

Age UK Trading Ltd

Independent learning provider

Inspection dates		21–25 January 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Learners develop good personal, social and employability skills that they use effectively in the workplace.
- Learners make good progress on their individual programmes given their starting points.
- Most learning sessions are good.
- Learners receive good-quality care, guidance and support from staff and employers.
- Arrangements for the performance management of staff are good and have resulted in significant recent improvements in subject areas.
- Self-assessment is a rigorous, inclusive and critical process that is used effectively to improve the quality of provision.

This is not yet an outstanding provider because:

- Success rates are not yet significantly above national rates in all subject areas.
- Not enough teaching and learning sessions are outstanding.
- Individual learning plans do not record initial assessments or learners' personal and professional development. Individual targets do not have sufficient detail.
- Teaching, learning and assessment activities do not always stretch and challenge fully the more-able learners.
- The provider's strategy for identifying and minimising differences between groups of learners is still in its infancy. Too many tutors fail to integrate equality and diversity topics sufficiently into the taught curriculum.

Full report

What does the provider need to do to improve further?

- Increase the proportion of learners who achieve a positive outcome by:
 - identifying promptly learners at risk of leaving early and taking corrective actions to help them achieve their qualification;
 - continuing to take action to support learners to progress into further education, training or employment and more closely monitoring learners' destinations upon completion.
- Increase the proportion of lessons that are outstanding by sharing the very best practice in teaching and learning and ensuring that it is consolidated in lessons across the curriculum.
- Ensure that staff make better use of initial assessment to plan learning and that targets in individual learning plans support learners' personal and professional development and to become more effective and independent learners.
- Further improve the promotion of equality and diversity by:
 - identifying performance differences between groups of learners and take prompt actions to minimise any identified disparities
 - supporting trainers and assessors to develop the confidence and resources to integrate equality and diversity into the taught curriculum more effectively.

Inspection judgements

Outcomes for learners	Good
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- The success rate for the large majority of learners is at or above the national rate. The proportion of learners who complete within planned timescales is similar to the national rate. Age UK Trading Ltd (Age UK Trading) has implemented a range of initiatives to improve standards further, which is reflected in the very good progress made by current learners relative to their starting points and learning goals in all graded subject areas.
- The overall success rate and rate for completing within agreed timescales for workplace learners and foundation learners require improvement as does the progression rate into employment, education or training. However, a significant proportion of foundation learners progress onto apprenticeships.
- The proportion of apprentices who progress from intermediate to advanced apprenticeships is good. A significant proportion of apprentices take on greater responsibility at work as their knowledge and skills increase.
- The collection and analysis of performance data for different groups of learners is a recent development and it is too early to judge the impact or effectiveness of the strategies for minimising identified differences. Early analysis indicates that males perform better than females in some subjects and that success rates are better in some centres than in others.
- Learners develop and apply a wide range of skills. These include independent learning, personal, social and employability, team working, English, mathematics and practical skills. Learners become confident and self-assured in their work activities, communicate effectively and develop good employability skills.
- In both health and social care and early years and playwork, learners benefit from a broad range of experiences that clearly enhance their occupational skills. In early years and playwork, for example, learners develop very high levels of personal, social and employability

skills that they apply effectively. Learners have a good understanding of how to work sensitively and safely with clients in a variety of settings.

- Foundation learners' personal and social development is good. Administration apprentices develop useful techniques for dealing with customers, and they acquire and use high-level IT skills. Employers appreciate the contributions that apprentices make to their businesses.

