



Sector Skills Agreement

Data Report 7: The quality of public sector provision

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1. Introduction

Process carries a lot of importance when assessing quality and training may fall short of realising its full potential if the educational institution and content of programmes and delivery mechanisms are poorly managed. Analysing the process quality can help identify areas for improvement. This data report provides an insight to the process quality of the institutions and programmes available to the Asset Skills industries. Reports from various inspection bodies were used to collate and assess the quality of providers and their courses within cleaning, facilities Management, housing and property. An explanation of the methods used and the associated limitations are detailed below followed by analyses on an industry basis. The section concludes with a summary of the main findings.

The inspection reports for the Asset Skills industries were developed using published information obtained from the following websites over March and April 2006:

- The Adult Learning Inspectorate - www.ali.gov.uk
- Ofsted - www.ofsted.gov.uk
- Her Majesty's Inspectorate of Education (HMIE) Scotland - www.hmie.gov.uk
- The Department of Education Northern Ireland – www.deni.gov.uk
- The Quality Assurance Agency – www.qaa.ac.uk
- Estyn (Wales) www.estyn.gov.uk

On some occasions contact was made with the research departments of the organisations above in order to establish where the Asset Skills' industries may be located because the reports were listed by institution rather than subject area. Once the reports were found, they were listed by sector and analysed according to the following 11 criteria:

1. Subject Area
2. Provider
3. Nation
4. Inspectorate
5. Year of inspection
6. Reinspection
7. Strengths
8. Weaknesses
9. Achievements & Standards
10. Overall Quality Rating (Grade)
11. Leadership and management (Grade)

These criteria were the most common variables across all the inspectorates' reports and were felt to be the most appropriate measurements to assess the process quality.

The report begins by stating the limitations of the research methodology used to assess process quality. Secondly, it gives a brief description of the aforementioned inspectorate bodies, their inspection processes and corresponding grading systems (where available). This is followed by four analyses of the quality of provision for the housing, property, cleaning and facilities management industries. The report concludes with a summary of the outcomes of the quality assessment.

1.1 Data limitations

The limitations of collecting information through educational inspection reports were apparent in many areas and are outlined as follows:

- **Data collection** - The location of reports were on websites that did not always list courses by subjects that fell into the Asset Skills industries and this often meant searching through hundreds of reports to find four or five that were relevant. It is not clear if all the courses have been captured. The reports in the analysis can only be considered a sample of courses that can represent the various sectors for investigation. Some links between the courses in the reports and sectors are tenuous but nonetheless present.
- **The QAA** – the only reports available to higher education monitoring was in the subject heading ‘building and surveying’ so there are a limited number of reports from this inspectorate. The QAA is also a ‘peer’ review process so impartiality is not clear when it comes to the findings and they do not measure leadership and management.
- **Estyn (Wales)** – No reports were found in the Estyn website for the Asset Skills’ industries. The analysis is therefore unable to compare the nations and is therefore based on sectors.
- **HMIE and DENI (Scotland and Northern Ireland)** – There were difficulties obtaining reports covering Scotland and Northern Ireland. Therefore it is only possible to provide an extremely small sample of the process quality found in these nations, hence there are limitations in the representation of these countries.
- **Analysis** – The various inspectorates’ measure ‘quality’ at varying levels. Where possible the same variables have been used to assess the reports but caution should be made as to how comparable the data is when cross-referenced. Also when the reports were divided into the industries there were many crossovers between facilities management and property courses. Some reports also gave contradictory messages and included more than one course into its assessment.

2. Inspectorates

2.1 Adult Learning Inspectorate (ALI)

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.

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.

ALI Grading System

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions.

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 each of the grading systems and an indication on how each of the two grading scales relate to each other as follows:

Seven Point Scale	Five Point Scale
Grade 1 - excellent	Grade 1 – outstanding
Grade 2 - very good	
Grade 3 - good	Grade 2 – good
Grade 4 - satisfactory	Grade 3 – satisfactory
Grade 5 - unsatisfactory	Grade 4 – unsatisfactory
Grade 6 - poor	Grade 5 – very weak
Grade 7 - very poor	

2.2Ofsted

The Learning and Skills Act 2000 extended Ofsted's remit to include the inspection of education in colleges of further education and sixth form colleges from April 2001. In the case of further education colleges, this responsibility is shared with the adult Learning Inspectorate (ALI). ALI primarily inspects work based training and adult education whilst Ofsted's main interest is in the performance of 16-19 learners. College inspections provide an independent public account of the quality of the education and training and standards achieved in the post-16 education sector.

A team of inspectors under the guidance of the lead inspector (LI) spend time in a beyond the college observing lessons and employer based training, evaluating learners' work and their achievements as well as talking to learners, teaching staff, managers, governors, employees and where appropriate, parents. A particular focus in the new cycle is for inspectors to judge the accuracy of the college's view about the quality of provision as expressed in its self-assessment report.

The inspection results in a report which includes judgements about the college as a whole (effectiveness) as well as judgements about the different aspects of provision (achievement and standards, quality of provision, leadership and management). Where colleges are categorised as satisfactory or inadequate, additional grades will be provided for a sample of curriculum areas inspected. Published reports identify strengths, weaknesses and areas for improvement. The summary judgements and those for curriculum areas are made on a four point scale.

- Grade 1 – Outstanding
- Grade 2- Good
- Grade 3 – Satisfactory
- Grade 4- Inadequate

In making their judgements, inspectors will be evaluating the evidence gathered against the criteria given in the *Handbook for Inspecting Colleges*. These describe the characteristics of provision at different grades; hence the inspection process is consistent.

