

**Internal Report**

**Key findings from ALI work-based  
learning inspections:  
December 2002 – October 2003**

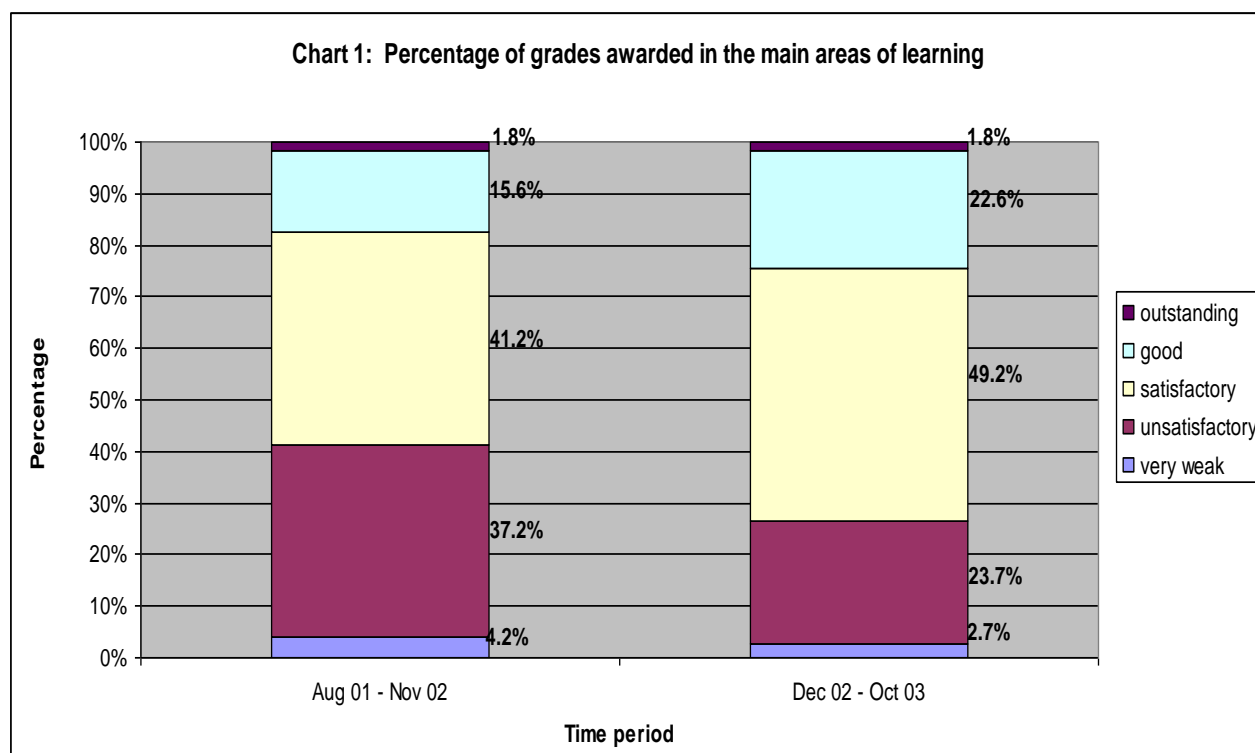
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Learning and Skills Council National Office  
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## SUMMARY OF WORK-BASED LEARNING INSPECTIONS DECEMBER 2002 – OCTOBER 2003

1. The Adult Learning Inspectorate (ALI) was established under the provision of the Learning and Skills Act 2000 to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate.
2. The Secretary of State specified that the functions of the ALI in 2001-02 should include the inspection of work-based learning provision in accordance with the *Common Inspection Framework*.
3. This summary is based on the findings of **337** work-based learning inspection reports published between 6 December 2002 and 10 October 2003. Comparisons are made with inspections completed between August 2001 and November 2002, which were outlined in an inspection summary report produced in March 2003.
4. Of the 337 inspections, 236 were first inspections and 101 were re-inspections. The tables and charts in this summary contain data from first inspections and re-inspections.

### Distribution of grades

5. Chart 1 shows that the overall distribution of grades for all of the areas of learning has improved. Areas of learning judged as good and satisfactory have risen by 7% and 8% respectively. Areas of learning graded unsatisfactory fell by 14% and those very weak fell to 2.7%. The proportion of outstanding provision across the areas of learning remained at 1.8%.



### Grades by the main areas of learning

6. Table 1 shows that the average grade awarded across the main areas of learning for December 2002 to October 2003 was 3.0. This is an improvement from August 2001 to November 2002 when the average grade was 3.2. In addition, all areas of learning have

improved, except for engineering, technology and manufacturing which maintained an average grade of 3.

