

INSPECTION REPORT

CSV

16 December 2002



ADULT LEARNING
INSPECTORATE



Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate
For Education and Training in Wales

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

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

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

CSV was founded in 1962 and is one of the largest voluntary organisations in the UK. Learning programmes are provided throughout the UK at training sites in Northumberland, Newcastle, Bristol, Redditch, Hereford and Cardiff. Learning programmes comprise business administration, information and communication technology, retailing and customer service, hospitality, and foundation programmes. These learning programmes include some advanced and foundation modern apprenticeships, a range of New Deal 18-24 and New Deal 25+ and work-based learning programmes for adults, and a range of special projects part-funded by the Learning and Skills Council.

Overall judgement

The quality of provision is adequate to meet the reasonable needs of those receiving it. Leadership and management is good in the training and enterprise division of CSV. Equality of opportunity is very good and quality assurance is satisfactory. In business administration, the provision is very good. In both information and communications technology and foundation programmes, provision is good. In retail programmes, provision is satisfactory. However, in hospitality programmes, provision is unsatisfactory.

GRADES

Leadership and management	2
Contributory grades:	
Equality of opportunity	1
Quality assurance	3

Business administration, management & professional	1
Contributory grades:	
New Deal 18-24	1
New Deal 25+ and work-based learning for adults	1

Information & communications technology	2
Contributory grades:	
New Deal 18-24	2
New Deal 25+ and work-based learning for adults	2
Other government-funded provision	2

Retailing, customer service & transportation	3
Contributory grades:	
Work-based learning for young people	3
New Deal 18-24	3
New Deal 25+ and work-based learning for adults	3

Hospitality, sport, leisure & travel	4
Contributory grades:	
Work-based learning for young people	4

Foundation programmes	2
Contributory grades:	
New Deal 18-24	2
New Deal 25+ and work-based learning for adults	3
Other government-funded provision	2

KEY STRENGTHS

- clear shared understanding of mission, values and standards by all staff
- very effective self-assessment
- very effective inclusion of learners from disadvantaged groups
- good individual support
- good retention rates

KEY WEAKNESSES

- ineffective observation of teaching and learning
- ineffective individual learning plans
- poor review processes

OTHER IMPROVEMENTS NEEDED

- better use of management information system by delivery staff to inform targets and monitor progress
- more sharing of good practice

THE INSPECTION

1. A team of 12 inspectors spent a total of 52 days at CSV in December 2002. The team included three inspectors from Estyn who were based at the Cardiff site for a total of seven days. Inspectors interviewed 112 learners and 17 employers and workplace supervisors. They also carried out 88 interviews with the provider's staff, visited 18 work placements, and looked at assessments and progress reviews. Eighteen teaching sessions were observed and graded. A range of documentary evidence was examined, including the organisation's policies and procedures, staff records, data, learners' portfolios of evidence and individual learning plans. Inspectors also studied the self-assessment report, which was produced in September 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	0	4	1	0	0	0	5
Information & communications technology	0	0	2	0	0	0	0	2
Foundation programmes	0	1	3	5	2	0	0	11
Total	0	1	9	6	2	0	0	18

THE PROVIDER AS A WHOLE

Context

2. CSV was founded in 1962 and is now one of the largest voluntary organisations in the UK. It has charitable status. CSV has two training divisions, CSV Media and CSV training and enterprise division which operate throughout the year. The training and enterprise division receives funding from a number of local Learning and Skills Councils (LSCs) and from Jobcentre Plus, and it is this division that was inspected. The training and enterprise division of CSV was established in 1975. There are currently 816 clients and learners on learning programmes with the Training and Enterprise division at sites in Northumberland, Newcastle, Bristol, Redditch, Hereford, and Cardiff. Of these, 526 are attending provision wholly or partly funded by the LSC, Jobcentre Plus or Educational and Learning Wales (ELWa). Contracts are held with Tyne and Wear local LSC, Hereford and Worcester local LSC, with Jobcentre Plus in Newcastle, Hereford and Worcester, and Bristol, and with ELWa for the provision in Cardiff. The division also incorporates companies which operate independently as wholly owned subsidiaries of CSV. These companies are subject to separate self-assessment and were not inspected.

3. The training and enterprise division has a small headquarters team based in London, South Shields and Hereford. The division employs 134 staff in total, with local managers responsible for recruiting, deploying and supervising their staff in line with the policies and procedures of CSV.

4. There are currently 87 clients on business administration learning programmes, 78 of whom are at the Bristol site. Of these, there are seven clients on New Deal 18-24 business start-up and 62 clients on New Deal 25+ and work-based learning programmes for adults. There are also nine clients in the northeast of England on New Deal 18-24 business administration learning programmes. There are 63 clients and learners on learning programmes in information and communications technology (ICT), at training centres in Avon, Cardiff, Hereford, Redditch, and Newcastle. Of these, there are 26 clients on New Deal 18-24 learning programmes, and five clients on New Deal 25+ and work-based learning programmes for adults. There are 32 learners on special community-based projects in Newcastle that are part-funded by the LSC. There are 52 clients on retailing and customer service learning programmes, six of whom are working towards a national vocational qualification (NVQ). There are also four foundation and two advanced modern apprentices. Forty clients are on the New Deal voluntary option. Thirty of these are in the 18-24 age range and a further 10 are New Deal 25+ clients. There are 17 clients at the Cardiff site on a recently introduced hospitality learning programme, one of whom is an advanced modern apprentice, while the remaining 16 are foundation modern apprentices. There are currently 298 learners and clients on foundation programmes, including 124 on basic employability training (BET). There are 56 clients on the New Deal 18-24 programme. There are a further 118 learners within the foundation area of learning on special projects funded in part by the LSC. Training takes place at times and at venues appropriate to the client group.

