

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

North Wales Training

November 2006

by

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



Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



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INVESTOR IN PEOPLE

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ 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

North Wales Training (NWT) was inspected as part of a six-year (2004–2010) national programme of inspections of all post-16 providers in Wales. The purpose of the 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.

All inspections conducted under these arrangements apply the following principles:

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

The inspection took place from 20 to 24 November 2006. 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 three peer assessors released from other work-based learning providers in Wales and 10 Additional Inspectors.

The team was required to report on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the company provides value for money in respect of its work-based learning provision.

Grade descriptors

The five-point scale used to represent all 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 it proposes 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 North Wales Training (NWT) is located in Mochdre in Conwy, North Wales. The organisation was founded in 1983. It became a limited company in 1986. It provides training across the whole of the North Wales area. NWT has training centres in Mochdre and Deeside. About a third of the provision in Health, Public Services and Care is sub-contracted to Bethany Training which is located in Newtown, Powys.
- 2 NWT has a clear vision, mission and values. It has clear business objectives. Key strategies and priorities underpin these objectives.
- 3 NWT's vision is to help all of its learners to succeed. Its mission is to:

'...provide a quality service to the highest standards, ensuring clients and customers develop their skills and...enhance their future. The company is committed to continuous development of knowledge and skills of our people through whom its mission will be achieved'.
- 4 Its values are firmly focused on learners and quality. They are to:
 - put learners first;
 - operate at the highest standards of professional integrity;
 - work as a team;
 - be committed to continuous improvement;
 - work to ensure equal opportunity for all; and
 - deliver the highest possible quality of service.
- 5 Its longer term business objective is summarised as:

'Through benchmarking,...internally and externally, against business indicators, identify opportunities for improvements reflecting customer needs and expectations'.
- 6 NWT provides work-based learning in the following learning areas:
 - Health, Public Services and Care;
 - Engineering and Manufacturing Technologies;
 - Construction and the Built Environment;
 - Retail and Commercial Enterprise: Retailing and Customer Services;

- Retail and Commercial Enterprise: Hospitality and Catering;
- Preparation for Life and Work: Foundation for Work; and
- Business, Administration and Law.

7 NWT delivers government-funded training for the Department for Education, Lifelong Learning and Skills (DELLS). The training programmes include Foundation and Modern Apprenticeships, the Modern Skills Diploma, Skillbuild and Skillbuild Plus.

8 All learners following apprenticeship and modern skills diploma programmes are in employment. The table below shows the number of learners in training at the time of the inspection.

	Modern Apprenticeships	Foundation Modern Apprenticeships	Modern Skills Diploma	Skillbuild	Total
Health, Public Services and Care	34	94	20	2	150
Engineering and Manufacturing Technologies	27	60	4	7	98
Retail and Commercial Enterprise: Retailing and Customer Services	8	37	0	7	52
Retail and Commercial Enterprise: Hospitality and Catering	3	25	7	0	35
Preparation for Life and Work: Foundation for Work	0	0	0	67	67
Business, Administration and Law	16	17	14	0	47
Total	88	233	45	83	449

9 Inspectors did not visit learners in Construction and the Built Environment as there were only eight learners in training at the time of the inspection.

10 The company also offers commercial training and a wide range of short courses to employers at employers' premises or other locations across Wales.

Types of inspection

11 Under the current inspection arrangements, there are three types of inspection available to Estyn for the inspection of providers of work-based learning. These are full, standard and short inspections.

12 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 North Wales
Training required a full inspection.

- 13 During a full inspection, inspectors evaluate and report on:
- all seven key questions across the provider; and
 - all the learning areas which have significant learner numbers.
- 14 The areas for inspection in North Wales Training are:
- Health, Public Services and Care;
 - Engineering and Manufacturing Technologies;
 - Retail and Commercial Enterprise: Retailing and Customer Services;
 - Retail and Commercial Enterprise: Hospitality and Catering;
 - Preparation for Life and Work: Foundation for Work; and
 - Business, Administration and Law.

Summary

Table of grades awarded

15 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?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	2

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

Learning Area	Inspection Grade
Health, Public Services and Care	2
Engineering and Manufacturing Technologies	2
Retail and Commercial Enterprise: Retailing and Customer Services	1
Retail and Commercial Enterprise: Hospitality and Catering	1
Preparation for Life and Work: Foundation for Work	2
Business, Administration and Law	1

Standards

17 Overall, standards of achievement are outstanding in Retailing and Customer Services, Hospitality and Catering and Business, Administration and Law. Standards are good in Health, Public Services and Care, Engineering and Manufacturing Technologies and Foundation for Work. Many learners successfully complete their learning programmes well ahead of the dates identified in their Individual Learning

Plans (ILPs). All current learners are making good progress towards attainment of their full qualification frameworks.

- 18 All learners develop good occupational skills. They have a good understanding of health and safety matters and issues relating to equality of opportunity. All learners maintain high levels of attendance and punctuality. In nearly all areas, learners achieve additional qualifications such as first aid, customer care and food hygiene.

The quality of education and training

- 19 Overall, teaching, training and assessment are good in the six learning areas inspected. A very few sessions were unsatisfactory. All training advisers give learners very good support to help them successfully complete their programmes. Training advisers generally plan training sessions very well. They link key skills activities successfully to occupational areas and to learners' experiences in their workplaces. They set clear targets for learners that help them to achieve. Nearly all training advisers address issues relating to equality of opportunity well. Training advisers plan assessments successfully and review learners' progress frequently.
- 20 All training meets the needs of employers, learners and the community well. All training programmes are well-structured. They have a good balance of on and off-the-job training and a wide range of additional qualifications. All staff provide flexible training programmes that suit the needs of learners and their employers, for example to fit in with shift patterns. The provider works well in partnership with a wide range of organisations, employers and other local learning providers.
- 21 Overall, NWT provides good care, guidance and support for learners. Training advisers work hard to break down barriers to learning that learners may have. All learners receive good individual support which helps them to stay on their training programmes and to complete their qualification frameworks. Learners with basic skills needs receive effective support from their training advisers. Learners have an informative and useful induction. The provider promotes inclusion and equality of opportunity for learners well.

The quality of leadership and management

- 22 Overall, leadership and management in the company are good. The provider has clear aims, values and objectives that managers communicate well to all staff. The company takes very good account of the priorities of the Welsh Assembly Government and the regional statements of needs and priorities. It works closely with local 14 to 19 learning networks. The provider has comprehensive management information systems. Managers use these effectively to monitor the company's progress against targets.
- 23 NWT's Board members routinely help to set the strategic direction of the organisation. They have a clear understanding of quality, the standards achieved by learners and how the organisation is performing. The culture of the organisation is one of openness and support.

- 24 Overall, managers evaluate and improve quality and standards very well. They also evaluate leadership and management well. All staff are committed to improving standards and quality. Managers and team leaders have a clear overview of how learners and the provider as a whole are performing. The provider collects and analyses data on learner performance very well. It benchmarks its performance internally and against external data very well. Overall, NWT has made very good progress since the last inspection. All of the learning areas have significantly improved their grades. Standards of learners in the learning areas inspected are good, and often very good.
- 25 Overall, resources for training are good. All learners have access to good facilities at the provider's centres and at their workplaces. Training and learning resources are good. Training staff and managers have a wide range of occupational and professional knowledge and expertise. The provider meets staff development needs successfully. It makes good use of its resources so that learning programmes are of a high quality. Managers prioritise spending well. They make good use of external funding to support business objectives. NWT gives good value for money.

