administration programmes
- particularly effective partnership between employee development specialists and employers in the work-place

*Weaknesses*

- unsatisfactory overall success rates for advanced apprentices on administration programmes
- slow progress for apprentices

## ***Customer service***

### *Strengths*

- good overall success rates for apprentices in the East Midlands
- good learner support
- good development of skills by learners
- good promotion and reinforcement of equality of opportunity

### *Weaknesses*

- incomplete planning of learning

## **WHAT LEARNERS LIKE ABOUT TBG LEARNING LTD:**

- training on the job
- 'knowing what you have to do next'
- on line key skills work
- learning and being paid - 'working at your own pace and the fact that they don't put too much on you'
- staff listening, helping and treating learners like an adults - 'it's not like school - they help you and give you confidence'
- speaking and gaining confidence about in living in Britain
- the quality of education - 'it's stimulating my mind and teachers are funny'
- the way staff find time to help individual learners - no matter how long it takes they find time to help
- meeting so many people from so many countries
- time off from work to do the qualification - 'I will get a qualification and be somebody'
- excellent help from employee development specialists - they give you confidence that you can do it, 'she is like a friend'

## **WHAT LEARNERS THINK TBG LEARNING LTD COULD IMPROVE:**

- the way homework is explained - homework could be simpler
- the amount of advice learners on the ESF programmes receive on the types of job and training available
- less repetition in the written theory questions
- improve some aspects of accommodation

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 1**

#### Strengths

- good leadership
- very effective operational management
- very effective management information system
- very effective promotion of equality of opportunity
- good working partnerships and external links to widen participation in learning
- good quality improvement arrangements

#### Weaknesses

- incomplete quality assurance procedures in some areas

8. Leadership is good. The chief executive sets a clear strategic direction which is based on learner and market needs and Government priorities. TBG's directors meet regularly and hold productive away days to discuss strategy. The chief executive introduced a series of innovative senior monthly management meetings to tackle important but non-urgent issues as a way of improving managers' effectiveness. Strategic plans and ideas are then developed to deal with these issues in a more effective and efficient way. Managers are able to exercise autonomy over their areas of responsibility while maintaining a consistency for key practices and procedures. Appropriate management arrangements are tailored to suit the complexities in each learning centre. The company has developed diverse and appropriate programmes to meet local needs in a large number of geographical areas and learning centres. Extensive work is done at local management level when new centres are opened, ensuring good opportunities for development and maximising potential for growth.

9. Operational management is very effective. TBG has a detailed five-year strategic plan, a three-year plan and a one-year business plan. Operational management is carried out through a very effective meeting structure that responds well to changes in market needs and company performance. Monthly senior management meetings are used very effectively to review performance data and decide the way in which the provision is delivered. Managers hold meetings with their staff at least once a month. All staff are fully involved in discussions to review their performance, decide changes in the delivery of the provision and to support quality improvement. Communication within and between the management teams is particularly good. All staff fully understand the provision, the company's aims and objectives, market issues and how performance is measured. Staff effectively contribute their ideas on how to improve the provision. TBG produces well-designed newsletters, handbooks and information sheets to keep staff up to date with relevant issues. Each member of staff is given a company diary with essential information relating to the delivery of the provision. Laptop computers, mobile telephones and digital dictaphones are readily available for staff to use with learners. The intranet site is comprehensive and well designed and contains all the company paperwork, lesson plans,

course handbooks and other useful information. The intranet also enables learners and employers to give feedback to TBG.

10. The management information system is very effective. Developed over the past four years, it consists of very specific databases for each area of the provision. Very clear reports are generated every month for each team to review their performance and can be produced on demand for any other particular need. The management information is used well to identify trends and make decisions relating to the provision.

11. Management of resources is good. All centres are fit for purpose and are equipped with a variety of teaching aids. The new centre in Camden has been carefully selected to ensure it has good access and is close to local facilities. Information technology (IT) equipment is either up to date or currently being updated with the latest software. Resource requests from staff and learners have allowed modifications in teaching rooms and the purchase of new software.

12. Arrangements for literacy, numeracy and language support are satisfactory overall. Initial assessment is routinely carried out and learners' achievement of key skills is satisfactory. TBG has recently overhauled existing arrangements and produced a new strategy for Skills for Life, which is the government's strategy on training in literacy, numeracy and the use of language. However, managers do not monitor the effectiveness of the arrangements to identify and meet learners' additional support needs adequately across all centres and all areas.

13. Senior managers are involved with a wide range of partners. TBG has a good knowledge of changes in the sector and has identified new opportunities for learners. For example, it identified a requirement for increased construction training locally and now provides a painting and decorating course.

14. Staff reviews and continuing professional development are satisfactory. Staff reviews are well established and take place each year. Staff take part in continuing professional development and training needs are identified during the review process. Financial incentives are in place to encourage staff to gain relevant professional and teaching qualifications.

