

Marson Garages (Wolstanton) Limited

Martec training

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SELF-ASSESSMENT REPORT

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DESCRIPTION OF PROVIDER

Martec Training was originally established in 1982, and forms part of a larger organisation known as Marson Garages (Wolstanton) Ltd. It was set up to organise apprenticeship training for the motor vehicle industry through the Youth Training Programme. At that time it was specifically for the Marson group of Motor Vehicle Franchises but in a short time other local motor traders asked for the facility to be extended to their companies.

The Company currently offers training funded by the Skills Funding Agency, Stoke-on-Trent City Council, Reach for Alternative Provision, Schools, a local College and commercial training programmes. In 2011 Martec achieved Independent School Status. Since August 2011 due to the implementation of Minimum Contract Values, our Contract for the Apprenticeship programme is through Newcastle College of Further Education.

We had been operating from two sites for many years, Management recognized that the business needed to operate from one site and in 2008 purchased premises and undertook a major refurbishment programme to provide a dedicated training centre, and in March 2009 the training centre was fully operational from the new site.

The Company is managed by two Executive Governors, Chief Executive, Principal, Vice Principal and two Managers with a further twenty five staff. Fifteen members of staff are female and ten are males, with six working on a part-time basis, the age range of staff is from 20 years to 65 years.

Martec was awarded Investors in People status in 2000 and this was re-accredited in November 2009. We have held the Matrix Standard accreditation since 2007; this was re-accredited in April 2011.

Martec underwent its first Ofsted Inspection in August 2010 having previously been inspected by the Adult Learning Inspectorate. We were awarded a Grade 2 across all programmers.

Martec draws its learners from the Newcastle-under-Lyme, Stoke-on-Trent and surrounding areas which makes up the North Staffordshire Conurbation. They come from a wide range of backgrounds; some of our Learners have not attended school, committed a crime, have drug problems and are living in sheltered accommodation. We aim to support these disengaged young people by offering them support and encouragement to help them to gain confidence and motivation that will give them the commitment to go forward and gain experience and qualifications for their futures, and to reach their full potential.

Newcastle-under-Lyme has a population of 124,000, the working age population is estimated to be 74,500, 22% of those have declared that they have a disability. Around 4% are from a Black or Minority Ethnic background. Over the next 20 years the overall population of Newcastle-under-Lyme is forecast to rise by 2.7%. The economically active and employment rates are slightly below the county, regional and national averages, however, there are pockets of the borough experiencing lower economic activity rates than others.

Newcastle-under-Lyme is witnessing significant growth in employment in financial and high technology knowledge industries, albeit from a small base. There are small numbers of private sector knowledge intensive industries scattered across the sub-region, including high quality ceramics, medical and healthcare technologies, environmental technologies, creative industries and professional services, and there are opportunities for these to grow.

Stoke-on-Trent has a population of 239,000, the working age population is estimated to be 148,700, 21% of those have declared that they have a disability. Over 6% of the working age population is

from a Black or Minority Ethnic background. Over the next 20 years the overall population of Stoke-on-Trent is forecast to rise slightly.

Stoke-on-Trent, in 2007 was ranked 16th out of 354 English districts across national indices of multiple deprivation. This is deterioration from its previous position of 18th most deprived district in 2004. The city is ranked 3rd most deprived in the west Midlands out of 34 Local Authority districts.

Stoke-on-Trent was reliant in the past on its ceramics industry, which has been in decline for some years. Coal mining was a major industry in the area but again has suffered major decline. Call Centres, Warehousing and Retail Developments have become growth sectors in the area. Creative industries are a new growth sector in the local economy. In order to successfully deliver the major developments it has been identified that worklessness and the low level of skills of the working age population need to be addressed.

In 2008 the proportion of school leavers achieving 5 or more GCSE's at grade C or above was 61% in both Newcastle and Stoke against a National average of 65%. 73% of Year 11 pupils in Stoke-on-Trent continued into full-time education, 82% of Year 11 pupils in Staffordshire (including Newcastle) continued into full-time education. 15% of Year 11 pupils in Stoke-on-Trent progressed into structured learning in the workplace, 10.2% of Year 11 pupils in Staffordshire progressed into structured learning in the workplace. In January 2009 11.9% (947) in Stoke-on-Trent and 5.1% (1448) in Staffordshire became NEET with 6% (493) in Stoke-on-Trent and 3.255 (929) in Staffordshire having unknown destinations.