2.3 Her Majesty's Inspectorate of Education (HMIE) Scotland

HM Inspectors undertake an independent review of the quality of provision in further education colleges on behalf of the Scottish Further Education Funding Council under the terms of the Service Level Agreement between the Council and Her Majesty's Inspectorate of Education (HMIE). Review teams include HM Inspectors, associate assessors and a lay member.

There are two distinct but inter-related types of review: the Subject Review and the College Review. The Subject Review assesses the quality of the learner experience in a number of subject areas in the college. The college review assesses the impact of the learner's experience of educational leadership and direction, arrangements for access and inclusion, guidance and support, use of resources to support the learner, staff, quality assurance and quality improvement.

Members of the review teams hold discussions with learners and college staff. Members of subject review teams observe teaching and judge the quality of learners' work. They review information on learner performance and assess learner achievement. Members of college review teams meet representatives of the Board of Management and hold discussions with local employers, schools and other users of the college.

In assessing colleges, reviewers use the criteria which have been developed and published as quality indicators (QIs) in the *Specification for the Review of Standards and Quality in Further Education* (SFEFC/HMI July 2001). They express the judgements they make by using these terms:

Very good – major strengths

Good – strengths outweigh the weaknesses

Fair – some important weaknesses

Unsatisfactory – major weaknesses.

2.4 The Department of Education Northern Ireland (DENI)

In Northern Ireland, the Education and Training Inspectorate within the Department of Education promotes the highest possible standards of learning and teaching by:

- monitoring, inspecting and reporting on the standard of education and training provided by schools, colleges and other grant-aided organisations; and
- providing relevant advice to the Department of Education, the Department of Culture Arts and Leisure and the Department for Employment and Learning.

In all its work, the Inspectorate adheres firmly to a Code of Conduct which recognises that the first priority in all inspections is the well-being of the learners, in terms of the quality of education or training which they experience and the outcomes they achieve. The inspectorate evaluates the institution on the basis of:

- Standards & Outcomes
- Quality of training & learning
- Leadership & Management

2.5 The Quality Assurance Agency (QAA)

Academic review of UK higher education

The Quality Assurance Agency for higher education (the QAA) helps to provide public assurance that the quality and standards of higher education are being safeguarded and enhanced by conducting academic reviews of higher education provision. The QAA carries out reviews of individual subjects through service level agreements with the main higher education funding bodies. It also carries out institutional reviews of higher education institutions. The judgements made by the subject reviewers can contribute substantially to institutional review.

Subject review and judgements

Subject review is a peer review process. It starts when institutions evaluate their provision in a subject in a self-evaluation document. This document is submitted to the QAA for use by a team of reviewers who gather evidence to enable them to report their judgements on the academic standards and the quality of learning opportunities. Review activities include meeting staff and learners, scrutinising learners' assessed work, reading relevant documents, and examining learning resources. The range of judgements that reviewers may utilise when they have completed a subject review are summarised below.

Academic standards - Reviewers make one of the following judgements:

- confidence, which may be expressed as limited confidence; or
- no confidence.

To reach this judgement, reviewers look at:

- learning outcomes;
- the curriculum;
- learner assessment; and
- learner achievement.

Quality of learning opportunities

Reviewers make one of the following judgements for each of three aspects of learning opportunities:

- commendable, (which may include exemplary features); or
- approved; or
- failing.

The three aspects of quality of learning opportunities are:

- teaching and learning;
- learner progression; and
- learning resources.

Maintenance and enhancement of quality and standards

Reviewers also report the degree of confidence they have in the institution's ability to maintain and enhance quality and standards in the subject under review.

3.The quality of provision by industry

3.1Housing industry

Between 2002 and 2005, a total of five inspection reports relating to provision serving the housing industry (See Table 5.1 in Appendix 1). Three of these reports were published by The Adult Learning Inspectorate (ALI), one was a joint inspection by ALI and Ofsted whose key work is to cover further education, and the fifth inspection was carried out by The Quality Assurance Agency for Higher Education. All inspections and reinspections were carried out in England and do not have representation of all the nations.

The ALI reports focused on two Local Authorities (H1 and H2), both of which provided work-based learning programmes in Housing Services studies. The training is aimed at caretakers and housing Officers primarily but is also applicable to other Housing staff. The overall quality rating for both providers was *satisfactory*¹, with good training resources and support networks and good achievement rates for NVQ qualifications contributing towards the strengths found at these institutions. The weaknesses seemed to centre on inadequate planning, leading to a mismatch between the learner and the study programme. More effective assessment of individuals training needs could help improve the relevancy they gain from the qualification and reduce the amount of time taken to complete the course. Such amendments could help raise the grades awarded for management and leadership, although one of the providers scored a *grade 2 (good)* in the inspection.

A reinspection report of a private training company (H3) with three additional training centres was also included in ALI's coverage. The provider has contracts to offer

¹ The grades are italicised throughout this section.

modern apprenticeships and national vocational qualification (NVQ) training, New Deal 18-24 and 25+ and work-based learning for adults. The reinspection looked at the National Certificate in Supported Housing at level 3 which was subsumed in the Health, social care and public services areas of learning. The quality rating for this provision remained constant and at a *satisfactory* level (*grade 3*), although improvements were made in the management and leadership aspect at the institution raising the grade from an unsatisfactory grade 4 to a satisfactory grade 3. This rise in standards can be attributed to an active approach to improving training, effective support to improve learners' achievements (although some further work is still required) in conjunction with good equal opportunities policy and practice. Further improvements were needed in terms of quality assurance.

The inspection one further education college (H4) reported positive levels of quality and management and leadership; both aspects received a *good* (*grade 2*) rating. The college delivers in 13 areas of learning; housing programmes fall under Health and Social Care and compare favourably against other subjects in terms of the retention and pass rates achieved.