### **Equality of opportunity**

### **Contributory grade 1**

15. TBG has implemented a number of good initiatives to promote equality and diversity very effectively. An equality and diversity task group was established in December 2005. It produced a comprehensive equality and diversity report in May and a clear and detailed action plan with good links to the marketing and publicity task group. The report also contains useful analysis and comparative data about the profiles of learners and staff. TBG regularly monitors for equality and diversity and produces reports that are used to identify actions which effectively improve aspects of performance. Senior managers are provided with regular, well-illustrated and clear reports on aspects of equality and diversity, including the performance of different learner groups. Current data shows progression of black male learners has improved significantly from 33 per cent in 2004-05 to 75 per cent in 2005-06. All learners' achievements are celebrated extensively and at every opportunity. The number of learners from minority ethnic groups exceeds the local profiles in most TBG geographical areas and most centres. However, the profile of apprentices is below the local population in some employer division centres. Regular,

comprehensive and clear health checks are carried out by managers against specific best practice criteria. For example, targeted work is now being carried out to recruit more women in construction.

16. TBG has produced a calendar which is displayed in the form of a large poster to promote a different aspect of equality and diversity each month. For example, a global music month was held in August during which staff and learners celebrated the music of different cultures through planned activities. TBG further promotes each monthly topic by placing easily accessed links to relevant internet sites on the staff intranet. The intranet also provides learning centre staff with appropriate lesson plans to help them discuss these monthly topics with learners. However, lessons plans are not yet available for employee development specialists who carry out on-the-job training with apprentices.

17. TBG provides a wide range of diverse and appropriate publicity materials with good use of images to promote diversity. Managers customise some marketing materials using a good style guide to target particular groups. TBG pays careful attention to the language used and the images portrayed, using photographs of existing learners wherever possible. At induction, learners are provided with well-designed booklets on equality and diversity. These booklets contain a good range of relevant information and activities to ensure learners' understanding. A new equality and diversity booklet has been produced specifically for E2E. However, the language used in this and the other leaflets is too complex for some E2E learners.

18. TBG has established good working partnerships and external links to widen participation. Staff have developed good networks with other providers and relevant bodies. For example, in Brixton, staff have developed very good school links to promote the provision to younger learners. In introducing hair and beauty, learners are able to showcase their work at an exhibition in the local community. Work with minority ethnic communities has included a promotional display at a Sikh festival aimed at attracting business owners, employers and employees to the benefits of workplace apprenticeships. Following a competitive application procedure, one member of TBG's staff was awarded an apprenticeship diversity innovation grant to work with Birmingham Race Action Group to encourage learners from minority ethnic groups into apprenticeships. Information gained through the activities has been shared extensively across the company.

19. Overall, learners have a broad awareness and understanding of equality and diversity. However, a few of the apprentices are not fully aware of relevant issues and there is not enough monitoring or checking of learners' understanding during some progress reviews.

### **Quality improvement**

### **Contributory grade 2**

20. Quality improvement arrangements are good. Many of the quality assurance procedures have been in place for some time. There is a well-recorded continuous improvement cycle covering all aspects of quality improvement. This cycle and the procedures are communicated to staff in a number of innovative ways as well as on the intranet. New quality improvement standards have been introduced and are cross-referenced to the development plan and to the Common Inspection Framework. Targets are regularly reviewed against these standards at meetings. Actions taken to implement improvement are clearly recorded in detail in the quality improvement logs.

21. Many new quality improvement systems have been introduced. A good system to

visually record staff qualifications and to monitor continuing professional development has been implemented. Standardisation meetings are held regularly to ensure consistency of practice within and across different areas of learning. Useful workshops take place to share good practice. The observation of teaching and learning has recently been updated to include initial assessment, induction, and progress reviews. Individual learning plans have been recently updated in the employer division. TBG established task groups in September 2003 that are steering continuous improvement. These groups either work on specific tasks or meet regularly to monitor central issues such as equality and diversity, the management information system, marketing and customer service.

22. Company performance is carefully reviewed at directors' meetings and the provision is reviewed at team meetings. Through these meetings, decisions to expand areas of provision that are successful and to close areas of learning that are under-performing, are taken with ample discussion and careful scrutiny.

23. Good practice is shared effectively. Quality improvement champions of vocational areas have been appointed to identify and share information to promote good practice. The champions' meetings are regular and are carefully planned into the continuous improvement cycle. Much information from these meetings is shared well across areas of learning by e-mail.

24. Learners and employers provide valuable feedback online at any time. Feedback is also collected at specific times of the year and then collated and analysed every three months. Managers use it specifically to improve aspects of provision together with information gained at the 'learner voices' forum which is held at each centre every six weeks.

25. TBG's annual self-assessment process is thorough. The report is carefully reviewed each month at the team meetings. Operational managers run useful self-assessment workshops and development plan monitoring meetings with their staff. All departments and centres contribute effectively to the company's self-assessment report. The most recent self-assessment report was produced in July 2006.

26. Internal verification arrangements are satisfactory. However, there is currently a shortage of qualified internal verifiers in some areas. This has been identified by managers. One member of staff is due to complete their qualification and two other qualified internal verifiers have recently been appointed.

27. Quality improvement procedures in some areas are incomplete. Some observations of teaching and learning are over-graded with some observations being completed by staff who either are not specialists or do not have sufficiently relevant experience. Some data is not sufficiently analysed to accurately establish performance. Some course paperwork is not completed in sufficient detail.

