

Quality and Standards in Post-16 Education and Training in Wales

A Report on the Quality of Work-Based Learning and Jobcentre Plus Programmes

in

Llanelli Rural Council Training

February 2007

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

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- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of Jobcentre plus.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

As part of a six-year (2004-2010) national programme of inspections of all post-16 providers in Wales, Llanelli Rural Council Training (LRCT) was inspected in February 2007. The purpose of the inspection programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of work-based learning and Jobcentre Plus Programmes, and the learning options available.

All inspections conducted under this programme apply the following principles:

- the use of a common inspection framework across all sectors of education and training in Wales;
- an emphasis on the provider's self-evaluation of its work;
- the involvement of a provider's nominee who works with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 12 to 16 February 2007. A team of Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by the Welsh Assembly Government, undertook the inspection. The team included additional inspectors and peer assessors released from other work-based learning providers in Wales.

The inspection team was required to report on standards achieved by learners, the quality of education and training provided, the provider's quality of leadership and management and to judge if it provides value for money.

Grade descriptors

The five-point scale used to represent the inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

The Learning and Skills Act 2000, requires the provider to prepare a written statement of the action that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.

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Context

The nature of the provider

- 1 Llanelli Rural Council Training (LRCT) is Llanelli Rural Council's training department. Located in Llanelli, it delivers a range of publicly funded training programmes and initiatives such as the Learner Work Project¹ across south-east and west Wales. LRCT also works in partnership with other local training providers to deliver the 'Newydd' project that helps economically inactive people back into work.
- 2 LRCT provides work-based learning in the following areas:
 - Transportation: Road Freight Haulage (Logistics);
 - Road Passenger transport;
 - Foundation for Work;
 - Construction Plant Machinery;
 - Security;
 - Business Administration; and
 - Information Technology.
- 3 The table below shows the number of learners in the learning areas inspected.

	Transportation	Foundation for Work
Number of learners	75	41

Types of inspection

- 4 There are three types of inspection available to Estyn for providers of work-based learning. These are full, standard and short inspections.
- 5 The designation of a particular type of inspection is based on clear criteria that determine the level of risk presented by the provider. The criteria are set out in the Work-Based Learning Guidance Handbook on the Estyn website (www.estyn.gov.uk). As a result of the application of these criteria, Estyn identified that LRCT required a standard inspection.
- 6 During a standard inspection, inspectors evaluate and report on:

¹ The Learner Work Project was a pilot project funded by the Welsh Assembly Government to up skill people employed in the Transport Industry to National Vocational Qualifications at level 3

- all seven key questions across the provider; and
- half of the learning areas which have significant learner numbers.

7 The learning areas for the inspection of LRCT are:

- Engineering and Manufacturing Technologies: Transportation; and
- Preparation for Life and Work: Foundation for Work.

The provider's priorities and targets

8 LRCT has a mission statement to 'become an outstanding training provider in work-based learning'. Its key priorities are:

- to deliver Welsh National Assembly Government funded training programmes successfully;
- to develop, promote and deliver high quality and sustainable training opportunities for learners, employers and the wider community;
- to deliver training programmes within the 14-19 Pathways successfully; and
- to maximise the work-based learning contract to ensure growth.

Summary

Table of grades awarded

9 The inspection team judged the provider's work as follows:

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

10 The standards achieved in each of the learning areas inspected are as follows:

Learning area	Inspection grade
Engineering and Manufacturing Technologies: Transportation	2
Preparation for Life and Work: Foundation for Work	1

Standards

11 Overall, standards of achievement in both learning areas inspected are very good or outstanding. Almost all learners achieve very good occupational skills and knowledge. All learners attend training sessions and their work placements regularly and understand the importance of punctuality at work. In a minority of cases, learners are not fully aware of the value of key skills and how they will help them in the world of work. In both learning areas, learners gain a very good range of additional qualifications.

12 In Foundation for Work outcomes for learners are outstanding. Most learners make good or very good progress and achieve the goals in their individual learning plans. They develop their vocational skills in good quality work placements.

- 13 In Transportation, outcomes for learners in the current year have improved over the last three years, particularly in framework completions. Learners' standards of work overall are very high.