Recommendations

- 26 In order to improve, NWT needs to:
- R1 develop a strategic marketing plan which identifies priorities for development;
 - R2 introduce strategies to encourage learners and staff to further develop the use of Welsh;
 - R3 produce and carry out a detailed action plan that clearly identifies and. prioritises adjustments to further improve access for disabled people; and
 - R4 extend quality monitoring to all training in the workplace and to one-to-one coaching activities.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

27 The standards of achievement in the sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	63%	10%	2%	0%

28 Overall, standards achieved in each of the learning areas inspected are good.

Inspection Area	Inspection Grade
Health, Public Services and Care	2
Engineering and Manufacturing Technologies	2
Retail and Commercial Enterprise: Retailing and Customer Services	1
Retail and Commercial Enterprise: Hospitality and Catering	1
Foundation for Work	2
Business, Administration and Law	1

- 29 Overall, the standards achieved by learners are outstanding in Retailing and Customer Services, Hospitality and Catering and Business, Administration and Law. Standards achieved by learners in Health, Public Services and Care, Engineering and Manufacturing Technologies and Foundation for Work are good.
- 30 In every learning area inspected, learners' attainment rates have improved each year since 2003. All of the leavers in Business, Administration and Law between 2005 and 2006 attained their full qualification frameworks.
- 31 Many learners complete their learning programmes well ahead of the dates identified in their ILPs. Almost all learners gain additional qualifications. Their key skills attainment is also very good. In all learning areas, learners make very good progress towards meeting their learning goals.
- 32 Almost all learners, in all learning areas, achieve very good standards of work. They have good occupational skills and knowledge. Learners' written and practical work is of a high standard. Almost all of the learners' portfolios are well organised. Many learners include a variety of interesting sources of evidence in their portfolios. This evidence illustrates the skills that they have achieved during their training programmes, for example through the use of photographs. Many learners make

good use of video cameras to record their achievements. Learners in all learning areas are fully aware of issues linked to equality of opportunity.

- 33 Most learners learn to work and study independently. They undertake various research activities, for example using the internet and researching public reports, to help them with their projects. In Foundation for Work young learners gain in confidence and become more motivated by taking part in a wide range of challenging activities such as rock climbing and orienteering.
- 34 All learners develop good personal and social skills that they use in their workplaces. They gain confidence, personally and professionally, during training. Learners practice their new skills in the workplace, become more competent in their work roles and perform their jobs more effectively. For example, they introduce new and improved practices in their workplaces. Most learners in employment generally progress to further training or more responsible positions in their workplaces. Many learners in Retailing and Customer Services progress to higher level qualifications.
- 35 Almost all learners have a very good understanding of how well they are progressing, and that they have to meet targets in order to progress further on their learning programmes. Learners in Foundation for Work make good use of a checklist in the front of their evidence portfolios to help them keep track of their progress. All learners are proud of their achievements and work hard to improve the standard of their work.
- 36 Most learners have good support from their employers. Almost all of their employers are fully involved in their learning activities and assessment, and reviewing their progress. Learners gain excellent experience and knowledge from their training.
- 37 All learners co-operate well with each other, their work colleagues, employers and training advisers. They work well with other learners in classroom and training activities and they develop good team working skills. Learners are well-motivated and responsible.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 38 The quality of teaching, training and assessment in the sessions inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	70%	15%	3%	0%

- 39 Overall the quality of teaching, training and assessment in the learning areas inspected is good. Over three-quarters of the sessions observed were either very good or good. A very small number of the sessions observed were unsatisfactory.
- 40 Working relationships between learners, training advisers and employers are consistently good. All training advisers and almost all employers give learners very good support. This motivates and encourages learners, often helping to improve their confidence and to develop their vocational skills effectively.
- 41 Almost all training advisers set clear, and often challenging targets for learners' achievement. These targets reflect the competences and skills that learners need to develop to achieve their qualifications. Training advisers update information on learners' progress, and record changes regularly on learners' individual learning plans.
- 42 Almost all training advisers set learners clear and individual short-term targets when they review learners' progress. In a very few instances, training advisers set short-term targets for learners that are too general and do not take enough account of learners' individual experiences.
- 43 All training advisers have very good vocational experience. They know their vocational area in detail and have up-to-date knowledge of qualification frameworks and work related issues. Training advisers use their skills very effectively to support learning and to broaden learners' understanding of their responsibilities in the workplace.
- 44 All training advisers plan the training programmes very well. They deliver a good balance of practical and theoretical training. They use a wide range of good teaching activities, such as group work and role play, and involve learners fully in their learning and assessment.
- 45 All training advisers give learners good support to help extend their knowledge, skills and understanding. They give learners good vocational training and coaching in the workplace and arrange underpinning knowledge sessions for learners in the provider's training centres. Training advisers in Hospitality and Catering and

Engineering and Manufacturing Technology make very good use of information learning technology to support training and assessment.

- 46 All training advisers link key skills activities successfully to learners' work roles and to their practical activities and experiences. They deliver key skills and assess learners' achievement in key skills early in the learners' programmes. This helps learners to achieve the key skill qualifications early on in their programmes.
- 47 All training advisers and employers generally promote issues relating to equality of opportunity effectively. They discuss equal opportunity and diversity issues as part of the learners' induction. However, training advisers sometimes miss opportunities to extend learners' understanding of diversity as it applies to them and their work colleagues. Occasionally, training advisers do not revisit matters relating to equal opportunity frequently enough in learners' progress reviews.
- 48 Training advisers plan and carry out assessment activities well. They visit learners frequently and carry out assessments regularly. They use a wide range of appropriate assessment methods that suit the different needs of learners. Training advisers give learners good advice on the different ways that they can provide evidence of their performance in the workplace.
- 49 Training advisers review learners' progress regularly. Almost all reviews are thorough and help learners to understand what they need to do to progress. Training advisers give learners detailed feedback on their progress. They routinely inform employers of how learners are progressing. Assessment and internal verification are rigorous. Assessment fully meets the requirements of awarding bodies.

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

- 50 All learners follow well-structured training programmes that meet their needs and aspirations. All programmes have a good balance of off-the-job training and work-based learning. All learners have good opportunities to gain a wide range of national qualifications. Those learners who have not previously gained qualifications find this motivating. In a very few cases, programmes do not challenge the more able learners well enough.
- 51 All learners can undertake a good range of additional qualifications, including health and safety certificates and food hygiene awards. Most learners take good advantage of these opportunities and they gain many skills that improve their prospects of employment.
- 52 All training advisers take good account of learners' shift patterns at work when they plan assessments, coaching and training sessions. Training advisers routinely help learners to manage and overcome difficulties in balancing their work loads and learning so that they continue on their programmes.

- 53 Learners receive training linked to the development of their key and basic skills at the start of their learning programmes. They have good opportunities and support to improve their key and basic skills in on-the-job training, one-to-one sessions, workshop sessions and, in a few cases, by using computer-based tutorials. The provider has recently started to introduce sustainable development as a theme into key skills projects. All learners make good progress in improving their key and basic skills.

Early support for learners who have basic skills needs

All learners with basic skills needs have early support. The provider identifies learners who have basic skills needs before they start their programmes by giving them an initial assessment. Those learners who are going to start an apprenticeship programme have support, either individually or in small groups, to improve their literacy and numeracy skills. This support helps them to improve their key and basic skills before they begin their apprenticeship programme. They then make very good progress when they start their main programme of learning.