7. Visual and performing arts and media received the highest average grade of 2.6. The areas of foundation programmes, hairdressing and beauty therapy, and hospitality, sport, leisure and travel also received grades which were better than average.

*Table 1: Grades awarded in work-based learning inspections by main areas of learning*

Area of learning	Number of inspections	1	2	3	4	5	Average grade
Business, administration, management and professional	151	1	35	74	36	5	3.1
Construction	46	0	6	25	14	1	3.2
Engineering, technology and manufacturing	89	0	19	57	11	2	3.0
Foundation programmes	98	4	32	45	17	0	2.8
Hairdressing and beauty therapy	62	0	21	30	10	1	2.9
Health, social care and public services	98	4	23	48	20	3	2.9
Hospitality, sport, leisure and travel	51	2	10	20	15	4	3.2
Information and Communications Technology	42	1	11	19	10	1	3.0
Land-based provision	28	1	6	12	8	1	3.1
Retailing, customer service and transportation	115	1	10	57	44	3	3.3
Visual and performing arts and media	8	0	5	1	2	0	2.6
<b>Total</b>	<b>788</b>	<b>14</b>	<b>178</b>	<b>388</b>	<b>187</b>	<b>21</b>	<b>3.0</b>
<b>%</b>		<b>1.8%</b>	<b>22.6%</b>	<b>49.2%</b>	<b>23.7%</b>	<b>2.7%</b>	

8. Of the 5,688 key findings in the main areas of learning, 45.6% were strengths, 37.6% were weaknesses and 16.8% were other improvements needed.

## Leadership and Management

9. Table 2 outlines the grades received for Leadership and Management and the contributory grades of Equal Opportunities and Quality Assurance. The table shows that the average grade for Leadership and Management for December 2002 to October 2003 was 3.2. This is an improvement from August 2001 to November 2002 when the average grade was 3.5.

*Table 2: Grades awarded for Leadership and Management and the contributory grades of Equal Opportunities and Quality Assurance*

Area of learning	Number of inspections	1	2	3	4	5	Average grade
Leadership and management	324	6	68	147	97	6	3.1
Equal Opportunities	324	11	59	167	83	4	3.0
Quality Assurance	324	4	55	145	109	11	3.2
<b>Total</b>	<b>972</b>	<b>22</b>	<b>184</b>	<b>462</b>	<b>293</b>	<b>26</b>	<b>3.2</b>
<b>%</b>		<b>2</b>	<b>19</b>	<b>48</b>	<b>30</b>	<b>3</b>	

10. Of the 3,042 key findings for leadership and management, 45.9% were strengths, 37.7% were weaknesses and 16.4% were other improvements needed. From these findings a representative sample of 600 findings was taken to identify common strengths, weaknesses and improvements needed.

11. The analysis of these findings showed that the issues identified as strengths, weaknesses and improvements needed were broadly similar to those identified in work-based learning inspections completed between August 2001 and November 2002. The greatest proportion of leadership and management strengths related to internal and external communication, whilst the greatest proportion of both weaknesses and improvements needed related to equal opportunities.
12. An analysis of commonly raised leadership and management issues from this sample is outlined below:

*Equal opportunities*

- a) Inspectors identified more weaknesses and improvements needed than strengths in the area of equal opportunities. Weaknesses included the monitoring of equal opportunities policies, collection of data and learner awareness of equal opportunities. Inspectors recommended a range of improvements; particularly, learner and staff awareness and the provision of equal opportunities training. Strengths included learner awareness and the understanding of equal opportunities by partner organisations.

*Quality Assurance*

- b) There were many more weaknesses than strengths relating to quality assurance. Common weaknesses included a lack of established quality assurance procedures and poor internal verification.

*Management Information*

- c) The sample included more weaknesses than strengths relating to management information. Weaknesses included some providers lacking adequate Management Information Systems (MIS) and some providers failing to use MIS to plan training.

*Self-assessment*

- d) Inspectors identified more improvements needed than strengths or weaknesses. Recommended improvements included the need for better inclusion of staff in the self-assessment process and for self-assessment to be more evaluative.

*Internal and external communication*

- e) Significantly more strengths were identified than weaknesses or improvements needed in the area of communication. This included internal systems of communication among staff and across the provision, and good systems of communication and collaborative working with external partners, subcontractors and employers.

*Widening participation*

- f) There were significantly more strengths than weaknesses relating to widening participation. This included effective action and initiatives to include a range of under-represented learners.