The quality of teaching, learning and assessment	Good
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- The quality of teaching, learning and assessment is good, which correlates strongly with the good skills development and achievement of qualifications by most learners. Learning sessions are good and a few observed sessions in health and social care were judged outstanding. Most learners make at least good progress and some are making very good progress. However, learners on foundation learning programmes make steady progress.
- Tutors make good use of a range of teaching and learning techniques to engage and involve learners. Inspectors observed highly participative classroom sessions and learners reported that they enjoyed their learning and were motivated to progress to the next level of study.
- In the better classroom sessions, tutors plan learning carefully and learners are thoroughly engaged in activities and discussions. Most learners are fully supported by a good range of resources available in the classroom or by accessing materials using a computer. Learners in health and social care use technology effectively to explore medical conditions. Staff are well qualified and have relevant experience that is used successfully to facilitate learning and provide effective individual help and support for learners. However, learners are not always stretched or challenged sufficiently, particularly in foundation learning.
- Trainers ensure learning is occupationally relevant and interesting by making good use of additional training to enhance learning. For example, learners in health and social care are able to use practical equipment that allows them to appreciate common illnesses and disabilities faced by older people. This enables learners' confidence to increase quickly and helps them to work more effectively in teams.
- Learners develop relevant vocational skills and demonstrate good levels of occupational competence that they use effectively in the workplace. Workplace assessment and reviews are flexible and systematic with good employer involvement. Learners wishing to complete their programme earlier receive more frequent visits by assessors. In both early years and playwork and administration employers actively promote skills development which supports business needs and leads to promotion opportunities.
- Monitoring and recording of individual progress is effective and learners have a good awareness of the progress they are making towards their qualification. Written and oral feedback are constructive and provide learners with clear indications of how they can improve. Targets in individual learning plans are not always clear and do not identify personal and professional development or independent learning. Foundation learners' spelling and grammar are not checked systematically and corrected.
- Initial advice and guidance are effective at placing learners on an appropriate programme of study that successfully meets their individual needs and, in many cases, the needs of employers. In administration, tutors work constructively with learners and employers to identify appropriate career progression routes. Initial assessment is effective at placing learners at the correct level with appropriate additional support to help them progress towards successful completion of their programme. Some useful information gained during the initial assessment process is not recorded systematically in individual learning plans.
- Learners receive good support from staff and employers. Arrangements for care, advice and guidance for learners in early years and playwork are excellent. Staff are appropriately qualified. In foundation learning support arrangements are good. Learners' safeguarding and

risk assessment knowledge and practice are used very effectively within health and social care and early years and playwork settings.

- The development of learners' English, mathematics and computer skills is generally good. The teaching of English and mathematics by specialist staff at training centres is good. Foundation learners have a good appreciation of English and mathematics and use computers, for example, to calculate units of alcohol to understand its impact. Although there is good delivery of English and mathematics for administration learners in classrooms and in the workplace, they are not always included in early years and playwork training and assessment sessions.
- The majority of staff have a good understanding of equality and diversity. Learners generally have a good understanding of the importance of respect and dignity for other people, particularly within health and social care settings. However, broader issues relating to aspects of inequalities and differences in society such as faith, race and gender are not always explored in sufficient depth to help learners understand more about themselves and the wider society. Equality and diversity are not always promoted effectively during learning sessions and reviews.

Health and social care Apprenticeships

Good

- Teaching, learning and assessment are good and are reflected in outcomes for learners that are above the national rate. Learners are highly motivated to achieve and progress successfully within the health and social care sector. Learners are on target to complete within expected timescale with several ready to complete their programme early.
- Many learners progress from intermediate to advanced apprenticeships. Several learners have been promoted to senior care positions in residential settings. Other learners in home care are given the opportunity to take useful additional courses to develop a specialist service for those with dementia.
- Initial advice, guidance and assessment are effective in ensuring that learners are placed on the most appropriate training programme. Preferred learning styles and additional support needs are identified early in the programme and are used effectively to inform individual learning sessions within the workplace. This information is not always recorded in individual learning plans.
- Tutors are very well qualified, vocationally experienced and highly motivated. They use their experience in health and social care effectively during practical sessions to help learners understand theory and to provide a better standard of care.
- Well-planned training sessions provide a good range of learning opportunities. In an observed classroom session learners were using laptops to research a given body system and were identifying cause and effect of particular medical conditions. They explained with confidence the physical, emotional and social implications of the condition to others in the class. All learners are achieving above their target grades. Good paper-based, electronic and internet resources enhance learning particularly effectively.
- The progress of each learner is monitored and recorded effectively but learners are not always clear about the significance of the expected end date for the completion of the apprenticeship programme. However, learners wishing to complete their programme more quickly receive additional workplace visits. Very few actions are set for personal and professional development.
- Learners value the flexibility and responsiveness of their tutors. Employers confirm improved professional practice for their staff as a result of the training programme. For example, learners are now more confident and are more aware of what and why they are providing particular aspects of care.