27% of the economically active are qualified to Level 4 or above, compared with 29% regionally and 32% nationally and the low skill levels in the local workforce are seen as a key factor in wage rates in the area being lower than other parts of the region. The average gross pay in Stoke-on-Trent being £21,201, Newcastle-under-Lyme being £23,198, compared to a Regional average of £23,807 and National average of £25,520.

SUMMARY OF GRADES AWARDED

OVERALL EFFECTIVENESS	Grade	2
CAPACITY TO IMPROVE	Grade	2
Outcomes for learners	Grade	2
Quality of Provision	Grade	2
<i>Contributory</i>		
Teaching and learning	Grade	2
Meeting needs of users	Grade	2
Guidance and support	Grade	2
Leadership and Management	Grade	2
<i>Contributory</i>		
Safeguarding	Grade	2
Equality of Opportunity	Grade	3
Value for money	Grade	2
Sector Subject Areas		
Engineering and Manufacturing	Grade	2
Retail and Commercial Enterprise	Grade	2
Business, Administration and Law	Grade	2
Foundation Learning	Grade	2

Key Strengths and Areas for Improvement and Development

Strengths

- Very good strategic and development planning
- Particularly effective links with employers and partners
- Excellent range of resources
- Good support for staff
- Very responsive provision meeting the needs of learners and the local population
- Robust assessment and internal verification process
- Very effective target setting in foundation learning
- Very good pastoral care throughout the provision
- Effective use of computerised monitoring programme

Areas for Improvement

- Moderation of Observations of Teaching and Learning to be implemented
- Target setting needs to be more specific to meet strategic objectives
- Improve achievement rates for 19-24 year olds
- Increased range of workplace opportunities within foundation learning
- More effective planning of some lessons

Areas for Development

- Increased activities to meet the requirements of Foundation Learning
- To further develop Functional Skills

OVERALL JUDGEMENT

Overall Effectiveness

Grade 2

Effectiveness of Provision

Grade 2

The overall effectiveness of the provision is good. The Quality of Provision is good. The Achievements of Learners, especially timely, is particularly good, as is the Leadership and Management, Equality and Diversity and Value for Money. Learners feel safe and enjoy learning.

CAPACITY TO MAKE AND SUSTAIN IMPROVEMENT

Martec shows a very good capacity to improve and overall effectiveness is good.

In 2008 Senior Management took the decision to purchase new premises in order to locate all activities on one site, having previously operated from two sites. There has been considerable investment in the premises and it has been completely refurbished to meet the needs of an ambitious training provider. All staff were encouraged to put forward views/ideas at all stages of the refurbishment. On moving in there were some teething problems and again staff took a full part in helping to resolve these quickly and with the minimum disruption to the training activities. The new facilities are enabling us to raise the standards and breadth of the provision and additional qualifications are now available to learners on the foundation learning programme, enhancing their skills and better meeting the needs of employers. There has been a sharp increase in timely achievements.

Development, Quality Improvement and E-Learning Plans have a clear focus on improvement and timely targets are focused on raising standards. Success rates have improved over the last few years, however, despite overcoming the difficulties of the economic climate, in 2010/2011 has seen an increase in apprentices.

The arrangements for quality assurance are comprehensive with highly effective audit compliance procedures, and a well written Quality Manual. Quality Assurance policies and procedures are clear, well laid out and effectively link all aspects of Quality Assurance and are focused on the impact of the learner. The Quality Manual is currently being updated to reflect the changes made with the implementation of foundation learning and to reflect the newly acquired Independent School Status. The organization has a Mission Statement which underpins the organizations commitment to continue to provide good training to the Motor Vehicle Industry and to establish itself as providing quality training across a wider range of disciplines.