## AREAS OF LEARNING

### Retail and commercial enterprise

### Grade 1

Contributory areas:	Number of learners	Contributory grade
<b>Warehousing and distribution</b>		<b>1</b>
Apprenticeships for young people	50	1
Train to Gain	18	1

28. Currently, 68 learners are on storage and warehouse programmes in the West and East Midlands. Fifty are apprentices on a one-year programme and 18 are on a six-month Train to Gain programme. All learners are employed before starting with TBG and all training and assessment is carried out in the workplace. Overall, 85 per cent of learners are employed by two employers.

#### **Warehousing and distribution**

##### *Strengths*

- good progress by learners
- excellent development of vocational and personal skills
- very good employee development specialist support
- outstanding support from employers
- good management of new training programme
- good reinforcement of equal opportunities and diversity issues

##### *Weaknesses*

- no significant weaknesses

#### **Achievement and standards**

29. Learners' progress is good. The programme began recruiting learners in 2005-06. Of the 59 apprentices who started on the new storage and warehousing programme, 50 are still in training and are making good progress towards completing their framework. The success rate for those learners who started on the Train to Gain programme is satisfactory at 78 per cent. Eighteen learners are still in learning and are making very good progress.

30. Learners develop excellent vocational and personal skills. They develop a very good understanding of health and safety issues relevant to working in a busy industrial warehouse. They work very well to ensure that workplaces are clean and safe. They also fully understand the business operations of their employers and how delays in one section can stop the production line. The programmes effectively improve learners' confidence and self-esteem. For example, one learner who is over 40 years of age has recently developed a detailed curriculum vitae. Most learners have few prior achievements, but now make good progress towards reaching their career goals. Learners develop good team-building skills and several have been appointed as, or are on training relevant to

becoming, team leaders. Employers acknowledge and celebrate the learners' contribution to the workplace and their increased motivation and pride in their work roles.

### **The quality of provision**

31. Employer support is outstanding. All employees, including temporary and older workers, are encouraged to take the qualification. Learners are given time off to complete work for their qualification and framework and to meet with employee development specialists. Job rotation is planned to enable learners to experience a wide range of tasks to develop and improve their skills. Working relationships between workplace supervisors and employee development specialists are very good. Employers celebrate success. For example, when the first intake of Train to Gain learners achieved the qualification, the employer bought them all new shirts and ties for a group photograph which is displayed in the warehouse.

32. Employee development specialist support is very good. Two employee development specialists are based on the shop floor of a factory at which 75 per cent of learners are employed. These employee development specialists work the same shifts as learners to ensure they can provide appropriate support as and when required. Other employee development specialists visit learners every two weeks with weekly visits for those who require additional support. All learners are provided with employee development specialists' mobile telephone numbers. Assessment by observation is carried out using a digital dictaphone. This enables employee development specialists to record full details of what they are observing. During feedback, learners are able to listen to the recording. This is particularly useful for those learners with additional needs, such as dyslexia, and enables them to cross-reference effectively the observations with their national vocational qualification (NVQ).

33. Assessment is satisfactory and meets awarding body criteria. Assessment takes place in the workplace. Observations are supported by guided discussion, paper-based evidence from the workplace and witness testimonies. Portfolios are satisfactory and provide an adequate record of learners' development.

34. Support for literacy and numeracy is satisfactory. All employee development specialists in the Midlands have been trained to level 2 in support for basic skills and deliver the support as required.

35. Progress reviews are satisfactory and are carried out by the employee development specialists in the workplace. Employers help set targets with learners and are fully involved in all aspects of the learners' training on a day-to-day basis. However, this is not always recorded appropriately during the reviews. Individual learning plans are not updated on a regular basis. Employee development specialists and learners use other paperwork to record progress and achievements. However, learners and employers are fully aware of their progress and training needs.

### **Leadership and management**

36. TBG took the decision to withdraw from retailing provision and to focus on the logistics sector. It now provides an appropriate qualification in storage and warehousing. TBG has recruited a number of staff who have very good industry knowledge and experience to work as employee development specialists. Most of these staff already hold

assessor qualifications. A programme of staff development to train new employee development specialists, which includes key skills, has been implemented. Newly recruited employee development specialists complete an effective induction that includes shadowing another employee development specialist for three weeks. Joint observations are carried out and then compared and monitored. New employee development specialists are then given a small caseload of learners.

37. There is good reinforcement of equality and diversity. Each month a specific topic is highlighted and staff and learners are provided with relevant information on specific equality and diversity issues, such as bullying and harassment, and disability. Employee development specialists use appropriate leaflets, handouts and scenarios to discuss and check learners' understanding of the topic.

38. Internal verification is satisfactory. An appropriate plan has been produced to ensure that all aspects of the assessment process are monitored. Employee development specialists and staff have a good understanding of the self-assessment process and report. They are fully involved in the company's quality improvement strategies. The self-assessment report is generally accurate, and a number of the weaknesses had been rectified by the time of the inspection. Staff have a good awareness of management decisions and are fully committed to the aims and objectives of TBG.