- Tutors provide very detailed oral feedback on work presented to them by learners and explore with them further improvements. However, oral feedback is not always supported by written feedback to aid reflection. Learners are not always sufficiently challenged to encourage a deeper understanding of the topic.
- English and mathematics are developed satisfactorily through the programme. A specialist works with training instructors to develop vocationally relevant assignments. For example, mathematics is used confidentially to assess the body mass index for 10 males and females in a care setting. Effective support is offered either during group or drop-in sessions or on an individual basis.
- Equality and diversity awareness is skilfully promoted at the start of the programme. Learners have a good understanding of the importance of treating each other and their service users with respect and as unique individuals. Learners adopt safe working practices and clearly understand the importance of safeguarding procedures. However, opportunities are missed during progress reviews to extend learners' understanding of equality and diversity through operational practice.

Early years and playwork Apprenticeships

Good

- Teaching, learning and assessment are good, as reflected in the good outcomes for learners. Learners make very good progress relative to their starting points. Many are expected to complete their apprenticeship by their stated completion date.
- Learners and employers confirm that training and assessment are effective in meeting their needs and developing skills, which contribute to running the workplace effectively and enhance promotion opportunities. Learners are highly motivated and demonstrate strong work ethics; many work as volunteers to improve their prospects of sustainable employment.
- Progression of learners from intermediate- to advanced-level apprenticeships is good. Learners receive good specialist support from staff to help them progress. For example, one learner speaks highly of the support he has received to progress from his advanced apprenticeship onto the extended diploma as an access route to university and then into the teaching profession.
- Trainers are well qualified and demonstrate good levels of occupational competence. They use their skills and expertise effectively to provide learners with good levels of care, support and guidance. Learners develop good vocational skills, working effectively in early years and playwork settings. However, portfolio evidence generated by learners is narrow and does not demonstrate the full extent of their knowledge and understanding gained during training.
- Learners demonstrate a sound understanding of their progress and learning, successfully applying their skills, knowledge and understanding within the workplace and during discussions. All learners receive comprehensive and constructive oral feedback during assessment sessions and progress reviews.
- Recruitment information, advice and guidance are thoroughly planned, providing each learner with a training programme to suit their individual needs. Initial assessment of learners' English, mathematics and learning styles is effective and used to ensure that learners are on a programme that matches their needs and abilities. However, individual learning plans are not always used to record targets effectively.
- Teaching of English and mathematics by specialist staff at the training centres is good. Written feedback and assessment provide useful help with learners' vocational and employability skill development and in extending knowledge, understanding and application to work activities. However, the integration of English and mathematics with vocational learning does not always take place systematically in all training and assessment sessions.

- Arrangements for care, advice and guidance are excellent. Staff take swift and appropriate action when learners experience difficulties in attendance or with personal, health or social issues. Most staff have appropriate specialist qualifications. Some learners benefit from participating in a nationally recognised external project to enhance their personal, social and employability skill development.
- Induction provides clear guidance on health and safety, equality and diversity, and safeguarding. However, equality and diversity are not always actively promoted during training and learning, and learners' knowledge and understanding are not checked through discussions with the training officer. Learners' safeguarding and risk-assessment knowledge and practice are used effectively within the early years and playwork settings.

Foundation learning

Foundation Learning

Requires improvement

- The quality of teaching, learning and assessment require improvement as do success rates. Learning sessions generally contain plenty of learner activity supported by good resources which learners enjoy and use creatively and imaginatively. For example, in one session learners enthusiastically designed and made board games for a 'Dragon's Den' competition. However, tutors do not always provide sufficient stretch and challenge for the more-able learners. Tutors do not clearly identify learning taking place in some teaching sessions and assessment methods are not always appropriate.
- Learners' personal and social development is good and is particularly effective given the very complex and challenging lives of the majority. Learners make steady progress relative to their starting points.
- A significant proportion of learners progress onto apprenticeships which they find highly motivating. Enrichment activities are effective in challenging and inspiring learners. Learners work enthusiastically on their own using technology and are set regular homework. Learners are offered opportunities for work placements but the take up is low.
- Initial assessment of learners' skills and experience is used effectively to place learners at the correct level. However, learning plans are not used systematically to record individual learning goals. Although learners do understand the progress they are making, they are not stretched or challenged sufficiently. A good range of vocational, personal and social skills options and levels are available at most training centres.
- Tutors give regular feedback on learners' work and make very positive and encouraging comments but often miss opportunities to help learners improve their spelling and grammar. Learners have a good awareness of progress towards their qualification but insufficient time is spent setting and recording targets to help them progress towards their personal goals and career aspirations.
- Tutors integrate English, mathematics and computer skills effectively in learning sessions. For example, in a healthy-living session learners calculated the units of alcohol in different combinations of drinks. Learners make steady progress in their development of English and mathematics and demonstrate a good appreciation of the importance of these functional skills in their everyday life and future work.
- Learners receive good advice about progressing onto an apprenticeship programme from the start of their training. They have access to useful advice on sexual health matters and engage in appropriate activities to help them understand the impact of drugs and alcohol. All centres have plenty of relevant and useful information and learners make good contributions to their content.
- Support for learners is good and is identified by a very thorough initial assessment process. One learner who had no permanent place to stay received immediate support to ensure she