5. Provision is targeted at minority ethnic groups, the unemployed, those with disabilities and/or health problems, and those with basic skills needs. Socio-economic conditions vary considerably between the different geographical areas served by the training and enterprise division. Unemployment in May 2002 stood at 5.1 per cent in Newcastle, while in both Hereford and Bristol it was 1.8 per cent. This compares with the national average of 3 per cent. On indices of deprivation, Newcastle is the 25th most deprived area in England, while Bristol ranks 96 and Herefordshire 182 of the 354 districts listed. In 2001, 36.7 per cent of pupils gained five or more general certificates of secondary education (GCSEs) at grade C or above in Newcastle, compared with 31.8 per cent in Bristol and 53.5 per cent in Herefordshire. The average for England is 47.9 per cent. In Bristol, 3.1 per cent of the population are from minority ethnic groups, while in Tyneside the proportion is 1.8 per cent and in Herefordshire is less than 1 per cent.

Work-based learning for young people

6. Work-based learning for young people is provided by CSV mainly in the areas of retail and of hospitality. In retail, the provision is satisfactory, with good individual support for learners and good retention rates. However, target-setting is weak and induction ineffective, and internal verification is poorly planned. In hospitality programmes, the training is unsatisfactory. There is good learner support and good retention. Learners' work experience is effective. However, there is poor integration of key skills, poor unit accreditation and insufficient initial assessment. The training would benefit from more effective involvement of employers in the development of individual learning plans and reviews, better access to learning resources and from better contracting arrangements for internal verification.

New Deal 18-24

7. CSV provides training for clients on New Deal 18-24 programmes in the areas of business administration, ICT, retailing and foundation programmes. In all areas of learning, the training is satisfactory or better. In retail it is satisfactory, in ICT and foundation it is good, and it is identified as very good in business administration. In all of the areas of learning, support for clients is recognised as a strength, and in business administration it is identified as outstanding. Retention is satisfactory or better across New Deal 18-24 programmes. It is identified as a strength in business administration, ICT and retail. Individual learning plans are identified as ineffective on ICT and foundation programmes, while target-setting is a weakness in some business administration programmes and in retailing.

New Deal 25+ and work-based learning for adults

8. CSV provides training in New Deal 25+ and work-based learning for adults in the areas of business administration, ICT, retailing and foundation programmes. In all areas, the training is satisfactory or better. In retailing and foundation the training is satisfactory, in ICT it is good, while in business administration it is very good. Retention is satisfactory in ICT and foundation programmes. In retailing retention is good and in business administration it is very good. Job outcomes are satisfactory in retailing and foundation programmes. In ICT, job outcomes are good and in business administration they are very good. Individual support is recognised as a strength in all of the areas of learning. In business administration it is outstanding. While individual learning plans are ineffective in ICT and foundation programmes, and target-setting is weak in retail, the effective use of business plans is identified as a strength in business administration.

Other government-funded provision

9. CSV provides a number of special projects, part-funded by the LSC, to meet the needs of particularly disadvantaged learners. This provision is concentrated in the ICT and foundation areas of learning. The training across both areas is good. Individual support for learners is recognised as a strength. Retention is satisfactory. In both ICT and foundation, the achievement of qualifications by learners on the special projects is good. In foundation programmes, learners take advantage of a wide range of additional learning activities, while in ICT, many learners progress to more advanced courses. Individual learning plans are ineffective in both areas of learning, with some in ICT being unachievable.

LEADERSHIP AND MANAGEMENT

Grade 2

10. The training and enterprise division has a headquarters team based in London, South Shields and Hereford, and 10 training centres throughout England and Wales. It has a total of 134 staff. The director of the division reports to the deputy executive director of CSV who in turn reports to the trustees of CSV. There is a national manager and a national quality assurance manager. A national development manager oversees the development and implementation of management information systems. Four operational managers co-ordinate the training centres. Training is carried out by 75 permanently employed trainers and 15 part-time or freelance trainers. There are volunteer workers at each of the training centres as well as additional administrative staff. Each training centre produces an annual business plan. CSV has a managers' handbook which includes policies, procedures, operating guidance and standards covering personnel, working with volunteers, service delivery, equal opportunities, information management, health and safety, management style and accountability. The finance handbook provides detailed guidance on financial management and responsibility. There is a document on values and standards for education and training, and a detailed staff handbook outlining working terms and conditions, and rights and responsibilities. There are also some local operating procedures and work instruction documents at some of the training centres. Each training centre has a quality assurance manager responsible for local self-assessment and local development plans. The self-assessment process is monitored and supported by national managers. Operation managers are responsible for ensuring that staff have appropriate skills, knowledge and understanding and that sufficient resources are allocated for the implementation of local development plans. There is an internal assessment programme on each training operation carried out by centrally co-ordinated staff. A management information database is available for use by training centre managers to monitor recruitment of learners, retention, progression and achievement, and to generate reports to compare regional differences and establish benchmarks. The company's current self-assessment report was produced in September 2002.

STRENGTHS

- clear shared understanding of mission, values and standards by all staff
- effective links with external agencies
- appropriate range of training programmes
- very effective equal opportunities strategies
- very effective self-assessment
- very effective inclusion of learners from disadvantaged groups

WEAKNESSES

- ineffective observation of teaching and learning
- insufficient local monitoring of the effectiveness of policies and procedures

OTHER IMPROVEMENTS NEEDED

- better use of management information system by staff to set targets and monitor progress
- more sharing of good practice

11. There is a written statement that reflects clearly and accurately the vision of CSV for the future, its purpose, values, objectives, and the strategies for achieving them. This document is well understood by all staff who use it effectively to develop their own working practices. The statement focuses on improving the learner's experience and achievements. This is reflected in the good working relationships between staff. Staff and learners have good working relationships.

12. CSV has effective links with external agencies. The training centres have established links with a number of organisations which provide specialist learner support, including drugs support agencies, enterprise associations, local colleges, basic skills organisations and advice and guidance centres. There are successful collaborations with organisations to bid for additional funding for resources. For example, one training centre has used external funding to equip a new computer workshop. There is effective networking with other training providers to recruit significant numbers of disaffected learners.

13. The training centres provide a good range of training programmes according to the needs of the local communities. For example, at one training centre, a progress to work project is being piloted which is intended specifically for people who have misused drugs. Training centre managers produce local business plans, identify appropriate learning programmes and match these to resource needs. They recruit and train specialist staff following national guidelines.