The quality of education and training

- 14 Overall, teaching, training and assessment in both areas inspected are very good. Training staff plan their sessions well and set clear objectives. The majority of employers provide very good on-the-job training and link this well to NVQ assessments. Assessors agree targets with learners and plan their assessments well. Relationships between learners, assessors and employers are very good.
- 15 LRCT provides good opportunities for training in transport and associated industries. In many cases, learners who are unemployed gain qualifications and driving licences that are for these jobs. LRCT works particularly well with the sub-contractors who provide driver training. The provider's arrangements for the delivery of basic and key skills are very good. All learners develop their key skills through activities linked to their work.
- 16 The Welsh Language scheme of the Llanelli Rural Council does not fully meet the needs of LRCT. It does not include any targets for increasing the use of the Welsh language in training. However, in spite of this, the provider has taken many good actions to meet the needs of bilingual learners.
- 17 The quality of care, support and guidance provided by the LRCT for learners is very good. All learners undertake effective basic skill diagnostic assessments. They receive comprehensive induction to their learning programmes. Training provider staff support learners in their training very well. LRCT works effectively with a wide range of external agencies to provide support services for learners.

The quality of leadership and management

- 18 Overall, leadership and management are very good. LRCT has a strategic plan which sets out its aims and objectives to 2010. The plan takes good account of the Welsh Assembly Government's priorities for work-based learning and the south and west Wales regional statement of needs and priorities. Llanelli Rural Council's members receive regular reports about the performance of its training department. They are particularly supportive in the celebration of learner success.
- 19 All managers evaluate and improve quality and standards well. They have a strong focus on quality improvement. The provider has a clear and appropriate framework for self-assessment and quality management. Staff follow the provider's quality procedures well and they generally understand their roles in self-evaluation. However, the provider does not have a comprehensive document that underpins quality improvement, or informs and guides staff about all of its quality improvement processes.

- 20 All managers use self-assessment reports and quality development plans effectively to evaluate and improve training. They regularly monitor, review and update the quality development plan. Managers use staff meetings well to discuss progress and achievement of action points and to identify further action needed to secure improvement.
- 21 Overall, resources for training are good. All training staff are suitably qualified and experienced. LRCT managers and staff have a strong commitment to and participate well in staff development. Accommodation at all of the provider's training centres is generally of a good standard. Most learners' workplaces are of good quality. All learners have access to good quality learning resources at the provider's training centre. LRCT has undertaken a comprehensive audit and produced a detailed action plan that identifies adjustments that it could make to improve access to its buildings for learners with additional needs. However, progress towards completion of all the recommendations in the audit has been slow.
- 22 The provider makes good use of its resources to deliver work-based learning. Overall, Llanelli Rural Council Training gives good value for money.

Recommendations

- 23 In order to improve the delivery of its work-based learning programme Llanelli Rural Council Training needs to:
- R1 put in place well documented plans that underpin quality systems so that all staff fully understand their roles in bringing about quality improvement;
 - R2 make sure that all learners are fully aware of the value of key skills in the workplace;
 - R3 update its Welsh Language Scheme to make sure it includes targets for the development of learners' bilingual skills; and
 - R4 action the recommendations in the buildings Disability Discrimination Act audit as soon as possible.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 24 The standards achieved by learners in foundation for work are outstanding. In transportation they are very good.
- 25 Standards of achievement in the sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	55%	25%	0%	0%

- 26 Overall, standards achieved in each of the areas inspected are as follows:

Inspection areas	Grades
Engineering and Manufacturing Technologies: Transportation	2
Preparation for Life and Work: Foundation for Work	1

Success in attaining agreed learning goals

- 27 In transportation, the majority of learners gain their full qualification framework. In foundation for work, almost all learners attain their full individual learning plan. Very few learners leave their training programme without gaining a qualification, a job or both. In both inspection areas, learners gain additional qualifications such as, fork lift truck licences and computer-based qualifications.