There has been considerable investment in resources at the new centre and additional staff/s have been recruited to drive the new Development Plan & Corporate Strategy this includes a dedicated English functional skills advisor, ICT functional skills advisor, Mathematics Functional skills advisor and Learning Mentor to support learners with additional learning needs.

There is excellent support for ongoing staff development, for which there is an allocation in the budget each year. A large amount has been allocated to ensure that all teaching staff achieve the qualifications to meet the current requirements. All staff have a Level 1 Child Protection Safeguarding qualification and have undertaken a Health and Safety Awareness and Equality and Diversity Course. Staff members have attended courses to meet the requirements of their individual positions. Occupational competence of our assessment team is updated with the co-operation of our employers.

Martec takes seriously the re-evaluation of its training provision. In order to do this all members of staff are involved in the self-assessment process and it is seen as a continuous, thorough process of evaluation.

Management recognizes that a high level of staff involvement provides for greater awareness by staff of the direction in which the company is going. This provides for:-

- Better informed judgments about quality of provision
- More effective development of provision for the future
- Drives quality improvement
- Facilitates the sharing of good practice across the provision

Each department has Self-Assessment / Quality Improvement sessions during which the following are used to form judgments:-

Feedback Reports

Observations

Internal Verification

Data collection and Analysis

Audits

External Verification Reports

Staff have valued these sessions and we are now updating Self-Assessment/and identifying areas for improvement on a quarterly basis.

This Self-Assessment report is collated by the Principal and validated annually by Senior Operations Team and the Governing Body.

The Self-Assessment Process plays an integral part in producing the Development Plan and Quality Improvement Plans.

Management have confidence that the management information systems we have in place are thorough providing us with a wide range of accurate information in a timely manner and is an excellent tool in assisting management in its decision-making process. Our systems enable us to track learners from their initial contact through IAG sessions, initial assessments and onto commencement on one of our programmes, if we can meet the needs of the learner. The system then monitors their retention, progression, reviews, welfare issues right through to achievement and beyond. Information can be broken down into age, gender, ethnicity, disability and by individual assessors and allows timely intervention by managers where necessary. All learners are entered onto the system irrespective of funding source.

A traffic light system for reviews and progression, has proved to be an excellent tool in the monitoring process and enables a timely response to issues that might result in an early leaver or late achiever. A red flag triggers an immediate visit from the ALS & Welfare Officer, an amber flag triggers a visit within one week. The benefits of this can be seen by the improved learner retention and achievement rates which have exceeded targets.

Teaching and learning are good. Apprentices benefit from a good range of teaching approaches, mentoring and on-line learning. Martec carries out formal observations of its staff who deliver Teaching and Learning, those who give Information Advice and Guidance and those who undertake assessments and reviews, however, as of January a new observation of teaching and learning strategy will be introduced to provide a clear focus on the learning activities and the observers will be setting more specific targets and will be monitored by management. All staff will undergo formal training on the process. A schedule of observations is in place, however, moderation of the process has not taken place and this needs to be implemented. Staff use the opportunity of undertaking observations to speak to the learners at the end of the session to ask their opinion on the lesson and also to get their views on Martec in general, and adaptations may result from this.

Overall management of resources is good. Outcomes for learners are good. The organization has a good number of Directors and Managers who each understand their role. Staffing levels are frequently monitored and managers are given robust targets. Management recognize the value of passing down targets to all staff, this has been seen as inconsistent across the provision and needs to be addressed. Accommodation is excellent and many new and some innovative resources have been put in place during the refurbishment.