The Quality Assurance Agency (QAA) carried out its academic review at HE level in 2003 at a college of further and higher education (H5). A HNC Housing and a Professional Diploma in Housing are available at the college, both of which have been approved by the inspection agency as they had *confidence* in the academic standards achieved by the programmes. A grade is not awarded for the management and leadership component at this institution, however there is a clear framework and regulations to ensure the maintenance and enhancement of quality and standards although these were not always adhered to.

The process quality found within housing provision in England was largely *satisfactory* at levels 2 and 3 (no inspections were available for levels beyond this scope) in three out of five cases; all three were inspected by ALI. One quality assessment was rated as *good* and the inspection by the Quality Assurance Agency was *approved*. Where reinspections were made, institutions provided evidence of improvement and were awarded accordingly. Retention rates and pass rates are generally good. Training resources and tutorial support are effective in helping the learner's progress along the programme of study and work experience placements are varied and useful. Better management and leadership of the courses could help improve learners' training success.

3.2 Property Industry

The references (P1-P16) throughout this narrative refer to Table 5.2 in Appendix 1. The number of inspection reports for the property sector totalled 16, of these 11 were carried out by ALI, one by ALI and OFSTED, two by the QAA, one by the HMIE and finally one by DENI. In terms of types of provider there were no reports for universities around 10 were private companies offering publicly funded training, one was a local authority and five were further and higher education colleges. England had a total of 14 reports with Scotland and Northern Ireland each having one. The quality rating for most courses ranged between good to satisfactory with the course by provider P14 (a further education college) receiving a 'commendable' and providers P16 (a further and higher education college in Northern Ireland) and P15 (an FE college in Scotland) receiving good to excellent grades. The strengths of these HNC/HND Building studies courses are visible in their links to universities, employers and schools as well as high retention and achievement rates. The courses appear to be well informed with regards to employability within the industry, have relevant course material and P16 scored an 'excellent' for leadership and management. Weaknesses for these courses were interesting as P14 was recorded as having almost too many links with the University of Greenwich to a point where it could limit the college's development.

Residential estate agency provision tended to be via a placement on business administration courses or as part of modern apprenticeships level 2 NVQs. These courses are *good to satisfactory* and were strong with regards to their employability skills, work placements and employer input. Achievement and retention rates varied but provider P7 (a private training company) had 94 % achievement and 84% retention rates whilst others were as low as 47%. Leadership and management scored 'satisfactory' in most cases and weaknesses were felt to be related to assessment in courses and the neglect of key skills training.

The other set of courses for consideration were those in relation to building surveying. These courses tended to score '*good*' grades for quality and were strong in terms of off the job training resources, learner support, good resources and a good chance of progression into higher education, which is at the moment the strongest route into the profession. Achievements and standards showed that these courses are varied but retention was low for providers P10 and P11 (both private training companies) and completion rates are higher for those on block release presumably because of the time dedicated to the course. At HNC/HND level the courses are judged to be *good* quality, with the course in Northern Ireland receiving *good* comments on most aspects of learning.

Around five of the total 16 reports were reinspection and provider P11 (a private provider) in the analysis highlighted a number of issues with regards to this. It is a charity and limited company that was set up to provide work based learning for young people leading to qualification as a Chartered Surveyor and subcontracts much learning in background to universities and colleges in the London area. The first inspection in 2003 saw '*unsatisfactory*' grades in leadership and management and '*good*' grades in terms of overall quality, during the reinspection in 2004 the former received a '*good*' and latter stayed the same. These improved results are attributable to the company's efforts to provide learners with progression routes into higher education (degrees) and excellent work placements in the UK and overseas. Leadership issues have been improved with better guidance, forward thinking and the active promotion of women and ethnic minority groups to prospective employers.

A final course to note is the modern apprenticeship in the built environment provided by the private provider P9. The course had a 64% retention rate at its last inspection

but in the reinspection had risen to 90% because of improvements to the learning resources, tailored training to the employment market and the promotion of a wide range of occupational routes.

In summary the property sector is varied in terms of its quality of provision from the set of reports that were deemed applicable. The majority of courses were ALI inspections in England and had issues regarding high and low achievement and retention cropped up in all courses. The weaknesses are particular to courses but the majority scored between *good and satisfactory*. The HNC/HND courses in Building Studies, having established links with universities and employers, appear to be well informed with regards to employability within the industry. Provision in Residential Estate Agency was rated *good to satisfactory* and was strong with regards to their employability skills, work placements and employer input. However, achievement and retention rates varied by up to 47%. Building Surveying courses were rated as good in terms of quality assessment with particular strengths in off-the-job training resources, learner support and chances of progression into higher education. There were no QAA reports for Degree subjects – so a comparison with FE courses was not applicable. Reinspection reports showed how a provider could improve quality grades in the space of a year in both structure and learning practice.

3.3 Cleaning industry

The number of inspection reports for the cleaning industry came to 19 in total, of these 15 were conducted by ALI, three by ALI and OFSTED and one by the HMIE (see Table 5.3. in appendix 1) The types of provider in this set were varied, 12 were prisons, two were private companies, one a local authority and four were FE/HE colleges. No universities were inspected for this sector by the QAA and there were no reports found for Northern Ireland through searches in the DENI website. The majority (18) of the reports related to England whilst only one was found for Scotland, which was also the only example of an HND/HNC course in Cleansing. The rest of the courses were NVQs at levels 1 and 2 and BICSc qualifications.

The quality of courses was quite diverse ranging from *good to unsatisfactory* or even inadequate, only one course provided by the private trainer C9 (see Appendix 1, Table 5.3, column two for this reference) scored 'good' in both quality and management and leadership. Indeed C9 was a private provider who was strong for structured/innovative training, had a flexible response to learners, good retention rates and a clear understanding of progression routes in the industry. The only weaknesses were that learners needed more key skills training and referral to external agencies. The lowest scoring course was that of C11 which was a prison criticised for a lack of staff development, quality assurance and staffing problems during absence.

