

**CAPITAL TRAINING GROUP
SELF ASSESSMENT REPORT TEMPLATE
2012-2013**

Partner Provider: Hands on Skills Training Ltd.

Sector Subject Area: SSA 4 & 5

CIF Aspects	A. OUTCOMES FOR LEARNERS B. QUALITY OF TEACHING, LEARNING AND ASSESSMENT C. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT		
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How would you rate your overall effectiveness of provision?

The overall effectiveness of provisions is 3

Effectiveness of last year's Quality Improvement Plan

2011 / 12 Areas for Improvement	Situation in 2012 / 13
Poor timely success rates	Timely success rates have improved from 74% to 82%, although are still slightly behind the consortium average of 87%.
Need to improve setting, monitoring and reporting of planned end dates.	Planned End Dates are now far more individualised, which have contributed to an improvement in timely success rates.
Collation of impact of complementary courses and whether qualifications lead to improved career progression.	Progress surveys still to be developed.
Improvement of lesson planning across curriculum offer.	Lesson planning has improved significantly although further development is still needed.
Further development of embedding maths, English and functional skills, where appropriate, into the curriculum, and providing more robust feedback to assist the Learner to improve.	English & Maths are now included in classroom delivery to a greater degree. English & Maths questions are now included at induction and throughout every review session. Further development is still required despite progress being made.
Staff appraisal system to be further developed.	Staff appraisals system is still not fully timetabled and still needs improvement.
Need to improve the divergence in success rates between SSA 4 & SSA 5 seen in 2011/12 data.	Divergence between Gas qualifications and all other qualifications has narrowed significantly.

A. Outcome for Learners

Data will be provided by Capital Training Group.

<p>A1 – How well do learners achieve and progress?</p> <p>A2 – Achievement gaps are narrowing between different groups of learners?</p> <p>A3 – How well do learners develop personal, social and employability skills?</p> <p>A4 – Do learners progress to higher level qualifications and into jobs that meet local and national needs?</p>	
<p>Consider the following to inform your key strengths and areas for improvement and to inform your narrative.</p> <ul style="list-style-type: none"> • <i>Learners’ attainment of planned learning goals</i> • <i>Learners’ attainment of skills and learning goals through the completion of non-accredited courses and other in-house training programmes</i> • <i>Evidence that learners’ enjoy their programme</i> • <i>Learners’ attitudes and behaviours inc. punctuality and attendance</i> • <i>The extent to which additional specialist courses and qualifications are completed to meet specific business/sector needs</i> • <i>Any variations in attainment of groups identified by gender, ethnicity or disability</i> • <i>Any variations in attainment of groups from different sites, or subject areas</i> <p><i>Learners’ progress, relative to their previous experience and knowledge, gained at work or through training</i></p>	<ul style="list-style-type: none"> • <i>Improvements in English, maths and FS</i> • <i>The extent to which learners make progress in their job roles or careers.</i> • <i>Learners are given additional responsibilities and/or change job roles as they progress</i> • <i>Evidence that learners’ enjoy their programme</i> • <i>Learners’ attitudes and behaviours</i>

Make judgements on your provision which will support your strengths or areas for improvement

Success & Timely Success Rates: In the period 2012/13 HOST had 153 learners in total, which was broadly similar to the previous year (153). Overall success rates for HOST are good at 87%, which was an improvement on 2011/12 (82%), although this was lower than the overall consortium figure of 91%, so there is room for improvement.

Within this data, 100% of Learners in SSA4 (Engineering & Manufacturing Technologies) achieved, compared to 87% within SSA5 (Construction, Planning & The Built Environment), although the absolute numbers within SSA4 were much lower than in SSA5 (1 and 154 respectively). In the previous year it was identified that the divergence between SSA4 & SSA5 needed improvement (achievement rates were 54% for SSA4 & 99% for SSA5). One main qualification (Network Construction Operations) performed poorly in 2011/12 and used to be SSA4, but was reclassified as SSA5 in 2012/13. Almost all qualifications are now SSA5. The improvement in NCO success rates has been largely responsible for improving the overall success rates.

Timely success rates were lower than overall success rates. Timely success rates were 82%. This metric is satisfactory, but needs improvement. This is an improved figure from the previous year (74%), so progress has been made, and it is getting closer to the overall consortium total (87%). Several changes have been made to improve this including introducing more robust induction, tracking and review systems, collating and dispersing monthly targets for each Assessor with a clear focus on planned end dates and Learner prioritisation, and providing more individualised planned end dates for Learners.