- 54 The provider is starting to deliver programmes such as the Duke of Edinburgh Award and the Dynamo¹ project. These programmes further broaden opportunities for learners. However, it is too early to judge the impact of these programmes on learners' achievement and development.
- 55 All staff collaborate well with partner organisations to improve the provision of learning Managers contribute actively to the National Training Federation for Wales, to Community Consortia for Education and Training (CCET) and to local 14-19 learning networks. Through these effective links the provider has developed vocational learning provision for learners under 16 years of age who are still in school. The provider also works with groups, such as young parents, who may otherwise not participate in learning.
- 56 The provider's staff work successfully with local employers to encourage workers who have low-levels of skills, or workers from other countries who now live in the area, to take part in learning. The provider is good at responding to emerging needs of communities and local groups. However, it does not have a strategic marketing plan. It has not yet identified what it needs to do to develop new markets, to target groups of people who do not take part in education and training programmes, and plan for its development priorities.
- 57 The provider has good partnership agreements with Careers Wales companies. These agreements have helped Careers Wales to deliver events that challenge gender stereotypical views of career progression, for example females into construction.
- 58 The provider works well with other local learning providers to help learners make progress. For example, it has developed links with a local further education college

¹ Dynamo is a national programme, funded by the Welsh Assembly Government, in which young entrepreneurs meet with learners, to raise their awareness of entrepreneurship and self-employment.

to make sure that learners can get the full range of experience and assessment they need to complete a motor vehicle paint and body National Vocational Qualification.

- 59 Two members of the providers' staff are Learning Coaches. They work well with learners to help them understand what they need to do to successfully complete their training programmes, to develop their study skills and to make appropriate choices about their learning and future employment.

Learning coaches

The provider has two members of staff who are Learning Coaches. Early in their programme, the provider identifies learners who are at risk of underachieving, or leaving their course. The Learning Coaches work closely with these learners throughout their training programmes. For example they have regular one-to-one tutorials with them. This targeted support helps learners to plan their learning and development, and to understand what they need to do to successfully complete their programmes. Most of these learners attain their qualifications.

- 60 The provider regularly surveys the needs of local employers. It analyses the results of the surveys in detail and uses the findings to inform the planning of services. The provider gives employers good support or example, one major company uses the provider to undertake its apprenticeship recruitment and selection. Another company that recently opened a hotel in the area found the provider to be very helpful in planning and developing training for its entire workforce.
- 61 The provider has an appropriate Welsh Language Policy. It links learners with training advisers who speak Welsh so that learners can use the language of their choice to learn and talk about their learning experiences. However, overall strategies to encourage Welsh speaking learners to use their language in the workplace are not strong enough, or consistently good, across the company. In a few cases, staff miss opportunities to encourage learners to appreciate how valuable Welsh language skills are in the workplace. Only a few signs and displays in the provider's premises are bilingual.

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

Grade 2: Good features and no important shortcomings

- 62 Overall, NWT plans and manages its learner support services efficiently. The provider has an overall policy for the care, guidance and support of learners that is on the company intranet. This policy clearly identifies the senior manager responsible for learner support and gives details of the strategies in place to promote learner support services.
- 63 The provider has a wide range of comprehensive policies for the welfare of all learners. These include safeguarding children and vulnerable adults, health and safety, and bullying and harassment. The provider reviews these policies regularly and updates them to reflect any changes in legislation or company approach. NWT provides good staff development to help staff to implement policies for example, in relation to safeguarding young people and vulnerable adults. The provider has

appropriate systems in place for checking the criminal records for staff directly involved in learners' training.

- 64 All team leaders use regular management reports and one-to-one meetings with training advisers to monitor the progress of learners well and to make sure that learners benefit from any additional support they receive.
- 65 All training advisers visit learners regularly in their work places. They provide learners with very good support. Many learners contact their training advisers by mobile telephone, text messages or email, often outside of normal working hours, if they need extra support. This helps learners to progress.
- 66 All training advisers work flexibly to promote learners' progress. For example, a training adviser working with a learner with a mild hearing loss arranges to meet in a day care setting early in the morning before service users arrive. This helps to reduce any barriers that the learner may have to learning. Training advisers know their learners well and understand how they learn best. All learners complete a useful learning styles questionnaire. Not all training advisers make the best use of this to make sure that learners learn in the way that is easiest for them.
- 67 The provider has an appropriate special requirements policy. This explains clearly how the provider identifies learners' additional learning needs and how the learners will receive extra support. All training advisers give learners good help so that they get the extra resources and support that they need to achieve their qualifications. The extra support and resources available for learners include lap tops, computer software to help learners with dyslexia, advice from specialist organisations such as those dealing with drug and alcohol advice, and the loan of specialist equipment, for example for learners with hearing impairments.
- 68 The provider supplies free transport for learners from a wide geographical area to attend the Mochdre and Deeside training centres. This helps learners to attend off-the-job training sessions, to complete their technical certificates and portfolios of evidence and to gain their qualifications.
- 69 All learners have an effective induction to their training programmes. They receive a detailed handbook which clearly sets out their rights and responsibilities. All training advisers reinforce important information clearly. They give learners detailed information about what to do and who to contact about issues such as health and safety and complaints and appeals procedures. Generally, learners have a good understanding of equal opportunity issues, the complaints procedure, and health and safety issues. However, training advisers do not always regularly reinforce issues linked to equality of opportunity in the workplace. The provider pays very good attention to health and safety and makes thorough checks of premises before taking on learners in the workplace or placing them with employers.
- 70 Generally, the training advisers give learners very good advice about the programmes available to them. Three members of staff have level four qualifications in advice and guidance. They give learners very good support to help them make the most of their training. NWT refers learners to other organisations if they cannot meet their particular needs, for example local further education colleges and Careers Wales.

- 71 The provider assesses all learners' basic skill needs at the start of their programmes. It places most learners assessed at entry levels one and two on Skillbuild Plus programmes. Qualified basic skills tutors give these learners good support to improve their literacy and numeracy skills. Training advisers help learners to improve their basic skills so that they can attain key skills qualifications at level one. These learners can then move onto a NVQ programme.

Providing basic skills support in the workplace

NWT gives learners good basic skills support in their workplaces. The provider recognises that learners following particular training routes such as Health, Public Services and Care have difficulty in accessing basic skills support at its training centre. In partnership with other local providers, NWT has secured European funding to provide specialist basic skills support to these learners in their workplaces, for example in residential and nursing homes for elderly people. This support helps learners to improve their basic skills and gain the key skills qualifications necessary for to attain their apprenticeship frameworks.

- 72 The provider's Business Development Officers work very closely with Careers Wales, Jobcentre Plus and employers to make sure that learners interested in work-based learning undertake appropriate training. They make good arrangements to support learners who have additional learning needs. One training adviser is working towards a specialist qualification in preparation for the admission of a learner with a profound hearing impairment
- 73 The provider is committed to promoting inclusion and equality of opportunity for learners and staff. It is supporting training for a growing number of learners whose first language is not Welsh or English. A member of staff with a qualification and experience in working with learners for whom English is a second language provides good guidance and support for learners and staff to promote effective training and assessment.

Leadership and management

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

Grade 1: Good with outstanding features

- 74 NWT has a clear mission statement that sets out its vision of providing learners with high quality training. The Managing Director and senior managers make the company's aims and values clear to all staff. All of NWT's staff share the aims and visions of the Board, Managing Director and senior management team.
- 75 NWT has an effective management structure. The Managing Director, who has overall responsibility for managing the company, provides good leadership and a clear focus for the strategic direction of the company. Five senior managers have responsibilities for managing key aspects of the business, including strategic development, quality and staff development, contracts and curriculum development and general management. Team leaders effectively support training advisers Business development officers work within each team to identify new business and to liaise with employers and learners.