had somewhere to live during her studies. Trainers use a helpful summary of learning and support needs to compile a group profile for use when preparing training sessions.

- Learners are well behaved and show respect to each other and their tutors. They have a good understanding of bullying and harassment and what to do if they feel unsafe. They do a great deal of useful work to reinforce their understanding of equality and diversity. During an anti-bullying week learners made their own video about bullying. However, opportunities are missed in teaching sessions to promote, challenge and explore equality and diversity.

Administration Apprenticeships

Good

- Teaching, learning and assessment are good, as are learners' qualification success rates and skills development. Tutors and assessors are well qualified and use their good understanding of the organisations in which learners work to plan learning and assessment activities that develop skills which learners and employers value. The majority of learners and employers have a good awareness of what they need to do to complete the qualification within the planned timescale. Most learners develop good organisational and personal skills.
- Learners receive good support from their employers who provide them with flexible learning opportunities in the workplace. Learning centres are well equipped and learners' workbooks are detailed and particularly effective for work-based training. Electronic and technical resources for self-study and references to online video learning are comprehensive and beneficial to learners.
- Training in the workplace is effective in developing useful knowledge and understanding. Professional discussions allow learners to reflect on a relevant range of evidence to reinforce and broaden their learning.
- Classroom-based training is carefully planned, particularly for the new administration access to apprenticeship learners. In most sessions learners are fully engaged in learning and are encouraged to learn from each other, particularly in group activities. Learners report that they enjoy their learning.
- Individual learning plans are suitably structured for both on- and off-the-job training activities, which allows learners to make more effective progress through their programmes. Learning plans are matched effectively to work-related skills that include the use of spreadsheets and charts to present data more effectively in the workplace.
- Employers are keen to help learners with their personal development and they help them integrate their learning into relevant workplace activity. They speak positively about how learners are able to support their business needs. Good work placement opportunities are given to access to apprenticeship learners to help them make a successful transition to employed apprenticeship programmes.
- Assessment is thoroughly planned and assessment methods, although limited in some areas, are rigorous, with good learner engagement. Reviews of learners' progress are frequent and learning and development targets are effectively set for each visit. Learners have a good awareness of the progress they are making and report that regular assessment and reviews support their progression and achievement.
- Learners have a sound awareness of their initial assessment results and the learning they need to do to progress. The delivery of English, mathematics and information technology is good on- and off-the-job using workbooks and group materials. Peer learning is particularly effective in classroom-based training especially for communication skills.
- Information, advice and guidance are good. Tutors and assessors work with learners and employers to identify appropriate career progression routes. Learners are encouraged to complete further qualifications, including progression to higher education, to improve career progression and skills-development opportunities.

- Equality and diversity are effectively promoted at induction and throughout learners' programmes. Learners display a good understanding of equality and diversity and they feel safe in their workplace. However, learners' knowledge and understanding of equality and diversity is not sufficiently extended during progress reviews.