Positive Learner experience: Learners at HOST enjoy their learning and find their qualifications challenging. Over 86% of Learners rate Hands on Skills Training as either “excellent” or “very good” for key aspects, such as how knowledgeable the instructors are, how well the Learners understood their course, and how willing the instructor was to give additional help and advice. **Source: Learner Surveys and Feedback**

HOST aims for 80 – 90% of respondents to give a grade of “excellent” or “very good” across a range of questions such as the teaching and learning experience, resources and facilities, safeguarding, and health and well-being issues.

Level to which Learners complete additional qualifications: Hands on Skills Training provides a comprehensive suite of complementary qualifications that supports Learners through their careers in the utilities and construction industries. HOST is good at encouraging the take up of further qualifications, either at the same or a higher level.

A good example of this is for Learners that engage with our Gas training. Over the past 6 years HOST has trained 710 Learners in Level 1 Network Construction Operations NVQ, and of these 65% have progressed onto at least one Level 2 Gas NVQ.

It is estimated that of those that have taken a Level 1 Network Construction Operations NVQ, which is the entry level qualification for the gas industry, at least 75% of Learners take further qualifications with us, and many take several. These can range from short 5 day vocational courses to full NVQs at Level 3. This is a key strength of the organisation. To make data analysis more effective in the future, we are now capturing more information regarding previous qualifications, even for short, unaccredited courses, on Learner ILPs and on our MIS system.

Increased job security, improved promotion and career prospects, and better potential pay rates. The training that is offered is targeted to enable learners to become skilled workers and progress in their career plan to offer a wealth of possibilities.

For example, within the utilities industry, pay scale is often graded according to qualification and job description. Many of our learners have continued with their professional development and moved on to

higher qualifications. This is reflected in their job role promotion from labourer through to trained operative, and then on to supervisory or management levels.

Employer surveys indicate that over 70% of companies either agree or strongly agree that the qualifications that are achieved have:

- Improved staff morale (84%)
- Improved staff motivation (78%)
- Increased productivity (71%)
- Provided significant benefits to the company (81%)

Learner surveys have also shown that:

- 71% of respondents said that they would potentially use the qualification they received to look for a new or better job.

A wide range of individuals from different backgrounds with differing levels of experience attend learning together in a group. Learners benefit from training at our centre as we are able to implement courses with both operatives and supervisors sitting in the same classroom. This is viewed as a strength because.

- Group discussions lead to a better understanding of work-related problems.
- This creates an effective working partnership between supervisory and operative levels.
- Supervisors can act as mentors, aiding collaborative learning, and providing advice and encouragement.
- Operatives are able to share with supervisors how management decisions can affect them in day-to-day operations.
- Networking within the centre promotes good business practice, and has provided job opportunities.
- By working together with Supervisors, Operatives are encouraged to set higher goals, and they aspire to increase their skills and knowledge.

Flexible qualifications that give the opportunity for Learners to have a choice of career paths and work opportunities, including complementary or bolt-on courses and qualifications to enhance employment opportunities. Hands on Skills Training is a niche provider of qualifications to the utilities and construction industries, with qualifications leading to a wide range of work opportunities.

For example, core units that are achieved in our Gas qualifications can be readily mapped across to similar qualifications in the water industry, thus opening up a large new pool of work opportunities.

All of our qualifications come from a common “family” so a water engineer that gains a Plant Operations qualification will be able to use this to work on building sites, large civils projects, road-building, as well as the industry that they have come from.

Learners are able to achieve a range of additional or bolt-on courses and qualifications at HOST, such as confined spaces, manual handling, trench support, NRSWA, and IOSH Working & Managing Safely.

Evidence: Learner surveys: 86% of respondents agreed that as a result of their qualification they were able to progress their career with additional job opportunities.

Key Strengths		Evidence
A. S1	Overall success rates are good (87%), and improving.	Annual data report and MIS data
A. S2	Learners are able to undertake a range of complementary courses and qualifications that will enhance their career prospects.	HOST course programme HOST progression charts
A. S3	Positive Learner experience	Over 85% of Learners rate our provision as 'very good' or 'excellent' across a range of key criteria.
Areas for Improvement		Evidence
A.IMP.1	Poor timely success rates	QSR and MIS data
A.IMP.2	Improvement still needed in setting, monitoring and reporting of planned end dates.	MIS data
A.IMP.3	Collation of impact of complementary courses and whether qualifications lead to improved career progression.	Additional Learner surveys to be give to Learners 6-18 months after their completion date.