14. A new management information system has been developed and introduced to collect and analyse management data nationally. Some of the training centres and staff use different systems for collecting relevant local information. The management team monitors the number of learners starting and finishing training programmes and are beginning to use data to benchmark the performance of centres and courses. However, as acknowledged in the self-assessment report, training centre managers do not use the system to set targets or to monitor learners' progress in sufficient detail.

Equality of opportunity**Contributory grade 1**

15. The overall aim of CSV is to promote equal opportunities and social inclusion. The training and enterprise division has the overall aim of widening participation. There are very effective equal opportunities strategies. There is a document which outlines clearly the values and standards for education and training. As identified in the self-assessment report, these values are understood and shared by staff across the organisation. The document also explains clearly CSV's commitment to the support and development of the individual and the effect of this on the community. Equality of opportunity is managed effectively. Overall responsibility rests with the director of the division, however, it is the responsibility of all staff to ensure effective implementation of equality of opportunity. There is an equal opportunities policy, which includes policies and procedures on harassment and bullying. The policy is accessible on the intranet and is set out in handbooks for staff, volunteers and learners. It is also included in the learners' induction and progress reviews. However, some learners have a poor recall of equal opportunities from induction. The policy is in line with current legislation and is regularly updated by the management team. A template on the intranet allows individual training centres to personalise the policy according to local needs. As part of its procedure to deal with harassment issues, CSV has an effective sympathetic listener scheme. Through this scheme, staff and volunteers are able to contact someone other than their manager to discuss an issue in confidence. Contact is normally by telephone and can be with someone in a different part of the country to preserve anonymity.

16. As identified in the self-assessment report, the training programmes are designed effectively to meet the needs of people experiencing a variety of forms of disadvantage. For example, there are training programmes for unemployed adults and young people, those with learning disabilities, those experiencing or recovering from mental illness, people with physical disabilities, and for those who speak English as an additional language. Much of the training is access provision, helping to improve learners' self-confidence and self-esteem. There is good, individual learner support across all areas of provision. Learners are able to work towards formal target qualifications and additional qualifications. Learners gain relevant skills to help them get jobs or become self-employed. Some learners do volunteering, and also carry out individual and group projects. Learners' success is celebrated well through presentation events and through the organisation's literature.

17. There is effective promotion of equal opportunities through the organisation's literature. Publications are well produced and written in accessible language. Information leaflets are available in a number of languages to meet the needs of target groups. Learners are fully involved in designing and producing some of the publications. Appropriate images are used to promote equal opportunities in terms of age, gender, ethnicity, and disability. Profiles and photographs of learners are used frequently and effectively in many of the organisation's publications and promotion materials to encourage participation. There is good use of learners' work, their comments about the activities in which they are involved, and their own descriptions of the positive impact of the training on their lives.

18. A learners' forum has been established at one training centre. Learners meet on a monthly basis with one member of staff and a volunteer. Learners make comments on the provision and suggest improvements, which are minuted. The meetings have led to a number of positive outcomes, such as improving learners' self-confidence and self-esteem, as well as practical improvements to the venue.

19. There is a database which provides good data on learners' gender, ethnic background, age, and location. However, these data are not being used effectively by all staff. Monitoring of data on staff is more established and is carried out on an annual basis. Training centre managers are responsible for monitoring their staff profile and matching it to that of the local community in which the training centre operates.

20. The recruitment of staff complies with equality of opportunity in terms of advertising, the information sent to applicants, and interview procedures. Within six months of appointment, all staff engaged in recruitment are required to have training in managing diversity. CSV operates an open-door policy to the recruitment of volunteers and places them appropriately.

21. CSV balances local provision with suitability of premises. Contingency arrangements have been made for people with mobility difficulties in most of those premises with poor access. However, access is still poor in one building where no alternative premises are available. One training centre, which caters specifically for disabled learners, has good access. Resources for those with a range of disabilities are good at this particular centre. In other training centres, specialist resources are acquired as and when needed. Where possible, CSV appoints staff and volunteers who can act as good role models in terms of their background and/or circumstances.

Quality assurance**Contributory grade 3**

22. Self-assessment is carried out each year. Various methods are used to collect evidence including the views of learners, employers, staff and partners. Each training centre produces its own self-assessment report. Most judgements are accurate, open and honest and are supported by appropriate evidence, including data from the management information system. Development plans have been produced for each training centre, which contain clear actions to consolidate the strengths and deal with the identified weaknesses. Progress is monitored for each action and the plans are reviewed regularly. However, practices for reviewing the plan vary in some training centres.

23. There is no overall system for observing training. Some training centres do not observe any training. Other training centres have different systems for observing training. For example, some training centres observe trainers when they start working for CSV and some carry out observations once a year. Most feedback from observations is poorly detailed. It is not used effectively to improve training provision and is not linked effectively to staff development needs or appraisals. There is not enough evaluation of learning materials.

24. The training centres use a wide range of quality assurance policies and procedures and each centre has identified a member of staff responsible for quality assurance issues. Training centres do not monitor the effectiveness and implementation of quality assurance procedures. For example, there are some practices in internal verification that do not follow the training centre procedures, but have not been identified by training centre staff. Staff rely on annual, national internal-assessment teams to evaluate systems. However, these evaluations are not sufficiently frequent to ensure that key policies and practices are of a consistently high standard.

25. The management information unit can provide a comprehensive range of reports. However, these are not being used sufficiently by training centre staff to set targets and monitor learners' progress. There is some sharing of good practice between managers, but not enough structured sharing of good practice between staff directly responsible for delivering training.

AREAS OF LEARNING

Business administration, management & professional

Grade 1

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	16	1
New Deal 25+ and work-based learning for adults	43	1

26. There are 59 clients on New Deal training programmes at the training centre in Avon. Of these, there are seven clients on New Deal 18-24 business start-up and 43 clients on New Deal 25+ and work-based learning programmes for adults. All of these clients are unemployed and are working towards becoming self-employed. Each client is allocated a business adviser. The training programme for New Deal 25+ and work-based learning for adults is organised into three stages and clients can join at any stage, depending on their individual needs and ability. Self-employment is the target outcome for stage 3. There are also nine clients on New Deal 18-24 business administration training programmes. These clients work towards a business administration qualification and attend a work placement for three days a week. They can also work towards an NVQ at level 3. They attend the training centre for the other two days. Assessors working with these clients are responsible for progress reviews and training. Training is either on the job using individual coaching, or off the job at the training centres. All clients attend an information session, an individual interview, and assessment tests. Clients with numeracy and literacy needs are referred to specialist training centres. All clients attend a four-day business training course followed by optional seminars.