The effectiveness of leadership and management

Good

- Senior managers and trustees at Age UK Trading provide effective strategic leadership. Following the organisation's merger with another national charity and subsequent reorganisation of the training division in 2011, the company now has a clear and well-articulated commitment to providing workplace training and apprenticeship provision in health and social care, early years and playwork, retailing, administration, and foundation learning programmes. Managers have been instrumental in implementing a range of improvement actions since the merger. However, it is too soon to judge the full impact of all of these actions.
- Senior managers have high expectations of staff, learners and subcontractors. Partnerships with local employers, training providers and with Jobcentre Plus are effective in promoting training for adult learners, many of whom have considerable barriers to learning and who have experienced sustained periods of unemployment. Individual case studies show that learners progress onto apprenticeships and higher levels of study but the provider does not currently have sufficiently accurate data on learners' destinations.
- Age UK Trading has strengthened its arrangements for the performance management of staff that effectively meet the needs of the business. The company produces accurate management information to enable senior staff and managers to monitor the performance of its training centres as well as individual trainers, assessors and learners. This robust performance management has significantly contributed to a wide range of improvements, as reflected in the good quality of teaching, learning and assessment in most subject areas.
- The company has well-established procedures for engaging subcontractors and for quality assuring their work. In the most effective of the company's training centres, subcontractors receive clear guidance, scrutiny and assessment of their performance against challenging targets. However, management of subcontractors is inconsistent across the provider's centres. A small minority of subcontracted provision does not receive consistent and rigorous quality assurance from Age UK Trading.
- Quality assurance arrangements have been effective in promoting good standards. Age UK Trading regularly consults learners and employers about the quality of provision and takes appropriate steps to respond swiftly to concerns raised. Self-assessment is a particularly rigorous, inclusive and critical process. Senior staff carefully scrutinise the draft self-assessment report and the accompanying action plans to ensure that they form a sound basis for improvement planning. Inspectors gave higher grades than those in the self-assessment report for most aspects of provision, apart from foundation learning, which requires improvement.
- Age UK Trading has considerably strengthened its procedures for observing learning sessions. The revised procedures are robust and they help managers to secure an accurate understanding of the quality of learning sessions delivered. Rigorous application of the observation process has contributed to significant improvements in the overall quality of teaching and learning. However, it is too soon to judge the full impact of this process.
- The provider has improved the accuracy of its management information and managers generally make good use of data to manage the provision. Managers and board members receive regular and detailed reports, including very useful profiles for each of the Age UK Trading regions, which staff use very effectively to monitor and improve performance.

- The company offers an appropriate portfolio of programmes in health and social care and early years and playwork that effectively meets local and regional needs. It is very responsive to government initiatives to promote apprenticeship training and works productively with Jobcentre Plus to promote workplace learning programmes.
- Promotion of equality and diversity by Age UK Trading is satisfactory. All staff receive appropriate training to help them develop a better grasp of equality and diversity. The company uses very effectively its specialist knowledge and expertise in issues affecting older people during awareness-raising events and seminars for private-sector employers as well as other training providers.
- The company has only very recently started to collect and analyse data on the performance of different groups of learners. It has established that male learners perform better than females on some programmes and that some centres perform better than others. However, it has not yet developed effective strategies for the routine analysis of performance differences or strategies for minimising identified differences. Arrangements for monitoring and recording the destinations of its learners are being developed.
- The provider meets its statutory requirements for safeguarding learners. Staff and designated officers receive training appropriate to their level of responsibility and are clear about their role. Safeguarding and health and safety receive appropriate priority at learners' induction and during progress reviews, as well as at meetings of the equalities and diversity group and the safeguarding development group.

Record of Main Findings (RMF)

Age UK Trading Ltd			
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships	Foundation Learning
Overall effectiveness	2	2	3
Outcomes for learners	2	2	3
The quality of teaching, learning and assessment	2	2	3
The effectiveness of leadership and management	2	2	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Foundation learning	3
Administration	2

Provider details

Age UK Trading Ltd	
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 7,254
	Part-time: 591
Head of Training	Jeremy Greathead
Date of previous inspection	n/a
Website address	ageuk.org.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	216	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Part-time	65	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	254	865	75	801	n/a	n/a		
Number of employability learners	386							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Age UK Northumberland ■ Options 2 ■ Peter Pyne Training ■ PHX Training Ltd ■ Risedale Estates Ltd ■ St Thomas Community Network ■ The Learning Curve Partnership ■ Train2Succeed 							

Additional socio-economic information

Age UK Trading Ltd (formerly Age Concern Training) was formed in 2010 by the merger of the charities Age Concern and Help the Aged. It is a wholly owned subsidiary of the charity Age UK. The head of training who leads the management team supports a director of the trading division. A management restructure in 2011 created three operational areas led by area managers. Two-hundred and two staff are based across 14 training centres who work with eight subcontractors. Currently 2,662 learners are in learning on apprenticeships, foundation learning and employability courses. Learners are predominantly White British and female, with 252 learners from the minority ethnic communities and 456 males. Eighty-one learners have declared learning difficulties and/or disabilities.

Information about this inspection

Lead inspector

Robert Hamp HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the quality manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors also used data on learners' achievements to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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