Progress in learning

- 28 Most learners in both inspection areas make very good progress towards achieving their goals. There has been significant progress in learner's attainment of full qualification frameworks. Almost all learners demonstrate very good practical skills in the work place.
- 29 Most learners achieve their key skills early in their training. In many cases, learners develop their key skills through well-planned vocationally-related assignments. However, in a very few cases, learners are working towards key skills at too low a level.

Development of personal, social and learning skills

- 30 Most learners' attendance and punctuality are good. They are enthusiastic and motivated to learn. On the foundation for work Skillbuild training programme, learners quickly gain confidence and self-esteem. They develop good independent living skills as a result of their training.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features with no important shortcomings

- 31 Overall, teaching, training and assessment in both areas inspected are very good.
- 32 The quality of teaching, training and assessment in the sessions observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	52%	44%	0%	0%

- 33 All training staff and assessors use a wide range of good training and teaching activities. They involve learners fully in their learning and assessment. Staff produce good quality training materials, and use them well in their sessions. Employers provide good on-the-job training session that link well to the training and assessment that takes place at all of the training centres.
- 34 All training staff expect high standards from learners. Staff provide learners with clear aims and objectives. Staff are enthusiastic and inclusive in their approach in delivering learning. They demonstrate good subject knowledge and use a good mix of materials and methods to encourage learners to participate.
- 35 In Transportation, assessors challenge learners well and agree targets for the completion of work before their next visit. All learners collect evidence and record their progress very well. Learners complete the underpinning knowledge elements of their qualifications well.
- 36 In Foundation for Work, training staff plan and provide a wide range of flexible learning programmes. These help learners gain good work-related skills. Trainers set small achievable targets that encourage learners to succeed.
- 37 In both Transportation and Foundation for Work there are very good working relationships between staff and learners. Learners benefit from the very good support of well qualified and competent assessors and field officers. In transportation, there are particularly productive links with other training providers who provide expertise and support. However, in a few cases, employers are not fully aware of the progress learners make towards their goals.
- 38 Overall, internal verification and assessment practices are rigorous and meet awarding body standards. Staff assess learners frequently and assessors meet regularly to standardise assessment practice. In both learning areas, staff use a variety of very good assessment methods, such as written evidence, discussion, observation in the workplace, photographic evidence and witness statements.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 39 LRCT provides good training opportunities that meet the needs of many learners in the transport, logistics and associated industries, and in foundation for work. They encourage learners who are unemployed to achieve relevant skills, licences and qualifications which help them to gain jobs in these industries. All learners also have good opportunities to gain theoretical knowledge through computer-based learning programmes, for example in preparation for theory tests in driving large vehicles. Learners on Skillbuild programmes also undertake a wide range of appropriate Learn Direct units, such as computer skills.
- 40 LRCT's new bilingual website provides a useful directory of the main training qualifications that it offers. It contains informative news stories on the successes of previous learners.
- 41 LRCT works well with a wide range of other agencies in the public, private and voluntary sectors to meet the needs of learners in disadvantaged communities who find it particularly difficult to get jobs.
- 42 There are effective working relationships between LRCT and employers. As a result this means that learners on the Skillbuild programme have appropriate and timely opportunities for work experience. The provider matches the needs of learners and employers well.
- 43 LRCT also has an effective partnership with sub-contractors who provide specialist practical training such as driving large vehicles and forklift trucks. As a result, learners are able to do their practical driver training and tests when they are ready.
- 44 LRCT's arrangements for the delivery of basic and key skills are generally good. Wherever possible, learners on Skillbuild and modern apprenticeship programmes develop these skills in relation to their job roles. For example, learners on the transport route use data from tachographs to develop application of number skills. All learners undertaking the personal development course on the Skillbuild programme achieve four key skills at level 1 through relevant and topical tasks. All of the learners on Skillbuild Plus programmes develop their key skills through work experience placements. However, a minority of learners do not have enough opportunities to extend their skills to the levels which meet their ability.
- 45 LRCT actively encourages women to consider training in the transport industry. A few women are doing foundation modern apprenticeships, particularly in road passenger transport. The provider's recent initiatives include a qualification option in logistics in the plans for 14-19 Learning Pathways in the local area.
- 46 The Welsh Language scheme of the Llanelli Rural Council does not fully meet the needs of LRCT. It does not include any targets for increasing the use of the Welsh language in training. However, in spite of this, the provider has taken many good actions to meet the needs of bilingual learners. Welsh language training courses are