**Preparation for life and work****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>ESOL</b>		<b>3</b>
Other government-funded provision	80	3
<b>Employability training</b>		<b>2</b>
Entry to Employment	280	2

39. Currently, 280 learners are on TBG's E2E programmes in six centres. Learners can join the programmes at any time of year. Brixton has the largest E2E contract with 88 learners and Derby has the smallest contract with 30 learners. The centre at Brixton uses its own facilities to offer vocational training in painting and decorating, carpentry, business administration, nail and beauty therapy, and customer service to E2E learners. At the other centres, vocational training is mostly offered by external providers. Similarly, TBG uses external agencies for some of the training in social and personal development. All learners work towards literacy and numeracy and, where applicable, English for speakers of other languages (ESOL) qualifications from entry level to level 2. Nineteen learners currently attend a work placement. TBG has a designated E2E manager at its centre in Brixton. At each of the other learning centres, the centre manager is responsible for the E2E programme and works with a team leader for E2E. TBG established a task group for E2E in September 2003 consisting of all managers with responsibility for E2E. This group meets at least every two months to exchange ideas, share good practice and agree strategy and policy. Currently, 39 teaching staff work on E2E programmes.

40. The ESOL programme in scope for the inspection is a temporary and short-term project that started in February 2006 and will be completed by December 2006. The project accounts for approximately 3 per cent of TBG's current overall ESOL provision. The project takes place in five learning centres. The programme aims to help learners gain a qualification in ESOL and, where relevant, to help learners progress into further learning or gain jobs. Learners attend 14.5 hours a week for 16 weeks. TBG has an overall manager for the project. Managers of the five learning centres are responsible for meeting achievement targets and for the quality of the provision within their own centres. Nineteen full-time members of staff teach on the ESF programmes and about half of them also teach on TBG's other ESOL provision.

**ESOL***Strengths*

- particularly good development of learners' vocabulary and grammar skills
- good promotion of cultural and social awareness in learning sessions

*Weaknesses*

- insufficient use of initial assessment
- insufficient monitoring and evaluation of programmes

### Achievement and standards

41. Learners develop their vocabulary and grammar skills particularly well. Many learners significantly increase their vocabulary while on this short programme and build their confidence in using new words. They are keen to explore meanings and many learners increase their ability in using English dictionaries instead of relying on bilingual dictionaries that simply provide a translation. Staff set appropriately high standards of grammatical accuracy and most learners develop a good understanding of grammatical concepts, such as the use of tenses and word order in questions. Achievement rates are satisfactory. Of the 130 learners who have left the programmes, 65 per cent have achieved a qualification. TBG has identified that retention rates were poor on some of the earlier courses, but they are improving on the current courses. Attendance on some of the courses was satisfactory, but poor punctuality in some lessons was not sufficiently challenged.

The following tables show the achievement and retention rates available up to the time of the inspection.

Other government funded																	
Other government-funded provision	2005-06																
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	210	100															
Retained*	83	40															
Successfully completed	78	37															
Still in training	80	38															

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

### The quality of provision

42. The promotion of cultural and social awareness is a particularly strong feature of all programmes. Staff include learning activities that use learners’ diversity well to raise awareness of different cultural practices and values. Staff are particularly responsive to potentially sensitive issues in discussions and reading materials, such as newspapers. Jobsearch involves good explanations of the conventions required in this country for activities, such as writing speculative letters, and compiling a curriculum vitae. The health and safety courses provide useful training in everyday safety at work and at home in the United Kingdom (UK). Learners gain a good understanding of differences in customs in the UK and learners’ own countries. Many staff are also particularly skilled at providing interesting background to some of the words and phrases they teach. Learners enjoy these explorations of customs, traditions and history and many find this additional knowledge useful to help them understand television or radio programmes, films, or conversations in English in their communities or at work.

43. Teaching is satisfactory. Learning sessions are structured well and include an appropriate range of learning activities. Learners participate well and make good contributions to discussions and exercises. Staff provide very good explanations of grammatical items and vocabulary. Some learning activities are managed well, but most staff use exercises and worksheets too much and do not allow sufficient time for group work. Many learners do not have enough opportunity to practise speaking skills. Jobsearch includes a satisfactory range of activities, but some staff do not make sufficient

links between jobsearch activities and other parts of the programme when planning learning activities.

44. TBG provides satisfactory resources. Learning sessions take place in an appropriate learning environment, with some very useful grammar prompts and tips on colourful displays on the walls. Some centres provide good computing facilities, but the computers in some centres are too slow. Some learners make satisfactory progress in developing IT skills. Learners have access to a satisfactory range of jobsearch resources.

45. Staff make appropriate use of initial and diagnostic assessments to identify learners' overall levels of English to identify appropriate courses. However, some learners are working towards a qualification below their level in a particular skill. For example, some learners who are working towards an overall qualification at entry level 3 and have speaking skills at level 2, do not gain national recognition for this ability. Staff use initial interviews well to gather an appropriate range of information on learners' background and some of this information is transferred onto individual learning plans. However, staff do not use this information sufficiently to plan teaching and learning activities. Profiles of learners on a specific course are not sufficiently detailed, with little information on the learners' prior experience, their priorities for learning and why they have joined the course. Some schemes of work and session plans focus too much on developing reading and writing skills, when some learners in that class have identified that their priority is developing speaking skills. Staff do not match learning with learners' priorities sufficiently. Similarly, staff do not use the contexts of learners' interests and priorities, such as job or training aims, enough to plan learning.