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

New Deal 18-24										
New Deal 18-24	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	12		53		55		51		75
Retained*	3	25	34	64	46	84	43	84	56	75
Planned learning completed	0	0	20	38	29	53	26	51	32	43
Gained job	3	25	19	36	28	51	27	53	31	41
Still in training	9	75	7	13	0	0	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

New Deal 25+ and work-based learning for adults										
New Deal 25+ and work-based learning for adults	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	33		113		117		130		38
Retained*	3	9	98	87	112	96	127	98	36	95
Planned learning completed	2	6	98	87	103	88	124	95	28	74
Gained job	1	3	71	63	65	56	68	52	21	55
Still in training	31	94	12	11	0	0	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

STRENGTHS

- very good retention rates and job outcomes on business start-up adult training programmes
- particularly effective off-the-job training
- outstanding client support
- very good initial assessment
- good use of unit accreditation
- very good assessment planning
- effective use of individual business plans

WEAKNESSES

- insufficient short-term target-setting in business administration

OTHER IMPROVEMENTS NEEDED

- more formal accreditation of IT skills on business start-up
- better communications with workplace supervisors

27. There are very good retention rates and job outcomes on business start-up adult training programmes, which represents 91 per cent of total provision in this area of learning. Many of these clients move into self-employment, a strength identified in the self-assessment report. Job outcomes are very good, rising from 59 per cent in 2000-01 to 78 per cent in 2001-02. Job outcomes, NVQ achievement and unit achievement are good for those clients on business administration training programmes, which represents 6 per cent of total provision in this occupational area. However, completion rates are

falling. Job outcomes and retention rates are very good on all training programmes and completion rates are good on the business start-up training programmes.

28. Off-the-job training is particularly effective. Clients on business start-up training programmes are able to discuss and share ideas in a good learning environment. This helps to ensure that clients' business plans are realistic and achievable. Well-qualified and experienced business advisers provide good individual training and mentoring. They monitor effectively clients' understanding through the use of good worksheets and exercises. There is a good range of professional learning materials, which are well written and easily accessible for clients. The learning materials help clients to fully understand, and progress effectively through, the business planning process. They work through these materials at their own pace, and are able to seek advice from business advisers. The materials cover health and safety at work, taxation, insurance, market research, and bookkeeping. Off-the-job training is well used to help clients improve their practical skills gained in the workplace. However, there is no published timetable of training sessions and employers do not know what and when training is due to take place. At the start of the training programme, all clients attend a four-day business training course, which is followed by optional seminars. Group training exercises are also provided, which cover telephone techniques, information technology (IT), health and safety, bookkeeping and personal development.

29. There is outstanding support for all clients. At the start of the training programmes, most clients have poor self-confidence and motivation. For many clients, it is the first time they have attended a structured training programme. Many of them require specialist support to resolve other problems outside the learning programme. Business advisers refer them to a range of specialist support agencies. Clients on business start-up training programmes are allocated a business adviser who mentors them throughout their training programme. All business advisers are appropriately experienced and skilled in business start-up and business networks. For example, most business advisers have experience of running their own business. Business advisers help clients assess their financial situation and maintain grants and government income benefit. They meet with their clients at least every two weeks and clients receive good, thorough, impartial advice. During progress reviews, targets are reviewed and new ones are set. Clients maintain regular contact with business advisers after leaving the self-employment route, to ensure the continuing success of their business. Most clients are still in business at the six, 12, 18 months and two year stage. Clients state that they would not be able to progress with their business plans without the support from their business adviser. Clients on business administration training programmes are able to continue with their NVQ after they have completed their training programme. These clients are able to take additional qualifications in IT, first aid, and health and safety.

30. There is very good initial assessment of clients on business start-up training programmes. At stage one, clients are provided with an information session and an individual interview, and they complete basic numeracy and literacy assessments. Business advisers question clients effectively to assess their commitment, motivation and business ideas. Clients with poor basic skills are referred for specialist training, through

their jobcentres. The results of initial assessment are used effectively to develop individual learning plans and to identify at which point a client can enter the training programme. The results are also well used to produce training programmes according to clients' individual learning and/or social needs.

31. There is good use of NVQ unit accreditation in business administration. At the start of the training programme, most clients have poor self-confidence and low self-esteem. Clients work towards individual units of their NVQ. Evidence collected can be cross-referenced against other NVQ units. Clients have a good understanding of their own progress. The achievement of individual units helps to increase clients' motivation and self-confidence. Most clients on business administration training programmes are only targeted to achieve a few NVQ units within their time on the training programme. CSV continues to work with clients beyond the end date to enable full NVQ achievement. For those clients on business start-up training programmes, the training centre is accredited to provide a qualification in using computers to produce business plans. However, there is no formal accreditation of these skills.

32. Assessment planning is very good. The internal verification system is thorough and detailed. Assessment plans show what is to be assessed and when assessment should take place. There are clear systems of sampling in place. Regular observations of learners are carried out. These observations are used effectively to produce good action plans.

33. Clients make effective use of their business plans. The plans are well planned and comprehensive and provide clear business objectives and milestones. A clearly written and produced form is used by clients to set out their business aims and motivation, as well as any previous relevant experience and possible barriers to success. Business plans include the production of cash-flow forecasts. Business advisers provide clients with particularly effective help and advice to improve their self-confidence, develop business ideas, and carry out good, relevant market research. Business plans are regularly reviewed with the business adviser and amended as required. Good targets are set during progress reviews.

34. Business advisers have very good knowledge of the funding sources available to clients. Advice takes account of the clients' financial situation, the funding required and repayment terms. Financial risks are kept to a minimum. Care is taken to ensure that any loan repayments are costed into the business plan and will not disadvantage the client should their business fail. There are excellent links with many relevant external agencies. Clients are well prepared in advance of the interviews for funding, and most clients successfully get funding.