B. QUALITY OF TEACHING, LEARNING AND ASSESSMENT

<p>B1 – Do staff demonstrate high expectations, enthuse, engage and motivate learners?</p> <p>B2 – Do staff initially assess and monitor learners' progress?</p> <p>B3 – Do staff use skills and expertise to plan and deliver teaching, learning, assessment and support to meet each learner's needs?</p> <p>B4 – How well do learners understand how to improve their learning?</p> <p>B5 – Does teaching develop literacy, numeracy, language and functional skills?</p> <p>B6 – Does the information, advice and guidance effectively support learning?</p> <p>B7 – Is Equality and diversity promoted through teaching and learning?</p>	
<p>Consider the following to inform your key strengths and areas for improvement and to inform your narrative.</p> <ul style="list-style-type: none"> • <i>Training sessions show high levels of challenge and high levels of learner motivation</i> • <i>Learning resources are good and appropriate to the programme</i> • <i>Trainers, mentors and coaches have appropriate expertise and experience to plan support learning</i> • <i>Initial assessment is comprehensive and informs learning plans</i> • <i>The requirements of the qualifications are matched to, or embedded in, employers' own training materials and programmes where appropriate</i> • <i>Assessments meet awarding bodies' requirements</i> • <i>Learners understand the benefits of training</i> 	<ul style="list-style-type: none"> • <i>Learners demonstrate improvement in English, maths and IT</i> • <i>Feedback on progress is clearly understood by learners and employers (and parents/carers where appropriate)</i> • <i>Learners are clear how the programme fits with their career progression</i> • <i>Recruitment information outlines programme requirements and progression routes in an accessible manner</i> • <i>Induction introduces learners to the requirements of their programme</i> • <i>Learners receive advice, guidance and support from workplace mentors and/or other staff</i> • <i>Learners' understanding of equality and diversity is developed</i>

Make judgements on your provision which will support your strengths or areas for improvement in respect of **'Quality of Provision'**

Flexible delivery of qualifications taught by industry experts with a wealth of experience. Training staff have been specifically sourced from the industries in which they are teaching, which gives them the hands on skills and experience needed for the sessions that they deliver.

They use real life examples in their training sessions, which makes the Learners feel more at ease knowing that they are being assessed by a trainer/assessor who has also experience within the industry in which they work. This increases the confidence of the Learners and leads to improved achievement.

This is evidenced by 89% of Learners grading the knowledge of the trainers/assessors as "excellent" and the recognition that the Learners clearly understand the course content and its method of delivery as "excellent" (91%) or "very good" (7%). Also evidenced by staff CVs, CPD logs and Staff Development Plans.

Well-developed and industry-specific Staff Development Plans to ensure Learners are given the most up-to-date, and job-relevant training and techniques. Staff regularly attend client tool-box talks to ensure that they are up-to-date with industry practices. In the past 2 years four members of staff have achieved their level 4 qualification in Preparing to Teach in the Lifelong Learning Sector. Although most of the training staff already had many years experience in classroom delivery, this allowed them to refresh their existing knowledge and implement up-to-date teaching techniques and strategies. This has increased trainer confidence and will improve Learner outcomes. All staff are required to achieve online safeguarding and E&D courses.

Strong communication channels between Learners, Employers and Assessors. Due to the nature of the work that our clients are involved in, we must be able to provide a highly reactive and flexible delivery model. One of the key ways in which this is facilitated is by Assessors being given the responsibility of managing their relationship between clients and Learners. We are frequently required to be available at short notice and outside of normal working hours in order to conduct assessments. 96% of employers either 'agreed' or 'strongly agreed' that HOST's training and assessment met the needs of their organisation, which clearly illustrates that this flexible approach provides excellent service to our Learners and customers.

Good relationships with employers are used well to enhance training provision. At HOST we try to ensure that the business needs of the Learner and client are incorporated into the statutory requirements of the assessment process. For example, in our Gas provision, we regularly use new equipment that is provided by client, so that the Learners are not only using the correct techniques, but are also increasing their familiarity with the exact equipment that they will be using in their work. The same happens in plant operations, where clients will regularly request training and assessment on a specific type of machinery.

Logical suite of qualifications providing clear progression routes. HOST's provision has been developed with the needs of our Learners and employers at the forefront. We have developed very clear progression routes, covering a range of both qualification and industry opportunities, which are explained to all Learners.