### **Leadership and management**

46. TBG has used this ESF project appropriately to help fill the training need of short intensive ESOL courses in London. The project recruits well. Currently, the development of staff is satisfactory. Few of the staff who teach on the ESF project have a specialist qualification at level 4 in ESOL, but most are working towards appropriate qualifications or are planning to start a course in October 2006. Some of the staff who have experience of teaching English as a foreign language receive appropriate individual mentoring and support to help them develop their skills in teaching ESOL, particularly at the centre in Ealing. Arrangements for providing jobsearch are not sufficiently clear. The provision of jobsearch and careers advice is not available to learners at one centre.

47. The centre managers and teaching staff have reviewed and adapted some of the processes and paperwork for this programme effectively, particularly after the first courses. However, TBG does not monitor or evaluate the effectiveness of some aspects of the programme adequately. Staff are not given sufficient useful information on the performance of each course or learning centre. The process of observing teaching and learning sessions includes a good emphasis on learning and attainment, but records of observed sessions have too few judgements and the process is not sufficiently critical. Managers are not monitoring the quality of information on paperwork well enough. They have not picked out areas for development which were identified at inspection. Self-assessment is not sufficiently critical. However, the programmes were still at a very early stage of development when the self-assessment report was produced.

## ***Employability training***

### *Strengths*

- good progression and achievement of qualifications
- good development of skills and confidence
- wide range of additional activities
- particularly good use of resources to help develop learning at many centres
- sensitive and responsive individual support

### *Weaknesses*

- insufficiently specific target-setting
- slow development of vocational training

## **Achievement and standards**

48. Progression rates have improved since E2E started in 2002-03. The rates were good in 2004-05, at 58 per cent. In 2005-06, the potential progression rates are also good. Just over 43 per cent of the 444 learners who have left the programme have already progressed to further learning or employment and 72 additional learners are due to start a college course or an apprenticeship within the next two weeks. Two hundred and sixty-seven learners from that year are still on programme. However, as TBG has identified in the self-assessment report, too few learners take the apprenticeship route. The most recent analysis of learners' progression shows that 62 per cent of learners move into further education, 37 per cent achieve a job and only 1 per cent take up an apprenticeship.

49. The achievement of qualifications has also increased significantly, from 59 per cent in 2003-04 to 71 per cent in 2005-06. Many learners achieve a qualification for the first time in their lives while on E2E and their motivation often increases significantly. Most learners achieve at least one certificate in literacy, numeracy or ESOL and some learners progress quickly from entry level up to level 2. However, although a good proportion of learners achieve a vocational qualification or one related to employability, the range of qualifications available at most centres is too narrow.

50. Learners develop their personal, social and generic employability skills well on E2E. In particular, many learners develop a clear sense of purpose and improve their self-esteem significantly. They develop the skills and confidence required to communicate effectively in formal and informal settings and contribute well to discussions and projects. Learners are proud of their achievements, especially in their ability to work effectively in teams, as well as being motivated to complete a task independently. The development of learners' literacy and numeracy skills is at least satisfactory, although progress by some learners, particularly those working towards ESOL qualifications, is slow. TBG has identified that attendance is poor at some centres and has introduced an appropriate incentive scheme to help improve attendance rates.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Entry to Employment	2005-06		2004-05		2003-04												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	711	100	484	100	517	100											
Progression <sup>1</sup>	190	27	283	58	191	37											
Achieved objectives <sup>2</sup>	109	15	102	21	115	22											
Still in learning	267	38	0	0	0	0											

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

### The quality of provision

51. All learning centres offer a wide range of additional activities and provide a good variety of contexts for learning and development. TBG has developed particularly effective partnerships and links with a good range of relevant organisations. For example, in one area which has a high level of pregnancy among young women, TBG's staff work well with the National Health Service Trust which now provides well-planned monthly sessions on sexual health awareness. Good use is made of visits from local organisations such as the fire service, drug and alcohol services and local health organisations. Most learners receive good training in basic health and safety and first aid. TBG's staff arrange a particularly wide variety of projects and themed learning sessions. Visits to places of interest, local events and specialist venues, such as electronic music centres, are well managed. External providers have good expertise in their specialist areas and TBG's staff work well with these specialists and the learners to develop stimulating extended projects, such as producing sound tracks and writing lyrics. Internal projects are also planned well. The equality and diversity monthly themes offer a framework around which additional activities are organised. Displays in learning centres and articles and newsletters on the company's website are used well to share learners' experiences and their new skills and knowledge.