35. For those clients on business administration training programmes, the progress reviews do not provide detailed short-term targets with target dates for achievement. Workplace supervisors take part in the progress reviews. In one work placement, CSV provides assessor training. On business start-up training programmes, some progress reviews are not recorded adequately. For some clients there is a full record of the

CSV

meeting and short-term action plans, but for other clients there is only a brief note of discussions with not enough objectives set for the next meeting. Clients are unable to monitor their progress from the reviews.

Good Practice

Workplace supervisors are able to work towards assessor qualifications provided by CSV.

Information & communications technology**Grade 2**

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	26	2
New Deal 25+ and work-based learning for adults	5	2
Other government-funded provision	32	2

36. There are 31 clients on a number of Jobcentre Plus training programmes in ICT at training centres in Avon, Cardiff, Hereford, Redditch, and Newcastle. Of these, there are 26 clients on New Deal 18-24 training programmes, and five clients on New Deal 25+ and work-based learning programmes for adults. There are 32 learners on special projects at the Newlyn training centre and various schools and community venues in north west Newcastle. All clients and learners work towards various IT qualifications, including a European computer qualification, other computer literacy qualifications at levels 1, 2 and 3, desktop publishing, telematics, Internet technologies, key skills in IT at level 1, and NVQs at levels 1 and 2 in using IT, developing IT programs, and installing and supporting IT. Clients attend the training centres for at least two days each week. Individual support is provided by a trainer.

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

New Deal 18-24										
New Deal 18-24	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	24		103		100		53		99
Retained*	2	8	64	62	67	67	35	66	63	64
Planned learning completed	0	0	33	32	26	26	13	25	25	25
Gained job	2	8	35	34	30	30	14	26	34	34
Still in training	18	75	8	8	0	0	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

New Deal 25+ and work-based learning for adults										
New Deal 25+ and work-based learning for adults	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	8		15		32		57		48
Retained*	3	38	11	73	25	78	47	82	40	83
Planned learning completed	2	25	8	53	16	50	32	56	25	52
Gained job	1	12	7	47	8	25	17	30	13	27
Still in training	3	38	1	7	1	3	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Other government-funded provision										
	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	19		42		64		47		57
Retained	0	0	22	52	56	88	40	85	50	88
Planned learning completed	0	0	14	33	44	69	32	68	34	60
Gained job	0	0	0	0	13	20	8	17	16	28
Still in training	19	100	13	31	0	0	0	0	0	0

STRENGTHS

- good achievements by adults
- good vocational teaching
- good individual support for clients and learners
- good work placements

WEAKNESSES

- some ineffective jobsearch activity
- ineffective individual learning plans
- poor completion of planned learning by clients on New Deal 18-24

OTHER IMPROVEMENTS NEEDED

- better working conditions in some computer classrooms

37. There are good achievements by adults, a strength identified in the self-assessment report. Attendance rates are good. Most adult learners are highly motivated. For those adult clients on work-based learning or New Deal training programmes, retention rates are satisfactory, but falling at 80 per cent. A good proportion of clients moved into jobs in 2001-02. Overall achievement of their target qualification by clients is also good at 55 per cent. Retention of those learners on the special project in Newcastle has been good at 80 per cent, but showed a fall in 2001-02. Overall qualification achievement is good at 65 per cent for these learners, and progression into jobs and full-time education is also good at 45 per cent. They learn good practical skills to help them participate more effectively at work in the community. For example, one learner who is treasurer of a local charity, makes good use of his new skills in word processing and spreadsheets. Retention is good for clients on New Deal 18-24 at 65 per cent. Overall achievement of jobs for these clients is satisfactory at 35 per cent, but achievement of their target qualification is poor at 30 per cent.

38. Vocational teaching is good, a strength identified in the self-assessment report. There is effective, individual coaching and good ratios of trainers to learners. Some computer workshops and classrooms have excellent resources, often exceeding commercial standards. For example, at one training centre the standard computer has 256Mb of RAM, with good-sized workstations. However, as identified in the self-assessment report, some classrooms do not meet this standard. For example, there is not adequate space in one classroom, with wires that are a safety hazard. At one training centre, the trainer produces good, well-written learning materials to supplement the workbooks. Trainers are well qualified and have a good understanding of ICT. They provide good learner support. There are good classroom sessions for learners on the special project. Lessons are well planned and there is good use of relevant exercises and activities, which relate clearly to the learning outcomes. However, there is not sufficient reference to clients' and learners' relevant interests outside the classroom. Training programmes are generally good, and clients and learners can work towards a range of qualifications. Many learners on the special projects progress to more advanced courses.

39. There is good individual support for clients and learners. Trainers respond effectively to the individual needs of clients and learners. There are effective procedures to identify and rectify poor punctuality or attendance. Those who find a particular module of work difficult are able to join another group to repeat the learning. Some trainers provide additional work for those who either find some tasks too difficult or who need more challenging work. Trainers mark work accurately and give helpful feedback. They use mock exams well to help clients and learners prepare effectively for their exams. Initial assessment is good and learners are placed on appropriate qualifications. Trainers fully understand the individual needs of those learners and clients on work

placements who have not worked for some time. For example, at one training centre each week the trainers contact the learner or client and their workplace supervisors to provide support. They also discuss their progress every two weeks to identify and rectify problems or issues. Pastoral support is good and easily accessible. Trainers make good use of visits from support agencies to help motivate and support learners, and to provide good, specialist support. The special project in Newcastle is very accessible for learners through a well-distributed network of training centres.

40. Work placements are good. Clients carry out interesting work, relevant to their career aims. They work to commercial standards. Many clients develop practical and technical skills that are useful to employers while developing good personal skills. For example, one client was placed in a learning centre where he developed good personal skills and good computer application skills while helping other clients to progress. This was used as evidence towards his technical vocational qualification in supporting networks of computers. Employers provide good learner support and have a good understanding of their clients' needs. In some work placements, the workplace supervisors enable clients to carry out different job roles.