offered to all LRCT staff and they have developed Welsh language materials for reviews and induction.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 47 Overall, the quality of care, support and guidance for all learners is very good. LRCT, sub-contractors and employers provide very good supportive environments for learners.
- 48 LRCT's staff work effectively with Careers Wales and Jobcentre Plus staff in marketing training provision to unemployed learners. However, the LRCT website and other marketing materials do not give enough detailed information about how training can help unemployed learners gain qualifications, skills and jobs.
- 49 LRCT staff undertake effective diagnostic assessments with all learners to identify their basic skills needs. These diagnoses are accurate and place learners on appropriate levels of key and basic skills qualifications. The basic skills tutor provides very good support.
- 50 LRCT delivers a well planned and interesting induction programme to all learners. The induction includes thorough health and safety, equal opportunity and diversity awareness training. Learners enjoy their induction programme and understand the implications of what they learn.
- 51 All staff carry out regular visits to review learner progress. Review documentation is detailed and learners understand what they have to do for the next visit. In general employers take part in the review process and are keen to be involved in how the learner is getting on.
- 52 The provider has an appropriate range of policies relating to the care, guidance and support of learners. A policy on child protection and vulnerable adults is in place with a designated person responsible for safeguarding children and vulnerable adults.
- 53 Achievement rates for learners with disabilities are very good. Of the disabled leavers in the period from August 2005 to July 2006, 97% achieved one or more qualifications. Seventy-three percent of disabled learners fully completed their individual learning plans.
- 54 The provider has extensive links with other agencies that offer a wide range of appropriate care and support to learners. As a result, LRCT has obtained additional support to assist deaf learners and those with dyslexia. Provider staff work particularly well with Jobcentre Plus staff and other agencies in dealing with financial and other difficulties that unemployed learners may encounter.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

- 55 Over the last three years LRCT has restructured its management team. This has resulted in the appointment of a Deputy Clerk to Council and a Training Manager. They have responsibility for the strategic and operational aspects of the business. These devolved responsibilities have improved the day-to-day running of the department, and as a result learners' attainment has improved significantly.
- 56 LRCT has an appropriate mission statement. The Deputy Clerk to the Council and Training Manager provide clear direction in relation to the strategic and operational direction of the work-based learning provision. The council has recently formed a Learning and Development Consultative Committee to monitor and review the work of LRCT.
- 57 The Deputy Clerk to Llanelli Rural Council produces an annual service plan specifically for LRCT. This plan is aligned to meet the key objectives and core values of the Council's overarching strategic plan. LRCT has produced a strategic document that sets out the key aims and objectives for its work-based learning provision to 2010. The plan takes good account of the Welsh Assembly Government priorities. The main aims of the plan focus on compliance, learner attainment and developing the commercial business. The provider is currently developing a business plan for 2007 that will replace the service delivery plan.
- 58 LRCT has an effective reporting system. The management team report to Llanelli Rural Council members at the Council's Policy and Resource and Finance committees on a monthly basis. They also report to the Council's Learning and Development Consultative Committee bi-monthly. These meetings focus on strategic and operational issues faced by LRCT.
- 59 Communication in LRCT is very good. The culture is open and honest. The provider holds staff meetings at all levels to discuss its performance against its contract targets and to review learners' progress. Managers hold team meetings on an informal basis to deal with issues that arise with learner's progress or attainment.
- 60 All managers set clear and realistic team targets for all staff. The targets focus clearly on improving the progress of learners and making sure they achieve all of their goals. Staff are enthusiastic and very committed to making sure all learners meet their goals.
- 61 The provider has an effective appraisal system for all staff. Staff have an annual appraisal and a six monthly interim review. The appraisal incorporates training and development needs and sets targets for staff to improve learners' attainment of full framework qualifications and key skills. In a minority of cases targets are not always specific enough.