52. Many tutors make good use of resources and learning materials to develop learning. They successfully incorporate the use of computers with up-to-date software into learning activities. A few tutors use the new interactive white boards very effectively. Most learners develop their computing skills well and make frequent and effective use of computers, including the internet for research and jobsearch. Many members of staff are skilled at adapting the national E2E and Skills for Life learning materials effectively for their learners. Similarly, some members of staff successfully adopt a creative approach to planning learning. They make good use of media, such as film and newspapers to broaden learners' horizons, extend their knowledge and provide stimulating prompts for discussions. However, too much teaching is only satisfactory at some centres. Some tutors do not manage learning sessions well enough to take account of learners' different abilities, interests and levels. Some tutors rely too much on workbooks and worksheets that are often poorly photocopied and contain language that is too complex.

53. TBG's staff provide particularly effective individual support. They are skilled at identifying learners' personal and social needs and are very sensitive in the way they work to support them. Staff and learners develop mutual respect and learners respond well to

the staff's approach in treating them as adults. E2E learners and their designated key workers develop good strategies to help learners manage their personal circumstances or issues, including behavioural problems. Staff reinforce these agreed strategies throughout the learners' programmes, but they are very sensitive when referring to them in front of other learners or members of staff. Connexions' personal advisers contribute effectively to learners' support. They provide appropriate guidance, jobsearch and additional personal support. The aftercare learners receive once they have left the programme is managed effectively. Staff provide good support to help learners through the first few weeks at college or in a job and show a genuine interest in their progress.

54. Initial assessment is satisfactory. Learners take part in a wide range of assessment activities during the induction and staff use the findings appropriately to draw up a satisfactory record of learners' background, abilities and development needs. However, target-setting overall is not sufficiently specific. The outcomes of the initial assessments are not used effectively to identify specific progression routes or key objectives for each learner. Targets recorded on the E2E Passport focus too much on the achievement of qualifications, with insufficient attention to learners' personal and vocational priorities for development. Not all learners receive clear enough information about their intended progression route or exactly what they need to improve to achieve it. Short-term planning is not sufficiently specific to learners' individual needs. Many learners follow similar weekly programmes. Some of the targets set at reviews do not include enough activities for four weeks and some targets are too vague and do not link sufficiently to the learners' key objectives.

### **Leadership and management**

55. Many aspects of the E2E programme are managed well. The E2E task group reviews the provision effectively and is a useful forum for exchanging ideas between centres, resolving potential issues and sharing good practice. The new role of an E2E champion in each learning centre is also beginning to promote good practice. Managers use data well to review the programmes and monitor learners' progress. Arrangements for staff development are satisfactory. Staff performance is reviewed effectively and most staff attend a wide range of relevant internal and external courses.

56. TBG promotes equality and diversity very effectively and staff use the monthly themes, such as bullying and discrimination, well to reinforce their understanding and to challenge any assumptions they may have. The E2E equality and diversity workbook is comprehensive and includes a good range of interesting activities. However, the language in the book is complex and some learners find it difficult to use it on their own. Equality and diversity is not always reinforced effectively at progress reviews and records of discussions on this aspect of learners' programmes are not sufficiently meaningful.

57. Many of the quality improvement arrangements are good. Managers and teaching staff use self-assessment very effectively throughout the year to review the development of the programme and consult frequently with learners. Their approach is constructive and critical, and inspectors' judgements matched the weaknesses and most of the strengths in the report. Internal verification and observations of teaching and learning are satisfactory, but some staff who teach literacy, numeracy and ESOL do not receive feedback which is specific to their specialist subjects.

58. The development of vocational training has been slow. Currently, only the centre in

## TBG LEARNING LTD

Brixton provides an adequate range of vocational training. Most of TBG's other centres offer a narrow range of occupational areas that mostly cover retailing and warehousing and administration. TBG has identified this weakness, and although most centres have plans to extend the vocational strand of E2E, progress has been slow. Similarly, TBG provides too few opportunities for learners to attend work tasters or work placements. Currently, only 7 per cent of learners spend time in the workplace. These learners make good use of this experience of work and pick up useful and relevant skills, such as understanding how stock is managed and stored. However, their learning and development on work placements is not sufficiently planned or recorded. TBG does not have adequate systems for providing learners with a permanent record of their learning on work placement.

**Business administration and law****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Administration</b>		<b>2</b>
Apprenticeships for young people	77	2
<b>Customer service</b>		<b>2</b>
Apprenticeships for young people	336	2
Train to Gain	27	2

59. There are currently 77 learners in administration, of whom 20 are advanced apprentices and 57 are apprentices. No learners are currently on Train to Gain programmes, although the most recent programme, which finished in July 2006, involved 33 learners. All learners are employed and work in public and private sector organisations. Learners can join the apprenticeship programme throughout the year, but most enrol in the summer and early autumn. TBG business development managers promote the provision through Connexions, schools, employers and others agencies. Learners are visited regularly at work by one of the 13 TBG employee development specialists, who provide them with individual learning sessions, carry out assessments, and review their progress.

60. Currently, in customer service there are 336 learners, of whom 111 are advanced apprentices, 225 are apprentices. Twenty-seven Train to Gain adult learners are working towards NVQs at level 2. All apprentices are employed in businesses such as retailers and hotels. Learners complete all aspects of their training while at their place of work. There are 24 employee development specialists and five internal verifiers. Thirty-two learners have a declared learning difficulty and/or disability.