41. There is some ineffective jobsearch activity. Trainers fully understand the jobsearch needs of clients with low self-esteem. Some training centres have a good jobsearch training programme, with good lesson plans which have clearly recorded learning outcomes. One training centre monitors subcontracted jobsearch training effectively. Trainers share relevant ideas and information well and help clients to review job vacancies. There are some good jobsearch resources including training videos of interviews, and stocks of sample job application forms. There is a good rate of attendance at jobsearch sessions at one training centre, with satisfactory monitoring of jobsearch activity. At these training centres, the rate of progression of clients into jobs in 2001-02 is 45 per cent. However, at one training centre, the jobsearch training programme is not structured well. There are no systems to effectively monitor and promote jobsearch activity. Some clients do not accurately record jobsearch activity. Some clients receive insufficient individual feedback on job applications and speculative letters. There is inadequate support for those clients who do not want to carry out jobsearch training. Trainers allow some clients to be insufficiently involved in jobsearch sessions, and do not develop effective jobsearch skills in these clients. The self-assessment report failed to identify these issues.

42. Individual learning plans are ineffective. Targets are not set on the plans and achievement dates for qualifications are the same as the training programme end dates. The plans have insufficient emphasis on jobsearch activity. Although personal development goals are identified, it is not clear how these are to be assessed or achieved. There is no reference to work-placement activities or on-the-job training. Targets are not used during progress reviews to assess learners' progress, and short-term targets are not set. Some workplace supervisors do not receive a copy of the progress review.

43. The achievement of planned learning for clients on New Deal 18-24 is poor at 30

per cent. The individual learning plans for some of those learners on the special projects are not achievable. For example, one learner enrolled on 11 courses.

Good Practice

One learner achieved a level 1 computer literacy qualification, but found it difficult to achieve the computer databases module. She asked her trainer for further help, who suggested an open learning course. A suitable course was purchased, which the learner completed at home, while also enrolling on a further course at level 2. The learner successfully improved her skills level and confidence in using databases and was able to progress to the next level of the course.

Retailing, customer service & transportation**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	12	3
New Deal 18-24	30	3
New Deal 25+ and work-based learning for adults	10	3

44. There are 52 clients and learners on retailing and customer service training programmes. Six learners are working towards an NVQ and there are four foundation modern apprentices and two advanced modern apprentices. There are 30 clients on New Deal 18-24 and 10 clients on New Deal 25+ and work-based learning for adults. Clients working towards NVQs are employed in commercial placements. All clients attend a structured induction at a training centre. Inductions across the organisation range from two days to two-weeks' duration. Training and jobsearch takes place at a training centre usually for one day a week. Clients work towards NVQs in retailing, customer service and distributive operations at levels 1 and 2. Assessment takes place in the workplace and at the training centre. All assessors and verifiers are occupationally competent and have the relevant assessor and verifier qualifications. Clients working towards retailing NVQs work in charity shops to gain occupational competence. Other clients are placed in commercial warehouses and with charities to gain experience for the distributive operations NVQ. These clients are also able to work towards a commercial driver's licence.

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

New Deal 18-24										
New Deal 18-24	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	31		92		110		112		97
Retained*	3	10	55	60	58	53	73	65	50	52
Planned learning completed	0	0	15	16	19	17	28	25	20	21
Gained job	3	10	28	30	32	29	37	33	20	21
Still in training	23	74	7	8	0	0	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

New Deal 25+ and work-based learning for adults										
New Deal 25+ and work-based learning for adults	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	14		31		24		6		14
Retained*	3	21	26	84	18	75	6	100	13	93
Planned learning completed	3	21	17	55	14	58	6	100	11	79
Gained job	2	14	7	23	6	25	4	67	5	36
Still in training	9	64	1	3	0	0	0	0	0	0

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

STRENGTHS

- good individual support for learners and clients
- good retention rates

WEAKNESSES

- weak target-setting
- ineffective induction in some training centres
- poor planning of internal verification

OTHER IMPROVEMENTS NEEDED

- clearer NVQ appeals procedure

45. There is good individual support for clients and learners. Staff have very frequent contact with learners and clients. All learners and clients come into the training centre at least once a week for training and jobsearch and are visited in their work placement for progress reviews. One training centre subcontracts the review process and jobsearch to another provider. Staff from both organisations are in regular contact and work effectively as a team to support clients and learners. There is very good communication between work-placement providers and CSV's staff. Assessors visit work placements regularly. CSV's staff also telephone work placements regularly between visits to monitor clients and learners. Assessors and workplace supervisors discuss clients' and learners' pastoral and training needs on a regular basis. There is some good on-the-job training. There are effective links with external agencies. At one training centre, a training scheme was developed in conjunction with a local

supermarket that required employees after an extension to their store. This project resulted in six clients getting jobs. CSV has secured funds to support clients after they complete their time on New Deal, to continue working towards additional units of their NVQ.

46. Retention rates are good. Retention on the New Deal 25+ training programme averages 76 per cent over the past five years. The retention rate on the 18-24 programme averages 55 per cent for the same period. There are too few learners on the other training programmes to judge the retention rates effectively. Approximately 30 per cent of clients have found employment on both training programmes.

47. Target-setting is weak. An individual learning plan is completed for all learners. However, many of these do not set demanding targets for the completion of each unit. Clients have a regular progress review in the workplace, but this does not relate to targets in learning plans. The reviews do not focus sufficiently on clients' progress. Workplace supervisors usually contribute to the review process, but generally not at the same time as the client. Employers are not involved in setting short-term targets. Trainers review clients' and learners' progress. Targets set during these progress reviews are poor and do not help learners and clients to progress. Workplace supervisors, clients and learners do not receive a copy of the review and cannot refer to them between reviews.

48. Induction is ineffective. In most training centres, induction takes place over two days. At one training centre induction has recently been extended from one week to two and is now satisfactory. The organisation has identified that the two-day induction is ineffective. At one training centre, a half-day refresher induction is also carried out once clients and learners have been on their training programme for a month and they have a better understanding of the issues covered. All clients and learners receive a copy of the NVQ appeals procedure in their portfolio at induction. It does not contain the names or contact details of those people to whom they can appeal if they do not agree with an assessment decision. The appeals procedure is difficult to understand for some clients and learners.