- 62 The provider has an appropriate range of policies and procedures in place. These relate to learner recruitment, individual learning plans, progress reviews, health and safety and key skills. Staff understand the policies and use them well. The Deputy Clerk to Llanelli Rural Council updates and reviews all policies annually.
- 63 The provider takes good account of the Welsh Assembly Government's initiatives and the south-east and west Wales's regional statement of needs and priorities that relate to education and training. The Deputy Clerk to the Council is involved in many local and national initiatives such as 14 to 19 networks, developing the learning coach and the National Training Federation for Wales.
- 64 The provider has an effective work placement health and safety vetting and monitoring system. However, staff do not keep all the documentation in one place. This makes it difficult for staff to locate the relevant paperwork when visiting work placements.
- 65 The Llanelli Rural Council members responsible for LRCT have a good understanding of the work-based learning provision. Council members receive regular updates on its financial and contractual performance from LRCT's management team. However, they do not always receive enough information about learner's progress and attainment of qualifications. Council members visit the training centre regularly and often celebrate the success of learners by attending events to present certificates.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 66 The provider has a clear and appropriate framework for self-assessment and quality management. It produces an annual self-assessment report that evaluates all key questions in Estyn's Common Inspection Framework. All staff have good opportunities to contribute to, and comment on, the self-assessment process and report.
- 67 The self-assessment report is honest and clearly identifies strengths and areas for improvement in each of the key questions. However, parts of the self-assessment report are too descriptive and not evaluative enough.
- 68 The provider's quality development plan has clear action points that address all of the shortcomings identified in its self-assessment report. Generally, the plan does not include enough measurable targets. Managers do not routinely prioritise their targets for improvement.
- 69 All managers encourage staff to evaluate their training practices. Staff follow the provider's quality procedures well and they generally understand their roles in self-evaluation. However, the provider does not have a comprehensive quality handbook that incorporates all of its quality procedures. This means a few staff do not always fully understand their roles in bringing about improvement.

- 70 All managers use self-assessment reports and quality development plans effectively as working documents to help evaluate and improve training. They regularly monitor, review and update the quality development plan and include new action points arising from quality monitoring activities, such as issues identified in the provider's performance reviews.
- 71 All managers include quality issues such as self-assessment, measurement of performance and improvement of teaching and learning as standing agenda items in the monthly staff meetings. Managers use these meetings well to discuss progress and achievement of action points and to identify further action needed to secure improvement.
- 72 All managers measure the provider's performance against its contractual targets well. They produce regular, detailed performance reports on achievement of contract targets and learners' performance. They have started to monitor and analyse more effectively the performance of individual learners against framework and NVQ attainment. Managers also make good use of a wide range of internal quality audits, such as peer observations and management assessments to measure how well they are performing and to identify weaknesses in training activities.
- 73 All managers regularly collect the views of learners and employers. Learners have good opportunities to feedback, formally and informally, on their learning experiences. Managers analyse the results of these surveys and use the information well to inform quality development and improve learners' experiences. However, they do not always formally record these activities. In a few instances, the sample of responses is sometimes too small to be sufficiently representative of learners' or employers' views.
- 74 Overall, managers evaluate and improve quality and standards well. They focus very well on quality improvement and are committed continuous improvement in all areas of training. They know what they need to do to secure improvement and they communicate this effectively to staff. However, they do not have a clear, formal and cohesive development plan that incorporates and identifies all areas that they have targeted for action.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 75 LRCT employs enough suitably qualified staff to deliver its training programmes. Managers and staff have a wide range of technical and practical experience and qualifications in their specialist areas. A few of the provider's training advisors can work bilingually. LRCT uses a wide range of suitably qualified and experienced contractors to deliver specialist training in learning areas where it does not have its own resources. These programmes include large goods vehicles (LGV) and forklift truck driving.
- 76 The providers' managers use the council's procedures well for the recruitment and selection of staff. All LRCT staff have clear job descriptions that appropriately reflect their work roles and responsibilities.