A typical route would involve a novice in the gas industry completing a NCO Level 1 NVQ, followed by a NRSWA operative course, confined spaces and trench support training. After a period of time gaining experience within the industry the Learner would return to complete NCO Level 2 training, which often leads to supervisory roles. For those that wish to continue further they can complete L3 qualifications in Site Supervision or a L3 in Occupational Work Supervision, and L3 Craft qualifications in NCO as well.

Evidence:

Learner progression charts

Logical and complementary qualification suite

Learner & Employer feedback:

96% of employers “strongly agreed” or “agreed” that our training met the needs of their organisation.

96% of employers “strongly agreed” or “agreed” that we understood their company’s training needs.

Thorough IAG process

HOST believes that each learner is a unique individual and may have different training needs and require a different level of support from other individuals undertaking the same qualification. This is achieved in the following ways:

Initial contact. From the very first contact with a potential learner, HOST provides appropriate information, advice and guidance. This is normally given over the telephone by our IAG Level 3 qualified course advisors. It is at this stage where advice is given on which course is most appropriate, whether they are potentially eligible for funding, and what progression is possible through gaining the qualification. Potential learners will be referred either to a further face-to-face interview or to an induction session.

Face-to-face interview. Further information that perhaps could not be given over the telephone, such as technical specifications, can be given at this meeting. This is often done in collaboration with a trainer, and gives the potential learner an opportunity to inspect the centre and speak to existing learners.

Induction. The induction process reinforces the advice given previously and incorporates a basic skills test. This is to identify any strengths or weaknesses in a learner’s ability and helps tailor their individual learning plan. At induction an experienced trainer will probe the learners in detail in order to discover if they have any particular interests, aspirations, requirements or needs that will help to develop the delivery style.

Individual Learning Plan. Once the induction process is complete, a detailed Individual Learning Plan is developed, which will set targets, explain programmes, and inform learners and employers about what is to be expected from the learner, the programme, and the Training Centre.

Key Strengths		Evidence
B. S1	Learners have access to Assessor support via email or telephone.	Assessor mobile telephone numbers and email addresses are provided in the Learners’ portfolios. Assessors frequently on-site at 7am to meet the needs of the client and learner.
B. S2	Assessors and vocational training staff regularly attend client toolbox talks to keep up to speed with current practices and understand company-specific regulations.	Staff CPD logs
B. S3	Training courses are often developed in conjunction with employers.	Trench Support workbook developed in conjunction with Cappagh/Brown JV.
Areas for Improvement		Evidence
B.IMP.1	Further development of embedding maths, English and functional skills, where appropriate, into the curriculum, and providing more robust feedback to assist the Learner to improve.	English and maths included in all reviews, but still not sufficiently followed up throughout the period of learning.

B.IMP.2	Improvement of lesson planning across curriculum offer.	Current lesson plans are much improved from 12 months ago, but still require further development.
B.IMP.3	Need to further develop the integration and promotion of equality and diversity within the curriculum and across the organisation.	Lesson Observations, Schemes of Work, Lesson Plans, IAG Progress Reviews and assessments do now incorporate E&D, but this could be further developed.

C. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

<p>C1 – Does your organisation demonstrate an ambitious vision, have high expectations and set high standards?</p> <p>C2 – How effectively do you monitor and performance manage teachers, trainers and assessors?</p> <p>C3 – How do you ensure learning programmes and the curriculum meet the needs and interests of learners, employers and the local and national community?</p> <p>C4 – How effectively do you evaluate the quality of the provision?</p> <p>C5 – How effectively do you actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap?</p> <p>C6 – How well do you ensure safeguarding and well-being of your learners?</p>	
<p>Consider the following to inform your key strengths and areas for improvement and to inform your narrative.</p> <ul style="list-style-type: none"> the extent to which staff understand and support the commitment to continuous improvement the extent to which staff training and development are part of the company's strategic goals and business priorities how well teaching and learning are improved as a result of performance management systems 	<ul style="list-style-type: none"> the extent to which the provision takes account of local (and, where appropriate, national) needs the views of different user groups (learners, employers, parents/carers where appropriate and other significant stakeholders) are used to review and improve provision. the extent to which the effectiveness of equality-related policies ensures the well-being and success of all learners safeguarding arrangements meet statutory requirements

Make judgements on your provision which will support your strengths or areas for improvement in respect of **'Leadership & Management'**

Implementation of robust teaching, learning and assessment observation programme. Whereas observation of assessments has always been run in accordance with Awarding Organisation requirements, teaching and learning observation has often been poorly planned, and there has been insufficient time devoted to improvement. Over the last 12 months our consortium, Capital Training Group, has provided comprehensive and effective support to implement a rigorous teaching, learning and assessment observation programme. This has included the development of a T, L&A Observation Policy and Procedure, standardised paperwork, specific observation workshops, supported by LSIS, and the introduction of teaching, learning and assessment observations into the Quality Cycle.