49. There is poor planning of internal verification. Assessment and verification is satisfactory. There is an overall verification strategy to which all training centres are expected to comply. At some training centres not enough verification is carried out during the training programme, however, all qualifications are verified when completed. Verifiers do not use sampling plans to adequately verify the range of criteria during training programmes. CSV has identified this at an organisational and local level but individual training centres have yet to implement a satisfactory internal verification procedure. Assessors and verifiers have relevant and current qualifications but the organisation has not put a system into place to ensure that staff are working towards the new awards. Some training centres are beginning to standardise assessment and verification procedures, but this is not taking place at all training centres. Good practice is not shared at some training centres.

Hospitality, sport, leisure & travel**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	17	4

50. In April 2002, CSV training were awarded a contract by ELWa to provide training in hospitality, sport, leisure and travel for the national traineeships and modern apprenticeships training programmes. There are 16 foundation modern apprentices working towards NVQs at level 2 in bar service, food and drink service, and food preparation and cooking. There is one advanced modern apprentice working towards an NVQ at level 3 in food and drink service. Most learners are recruited through their employers and some are recruited through Career Wales. All learners are employed in hotels, restaurants and pubs, in and around Cardiff city centre. All learners attend an interview. Induction is carried out in the workplace and relevant paperwork is completed. All learners receive an induction booklet and health and safety information. CSV's staff visit the learners in the workplace every two to four weeks or more frequently if required. Qualified CSV assessors carry out assessment in the workplace. As the programme has only been running for a short time and learners have not achieved full qualifications, no outcome data was available at inspection.

The following table shows the achievement and retention rates available up to the time of the inspection.

Work-based learning for young people															
Foundation modern apprenticeships (FMA)	2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	6		15											
Retained*	0		0												
Successfully completed	0		0												
Still in learning	5		11												

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

STRENGTHS

- good learner support
- effective work experience for learners
- good retention rates

WEAKNESSES

- poor integration of key skills
- poor unit accreditation
- insufficient initial assessment

OTHER IMPROVEMENTS NEEDED

- better contracting arrangements for internal verification
- more effective involvement of employers in the development of individual learning plans and reviews
- better access to learning resources

51. Support for learners in the hospitality area is good. Working relationships are very good between the trainer and learners. Staff are well qualified, provide good learner support, and carry out frequent visits to learners in the workplace. Staff and employers work well together to help learners develop occupational competence, and to improve their self-confidence and self-esteem. Most learners enjoy their training and are generally well motivated. The assessor carries out direct observation of learners' practical work and helps them to compile their portfolios of evidence. Portfolios are well organised and learners have a good understanding of the NVQ. Most assessment is planned in advance, and learners fully understand the assessment process. Witness testimony is used for some learners. Learners do not have adequate access to textbooks, periodicals or other learning resources provided by CSV.

52. Most learners work for good employers who provide realistic, good, challenging work experiences. CSV's staff have good working relationships with employers. Learners prepare, cook and serve a wide range of food and drink. Learners with particular individual learning needs are placed with those employers who can provide the necessary support. Learners from other training programmes provided by CSV, who are interested in following a career in hospitality, are carefully matched to job vacancies in the industry. They are also able to work towards foundation and advanced modern apprenticeships. Some employers are not effectively involved in the development of individual learning plans or the review process. At one employer, kitchen hygiene and the standard of housekeeping is very poor.

53. Retention rates are good for foundation and advanced modern apprentices. Of the 22 learners who started their training programmes between May and November 2002, 17 are still in training.

54. There is poor integration of key skills training and assessment. Workplace evidence is not used or identified effectively for the achievement of key skills. Most learners are unaware that they have to complete the relevant key skills in order to achieve the full

modern apprenticeship framework.

55. Unit accreditation is poor. Some learners make slow progress towards their qualification. Although many learners have previous, relevant work experience, no learners have yet completed any units of their NVQ and no work has been submitted for internal verification. Informal reviews of learners' progress are carried out each month and formal reviews are carried out every 13 weeks. Although learners receive feedback on their performance during the reviews, this is not sufficiently detailed. Target-setting is poor and, for many learners, targets are not monitored or reviewed. The monitoring of learners' progress is inadequate.

56. There is no diagnostic testing of applicants for foundation and advanced modern apprenticeships at initial assessment. For instance, there is no testing to determine key skills levels, basic skills needs or language skills needs.

57. There is no service level agreement in place with the subcontractor for internal verification. Meetings are held with the internal verifier. However, these are informal and minutes are not adequately detailed.

Foundation programmes**Grade 2**

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	56	2
New Deal 25+ and work-based learning for adults	124	3
Other government-funded provision	118	2

58. There are currently 298 learners on foundation programmes. There are 124 learners on BET of whom 90 are on work-based learning programmes and 34 clients on New Deal 25+ training programmes. There are 56 clients on New Deal 18-24 Gateway to Work programme. The Gateway to Work programme is a two week, full-time training programme designed to tackle the barriers faced by people who find it particularly difficult to get jobs. Seventeen learners are on the Fast Forward training programme, which lasts for 13 weeks and is for learners who are not job ready and who need more intensive support. There are 14 learners on Life Skills training programmes at one training centre. There are 118 learners on other government-funded provision. CSV also provides specialist training programmes for people with physical and learning disabilities, and those recovering from mental illness. These training programmes are financed through the local LSC and a range of other funding sources. There are 32 learners on training programmes including basic skills, ICT, and English for speakers of other languages (ESOL) at the Newlyn training centre. There are 51 learners on the Avenues programme, which is based at St Nicholas Hospital in Newcastle, and provides training for people recovering from mental illness. There are 20 learners on the Ability Training programme, which caters for adults with disabilities and learning needs. There are 15 learners on the Linden Training project, a community-based project providing training for people recovering from mental illness.