Strong and focused leadership and management

Strong and focused leadership and management have improved the provider's performance. Communication across the company is very good. All staff know what they have to do to improve learners' standards and the quality of training. Changes in the management structure and roles of senior and middle managers since the last inspection have had a very positive impact on improving learners' outcomes.

- 76 The provider's strategic plan takes good account of the priorities of the Welsh Assembly Government and the Department for Education, Lifelong Learning and Skills (DELLS). For example, plans take account of regional statements of needs and priorities and the needs of employers with whom they work. Managers and team leaders and teams at all levels contribute fully to the production of the strategic plan.
- 77 The provider's business plan sets out clear goals, targets and individual responsibilities for specific aspects of the provider's work. For example, the setting of challenging targets for training officers regarding the completion of learners' frameworks.
- 78 The provider has detailed management information systems. These are very effective in monitoring the provider's progress against targets set by DELLS for learner achievement. The provider has a very comprehensive database system that effectively links with the Lifelong Learning Wales Record (LLWR) database to track and report on the progress of individual learners.

Comprehensive management information systems

NWT successfully measures learners' progress and performance against identified targets. Managers and staff all use the provider's management information very well. The management information includes comprehensive data on, for example, the number of learners starting and leaving their programmes, and whether they are on target to achieve the goals set out in their individual learning plans. This information is shared with all staff at regular monthly meetings. Managers effectively monitor the progress of individual learners, and groups of learners, towards completion of their frameworks. They quickly put strategies in place to improve performance if learners, or staff, are not meeting their targets. This has helped to keep all learners on track to achieve their qualifications.

- 79 The Managing Director and senior managers have very good links with a wide variety of other organisations and networks. These include the local Community Consortia for Education and Training, Careers Wales, 14-19 learning networks, local employers and other local and national providers of training and education. The Managing Director and other senior managers contribute effectively at national and regional levels to the work of various organisations, for example the National Training Federation for Wales.
- 80 All managers use monthly one-to-one meetings with staff effectively to update them on how staff are performing against targets, as well as operational issues such as the number of new learners starting training and the number of learners who have achieved their frameworks. All training advisers have a good understanding of how well learners are progressing towards their target goals. All managers regularly challenge their staff to improve quality and learners' outcomes. All teams work well together at all levels. The culture of the organisation is one of openness and support. All staff routinely discuss, formally and informally, what is working well and what needs to be improved.
- 81 All managers set clear, realistic performance targets for themselves and for staff across the organisation. The Curriculum Development Manager carries out useful monthly, one-to-one interviews with team leaders. They review the progress of each learner for whom the training advisers are responsible and measure this progress against the overall personal targets of the training advisers.
- 82 All managers and staff have an annual appraisal with their line manager. Managers make good use of appraisals to identify staff training and development needs. Appraisers and appraisees agree appropriate targets for follow-up action. The Managing Director discusses his objectives and performance regularly with NWT's Board members. However, the Managing Director does not have a formal annual appraisal.
- 83 NWT's Board members include the Managing Director, and three non-executive members. They effectively help to set the strategic direction of the organisation. They meet monthly on a formal basis. Regular ongoing contact between the Managing Director and Chair of the Board makes sure that both are aware of important matters as they arise. The Board members are knowledgeable about

financial and contractual matters. They have a clear understanding of the standards achieved by learners and how well the organisation is performing overall.

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

Grade 1: Good with outstanding features

- 84 NWT's self-assessment report (SAR) is thorough and comprehensive. The report contains evaluations of all learning areas and the key questions in the common inspection framework in detail. It clearly identifies strengths, weaknesses and areas for improvement. The provider uses this information successfully to produce a detailed quality development plan that identifies and prioritises targets for improvement. The findings of the provider's latest self-assessment report closely match the findings of the inspection team.

A culture of continuous quality improvement

All staff have a good understanding of, and implement, the provider's quality assurance processes. They are all involved in regular self-evaluation of their areas of responsibility and the organisation as a whole. Managers and staff use self-evaluation activities to target, prioritise and address issues to secure change and improve all aspects of the organisation's work. As a result of these self-evaluation activities all teams draw up development plans Managers regularly review and monitor progress against these development plans and measure how well the organisation is performing. All staff now have a strong focus on improving the quality of the provision for learners, and improving learners' performance. The provider has improved all aspects of the quality of education and training, and all aspects of the generic key questions. All of the grades awarded by the inspection team are higher than those awarded in the previous cycle of inspection.

- 85 Senior managers have a very good overview of how the company is performing as a whole Team leaders know how well their areas are performing. They communicate this information clearly to their teams. Managers and leaders at all levels have regular reports on learners' performance. These are useful and detailed. The managers use this information skilfully to monitor and improve the performance of their learning areas. They identify strengths and weaknesses within different areas of their provision. They use this information well in target performance reviews and one-to-one meetings with their staff.
- 86 Managers identify underperformance of staff and learners in meeting their targets at a very early stage. Managers address any underperformance in a supportive way, for example they provide staff with additional training and mentoring. This helps staff to improve their performance and to improve the performance of the provider overall.
- 87 The provider has a very good database that accurately records learners who have started training programmes. The database also clearly shows learners' progress against their ILPs. All staff use the database well to track the performance of learners. Training advisers update the database weekly with information on learners' progress and achievement. The provider benchmarks learner performance against

similar providers, national comparators and between different learning areas very well. They use this information to further improve learners' performance and the performance of the company as a whole.

- 88 The provider regularly collects the views of employers and learners. The provider compares and measures feedback responses in detail internally, and against other similar providers. It analyses the results of these surveys and uses the information well to improve provision and systems, and to inform programme development.
- 89 The provider has a clear and detailed quality handbook that covers all its quality assurance and development processes. Managers regularly review, update and improve all documentation and systems linked to quality improvement. Staff make good use of all the quality assurance documentation, policies and procedures. These are easily accessed on the staff intranet. Managers give staff good advice and guidance on how they should implement quality procedures and systems.
- 90 Internal verification and learner reviews are of a consistently high standard. The provider undertakes regular planned audits of learner files and of the training that training advisers are undertaking in the learners' workplaces. Managers have regular and detailed audit report summaries. These help them to closely monitor performance and plan intervention when needed.
- 91 NWT communicates well with its sub-contractors. Managers monitor sub-contractor performance monthly using the provider's company quality and auditing systems. They take prompt action to improve the quality of their service, or arrange alternative provision, withdrawing from the sub-contractor if they identify ongoing underperformance.
- 92 NWT plans well to improve the quality of training and improve learner performance. Managers use regular meetings to review progress and make sure that all training advisers are working to an equally high standard. They make good use of the well-planned internal verification process, and follow up any issues arising from external verifier reports. The verification checks learning, monitors training advisers' performance and identifies any needs for staff development.
- 93 Overall NWT has made very good progress since the last inspection. All of the learning areas inspected have significantly improved their grades. Standards of learners in the learning areas inspected are either very good or good.

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

Grade 2: Good features and no important shortcomings

- 94 The provider has well-qualified staff to deliver training to learners. All training staff and managers have appropriate skills and expertise, as well as a wide range of occupational and professional knowledge relevant to their areas of work. Training staff are enthusiastic about their work and take a personal interest in the welfare of learners. In several areas, such as Retail and Customer Services and Engineering and Manufacturing Technology, they are very experienced in the trades they are

training and assessing. Staff at all levels work effectively together, and share good practice to improve the quality and standards of training and learners' work.