Indeed most of the courses that scored *good and satisfactory* grades were by large HM Prisons. C13 is a good example of a prison that directs learners into the cleaning industry, its strengths lie in well-managed training, high achievement, industry

relevant qualifications via BICSc; to open up a career and well structured on the job training. The only weakness was the slow introduction of NVQs and in the areas of leadership and management there were too few teaching staff and little induction for those who cannot speak English. Prisons as providers across the analysis were much the same, they had high achievement and retention (90% and above) and were often seen as very supportive. Weaknesses were often related to the level of resources, 'satisfactory' leadership and management, monitoring and staffing issues. One factor that stood out about the quality of two particular prison courses was that C6 and C7 provided opportunities to specialise in areas such as the cleaning of bio-hazards and therefore enhance employment opportunities.

Of the FE/HE colleges that were analysed C16-C19, three offered NVQs and one offered HNC/HNDs. Strengths in these courses were recorded as *good* quality teaching, assessment (C18 had 99% pass rate) and *good* learner guidance. Weaknesses were predominantly low retention rates, low attendance and poor quality assurance procedures.

In summary the process quality of provision in the cleaning industry is diverse and by majority *good to satisfactory*. Around 12% of the prison population is employed in cleaning and this is evident in the Asset Skills analysis. Strengths for many providers included clear routes into the industry, good achievement and work based/realistic training. Low retention rates are a particular problem with regards to quality.

3.4 Facilities Management industry

The references FM1 to FM17 in this section represent the different provider institutes analysed for the FM sector (see Table 5.4 in Appendix 1). Of the 17 providers summarised in Table 5.4, 15 are Further Education colleges, the majority of which offer work based learning as part of their remit. Reference FM2 is a private training provider and FM15 serves provision at HE level. There is no provision at levels 1-3 for facilities managers apart from pest control and this analysis has skewed results at higher levels. This problem has arisen from the difficulties in identifying inspection reports associated with facilities management industry. Many of the programme areas covered are associated with occupations that a facilities manager would be in charge of or they are related to an occupation that would provide a pathway in to the profession. The exception to this is FM15, which includes a BSc (Hons) in Facilities Management.

Regional representation is also scarce; 15 inspections took place in England, carried out jointly by the Adult Learning Inspectorate (ALI) and Ofsted on 12 occasions, solely ALI on two occasions and the Quality assurance Agency in one instance. Again this was due to limitations previously taken into account.

Provision across the FM sector is largely classified as *good* (grade 2) or *satisfactory* (grade 3), however the private training provider received an outstanding quality rating. The majority (9 out of 17) of the courses are managed and led to a satisfactory level, five were rated as good and one provider was noted as offering unsatisfactory levels of management and leadership.

Level three courses were the most frequently inspected; only one level 1 and one level 2 courses were reviewed. The level 1 course received a grading of 3 and 4 which leaves much room for improvement, however the level 2 National Certificate in Building Studies was awarded a *good* grading on both assessment criteria. Higher education provision was also limited; the one example captured by this exercise was

felt to be inadequate at helping learners to achieve the intended learning outcomes. However when this comment was taken into consideration with other aspects of the course, the programme was approved.

The strengths of the provision came down to *good* levels of support (both in a pedagogical and pastoral manner) and good access and effective use of resources. Establishing good links with employers who can offer vocational expertise and practical learning opportunities was also a strong plus point. In contrast, the main weaknesses drawn out from this data was the dullness of some theory lessons coupled with insufficient planning and staff shortages. These elements could be improved with better management and leadership of the provision.

Overall the pass rates for these courses were good with quite a few subject areas gaining pass rates above the national average. Retention rates were a little weaker in comparison but there were no major causes for concern and where rates have been.

4. Conclusion

In order to assess the process quality of courses and institutions providing education and training to the Asset Skills' industries, the reports of five inspectorates across the home nations have been summarised to establish how well provision is delivered. The majority of courses were ALI inspections in England. There were no reports available from Estyn, the Welsh inspectorate and Scotland and Northern Ireland only had a limited number of reports that fell within Asset Skills' remit.

One of the main findings to emerge from the cleaning industry analysis was that was HM prisons form a large proportion of training providers in this area. The quality of provision in the cleaning industry was rated as good to satisfactory. Within property the quality varied according to course type, for example the estate agency courses generally received lower quality ratings. Housing provision in England was satisfactory at levels 2 and 3 although no inspections were available for levels beyond this scope. Where re inspections were made, institutions provided evidence of improvement and were awarded accordingly. Provision across the FM sector is largely classified as good or satisfactory with the majority of courses managed to an acceptable level.

Overall, pass rates were good with quite a few subject areas gaining scores above the national average. Retention rates were a little weaker in comparison but there were no major causes for concern and improvements were apparent where retention rates had previously been rated as low. However, low retention rates are still a particular problem in the cleaning industry.

The strengths of many providers lay in their ability to create clear routes into the industry through their education and training programmes. Good examples were taken from those institutions that had developed strong links with employers and were therefore able to impart vocational expertise and realistic work based training opportunities to their learners. Where good training resources and tutorial support existed, these were found to be effective in helping the learner's progress along the programme of study.

The weaknesses are particular to individual courses but there were consistent problems with staffing and the delivery of theoretical material which was often found to be unimaginative and poorly planned. In conclusion, it was felt that by improving the management and leadership practices within the colleges and training

companies, learners' success would be better achieved. Above all the analysis illustrates how educational inspections can boost providers into improving their learning practices and organisational structures over a short period.