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

New Deal 18-24										
New Deal 18-24	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	67		171		104		71		
Retained*	5	7	97	57	50	48	29	41		
Planned learning completed	0	0	49	29	26	25	15	21		
Gained job	5	7	50	29	32	31	21	30		
Still in training	48	72	8	5	0	0	0	0		

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

New Deal 25+ and work-based learning for adults										
New Deal 25+ and work-based learning for adults	2002-03		2001-02		2000-01		1999-2000		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	138		344		363		303		
Retained*	20	14	186	54	262	72	218	72		
Planned learning completed	14	10	71	21	130	36	114	38		
Gained job	9	7	70	20	59	16	57	19		
Still in training	93	67	31	9	0	0	0	0		

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

STRENGTHS

- particularly effective support for learners and clients
- good achievement of qualifications
- wide range of additional learning activities
- very good celebration of success
- some good job outcomes on Life Skills and Gateway to Work training programmes

WEAKNESSES

- inadequate individual learning plans
- poor review processes
- some poor resources

OTHER IMPROVEMENTS NEEDED

- better strategy to help clients and learners improve timekeeping and attendance
- better planning of jobsearch activities to meet individual needs

59. Learner and client support is particularly effective. Learners and clients work in small groups. Volunteers or classroom assistants also staff many of the learning sessions. Trainers provide good individual support during learning sessions. Most training centres provide literacy and numeracy support and some also provide courses for learners who speak English as an additional language. All staff are appropriately qualified and experienced. Training programmes are developed according to the individual learning and/or social needs of the learners and clients. For example, training sessions start and finish at times which allow learners to drop off and pick up their children from school. At one training centre, learners and clients work with a City Workfinder who provides job guidance and support during work placements. Some of these learners and clients have recently attended hospitality training at a local hotel.

60. Another training centre has a full-time occupational therapist. Trainers at this centre also provide training on secure forensic wards. They also manage a coffee bar for patients, which is staffed by volunteers. Another training centre has introduced a buddy scheme, which helps less-confident learners to become volunteers by working alongside another volunteer. There is insufficient emphasis on learners' and clients' attendance and timekeeping.

61. Job outcomes are good on Life Skills and Gateway to Work training programmes. In 2001-02, 65 per cent of Life Skills learners found jobs. In the same year, 36 per cent of Gateway to Work learners got jobs. The job outcomes for New Deal 18-24 clients in 2001-02 is satisfactory at 29 per cent. In the same year, the job outcomes for clients on New Deal 25+ and BET programmes is 24 per cent.

62. There is good achievement of qualifications by learners and clients on all training programmes. Most foundation training programmes do not have any contractual requirement for learners and clients to achieve a qualification as part of their training programmes. However, in 2001-02, 42 per cent of all learners on special programmes achieved at least one qualification. Forty-two per cent of clients on New Deal 25+ and BET programmes, and 31 per cent of New Deal 18-24 clients, gained a qualification.

63. There is a wide range of additional learning activities, which learners and clients can access either while they are on their training programmes or on its completion. For example, at one training centre, learners and clients take part in drama groups, aromatherapy sessions, a digital camera group, and craftwork sessions. At another training centre, learners take part in creative writing and poetry sessions and have published some of their work. One training centre makes good use of a volunteer who is currently working towards an arts degree. The volunteer is working with learners to produce etchings, which are very good. Many training centres provide work placements through good links with charity shops and community projects. Learners are able to take part in real work situations and some work towards achieving a relevant NVQ or units towards it. Learners and clients are able to train to become volunteers and are provided with training, expenses and regular progress reviews during training and after completion. Many learners have progressed to employment in social work, counselling, nursing and teaching as a result of their voluntary work. One training centre caters for disabled people and has a range of specialist equipment, including speech synthesisers, text enlarging software, and Braille printers. Learners in many training centres organise visits to museums and various exhibitions. There is good use of community venues to widen participation. Some training centres are situated in premises central to the community in which they operate, and with good public transport. One training centre provides basic skills training during the day and evening in a small community centre, and during the day in a library. There are plans to provide basic skills sessions in a local social club for both staff and members.

64. Staff, clients and learners regularly celebrate success. Learners' achievements are recorded routinely in clients' and learners' files. All training centres display photographs of learners' and clients' achievements. Annual presentation events are organised and are well attended by learners and their friends and family. Photographs of these events are displayed in all training centres and there are regular features in local newspapers showing these events. These events also appear in the CSV national newsletters.

65. Most training sessions are satisfactory. However, in the better sessions, training is well planned with appropriate resources available to the clients and learners. Teaching is activity-based. There is also good use made of learners' own experiences. Some teaching is unsatisfactory, poorly planned and not implemented effectively. The sessions do not always meet the needs of individual learners and do not help them to progress satisfactorily. There is insufficient monitoring of training to implement improvements.

66. There is inadequate use of individual learning plans. Tutors do not fully understand how to use individual learning plans. The plans are not used accurately to record the outcomes of initial assessment or learners' individual learning needs. Targets are not set. There is insufficient recording of the outcomes of progress reviews. The ongoing learning needs of individual learners are not recorded. Jobsearch activities are not included in individual learning plans. Learners do not know what is recorded on their plans and how the plans should be used. Work-placement providers are not involved in the development of the individual learning plans.

67. The review process is poor. Learners' progress is not recorded effectively. Review forms are not sufficiently detailed. For example, individual learners' progress is not fully recorded. New targets are not sufficiently detailed and no time limits are set for their achievement. The review forms are inappropriate for learners on foundation programmes. Some sections are not relevant to their training programme. There is insufficient space on the forms to record in detail issues discussed during the review. Learners are not aware of what is recorded on the review forms and do not understand what they need to do before their next review. Employers are not involved in the review process and do not know what learners need to do to progress effectively.

68. Some paper-based resources are poor, particularly for those learners with poor literacy skills. There are not enough relevant worksheets to meet learners' individual learning needs. Much of the text on the worksheets is too complex for some learners and is difficult for them to fully understand. There is too much text on some pages. Illustrations are not used effectively to help learners understand the content of the worksheet. Some of the worksheets are out of date. Some of the worksheets use language appropriate only for children. One training centre has bought books that are too complex for foundation learners. Tutors do not know that other resources are available. As acknowledged in the self-assessment report, there are not enough basic skills teaching materials and basic skills teaching is not fully developed.

Good Practice

A trainee student forum at one training centre consists of elected learners, clients, volunteers and tutors. The forum meets monthly. Members of the forum raise and discuss issues relevant to clients and learners. These may include suggestions for re-stocking the vending machine, setting up a tuck shop, proposals for future vocational and non-vocational courses, and ways of dealing with Internet difficulties.