**Administration***Strengths*

- good overall success rates for apprentices on administration programmes
- good overall success rates on Train to Gain administration programmes
- particularly effective partnership between employee development specialists and employers in the work-place

*Weaknesses*

- unsatisfactory overall success rates for advanced apprentices on administration programmes
- slow progress for apprentices

**Achievement and standards**

61. Overall success rates are good for apprentices, at 64 per cent in 2003-04 and 75 per cent in 2004-05. The success rate for apprentices at the time of the inspection is 57 per cent. Overall success rates for Train to Gain learners are good at 92 per cent for the most recently completed programme.

62. Learners develop appropriate workplace skills and competences, such as the application of standard company procedures. One learner demonstrated particularly effective handling of enquiries while working in a busy reception.

63. Overall success rates for advanced apprentices are unsatisfactory. The success rates for 2003-04, 2004-05 and 2005-06 were 33 per cent, 36 per cent and 37 per cent respectively.

64. Some learners on apprenticeship programmes are making slow progress towards completing their framework. At the time of the inspection, 33 per cent of administration apprentices and advanced apprentices were not on target to complete their framework by their target date. In some cases, delays in the processing of portfolios, insufficient visits to learners at work, insufficient time for learners to work on their NVQ, TBG staff changes, absences and learners' unavailability have contributed to learners not making appropriate progress. The provider has now rectified many of these problems.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	6	67	50	33	28
		timely	4	25	30	0	16
	2004-05	overall	14	36	53	36	35
		timely	17	29	36	29	23
Apprenticeships	2003-04	overall	61	69	54	64	41
		timely	55	38	24	38	18
	2004-05	overall	56	75	57	75	48
		timely	64	52	33	52	28
Adult training (long courses)	2003-04	overall	8	75		0	
		timely	9	33		0	
	2004-05	overall	14	65		0	
		timely	19	22		0	

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

### The quality of provision

65. There are particularly effective partnerships between employee development specialists and employers. Apprentices are visited at work every two to three weeks and visits last for up to three hours. Employee development specialists keep the employer up to date on learners' progress and provide them with appropriate information and support. These specialists work very effectively with employers to plan and provide appropriate workplace learning and assessment. Visits are well organised and resources and learning materials are used effectively to support learning. Well-planned and well-implemented individual coaching and learning sessions are carried out during the visits. Employers are encouraged to give more time for apprentices to complete work for their qualification

between visits.

66. Initial assessment and induction are satisfactory. However, the written specification of the individual learning programme is not sufficiently clear. This has been identified by TBG and work is in progress to rectify it. Assessment is planned and carried out effectively. Learners collect relevant evidence and manage their portfolios well. Some learners carry out good work on projects and assignments.

67. Progress reviews involve employers and learners. They are carried out regularly and are recorded. In some cases, medium-term targets are not sufficiently detailed. Appropriate learning resources are available and used effectively.

68. Learners are given appropriate support and guidance. Many learners are employed in relatively small businesses and this places some constraints on progression. TBG has identified the need to help employers understand how learners can progress. Employee development specialists provide relevant materials and guidance to help them provide their learners with better support and to help them progress.

### **Leadership and management**

69. Employee development specialists meet as a team to implement improvements. One member of the team, who is designated as an area of learning champion, co-ordinates the sharing of good practice and the development of resources. Learners' progress is monitored effectively, and staff have targets which are reviewed by managers.

70. The provider has experienced difficulties in implementing appropriate arrangements for the technical certificate. For example, the assessment process to support the technical certificate is not yet in place. For new learners this has had little effect on their progress. However, some learners have not yet been assessed as the technical certificate was introduced late in their programme. The use of online testing for the technical certificate was not in place at the time of the inspection, although it was for key skills.

71. Equality and diversity are covered well at induction. Employee development specialists regularly discuss and review relevant issues with learners at work using effective support materials and case studies. Staff are involved in the self-assessment process, which is a regular feature of the team meetings and improvement planning. The self-assessment report is generally accurate. Inspectors identified that two of the strengths in the report are no more than normal practice. One of the weaknesses was the same as that identified by inspectors and an additional weakness was identified.

### **Customer service**

#### *Strengths*

- good overall success rates for apprentices in the East Midlands
- good learner support
- good development of skills by learners
- good promotion and reinforcement of equality of opportunity

### *Weaknesses*

- incomplete planning of learning

### **Achievement and standards**

72. Success rates are good in the East Midlands, at 62 per cent for advanced apprentices and 63 per cent for apprentices. This is considerably higher than the average rate for the whole of TBG, which stands at 45 per cent for advanced apprentices and 49 per cent for apprentices. Approximately half of the customer service apprentices are based in this region. Overall success rates across all centres are satisfactory. Apprenticeship success rates improved from 44 per cent in 2003-04 to 60 per cent in 2004-05. However, the success rate for the current year is 49 per cent. Likewise, although advanced apprenticeship success rates improved from 50 per cent in 2003-04 to 66 per cent in 2004-05, the success rate for the current year is 45 per cent. The success rate for Train to Gain learners is currently satisfactory at 74 per cent.