Safeguarding is good. Martec treat safeguarding as a priority and learners are effectively safeguarded and protected. Learners say they feel safe both in the workshop, training centre and at work. A director of the company is the Safeguarding Manager (trained to Level 2) and there is a designated member of staff responsible for safeguarding issues, she is also trained to Level 2 standard. All staff, including directors, administrators and support staff, are CRB checked and this is managed by the Safeguarding Manager, this is at the start of their employment and at three yearly intervals thereafter. Accurate records are kept of all CRB checks and a single central list is held. Procedures for handling suspected cases of abuse are in place. Staff are qualified to Safeguarding Children Child Protection L1, staff who have recently joined us will be undertaking the training as soon as it can be arranged. Martec have a dedicated telephone line available to all learners if they have concerns regarding their safety and the number is issued to all learners on induction and at this time they are all introduced to the Keep Safe (Safeguarding) Officer. Posters pointing out that all learners have a right to be and feel safe are prominently displayed around the Training Centre and employers are asked to display one in their workplace. We have dedicated Welfare Officers for both Mainstream and foundation learning programmes who respond appropriately to the needs of the learners. There are five fully trained First Aiders, one of whom is qualified to deliver First Aid courses including First Aid at Work. Risk assessments for all employers, work placement and work experience sites have now been implemented alongside Health and Safety checks. Health and Safety, Equal Opportunities and safeguarding are discussed during reviews as a matter of course.

We are increasingly using e-learning throughout the provision and we have an e-learning policy and e-learning is covered during induction, which includes the danger of this medium.

A robust content filtering software package and firewall system has been put in place to stop illegal, inappropriate and harmful Web content entering our network, however, we need to develop further training sessions on the dangers of internet usage.

Equality of Opportunity is satisfactory. Martec has a clear strategy for equality of opportunity and an Equality and Diversity team is in operation. An Equality of Opportunity “Champion” will be appointed. Support for learners is very good and during the recent refurbishment of the training centre it was designed to ensure that learners with restricted mobility are well catered for. Highly effective training of staff has been undertaken and all teaching staff who have undertaken the CTLLS course have taken the equality and diversity optional unit. Staff are supported well by being offered a flexible approach to working hours. Some staff work part-time and others start late in order to take their children to school. Equality of Opportunity is comprehensively covered on induction.

Martec’s newsletter ‘Martec training *Times*’ is used to keep learners, employers and parent/guardians informed of successes, staff changes, new courses etc. and has also served as a particularly good tool to give Learners, employers and Parent/Guardians information, and guidance on issues that have cropped up regularly in the feedback from surveys.

Newly appointed ALS & Welfare Manager will also act as E&D Champion to drive legislation and ensure all staff are up to date with E&D policy and procedure, training will be identified and sourced externally. Martec has a robust Equal Opportunity Policy, reviewed annually, which incorporates Racial Equality and Disability Discrimination, this is reviewed by all staff quarterly through the E&D scheduled meeting. A comprehensive bullying and harassment policy has been implemented. All

staff are issued with an Equality and Diversity Handbook which will inform best practice. Reports will be run monthly and analyzed to ensure we drive E&D centrally.

As a significant number of our employers are small we are always happy to supply them with a copy of our Equal Opportunity policy to implement throughout their business, however, we have identified a need for more comprehensive information for smaller employers and to this end are adapting the Martec Handbook for them and this will be reinforced at regular intervals.

All applicants for training at Martec are interviewed and assessed equally and monitor applicants by age, gender and ethnicity, our flexible approach to training gives the opportunity for it to be tailored to the individuals needs and in the most appropriate environment thus ensuring that all learners have the opportunity of reaching their full potential.

Initial assessment on foundation learning incorporates Equal Opportunity by way of exploring policy, quiz and discussion. All foundation learning learners have Equal Opportunity reinforced during training and are discouraged from any form of bullying.

Learners following an apprenticeship programme are given good training in Equal Opportunity as part of their Induction. They are given a copy of the Equal Opportunity Policy and given information on how to access Welfare and Additional Learning Support. A new initiative is that of employers and learners signing up to the Martec training Equality and Diversity Policy. Assessors need to reinforce Equal Opportunity and test knowledge on all of their visits to the Learner in their workplace.

Outcomes continue to improve and the Equality and Diversity team effectively monitors progression of all learners to ensure that no group of learners is disadvantaged.

A recent analysis of learners by postcode enabled us to identify areas from where we were not attracting learners; we are now targeting schools in those areas.

During Induction time is spent on an Equality and Diversity quiz which creates discussion between learners and tutors.