- 95 Procedures for the recruitment and selection of staff are well developed and documented. All the providers' staff have clear job descriptions and personal specifications. They understand their roles well. Managers effectively deploy training staff to deliver classroom based theory training to learners at the two training centres, and to review and assess the progress of learners in the workplace. All staff undertake their job roles to a high standard.

Induction and mentoring for staff

The provider has a well established induction and mentoring programme for new staff. Staff have a very good introduction to the company and their role within it. The induction programme for new staff, and for existing staff changing roles, is comprehensive and thorough. Staff have peer mentor support during their first year of employment. Their induction also involves off-the job training and work shadowing. Line managers and senior managers regularly review the progress of new staff during this period. This has effectively reduced staff turnover.

- 96 The provider meets staff development needs very well. Regular in-house training ensures staff are aware of new developments relevant to their roles and training. The provider has consistently maintained its Investors in People award.

Planning for staff development

NWT plans well for staff development. Managers use one-to-one performance meetings and appraisals very well to identify and prioritise any staff needs for professional or occupational updating. The provider maintains detailed professional development records of training activities undertaken by the staff. In addition staff keep their own comprehensive up-to-date continuous professional development logs. These effectively record the wide range of training activities undertaken by all the providers' staff. This process contributes to improving staff skills and making them more effective in their work roles.

- 97 The provider has two centres for the delivery of off-the-job training, Mochdre and Deeside. Accommodation in both centres is of a good standard. The rooms are well maintained and decorated, and furniture is of a good quality. The training rooms have good displays of learners' work. This promotes a positive learning environment. All staff take good account of health and safety systems and procedures.
- 98 The provider identifies learners' individual access needs well. It makes it easier for learners and staff who have a disability to have access to the building. However, the provider has not yet produced a clear action plan that fully identifies adjustments that it could make to improve access for people with additional needs.
- 99 Most training and learning resources are good. Most learners have good access to libraries at the provider's two training centres. Information and communications technology equipment and computer-based learning materials are good. Training advisers and learners use laptop computers and workbooks effectively to help

learners complete underpinning knowledge elements of NVQ units in Engineering and Manufacturing Technology, Hospitality and Catering, and Health, Public Services and Care. Most learners benefit from the wide range of resources provided by employers. However, a few Retailing and Customer Service learners do not have access to computers at work.

- 100 All workplaces are of good quality and provide learners with good opportunities to develop their practical skills and knowledge. Often the employer provides a separate room for learners to undertake off-the-job learning.
- 101 All managers prioritise spending well. Monthly budget records clearly identify target achievement of income and expenditure. All managers make good use of external funding to support business objectives and to improve the quality of experience for learners. For example the provider has made a successful bid through the North Wales 14 -19 partnership for equipment such as electronic white boards.
- 102 Outcomes for learners are good in all learning areas. Learners' standards are very good in three of the learning areas inspected and good in three learning areas. In view of the high standards and improvements in training since the last inspection, the provider is judged to give good value for money.

Standards achieved by learners in learning areas inspected

Health, Public Services and Care

Grade 2: Good features and no important shortcomings

Summary of provision

- 103 At the time of the inspection there were 150 learners in Health, Public Services and Care. Just over one-third of the learners were following programmes with a sub-contractor, Bethany Training.
- 104 All of the learners were following programmes related to health and social care. Over two-thirds of the learners were undertaking National Vocational Qualifications (NVQ) at level two Just over 10% of learners were undertaking NVQs at level four All learners were employed in health and social care settings.

Number of learners in training	Skillbuild	Foundation Modern Apprenticeship	Modern Apprenticeship	Modern Skills Diploma
NWT	2	68	12	15
Bethany Training	0	26	22	5
Total	2	94	34	20

- 105 Learners on the Modern Skills Diploma undertake a NVQ level four in Care or the Registered Managers Award. Learners on the Skillbuild (employed) programme undertake key skills qualifications that are appropriate to their levels of key and basic skills, before they start their vocational programme.
- 106 The qualification framework for the Foundation Modern Apprenticeship includes a NVQ qualification at level two and the Modern Apprenticeship includes a NVQ qualification at level three. The frameworks include an appropriate technical certificate and key skills at the levels indicated in the table below.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship	1	1
Modern Apprenticeship	2	2

Success in attaining agreed learning goals

- 107 Almost all learners' achievement is good. The standards of their written work and oral work are good. Learners communicate very well with their clients and service users. Learners' portfolios and technical certificates are well presented and detailed. Learners are competent in their workplaces.
- 108 All learners work towards achieving the key skills qualifications and technical certificate early in their programmes, alongside the NVQ. All learners understand the importance of key skills and link them well to elements of the technical certificate and the NVQ. They also link key skills to their work roles. Learners have a good

knowledge and understanding of important care principles, for example confidentiality and diversity, that are important for them to successfully undertake their work roles.

- 109 At the time of the inspection most learners were on target to achieve their qualification frameworks well within the time set out in their ILPs. Learners' attainment of the qualification framework is good.

Leavers/Completers 01/08/2005 – 30/07/2006								
	New starters during this period	Total leavers this period	Leavers gaining full National Vocational Qualification and no key skills	Leavers gaining full Individual Learning Plan	Leavers gaining part National Vocational Qualification	Destination of leavers who did not gain a National Vocational Qualification, part National Vocational Qualification or any key skills		
						Related Employment	Other Employment	Unemployed
Foundation Modern Apprenticeship	75	54	0	42	5	5	0	2
Modern Apprenticeship	14	24	1	12	7	2	0	2
Skillbuild	15	15	0	13	0	1	1	0
Modern Skills Diploma	10	14	0	9	1	4	0	0

Progress in learning

- 110 Most learners progress well in their workplaces and develop high levels of occupational knowledge and skills. They have a good understanding of the theory behind their practical work. Most learners benefit from good learning opportunities. They can apply their learning to their practice in the workplace, for example health and safety and issues of consent and confidentiality. Most learners use a range of resources, including information learning technology and current literature on policy and practice, for example health issues. Many learners develop good research skills. Many learners benefit from working with employers who support their learning well. They use the good facilities and resources in their workplaces well.
- 111 Most learners know how well they are progressing. Almost all learners are involved in setting their own targets. These are clear and linked to their own needs. All learners contribute well to their review and assessment process. Learners who need extra support for their learning have good individual support. This helps them to make good progress.

Development of personal, social and learning skills

- 112 Nearly all learners develop good personal, social and learning skills. Most learners are well motivated to complete their portfolios. They use wide ranging evidence such as photographs, audio tapes and transcriptions to support their practical work. They work hard to achieve their qualification.
- 113 Most learners are professional in their attitudes and approach to work and study. They keep appointments and are punctual. Most learners develop good independent learning skills, particularly those on the Modern Skills Diploma.

- 114 Most learners have a good understanding of equality and diversity. They apply principles of equality of opportunity competently when they work with their clients. For example a learner assisting a client with profound dementia to eat a meal made sure that this was a dignified and sociable occasion despite the client's condition.
- 115 All learners benefit from their good working relationships with the training advisers. This helps to quickly build their confidence and self-esteem. Many learners broaden their understanding of their practice, and progress well in their work as a result of this new found confidence. Learners undertaking the Modern Skills Diploma challenge practice in an informed way. For example, they research and evaluate methods of contaminated waste disposal, current infection control practice and prescribing procedures. They often put their findings forward to the relevant public bodies with the aim of securing change in policy and practice.