5.Appendices

5.1An analysis of inspection reports for provision in the housing industry 2002-2005

Subject Area	Provider reference*	Nation	Inspectorate	Year of inspection	Reinspection	Strengths	Weaknesses	Achievements & Standards	Overall Quality Rating	Management Leadership &
Housing Studies (Advanced modern apprenticeship and NVQ levels 2 and 3)	H1 LA	England	ALI	2002	No	Wide range of work experiences, good training resources, good pastoral and training support for MA's .	Inadequate planning of training and assessment, slow progress of learners towards achievement of modern apprenticeship framework.	Retention rates were 73% for the AMA and 60% for the NVQ, pass rates were 27% fro the AMA and 60% for the NVQ training.	Satisfactory (grade 3)	Satisfactory (grade 3)
Housing NVQ levels 2 and 3	H2 LA	England	ALI	2002	No	Good support for learners in the workplace, positive learning opportunities, good achievement rates, well planned inductions	Inappropriate levels of NVQ for some learners, late introduction of key skill training. The housing NVQ level 3 does not effectively match learners' jobs	Achievement rates are good, since 1998 53 per cent achieved an NVQ	Satisfactory (grade 3)	Good (grade 2)
Health, social Care and Public Services	H3 PR	England	ALI	2003	Yes	Good work placements, very effective support for the learners' individual needs	Low achievement on New Deal 18-24. Quality assurance practices are not fully established.	In New Deal 18-24 the achievement and retention rates were unsatisfactory and some clients made slow progress. Retention rates in adult programmes are higher but completion rates are poor.	Satisfactory (grade 3)	Satisfactory (grade 3 up from grade 4)
National Certificate in supported Housing (level 3) and Housing (CIH)	H4 FE	England	ALI/Ofsted	2005	No	High retention rates, good teaching and learning, good co-ordination on on-the-job and off-the-job training, effective use of resources	Attendance in some lessons were low	Retention rates and pass rates are considerably higher than the national average (95% and 98% respectively in supported housing certificate)	Good (grade 2)	Good (grade 2)
Public Reporting 7 – The equality of public sector provision	FE & HE	England	QAA	2003	No	Clearly set out intended learning outcomes (ILOs),	Code of Practice regulations were not always adhered to.	the reviewers had confidence in the academic standards achieved by the Housing programmes	Approved	16 NA

5.2 An analysis of inspection reports for provision in the property industry 2001- 2006

Subject area	Provider Reference*	Nation	Inspectorate	Year of Inspection	Reinspection	Strengths	Weaknesses	Achievements & Standards	Overall Quality Rating	Management Leadership &
NVQ with Surveying (WBL)	P1 PR	England	ALI	2003	N	Outstanding Support for learners, good retention and achievement rates, good training, good assessment packages	Weak targeting at learners' progress reviews, Insufficiently broad range of on the job learning.	From 1997-2003 retention has been steady and completion averaging two thirds of starts	goodGrade 2 -	goodGrade 2 -
NVQ L3 Building studies	P2 PR	England	ALI	2001	N	Many good off the job training resources & practical skills, trainees progress at their own speed, key skills addressed, good standards of H & S	No work-based assessments, poor punctuality of trainees, monitoring officers not occupationally qualified and staff do not share good practice.	45% of starters achieved NVQs, each unit is accredited, there is a high drop out rate, evening classes are being offered	Grade 3 - Satisfactory	unsatisfactoryGrade 4 -

NVQ L2 Residential Estate Agency	P3 PR	England	ALI	2005	Z	Effective off the job training, good work placements, resources to support learning.	Slow progress towards achievement, ineffective use of initial assessment, poor record keeping.	Learners work is good, retention was poor but improving for apprentices, there is some slow progress, 47% of learners that started are still learning.	Grade 3 - Satisfactory	unsatisfactoryGrade 4 -
NVQ Residential Estate Agency (Mod App)	P4 PR	England	ALI	2003	Z	Good retention rates on NVQs, development of personal/employability skills, liaison with employers, off the job training, support for learners.	Weak target setting for learners, insufficient use of assessment in the workplace.	Retention and achievement rates are high, the standard of learners written work particularly good. Good progress is made in the course.	Grade 2 - good	Grade 2 - good
NVQ Estate Agency	P5 PR	England	ALI	2004	Y	Consistently good achievement rates for adv modern apprentices, Good work portfolios, good individual coaching and training on and off the job.	Some weak assessment practices, slow achievement of key skills for some learners	Achievement rates are high for modern apprentices over the past 3 years, the standard of work was good and learners developed research and computer skills.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -
Estate Agency placement (part of business admin Mod App)	P6 PR	England	ALI	2004	Y	Good support from employers, very effective additional learning support.	Poor completion rates for modern apprenticeship frameworks, incomplete internal verification procedures.	Completion rates are poor, achievement rates are satisfactory, the retention rate is 49% and improving, good strategy to help learners	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -

Estate Agency placement (part of business admin NVQ)	P7 PR	England	ALI	2004	Y	Very good retention rates since last inspection, good progress by learners, good workplaces.	Inadequate learning resources.	94% achievement and 84% retention rates are very good. Completion is sometimes before the target date.	Grade 2 - good	SatisfactoryGrade 3 -
Advanced Mod App in Residential Estate Agency	P8 PR	England	ALI	2001	Z	Good portfolios, supported learners, high rates of progression to further training.	Inadequate arrangements to meet learning needs, no planned training and weak key skills training in residential estate agency.	Non-completion has decreased over the 1998-2001 period, 55% progress to higher qualifications and work placements.	Grade 3 - Satisfactory	unsatisfactoryGrade 4 -
Mod Apprenticeship in the Built Environment	P9 PR	England	ALI	2001	Y	High standard of off the job training, wide range of occupational options, good learning resources.	Lack of co-ordination between on and off the job training, no setting of short term targets.	Structured & interesting course, training is tailored to the employment market, 90% retention rate as apposed to 64% before.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -
NVQ L2 Surveying	P10 PR	England	ALI	2002	Z	Good standard of training and learners work, good resources, wide range of additional qualifications	Poor retention rates	Retention is 21%, learners have been leaving for employment, and achievement is excellent for completers - 95%.	Grade 2 - good	SatisfactoryGrade 3 -