73. TBG experienced a high level of leavers in 2005-06 through learner redundancies and dismissals in some of its regional centres.

74. The development of skills is good. Learners increase their self-confidence and self-esteem. They assess their own progress and implement ways to improve their own skills. For example, one learner carried out a customer survey. Following recommendations from this survey, the learner's employer implemented improvements to its service. Learners develop a good understanding of their roles. They develop appropriate skills to deal with challenging situations such as complaints. Many learners have been promoted after completing their qualification. Some advanced apprentices provide apprentices with appropriate support in the workplace.

75. Learners make satisfactory progress towards the completion of their qualifications. Employee development specialists closely monitor the progress of learners towards the achievement of all the elements of their frameworks. When slow progress is identified, the frequency of assessment visits is increased and additional support is provided.

76. Generally the standard of portfolios is satisfactory. Most portfolios are organised well and learners take pride in their work. However, there is not enough use of witness testimony to record some workplace evidence.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	12	75	39	50	23
		timely	11	36	25	18	14
	2004-05	overall	29	69	41	66	27
		timely	29	62	31	59	19
Apprenticeships	2003-04	overall	124	54	47	44	33
		timely	125	28	25	18	17
	2004-05	overall	181	62	56	60	44
		timely	203	49	38	48	30
Adult training (long courses)	2003-04	overall	27	84		0	
		timely	17	63		0	
	2004-05	overall	57	92		0	
		timely	40	57		0	

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

### The quality of provision

77. Employee development specialists provide learners with good support. Employee development specialists are well qualified and are vocationally very competent. They give learners good feedback during assessments and progress reviews. Employee development specialists visit learners frequently in the workplace and ensure that visits meet learners' and employers' needs by visiting at appropriate times according to shift patterns. They provide good advice on collecting and recording evidence. Employee development specialists also provide good personal support. Most employers allow learners time off work for training. Although the employers are not present at progress reviews, they provide comments on learners' progress. A new assessment system has recently been implemented.

78. Support for learners who have additional needs is satisfactory. Learners receive additional support and individual coaching, but there is not enough specialist additional support. Learners' additional needs are not always identified on individual learning plans. Some support is not appropriate. For example, one employee development specialist carried out all the reading and writing for a learner who has dyslexia. Previously, some learners did not complete an initial assessment, but this has now been rectified.

79. Induction is satisfactory. It effectively covers health and safety, information about the NVQ, the technical certificate, equality of opportunity and assessment. Learners have a good recall of their induction.

80. The use of learning resources is satisfactory. All employee development specialists have access to laptop computers, digital cameras and digital dictaphones to help them carry out training and assessment. However, these resources are not consistently used by all employee development specialists. Handouts and learning materials are generally

good. The provider developed a helpful technical certificate resource book and this is given to all learners. However, it does not make good use of illustrations and it is not suitable for those with literacy needs.

81. The training programmes are relevant to learners' job roles. Learners are offered a range of optional units to meet the requirements of the workplace.

82. The planning of learning is incomplete. Some employee development specialists only record the training provided by the employer after it has taken place, rather than using it to set targets during progress reviews. Target-setting is not always effectively recorded. Most targets are short term and there are few relevant long-term targets. Some employee development specialists do not have an accurate record of the training given by employers. For example, one employee development specialist did not know that a learner had already received comprehensive training from the employer on a topic required for the technical certificate. There are no records of additional qualifications achieved by learners in the workplace. In some cases the accreditation of prior learning is not identified effectively to aid planning. The skills assessment section on individual learning plans does not generally reflect learners' competences. For example, the skills assessment for one learner who had no prior customer service experience did not identify any training needs. The provider is fully aware of these weaknesses in planning and has implemented significant changes to the learning plans to rectify these aspects.

### **Leadership and management**

83. The promotion and reinforcement of equality of opportunity is good. Relevant issues are covered in detail at induction. Each month a specific topic is discussed with learners through very effective use of relevant leaflets and activities. Some employee development specialists encourage learners to share information, such as access to confidential helplines, with their work colleagues. Employee development specialists use a bank of questions to check learners' understanding of equality of opportunity and some adjust these questions to ensure that they are relevant to learners' work. Learners have a good understanding of the appeals process. Employers receive information on equality of opportunity and their responsibilities.

84. Staff appraisal and staff development are adequate. There are structured individual meetings with staff to discuss targets and learners' progress. Staff complete two appraisals each year to review and set performance targets and produce an individual development plan. There is good involvement of staff in the quality improvement process. Staff participate well in task groups, become champions of an area of learning, and share best practice. Several new policies and procedures have recently been introduced, but it is too early to judge their effectiveness. Some improvements have recently been made to internal verification, such as more sampling of learners' portfolios and the creation of regional internal verifier posts. An internal verification plan is now used effectively to monitor targets.

85. Staff are effectively involved in the self-assessment process. They attend meetings to discuss strengths and weaknesses. Some staff also help to produce the development plan, which is monitored and updated on a regular basis. The self-assessment report is sufficiently evaluative. However, inspectors identified that some strengths are no more than normal practice.