Engineering and Manufacturing Technology

Grade 2: Good features and no important shortcomings

Summary of provision

- 116 At the time of the inspection there were 98 learners following the Engineering and Manufacturing Technology routes. Eighty-seven of these learners were following apprenticeship programmes. Half of these learners were following the engineering route. Almost a third of learners were following transportation operations and maintenance and the remaining one fifth were following manufacturing technologies.
- 117 All learners work towards their qualification frameworks in their workplaces and by attending off-the-job training in a local college. Foundation Modern Apprentices in Manufacturing Technologies complete their qualification at the provider's Deeside centre.

	Foundation Modern Apprenticeship	Modern Apprenticeship	SkillBuild	Modern Skills Diploma
Number of learners in training	60	27	7	4

- 118 The qualification frameworks for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the table below. Foundation Modern Apprentices also have to complete a NVQ at level two, and Modern Apprentices a NVQ at level three.

Framework	Application of Number	Communication	Information Technology
Modern Apprenticeship	2	2	2
Foundation Modern Apprenticeship	1	1	1

Success in attaining agreed learning goals

- 119 Many learners achieve good standards. Nearly all learners have good, and often very good, understanding of the theoretical knowledge to underpin their practical skills. All learners demonstrate good standards of occupational skills in their workplaces.
- 120 Most learners achieve the key skills qualifications that they need to complete their frameworks. All learners develop key skills as a part of the activities in their workplaces. All training advisers assess their key skills through the NVQ where this is appropriate. Those learners who need extra support to achieve key skills qualifications attend key skills sessions in the provider's training centres. This helps learners to attain their full qualification frameworks.
- 121 Many level three learners achieve more than their framework requirements by completing a Higher National Certificate in Electronics.
- 122 All learners following the Transportation and Operations Maintenance route are achieving particularly well. In 2005 to 2006 only 53% of leavers following this route gained their qualification framework or goals in their individual learning plans. However, the provider has effectively addressed this situation. All learners in this route who left the programme in the three months before the inspection attained their full framework or all the goals in their individual learning plans.

Leavers/Completers 01/08/2005 – 30/07/2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Modern Apprenticeship	23	43	4	27	2	9	0	1
Foundation Modern Apprenticeship	93	165	2	142	6	8	1	6
Skillbuild	41	28	2	17	2	0	1	6
Modern Skills Diploma	0	4	0	3	0	1	0	0

Progress in learning

- 123 Almost all learners are well motivated and make good progress. Their portfolios are well organised. Learners' written work is of a high standard. They develop good technical knowledge, practical skills and understanding. Their work shows increasing occupational competence as they progress through their training. All learners use a diverse range of recording and assessment methods to support their practical assessment activities. Learners in all the training routes focus well on safe working practice.
- 124 Nearly all learners have a good understanding of their progress and what they need to do to complete their qualification. Nearly all learners meet the training targets that they agree with their training advisers. All learners' employers are fully involved in learners' reviews. All learners have regular, well-planned visits from training

advisers. All learners review their progress with their training advisers during these visits, and agree further targets.

125 All learners have achievement plans in their portfolios. These identify the skills and knowledge that they must develop to achieve their qualifications. However, the achievement plans do not always identify well enough the individual learning needs of learners, or the level that individual learners are working at when they start their programmes.

126 All learners benefit greatly from the guidance that they receive from their highly-qualified and occupationally competent training advisers who share their knowledge and expertise with learners.

Development of personal, social and learning skills

127 All learners have very good working relationships with their training advisers and employers. This contributes to the good quality of training and the good progress of learners in the workplace.

128 All learners' attendance is good in the workplace and on off-the-job training. They are well motivated and make effective use of their time to complete their portfolios. They gain in confidence through the support that they have both in the workplace and in off-the-job activities.

129 All learners discuss issues relating to equality of opportunity and working with others with their training advisers during visits. They take responsibility for their learning and have respect for others in their workplaces.

Retail and Commercial Enterprise: Retailing and Customer Services

Grade 1: Good with outstanding features
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Summary of provision

130 At the time of the inspection there were 52 learners. Ninety-three per cent of the learners were Modern Apprentices and Foundation Modern Apprentices undertaking a customer service qualification. The remaining learners were undertaking either a retail or warehouse and distribution Foundation Modern Apprenticeship. All learners were in full-time employment working in a wide range of businesses.

	Skillbuild	Foundation Modern Apprenticeship	Modern Apprenticeship
Numbers of learners in training	7	37	8

- 131 The training frameworks for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the tables below:

Framework	Application of Number	Communication
Modern Apprenticeship	1	1
Foundation Modern Apprenticeship	2	2

- 132 Learners also have to complete a National Vocational Qualification (NVQ) at level two for Foundation Modern Apprenticeships and a NVQ at level three for Modern Apprenticeships, together with a technical certificate at an appropriate level.

Success in attaining agreed learning goals

- 133 All learners achieve good standards in their practical and written work. Their portfolios of work are very well organised and contain a wide range of evidence. Learners have very good occupational skills and produce work to a high standard. Many learners achieve additional qualifications. For example, nine apprentices have completed a team building course and a further five have completed a foundation certificate in health and safety in the workplace. Many learners achieve their qualifications before their target completion date. All learners are making very good progress towards meeting the goals in their learning plans. Almost all learners are on the way to achieving their qualifications before their target completion date.

Leavers/Completers 01/08/2005 – 30/07/2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Modern Apprenticeship	8	3	0	2	1	0	0	0
Foundation Modern Apprenticeship	28	25	0	22	3	0	0	0
Skillbuild Youth	0	1	0	1	0	0	0	0
Skillbuild Adult	13	5	0	4	0	0	0	1

Progress in learning

- 134 All learners understand their qualifications well and how they relate to their job roles. They understand what they have achieved and what their priorities are to improve their work. They understand their rights and responsibilities well.
- 135 All learners progress quickly through their programmes. They produce detailed action plans and identify work targets with their training advisers.
- 136 All learners discuss subject and work issues well with their training advisers and employers. They develop new skills, think critically about their work and improve their working methods. Nearly all learners progress to higher level qualifications and take on positions of managerial responsibility. Learners are proud of their achievements and are keen to continue learning. Learners work hard to successfully complete their programmes and achieve their qualifications.

- 137 All learners have good support, coaching and mentoring from their training advisers. They have regular visits from their training advisers, often outside of their normal working hours. Learners progress and gain confidence because of the training advisers' frequent visits, regular contact and flexible approaches to learning and assessment. Learners improve their standards of work while they are on their training programmes and successfully complete their qualifications.

Development of personal, social and learning skills

- 138 All learners develop excellent working relationships with their workplace supervisors and training advisers. They are confident, use their initiative and resolve problems. They develop their own learning through research and work well within their teams. Learners are self-assured, very well motivated and articulate. They deliver excellent customer service and can see the benefits of this to the businesses in which they work. They enjoy learning, are proud of their achievements and want to continue to learn and achieve further qualifications.

Building learners' confidence

Learners get considerable support from their training advisers to develop their own confidence. For example, a learner employed in a small retail establishment was struggling at work. She lacked confidence and was extremely shy. She started on a Foundation Modern Apprenticeship programme, but was so shy that she found it difficult to be observed or assessed at work in front of a colleague. She also explained to her training adviser that she looked too official in her suit. The training adviser arranged to visit on Saturdays when the colleague was not in work. She also dressed casually to put the learner at ease. The training adviser and the learner had frequent contact and they worked together to change the trainer's methods of training and assessment. The learner gained in confidence and started to progress well. She has now almost completed her qualification. Her employer values the way she now contributes to the business, and is delighted with her new confidence, knowledge and skills.