- 77 The induction programme for new staff is reasonable. All new staff take part in a comprehensive Llanelli Rural Council induction programme. This programme gives them a useful introduction to the way the council works. However, LRCT does not formally induct new staff into the way the training department works.
- 78 LRCT is committed to staff development. All LRCT staff have good access to a wide range of continuous professional development (CPD) activities. Managers use appraisal meetings effectively to discuss and document staff development and support needs. Many staff access the good training opportunities which are available to them. When managers or staff identify a training need, LRCT generally responds quickly and arranges suitable training. Managers maintain useful up-to-date CPD logs. These logs clearly record the wide range of training activities undertaken by many of the providers' staff.
- 79 LRCT is effectively supporting managers and staff to do further training to improve their skills in delivering training in Welsh. All staff attend weekly off-the-job training sessions to learn to speak Welsh.
- 80 LRCT has three centres for the delivery of off-the-job training, in Llanelli, Cwmgwilli and Machynys. Accommodation at all the training centres is generally of a good standard. Training rooms and staff offices are well maintained and decorated. Furniture is of a satisfactory quality. LRCT has undertaken a comprehensive audit and produced a detailed action plan that identifies adjustments that it could make to improve access to its buildings for learners with additional needs. However, progress towards completion of all the recommendations in the audit has been slow.
- 81 Training and learning resources are good in the provider's three training centres. Information and communications technology equipment and computer software are of a good standard. Many learners have access to a wide range of other resources at sub-contractors' training centres. These include, a specialist forklift truck training and LGV driver training facility. There is a good range of learning resources for basic skills support. The variety of resources effectively helps to develop many learners' independent learning skills.
- 82 Most learners' workplaces are of good quality and learners develop their practical skills and theory knowledge of their learning area.
- 83 Managers effectively manage the budget for the training department. They make efficient use of human, financial and other resources. Managers and council members regularly review key aspects of the provision and effectively consider the costs and viability of each learning area.
- 84 With the very good outcomes for learners, the good resources for training and its sound financial management, LRCT gives good value for money.

Standards achieved by learners in the areas inspected

Engineering and Manufacturing Technologies: Transportation

Grade 2: Good features and no important shortcomings

Summary of provision in Transportation

- 85 At the time of the inspection, there were 75 learners following the Transportation training programme. Fifty-seven of these learners were on the Modern and Foundation Modern Apprenticeship programmes and 18 were on the Skillbuild Plus programme.
- 86 At the time of the inspection there were 75 learners following the Transportation route. Fifty-seven of these learners were following apprenticeship programmes.
- 87 The numbers of learners currently on the different programmes are shown in the table below:

	Foundation Modern Apprenticeship	Modern Apprenticeship	Skillbuild Plus
Number of learners in training	48	9	18

- 88 The qualification frameworks for learners on the Foundation Modern Apprenticeship at NVQ level 1 or 2, the Modern Apprenticeship NVQ level 3, and Skillbuild Plus, include key skills at the levels indicated in the tables below.

Qualification Framework	Application of Number	Communication	Information Technology
Foundation Modern Apprenticeship in Transportation	1	1	1
Modern Apprenticeship in Transportation	2	2	n/a

Qualification Framework	Application of Number	Communication	Working with others	Improving own learning
Skillbuild Plus Transportation	1	1	1	1

Success in attaining agreed learning goals

- 89 All learners' attainment has improved significantly over the three year period from 2004 to 2007. During this period almost all learners left with a qualification or a job. Between August 2006 and January 2007 learners' attainment was very good. Many learners gain their driving licence that helps them to secure employment.
- 90 From August 2005 to July 2006, 85% of the Skillbuild Plus leavers, 100% of the Foundation Modern Apprenticeship leavers, and 60% of the Modern Apprenticeship leavers attained their full individual learning plan or qualification framework.
- 91 From August 2006 to January 2007, 77% of learners attained their full individual learning plan or their target qualification. Sixty-three per cent secured employment in the transport occupational area.
- 92 Almost all learners have good and often very good, understanding of their underpinning knowledge. All learners demonstrate high standards in their work placements.
- 93 The majority of learners successfully complete key skills qualifications as part of their agreed framework. These learners attend formal key skills workshop sessions at the training centre. Key skill evidence comes from naturally occurring occupational evidence in the workplace. Training staff deliver key skills using independent learning workbooks with a focus on the occupational area.
- 94 Many learners have the opportunity to complete additional qualifications such as, manual handling award, a forklift licence, large goods vehicle and passenger carrying vehicle licences. All learners benefit from the good opportunities in all the training routes to complete additional qualifications. Staff plan training very carefully to meet the employment and learning needs of individual learners. As a result, the number of Skillbuild Plus learners that secure employment is very high.
- 95 All learners on the foundation modern apprenticeship programme undertake a useful tachograph course. This helps them to understand the rules and regulations for driving large goods vehicles. Learners under the age of 21 participate in the young drivers scheme to gain a driving licence. Learners over the age of 21 can go on to a class C licence.