Advanced Mod App in Surveying	P11 PR	England	ALI	2004	Y	Improving retention rate, high standards of work, good learner support, good progression into HE, good work placements.	Poor target setting at reviews, poor understanding of the NVQs by most employers.	Retention rates improved since last inspection, progress to HNC or degree in property management, Frameworks are not always completed.	Grade 2 - good	SatisfactoryGrade 3 -
GNVQ Construction & Built Environment	P12 FE	England	ALI/QFSTED	2004	Z	High and improving pass rates on electrical installation, good standards of learners' practical work & support, high quality employment for WBL.	Low retention and pass rates for L2, poor attendance and lack of punctuality, poor progress monitoring for WBL.	Satisfactory, improving pass rates, practical skills development is good.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -
HNC building studies (choice of building or architectural streams)	P13 FE & HE	England	QAA	2004	Z	Learning outcomes reflect the programme aims & employers, flexible design and delivery of the programme, variety of assessments, employability.	Greater interest in the interpretation of unit outcomes, improve the use of written learner feedback completion & attainment rates.	Completion rates range from 38% for evenings attendees & 56% for block release, there is confidence in both standards and achievements,	Approved	N/A
HNC building studies (pathways in surveying, architectural studies)	P14 FE & HE	England	QAA	2004	Z	Links to the University of Greenwich, clear learning outcomes, current course content, support from employers.	The links with the University of Greenwich can limit college development, lack of clarity in key skills, issues regarding grading.	Good achievement rates over 80% complete within two years, well equipped facilities, and the links to the University of Greenwich inform the curriculum.	Commendable	N/A

HNC/HND Property: Surveying, planning, Development	P15 FE & HE	Scotland	HMIE	2002	<p>The course offers opportunities to specialise & progress to degree level, good preparation & learner involvement, high levels of coursework.</p>	<p>Lack of staff CPD and career review, need to improve achievement rates, heavy assessment loading on learners.</p>	<p>Quality of work is good & imaginative; the assessment instruments are consistent with national standards.</p>	<p>strengths outweigh weaknesses</p>	N/A
HNC Building Studies (elements of surveying)	P16 FE & HE	Northern Ireland	DENI	2006	<p>Caring ethos between staff & learners, well established links with employers, curriculum development work, links to local schools.</p>	<p>Need to improve the engagement of industry in courses (develop bespoke ones), need more use of ILT in teaching & learning strategies.</p>	<p>Learners are motivated; develop employability skills and presentation skills, 97% retention rate on all courses and good attendance.</p>	<p>Good to excellent</p>	Excellent

5.3 An analysis of inspection reports for provision in the cleaning industry 2001-2005

Subject area	Provider Reference*	Nation	Inspectorate	Year of Inspection	Reinspection	Strengths	Weaknesses	Achievements & Standards	Overall Quality Rating	Management Leadership &
Laundry & Industrial cleaning workshops	C1 HMP	England	ALI	2003	N	Good achievement, well planned training, good resources, thorough assessment and support, equality of opportunity promoted.	Insufficient staff development, inadequate internal verification process and monitoring.	Good results are achieved, 90% complete industrial cleaning courses.	Good	Satisfactory

Industrial Cleaning award level 1	C2 HMP	England	ALI	2005	N	High Retention and achievement rates, good recording & monitoring of learners progress, good range of practical resources.	Insufficient support for learners with learning support needs, inadequate arrangements for work experience.	Retention & achievement rates are good, satisfactory employability skills are present.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -
NVQ Cleaning & Support services	C3 LEA	England	ALI	2004	N	Good retention, well supported learners in the workplace, good partnership with voluntary organisations.	Unsatisfactory assessment and arrangements for reviews.	Retention is good and facilities are appropriate.	Grade 2 - Good	SatisfactoryGrade 3 -
Industrial cleaning workshop	C4 HMP	England	ALI	2002	N	Good quality training and learning materials, good planning and recording of training.	No weaknesses identified.	Of 106 learners 49% achieved preliminary certificate stage 1, 29% stage 2, 25% stage 3.	Good	Satisfactory
Laundry, Industrial cleaning L1,2,3	C5 HMP	England	ALI	2004	N	Good retention and achievement rates, good progression.	Insufficient planning of training, ineffective support for literacy and numeracy needs	Retention & achievement rates are good, learners make good progress, and some courses are badly coordinated.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -

Industrial Cleaning L1/L2	C6 HMP	England	ALI	2005	Y	High standard of learners' portfolios, good materials to support teaching and learning, effective LSAs, good range of other qualifications.	Insufficient resources to extend learners' practical experience and skills.	Learners achieve additional qualifications in areas such as bio-hazard work.	Grade 2 - Good	SatisfactoryGrade 3 -
Certificate in cleaning L1/L2	C7 HMP	England	ALI	2005	Y	Good Achievement rates, good training, good opportunities to apply practical skills, good support.	Inadequate accommodation for practical training, insufficient feedback to learners following assessment.	Achievement is good learners can work toward qualifications in bio-hazards & cleaning food prep areas.	Grade 2 - Good (some elements)	Grade 3 - Satisfactory
Certificate in industrial cleaning L1/L2	C8 HMP	England	ALI	2004	Y	Good use of real work, environment for training/assessment, effective use of trainers and assessors.	Weak management of training, insufficient quality assurance of the programme.	Achievements are satisfactory, learners work to a good commercial standard with minimal supervision.	SatisfactoryGrade 3 -unsatisfactory)	Grade 2 - Good