Retail and Commercial Enterprise: Hospitality and Catering

Grade 1: Good with outstanding features

Summary of provision

- 139 At the time of inspection there were 35 learners following programmes in Hospitality and Catering.
- 140 Learners were following programmes in food preparation, bar service, front office and hospitality supervision. All learners were employed in a wide range of establishments in the hospitality industry. Most training takes place on-the-job. Learners attend the provider's centres for the delivery of technical certificates.

	Modern skills Diploma	Foundation modern Apprenticeship	Modern apprenticeship
Number of learners in training	7	25	3

- 141 The training frameworks for the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the tables below:

Framework	Application of Number	Communication
Modern Apprenticeship	2	2
Foundation Modern Apprenticeship	1	1

- 142 Foundation Modern Apprentices also have to complete a NVQ level two and Modern Apprenticeships complete a NVQ at level three. Apprentices also need to complete the specified technical certificates for the level of the qualification that they are undertaking.

Success in attaining agreed learning goals

- 143 Standards achieved by learners are very good. Their portfolios are of a high standard. They are well organised and contain a wide range of evidence to support their practical work. Their written work is good and very comprehensive. Learners achieve high levels of skill in their practical work. They gain excellent experience and knowledge from their work roles.
- 144 Many learners complete their qualifications ahead of their planned completion dates. They achieve additional units and key skills over and above those needed to successfully complete their qualification frameworks.

Leavers/Completers 01/08/2005 – 30/07/2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full National Vocational Qualifications and no key skills	Leavers gaining full Individual Learning Plans	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Modern Apprenticeship	1	8	0	6	2	0	0	0
Foundation Modern Apprenticeship	33	39	0	29	4	3	0	3
Skillbuild	17	13		12	0	0	1	0

Progress in learning

- 145 Many learners work with little or no supervision. They manage the pressures experienced within the catering industry well. For example, they learn to manage their time and deal well with customers. They are knowledgeable about current legislation related to the industry, especially that concerned with licensed premises. They ably develop customer service skills and they work well with colleagues.

- 146 Learners have a useful 'achievement plan'. This helps them to understand what skills and knowledge they need to develop so that they achieve their qualifications and learning goals on time. Learners have target dates for when they should achieve each aspect of learning. However, not all achievement plans take enough account of the skills, knowledge and understanding that the learners already have through their work within the industry when they start their programmes. Because of this a very few learners do not have challenging enough targets.
- 147 Many learners have been out of formal education and training for several years. They recognise and appreciate the good progress that they are making. Learners are able to describe to training advisers the work they undertake and describe processes and procedures relating to food preparation and food service confidently and accurately.
- 148 All learners have a good understanding of how to identify and record evidence. They frequently cross reference their achievements across units. There are a very few occasions when training advisers need to more fully question learners' understanding and explain how they can improve their work. A very few learners are not fully aware of how they are progressing on their programmes.
- 149 Many learners develop good research skills. They use the internet well to find out information. They use a good range of learning materials such as textbooks, work books and CD Roms.

Self-motivated learning

Learners develop good knowledge, skills and understanding through using a wide range of resources. Many learners borrow CD Roms to use at home or in their workplaces. They practice in their own time so that they extend their knowledge and understanding. Many of these learners use the resources to help them improve their work, for example improving the key skills of communication and application of number. These resources help learners to become more confident and competent.

- 150 All learners improve in confidence when they start an apprenticeship programme. All learners have the opportunity to undertake their studies in Welsh. To date no learner has taken advantage of this.

Development of personal, social and learning skills

- 151 All learners develop well in their workplaces, both in their personal and social skills. They gain confidence as their training programmes progress. Many learners achieve positions of responsibility in their workplace. A very few learners are not encouraged enough to manage their own learning and develop more independence.
- 152 All learners co-operate well with colleagues and all work well with teams in their workplaces, and in the provider's centres. Learners have very good and professional relationships with their training advisers and employers. They work well together. All learners' attendance is good at off-the-job training sessions and at work.

Preparation for Life and Work: Foundation for work

Grade 2: Good features and no important shortcomings

Summary of provision

- 153 At the time of the inspection there were 67 full-time learners on the Foundation for Work programmes. Forty-six learners were following the Skillbuild youth training programme. Twenty-one learners were following the Skillbuild adult training programme.

	Skillbuild youth	Skillbuild adult
Number of learners in training	46	21

Success in attaining agreed learning goals

- 154 Most learners achieve a wide range of appropriate qualifications. These include awards for basic hygiene, job seeking skills and basic skills. Many learners gain the wider key skills such of Improving own Learning, Working with Others and Problem Solving. All learners know exactly what they have to do to gain these awards. They make good use of a checklist in the front of their portfolios to keep track of their progress. They enjoy using digital cameras to keep careful records of their activities.
- 155 All learners regularly work with training advisers to review their progress. They update their learning plans and identify new targets that they must achieve. These targets generally relate well to the work that learners have to cover in order to achieve their awards. However, they do not always contain enough information about individual learners' particular needs.
- 156 All learners gain confidence throughout their programmes. They learn to speak up for themselves and they start to consider their future careers. All learners are proud of achieving their learning goals. For many, this is the first time that they have experienced success in learning. However, learners do not have enough planned opportunities within sessions to work on the personal difficulties that sometimes stop them progressing into employment or further learning. Despite the high number of awards they gain, not enough adult learners have a work placement.
- 157 Learners on the Skillbuild youth programme take part in a motivational programme. This helps them to work out why, prior to joining North Wales Training, they have not developed the skills they need to get and keep a job. They start to think more positively about themselves.

A Report on the Quality of Work-based Learning and Jobcentre Plus Programmes in
North Wales Training, November 2006

Leavers/Completers 01/08/2005 – 30/07/2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full National Vocational Qualifications and no key skills	Leavers gaining full Individual Learning Plans	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Skillbuild youth	166	155	0	111	42	0	1	1
Skillbuild adult	118	119	0	92	17	0	1	9
Total Skillbuild	284	274	0	203	59	0	2	10

Progress in learning

- 158 Learners are proud of their achievements and appreciate the support and guidance that they receive from their training advisers. They gain a wide range of appropriate skills to help them to get and keep a job. They learn how to present themselves at interviews and to write curriculum vitae (CVs). Many learners gain new skills in information communications technology. They make good use of the internet to research topics such as healthy eating, local tourist attractions and information about local employers. They learn how to word process, use spreadsheets and understand vocabulary such as executable and file extension. Many are able to use these new skills in their everyday lives.
- 159 All the learners who have work placements enjoy the opportunity to find out about the world of work. They have good support from their employers who are fully involved in the reviews of learners' progress. They understand the importance of health and safety and they work successfully with other employees. A learner placed in an infant school has learnt how to play constructively with children with additional needs. Another learner, placed in a garage, is progressing well with his tyre fitting qualification.
- 160 There are a very few learners who are working at a level below their abilities. Very occasionally, bilingual learners do not have enough opportunities to use or further develop their Welsh language skills.