Leavers/Completers: 01/08/2005 to 21/07/2006								
	New starters during this period	Total leavers this period	Leavers gaining full NVQ or a full qualification	Leavers gaining full ILP	Leavers gaining part NVQ &/or key skills	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Foundation Modern Apprenticeship	39	19	12	6	1	0	0	0
Modern Apprenticeship	9	5	0	2	1	2	0	0
Skillbuild Plus	57	60	27	22	2	1	0	8

Progress in learning

- 96 Almost all of the learners make very good progress towards the completion of their qualifications. Learners work at a suitable pace, and complete many elements of their qualifications on time.
- 97 Many learners are from disadvantaged backgrounds and have been out of formal education for some time. These learners make very good progress and achieve success with the support of training staff. All learners develop very good practical work-related skills with a good understanding of safe working practice.
- 98 The majority of employers are closely involved with learners' training. Learners get very good support from employers, this helps them to complete their qualifications.

Development of personal, social and learning skills

- 99 All learners have very good working relationships with training staff. At the start of their training many learners lack confidence and have very low self esteem. However, with the very good level of support and encouragement from staff they quickly develop the ability and motivation to achieve success.
- 100 Many learners have developed very good personal and social skills. As part of their job role, learners often meet and deal with the public, for example, when they drive public service vehicles. For example, a learner coped very confidently and caringly with a passenger in a wheel chair who was trying to board a bus.
- 101 Many learners demonstrate managing their learning well. They complete independent learning tasks well through using a computer programme or workbooks prepared by training staff.

Preparation for Life and Work: Foundation for Work

Grade 1: Good with outstanding features
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Summary of provision in Foundation for Work

- 102 At the time of inspection there were 41 full-time learners on the Foundation for Work programme.

	Skillbuild Adult Prep	Skillbuild Youth Prep	Skillbuild Plus (non transport)
Number of learners in training	28	2	11

Success in attaining agreed learning goals

- 103 All learners achieve either outstanding or very good standards of work. They gain a wide range of relevant qualifications which helps in their chosen employment route. These qualifications include manual handling, forklift truck licences, heavy goods vehicle and IT qualifications.
- 104 In the Skillbuild programme, learners develop good basic skills and nearly all gain appropriate literacy and numeracy qualifications. A quarter of the learners leaving the programme between July 2006 and February 2007, achieved literacy and numeracy qualifications two levels above their starting point on entry to the programme.
- 105 Almost all learners' files are well organised and presented. The standards of work in these files are very good and demonstrate learners' application of skills in a wide range of tasks.
- 106 In 2005-2006 outcomes for adult Skillbuild are outstanding. Seventy-six per cent gained their full individual learning plans. This represents 75% of all Skillbuild learners. The very good rate of attainment has continued throughout the first six months of 2006-2007. In youth Skillbuild outcomes in 2005-2006 are very good overall.
- 107 In Skillbuild Plus, the rate of attainment of full qualifications in 2005-2006 is very good. During the year 2006 to 2007 attainment rates for full qualifications remain good. Many learners gain additional qualifications using Learn Direct. Learners often leave having attained their main vocational qualification but before completing their key skills. However, 70% of Skillbuild Plus leavers in the current year have found employment.
- 108 The progression rate of learners moving from preparatory Skillbuild to Skillbuild Plus is very good.