NVQ Cleaning Science L1/L2	C9 PR	England	ALI	2001	Z	Well structured training, flexible response to learners, good retention rates, clear understanding of progression routes.	Late introduction of key skills training, need more referring of learners to external agencies when necessary.	Achievement levels are good, training sessions are well structured and innovative.	GoodGrade 2 -	GoodGrade 2 -
Industrial cleaning certificates	C10 HMP	England	ALI	2005	Z	Good Achievement of qualifications and learners completing the programme and developing skills, good supportive resources.	Inability to complete the programme by many learners.	Achievement of learners is high, employment opportunities are good, and good build of self confidence.	Grade 2 - Good	SatisfactoryGrade 3 -GoodGrade 2 -
BICSc cleaning Stage 1	C11 HMP	England	ALI	2002	Z	Comprehensive & memorable induction, well equipped workshops, effective use of learners as trainers, good achievement.	Inadequate cover in tutor's absence, lack of staff development.	9 of 29 learners completed in 2002, tasks are allocated on a daily basis depending on need.	assurancePoor to inadequate quality	Inadequate

Industrial Cleaning L1/L2/L3	C12 HMP	England	ALI	2004	>	Good progression opportunities, effective use of learners as trainers, good use of real work environments for training.	Poor planning of training, inadequate quality assurance arrangements.	Good development of skills and appropriately qualified learners.	Grade 2 - Good	UnsatisfactoryGrade 4 -
BICSc cleaning L1,2,3	C13 HMP	England	ALI	2002	=	Well managed training, industry relevant qualifications, well structured on the job training.	Slow introduction of NVQs. Few teachers, poor induction for EAL.	There are opportunities to have a career in cleaning, a realistic work environment and high achievement.	Grade 2 - Good	SatisfactoryGrade 3 -
NVQs in Cleaning L1/L2	C14 PR	England	ALI	2003	>	Good progress towards achievement of NVQs, effective development of learners' confidence, effective involvement of employers.	Insufficient reinforcement of learners' understanding, insufficient opportunities for assessment in the w/place	Achievement is good with 84 of 137getting an NVQ L1, learners have a marked level of confidence.	SatisfactoryGrade 3 -	Grade 2 - Good
Cleaning work involving accreditation	C15 HMP	England	ALI	2005	=	Good development of practical skills, good practical training.	Poor progression opportunities.	Good development of practical skills and team work, progress in oral and written work is visible.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -

NVQ Cleaning and support services (building interiors)	C16 FE	England	ALI/Ofsted	2005	N	High pass rates, outstanding teaching, very good resources, flexible assessments, and links with employers.	Low and declining pass rates on full time courses for learners aged 16-18, poor leadership & management.	Course is conducted in the workplace, pass rates are high but retention is low.	Grade 3 - Satisfactory	UnsatisfactoryGrade 4 -
NVQ Cleaning and support services (short courses)	C17 FE	England	ALI/Ofsted	2005	Z	Integration of theory and practice, career pathways and progression, good support.	Poor learner attendance and punctuality, some demanding work, weak quality assurance.	Poor retention (70%) and pass rate (39%) below the national average, written work is of a good standard.	SatisfactoryGrade 3 -	SatisfactoryGrade 3 -
NVQ Cleaning and support services (short courses)	C18 FE	England	ALI/Ofsted	2005	Z	High pass rates on level 1/2, good teaching and learning, good support for learners.	Ineffective quality assurance	Retention and pass rates were outstanding - 99% in 2004.	Grade 2 - Good	SatisfactoryGrade 3 -
Cleansing HNC/HND	C19 FE	Scotland	HMIE	2003	N	Programme meets learner and employer needs, staff and assessments are very good along with learner guidance.	Quality assurance is not reviewed regularly, more stimulating teaching and flexible delivery.	Attainment levels are good in the programme as it is high overall for part time programmes.	Good	N/A

5.4 An analysis of inspection reports for provision in the facilities management industry 2002-2005

Subject Area	Provider Reference*	Nation	Inspectorate	Year of inspection	Reinspection	Strengths	Weaknesses	Achievements & Standards	Quality	ManagementLeadership &
National certificate building services engineering Level 3	FM1 FE	England	ALI	2003	No	High standards of practical work. Good practical resources. Key skills are effectively integrated with vocational work.	Retention rates well below average, however since 2001 there has been an improving trend. Pass rates are low. Some theory lessons are dull and unimaginative. Internal verification process lacks rigour.	Low pass and retention rates. Although learners show a good understanding of building site surveying using mathematical methods.	1) Outstanding (grade 3) Satisfactory (grade 3)	3) Satisfactory (grade 3) Satisfactory (grade 3)
Security Training Programme	FM2 PR	England	ALI	2002	No	Very good (96%) retention rates, good (grade 3) achievements rates, good training, innovative programme leading to additional qualification, good strategies.	Lacks information on programme content, poor recording of progress and achievement.	Retained learners go on to achieve the dual qualification. Learners gain good skills and knowledge of the industry.	1) Outstanding (grade 3) Satisfactory (grade 3)	3) Satisfactory (grade 3) Satisfactory (grade 3)