Development of personal, social and learning skills

- 161 All learners attend regularly and are punctual. They listen carefully to training staff and to each other and they generally behave well. With the support of their training advisers, learners set group rules and expectations for behaviour in classrooms. They are enthusiastic about this and devise their own contracts and take responsibility for each others' behaviour. They work well in groups and in pairs and learn to work independently as their training progresses. They develop a good understanding of health and safety and diversity issues.
- 162 All learners learn to work in teams and they gain confidence and motivation by taking part in well-planned and exciting practical activities. They attend an adventure day in a mountain activity centre and take part in a range of challenging activities such as rock climbing and tackling an obstacle course blindfolded. They work with the local fire service to gain an understanding of the danger of fire, the cost of arson and hoax calls to the community. They design attractive leaflets to advertise Conwy's cultural

and historical heritage. They make good use of these activities to provide evidence for their key skill qualification, Working with Others.

Business, Administration and Law

Grade 1: Good with outstanding features

Summary of provision

- 163 All of the learners in Business, Administration and Law are employed. Learners undertake management, team leader or administrative roles in a wide variety of organisations. These include Conwy County Council, North Wales Fire and Rescue, health care providers and large retail organisations. Two-thirds of the learners are undertaking programmes related to business management.

Number of learners in training	Foundation Modern Apprenticeship	Modern Apprenticeship	Modern Skills Diploma
Administration	6	10	1
Management	11	6	13
Total learners	17	16	14

- 164 The training frameworks for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the tables below.

Framework	Application of Number	Communication
Modern Apprenticeship	1	2
Foundation Modern Apprenticeship	1	2

- 165 Learners on the Foundation Modern Apprenticeship programme also have to complete a NVQ at level two. Learners on the Modern Apprenticeship programme have to complete a NVQ at level three. Apprentices also have to complete an appropriate technical certificate, in order to achieve the qualification framework.
- 166 Learners on the Modern Skills Diploma have to complete a NVQ level four in management.

Success in attaining agreed learning goals

- 167 Learners' portfolios are very well structured and presented. They contain a wide range of evidence that is clear and concise. All learners are in employment when they start their learning programmes. Many learners have been in their job role for several years.
- 168 All learners display very good standards of occupational knowledge and skills. Learners undertaking Administration programmes have very good office and computing skills. Management learners can apply theory to their workplace activities very well. For example, when allocating work to the teams for which they are responsible, learners recognise and understand the skills of their team members. They use this knowledge effectively to organise workloads based on business priorities.

- 169 All learners effectively develop key skills at a level appropriate to their programme. Most attain technical certificates and key skills qualifications early in their learning programmes. A few learners attain key skills at a level higher than the framework requirements. Learners link their key skills projects closely to their work roles. They often use the projects effectively to improve workplace practice. For example, one learner is currently analysing and evaluating sickness trends in her department as part of her Application of Number project. Learners are particularly proud of their attainment of the key skill Application of Number.
- 170 Learners' attainment of their full qualification framework is outstanding. During 2005 and 2006 all of the apprentices who left their programmes and all of the leavers on the Skillbuild programme attained their full qualification framework or the goals set out in their learning plans.

Leavers/Completers 01/08/2005 – 30/07/2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Modern Apprenticeship	11	12	0	12	0	0	0	0
Foundation Modern Apprenticeship	17	12	0	12	0	0	0	0
Skillbuild Adult	9	2	0	2	0	0	0	0

Progress in learning

- 171 Learners have a very good understanding of how they are progressing towards their framework qualifications. They make good progress towards achieving their goals. They often achieve their qualifications well within their planned dates for completing their programmes.

Excellent progression

Many learners progress to other qualifications that broaden, and build on, their knowledge and experience. For example one learner who started on a Skillbuild programme completed key skills and progressed from this to the Foundation Modern Apprenticeship in Customer Service. The learner then progressed to an Advanced Modern Apprenticeship in Administration. This learner is now working towards a NVQ level four in Management. Other learners have broadened their experience by progressing from Foundation Modern Apprenticeships in Customer Service to NVQs in Team Leading.

- 172 Many learners gain promotion within their organisations, taking on new and increasing responsibility. They learn to work well independently.
- 173 Learners have very effective working relationships with their employers and training advisers. This helps them to improve their learning and progress further in the workplace.

Development of personal, social and learning skills

- 174 Many learners gain confidence and self-esteem. This helps them to perform their job roles more effectively. For example, one learner is now able to independently handle customer complaints competently and efficiently.
- 175 All the learners are very motivated. They plan and organise their work effectively. They manage their learning activities alongside their job responsibilities well, and in a mature way. All learners with additional needs have good support. This helps them to develop their personal and learning skills effectively. A dyslexic learner has had very good support to attain the key skill Communication at level one.
- 176 All learners have respect for, and very good working relationships with, their training advisers, colleagues and supervisors. Many learners have good research and self-evaluation skills that they use well to help them improve their knowledge and understanding and to successfully complete their work.
- 177 Learners become more critical and evaluate their effectiveness in their job roles as they progress through their programmes. Many learners, particularly those on management programmes, have an increasing understanding of how they interact with colleagues and how they can better allocate and monitor work of other employees.
- 178 Many learners have a particularly good awareness of equality and diversity issues when working with workplace clients who may have particularly significant personal problems.
- 179 Learners have the opportunity to complete their programmes through the medium of Welsh, although only two have done so.

Provider's response to the report findings

NWT is delighted with the results of the inspection and extends its thanks to the ESTYN team for the very professional and constructive manner in which the inspection process was conducted.

NWT is particularly pleased that all the learning areas inspected have significantly improved their grades since the first inspection conducted in March 2000 with all being awarded either 'good' or 'outstanding' grades. This is attributed to the commitment of all our staff to consistently challenge learners to achieve their full potential and the effective relationships developed with employers in the learning process.

The 'good' and 'outstanding' grades realised in Key Questions 2 to 7 have been achieved by creating a culture of openness, trust and support within NWT and ensuring that Managers, Team Leaders and staff have a good understanding of and the ability to implement NWT's continuous quality improvement strategies.

NWT will implement appropriate actions to address the recommendations raised in the report and will monitor these through to fruition via the Quality and Development Plan for 2006/2007.

Finally, the Managing Director and the Senior Management Team will use the findings of this report to continue to contribute at National, Regional and local levels to the work of a variety of organisations and networks to raise the standards and the quality of education and training in work based learning.

Appendix 1

The evidence base of the inspection

Five inspectors, 10 additional inspectors and three peer assessors spent a total of 90 inspector days at the provider's centres.

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 provider, including reviews, induction and key skills sessions.

Members of the team had meetings with:

- the managing director;
- board members;
- senior managers, team leaders and training advisers;
- learners from each inspection area; and
- representatives of agencies, organisations and employers linked with the provider.

The team also considered:

- a selection of learners' work; and
- comprehensive documentation provided by North Wales Training both before and during the inspection.

Appendix 2

The inspection team

Chris Hooper HMI	Reporting Inspector
Mark Evans HMI	Deputy Reporting Inspector
Alun Connick HMI	Team Inspector
Janice Thomas HMI	Team Inspector
Claire Yardley HMI	Team Inspector
Kathy Needs	Additional Inspector
Patricia Land	Additional Inspector
Daniel Grant	Additional Inspector
Edward Graham	Additional Inspector
Marshall Jones	Additional Inspector
Jane Fenwick	Additional Inspector
Malcolm Ware	Additional Inspector
Jenny Blackaby	Additional Inspector
Beryl Richmond	Additional Inspector
Stephen Nelson	Additional Inspector
Wayne Astley	Peer Assessor
Kelly Skyrme	Peer Assessor
Jeff Childs	Peer Assessor
Sue Scott	Provider Nominee