Leavers/Completers 01/08/2005 to 30/07/2006								
	New starters during this period	Total leavers this period	Leavers gaining full NVQ or full qualification	Leavers gaining full ILP	Leavers gaining part ILP	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Skillbuild Adult	119	118	6	90	17	0	2	3
Skillbuild Youth	10	9	2	5	2	0	0	0
Skillbuild Plus (non transport)	39	31	9	19	0	0	0	3
Total	168	158	17	114	19	0	2	6

Progress in learning

- 109 All learners make good to excellent progress towards their goals. In the preparatory programme, learners take part in a motivational course that encourages them to identify barriers to learning. Nearly all learners value this opportunity to consider their

options and identify personal goals. Learners confidently apply their skills in the workplace and benefit from the support provided by the field officers. For example, one learner on placement with a local taxi firm is using the computer to help their employer set up maintenance schedules for all the vehicles and a timetable for the renewal of tax discs and insurance policies. In the best examples, learners are gaining confidence to take on new challenges.

Skillbuild Plus learners following office-based qualifications demonstrate a high level of competence in a number of IT applications.

One learner is updating a set of teaching materials for one of the technical certificates offered by the provider. This includes importing new images from photographs and the internet, proof reading and reformatting text to make it reader-friendly. Another learner is producing animated PowerPoints to support the teaching of numeracy and literacy. This entails a detailed breakdown of the task and the creative use of text and colour. The learner is making good use of their own experience as an adult learner to ensure that the information is clear and accessible to others.

- 110 In the Skillbuild Plus programme, learners develop a good awareness of the job market and ways to present themselves to employers. They research job prospects in relevant occupational routes, share information and take part in discussions. Most gain four key skills at level 1 as part of these activities.

Development of personal, social and learning skills

- 111 Overall, learners are well-motivated. They attend regularly and are punctual. They work well together in group sessions, for example, they take turns to be on an interview panel and then the interviewee. In basic skills sessions, learners who are unused to more formal learning situations, gradually gain confidence in the group, suggest answers and ask questions with careful prompting.
- 112 Learners soon develop the skills to work more independently, and regularly use interactive computer programmes without support. Generally, they settle in well to their work placements and build good relationships with work colleagues. They adapt well to systems of working, for example, in an office environment, they play an important role in ensuring computer records are up-to-date and are sensitive to the employers' requirements for confidentiality.

The provider's response to the report findings

Llanelli Rural Council Training welcomes the report as an accurate and fair assessment of its training provision. We would like to thank Sandra Barnard and her team for the professional and supportive manner in which the inspection was carried out.

ESTYN's findings are a reflection of the hard work and commitment of all those involved in the learning process. They are staff, partners, employers and the learners themselves.

It is our intention that the recommendations included in the report will be addressed immediately and we will also continue to build on the strengths that have been highlighted.

Improvements under all 7 key questions will be highlighted through our Self Assessment and Quality Development Process. We will strive to attain grade 1 status in both inspection areas by the time of our next visit.

Once again the 'inspection process' has had a positive effect on our organisation and all the individuals who have been involved. ESTYN standards will continue to underpin our commitment to continually improve our levels of service to all learners.

Appendix 1

The evidence base of the inspection

Four inspectors and four additional inspectors spent a total of 40 inspector days at Llanelli Rural Council Training.

These inspectors visited:

- a sample of learners in the workplace and during off-the-job training; and
- a variety of other activities delivered by the training provider, including reviews, induction sessions and work-based assessments.

Members of the team had meetings with:

- Clerk to the Council and Leader of Council;
- the Deputy Clerk to Council;
- the training manager;
- training officers and assessors;
- employers;
- learners; and
- representatives from agencies linked to the training provider.

The team also considered:

- a selection of learners' work and photographic evidence; and
- comprehensive documentation provided by the provider before and during the inspection.

Appendix 2

The inspection team

Sandra Barnard HMI	Reporting Inspector
Eleanor Davies HMI	Deputy Reporting Inspector
Christine Hooper HMI	Team Inspector
Mark Evans HMI	Team Inspector
Lewis Wynne Roberts	Additional Inspector
Edward Graham	Additional Inspector
Susan Coleman	Additional Inspector
Marshall Jones	Additional Inspector
Wyn Lloyd	Provider nominee