Observations are now thematic rather than general, and encouragement has been given to share best practice across the consortium partners by introducing peer observations. Observations are now conducted regularly and according to a planned cycle to ensure continuous improvement can be achieved.

Strong focus on enhancing staff qualifications, knowledge and industry experience. Staff Development Plans are well developed and clear. Trainer and Assessor knowledge and experience are excellent. Management provides necessary time and resources for staff development to take place.

Over the past 2 years Hands on Skills Training has trained 100% of its full-time staff and 40% of its part-time staff in NCFE's Level 2 Certificate in Equality & Diversity. It is HOST's policy to have key personnel qualified to this level, and all other staff must achieve the online LSIS E&D qualification as a minimum requirement. This ensures that the value and implementation of Equality & Diversity is consistent throughout the organisation, and its importance is emphasised.

Equality & Diversity and safeguarding are now embedded into all aspects of teaching and learning, including inductions, review sessions, assessments, tutorials, and IAG sessions.

All staff have Development Plans in place to ensure that we are able to give the highest possible level of service to our Learners and clients. Examples of recent staff development include:

- Gas Assessors attending industry and client-run workshops to ensure that they are up to speed with all of the industry's current practices, processes, and equipment.
- All staff have taken the LSIS online Safeguarding course.
- One key member of staff has achieved NEBOSH to become HOST's designated Health & Safety Officer.
- Delivery staff have been involved in an LSIS-run English & Maths development programme for Work-Based Learning to develop a strategy for embedding English and Maths into our programmes.
- Teaching staff regularly sit-in on each other's lessons. This helps share best practice between teaching staff and helps all staff grow their knowledge of new courses – often with a view to them delivering those courses in the future, which helps build capacity and flexibility.

Focus on narrowing achievement gaps across a range of factors. Analysis of achievement gaps is robust, and implementation of improvement plans is comprehensive. HOST uses a detailed MIS system, Maytas, which allows us to drill into data to illuminate areas where there might be large differences in achievement levels such as in gender, ethnicity, disability or age.

For example, by looking closely at the data it was discovered that within one qualification area (Gas) had significantly lower success rates than all other qualifications. As a result a more robust IAG system was incorporated to ensure that prospective learners were conducting the correct work to complete their work-based qualifications.

Success rates have improved as a result.

Challenging targets are set by management, and filtered down to all stakeholders to drive performance.

Target setting is well thought out and appropriate, and analysis and dispersal of data is systematic and effective.

HOST firmly believes that it is important to give as much information to all stakeholders in order to drive performance and ensure that Learners achieve in a timely way.

For example, all Assessors are now given reports relating to the Learners that they are responsible for. These reports highlight Learners that are due a review session, indicate when on-site assessments are due, and monitors planned end dates.

This ensures that Assessors take ownership of their data and are able to focus on specific Learners and prioritise more effectively. This results in Learners achieving in a timely fashion, success rates being enhanced by highlighting potential problems at an earlier stage, and greater value for money for funding providers.

Key Strengths		Evidence
C. S1	Strong management commitment to drive quality and provide the necessary time and resources to achieve our goals.	Minutes of meetings. Staff memos Time given to attend CPD HOST payment for CPD
C. S2	Focus on industry and client-led qualifications that lead to meaningful, well-paid and sustained employment and promotion opportunities for Learners.	High rate of repeat business Long list of established blue-chip clients Highly positive feedback from employers regarding quality of provision and suitability of qualifications.
C. S3	Learner & Employers are given the opportunity to provide detailed feedback on HOST's provision.	Learner & Employer Surveys
Areas for Improvement		Evidence
C.IMP.1	Promotion of a whole organisation approach to equality & diversity.	Equality and diversity not sufficiently evidenced throughout learning programme.
C.IMP.2	Staff appraisal system to be further developed.	Staff appraisals are sporadic and not appropriately timetabled. In some cases they are missing all together.
C.IMP.3		