GNVQ foundation level in construction and the built environment and CIOB certificate (level 3) in Site Supervisory Studies	FM3 FE	England	ALI/Ofsted	2004	No	High retention and pass rates, good teaching in theory lessons, very good support for learners	Too few assessors and verifiers, insufficient on site assessment.	Above average retention and pass rates, learners work well and develop skills to industrial standards	Good (grade 2)	Satisfactory (grade 3)
Short courses in electrical installations, inspection and testing of electrical and wiring regulations	FM4 FE	England	ALI/Ofsted	2005	No	High pass rates, innovative use of IT, effective guidance and support.	Poor management of workshop resources, insufficiently robust internal verification, poor management of work based learning.	Retention and pass rates have improved since the last inspection	Satisfactory (grade 3)	Satisfactory (grade 3)
Electrical installation and mechanical services (inc heating and ventilation)	FM5 FE	England	ALI/Ofsted	2003	No	Part of the centre of vocational excellence, improved retention and pass rates, good practical work	Uninspired theory teaching, unsatisfactory assessment practice.	Retention rates are high, pass rates have fluctuated	Satisfactory (grade 3)	Satisfactory (grade 3)
National Certificate in Building Studies (level 3)	FM6 FE	England	ALI/Ofsted	2003	No	High retention and pass rates,	Uninspired theory teaching, unsatisfactory assessment practice.	pass rates have improved and are above average (87% in latest figures available)	Satisfactory (grade 3)	Satisfactory (grade 3)

Professional Building Studies and electrical installation	FM7 FE	England	ALL/Ofsted	2005	No	high retention and pass rates, specialist provision, good practical training facilities	insufficient use of ICT, low attendance and poor timekeeping	pass and retention rates are above average	3)Satisfactory (grade	3)Satisfactory (grade
National Certificate in Building Studies (level 3)	FM8 FE	England	ALL/Ofsted	2003	No	good pass rates, high level of attainment, good demonstrations and specialist resources	Low retention rates, unsatisfactory teaching in some theory lessons	Retention rates have been below the national average although they are improving, Pass rates have averaged 84% over three years.	Good (grade 2)	3)Satisfactory (grade3)
National Certificate in Building services (level 2)	FM9 FE	England	ALL/Ofsted	2003	No	High pass rate and retention rate, good resources, good teaching, high standard of learner work, strong links with employers	Insufficient accreditation of some learners' prior learning	Retention rates (averaged at 85%) and pass rates (averaged at 70%) were both above the national average. One learner won a national prize for outstanding achievement	2)Good (grade	2)Good (grade3)
National Certificate in Building service engineering (level 3)	FM10 FE	England	ALL/Ofsted	2002	No	Good teaching, high pass rates and retention rates, high standard of work, high attendance rates, high progression rate to HE	sometimes insufficient attention is paid to health and safety, poor ventilation in some classrooms, some inappropriate management of assessment	pass rates are high and well above national averages (94% average). Learners use up-to-date CAD software to produce complex drawings and assignments to a high standard.	2)Good (grade	2)Good (grade3)

Electrical Installation and Maintenance (level 1)	FM11 FE	England	ALI/Ofsted	2003	No	High pass rates, high retention rates, good teaching of adult learners.	Uninspiring theory lesson affect learners' achievement and attainment, insufficient use of IT, poor internal verification.	Pass rates are consistently high, retention rates have declined. Assessment work is satisfactory. Portfolios vary in quality.	Satisfactory (grade 3)	Unsatisfactory (grade 4)
National Certificates in Electrical and Mechanical Engineering (level 3)	FM12 FE	England	ALI/Ofsted	2003	No	Good skills development, good assessment practice, effective individual support	Lack of variety and challenge in theory teaching, no work experience for full time learners	Pass rates and retention rates are substantially above national averages. Written work is generally good although drawing skills are poor.	Good (grade 2)	Good (grade 2)
National Diploma in Engineering (level 3)	FM13 FE	England	ALI/Ofsted	2003	No	High retention and pass rates, good skills development, good assessment practice	Lack of variety and challenge in theory teaching, no work experience for full time learners	Pass rates and retention rates are substantially above national averages. Learners are able to install and terminate cables to good standards	Good (grade 2)	Good (grade 2)
National Certificate in Engineering (level 3)	FM14 FE	England	ALI/Ofsted	2004	No	high retention and pass rates, good standard of work, good teaching, good teamwork to improve provision	poor attention given to equal opportunities	retention rates have been high, pass rates average at 88% over three years, standard of work is high with many achieving merit or distinction grades	Good (grade 2)	Satisfactory (grade 3)

BSc (Hons) Facilities management, HNC Building Studies, HND Building Studies, HNC Building Services Engineering	FM15 HE	England	GAA	2003	No	Prepares learners for employment, sound completion rates, good written and oral guidance	achievement levels were unclear, staff expertise and experience were weakened by staff resignation, code of practice regulations were not always implemented, assessment criteria was insufficiently developed so learners can not demonstrate skills effectively	Those who progress from HNC/D Building Studies to BSc (hons) Facilities Management degree are not well equipped to achieve their learning outcomes at degree level. Insufficient modules in HR or financial management which are necessary to attain professional accreditation. Learner achievement is satisfactory although they do not often demonstrate skills of analysis and critical awareness. Retention rates and pass rates are good. Assessors have no confidence in the academic standards achieved.	Approved	NA
Site Supervision	FM16 FE	Scotland	HMIE	2003	No	Good facilities and resources, flexible learning unit and library, good internal expertise, realistic learning experiences	Insufficient levels of technician staff and staff development needs were not identified in a systematic way.	Good standards were achieved	weaknesses)Good (strengths outweigh	Good
Security and fire alarms	FM17 FE	Northern Ireland	Deni	2005	No	Good skill development, good standard off work by some learners, excellent progression rates on the traineeship and MA programmes, quality training, qualified and experienced staff, good support, quality resources, and good links established with employers.	Poor success rates, lack of individual training plans, poor integration of key skills in to the vocational units, poor feedback of learner performance	Low levels of achievement in key skills for trainees. Satisfactory completion of portfolios	Grade 2	Grade 3

***Key to references:**

FE – Further Education College

FE & HE – Further and Higher Education College

HE – Higher Education College

HMP – Prison

LA – Local Authority

LEA – Local Education Authority

PR – Private Training Company