The Equal Opportunity Co-ordinator is a director of the company and an active member of the Staffordshire Providers Association Equality and Diversity team. We have been working with the Staffordshire Providers Association in developing the Single Equality Scheme.

OUTCOMES FOR LEARNERS

Grade 2

Outcomes and progress of learners is good. Over the last eighteen months Martec have been focusing more on timely achievements which are good and show considerable improvement on previous years. Some learners complete the programme before their planned end date.

Martec has direct certification status with all three Awarding Bodies and we receive consistently good External Verifier Reports.

Overall success rates are good at 90% for Advanced Apprenticeships and 65% for Apprenticeships.

Timely success rates are good at 90% for Advanced Apprentices and 64% for Apprenticeships.

Business, Administration and Law. Success rates are good at 75% for both overall and timely. Numbers on this programme are low.

Retail and Commercial Enterprise. Success rates are outstanding at 100% for both overall and timely. Numbers on this programme are low.

Engineering and Manufacturing. All the learners are undertaking motor vehicle activities – Body, Paint and Refinishing, Vehicle Fitting and Motor Vehicle Maintenance and Repair. Success rates are 89% for Advanced Apprentices and 63% for Apprentices.

Close monitoring of all learners ensures that no one group of learners is disadvantaged.

All Apprentices and Advanced Apprentices are employed throughout their programme and over 95% of those learners that complete the apprenticeship remain in employment. Prior to completing the programme all learners receive information, advice and guidance on their future development and increasing numbers of apprentices are progressing onto advanced apprenticeships. We have been working with the lifelong learning network and local universities and earlier this year signed an agreement which enables all learners who complete an advanced apprenticeship to have a guaranteed offer of a place at a local university.

All learners develop good personal and practical skills and some learners progress to supervisory roles as a result of the training.

THE QUALITY OF PROVISION

The quality of provision is good. Martec staff are experienced and well qualified and this is translated into their ability both to interface with employers and their ability to impart knowledge and skills to their learners. All learners receive good on the job training which is supported by Martec and the employer.

Individual learning plans are thorough and are well used to develop learners. Additional learning needs are comprehensively identified and are addressed through working in collaboration and commissioning one to one support from British Dyslexic Association and placing a learning mentor with students who would benefit from it. Staff carry out regular reviews and monitor learners' progress thoroughly through the traffic light systems throughout the provision to monitor targets and progression towards those targets. Assessments are carried out regularly in the workplace and use a wide range of assessment methods to meet the learners' needs. Where elements of the programme cannot be delivered within their work placement, we are able to cover these by using the facilities in the training centre or arranging for the learners to spend a short period at another employer premises.

All learners are taken through a rigorous initial assessment process during which they will undertake on-line basic skills assessments, VAK, Skillscan and learning styles. In addition learners on an apprenticeship will undergo a one month trial with the employer. The Initial assessment process has contributed to higher retention and achievement rates as the right learner is matched to the right placement for mainstream and right course within foundation learning.

Increasing use of e-learning is offering learners diverse learning methods. Health and Safety, Equal Opportunity and safeguarding are discussed on assessment and reviews to raise awareness of these topics.

All learners receive high levels of pastoral support, there being welfare officers for both foundation learning and apprenticeship programmes and Martec monitors issues rigorously. The dedicated 'Keep safe' Officer is introduced to all learners on induction. Posters on safeguarding are prominently placed around the training centre and employers are asked to display them at work placement premises.

Learners understand their progress and what they need to do to further advance their training. We have been dealing with many of our employers for many years and they report that they receive good information from Martec and find staff supportive and informative.

In June 2010 one of our apprentices was a finalist in the Institute of Motor Industry student of the year and attended a ceremony and received a certificate as an outstanding achiever from Prince Michael of Kent, this was the second time one of our learners had become a finalist in recent years.

The Development Plan and Quality Improvement Plan are clearly communicated to staff, giving them a clear focus on raising standards.

We have introduced additional qualifications, available to foundation learning learners which enhance learners' skills and meet the needs of employers and this has proved successful in that there has been a significant increase in e2e/ FL learners progressing onto an apprenticeship.

Quality assurance policies and procedures are clear, well laid out and effectively link all aspects of quality assurance and are focused on the impact of the learner. A trained audit team undertake well-documented compliance audits and follow-up of issues raised is robust. All policies and procedures are reviewed annually; changes are now required to take account of the changes as a result of the implementation of foundation learning and recently becoming an Independent School.

Due to heavy company investment the new training centre has been completely refurbished and there are excellent resources. All learners have access to the IT suite and the e-learning hub, which is accessible 24/7 from any location.

Safeguarding
Equality of Opportunity
Value for Money

Contributory Grade 2
Contributory Grade 3
Contributory Grade 2

Strengths

Very good strategic management and director involvement
Particularly effective links with employers and partners
Excellent range of resources
Good support for staff
Very responsive provision meeting the needs of learners and the local population

Areas for Improvement

Moderation of Observations of Teaching and Learning to be implemented
To develop innovative techniques for teaching to further engage learners
A more consistent approach to passing down targets to staff

Areas for Development

Increasing the range of disciplines on offer.
Implementing Additional learning support package for students with learning disabilities and or physical disabilities.
Quality Improvement groups
E&D group

Martec Training has a senior management team which consists of, Chief Executive, Principal, Vice Principal and two Managers who meet monthly to review the development plan and corporate strategy aims & objectives.

The centre is made up of four departments – ALS & Welfare, Employer Engagement & Marketing, Mainstream/Technical department, and Foundation Learning. The make-up of the management team reflects the different strands of the business and encourages cross-curriculum awareness and activity. The members are all well-qualified and bring a wealth of experience to the management of the company. Many meetings are scheduled on a monthly by monthly or quarterly basis to respond to issues, this has proved to be highly effective.

Martec undertakes a great deal of strategic and development planning which is well structured, clear objectives are set out in the three year Development Plan which is monitored quarterly and updated annually and communicated to all staff in order that they are fully aware of the aims of the business and its mission statement. Good financial support is evidenced by the new training centre and the investment made in recent years.

The main focus of the development plan is to raise achievement levels and widen the scope of the provision. Staff are set targets and the use of data to inform and support target setting is good. Senior Management set realistic and timely targets. The structure of the organization is clear with all staff understanding their role in it. A large proportion of the targets in the Development Plan planned for 2010/2011 were achieved this year.

The culture throughout Martec training is for continuous improvement and not simply to maintain existing standards. We realized that to ensure the sustainability and continuous improvement of the company, we needed to look to introduce innovative methods of delivery and to this end managers were enthusiastic about working alongside eight fellow providers within the Staffordshire Providers Association on an LSIS e-learning project which involved becoming part of a Moodle/Mahara hub, enabling us to use a new learning environment and to share good practice. Two members of staff attended an e-leadership course, an e-learning development team was set up and an e-learning strategy and action plan put in place. We were successful in a bid for additional equipment to help us to put in place our strategy and we now have excellent resources, some innovative. All staff have become engaged in the new technology and it has had a positive impact on them.

Staff are encouraged to put forward their views on current or future programmes and some have been implemented or are in the process of being implemented. A computerized noticeboard on the Moodle site keeps all staff informed on a day-to-day basis and this pops up on staff entering the site, this has proved to be an excellent facility and all staff say that this has aided better and more timely communication. All staff diaries are now held on this site, these are open for all staff to view, and it also facilitates effective allocation of rooms. A staff suggestion box is available on the site. These measures have improved day to day communication. Another significant impact is the reduction in paperwork.

Development of the site is ongoing. A lot of work has been done in our quest to move towards e-portfolios. All learners now have access to the hub 24/7 and records show that it is now being used. Feedback from learners indicates that they enjoy and are comfortable in using the latest technology and that they dislike classroom based activities.

Considerable work has been done within the mainstream department, more development is needed, particularly within the foundation learning department where progress has been slower but is now gaining momentum.

Martec have recognized the value of comprehensive learner, employer and staff feedback in the self-assessment and quality improvement process and work has been undertaken on setting up surveys through the hub.

Management operate an 'open door' policy which is valued by staff who appreciate the timely responses to issues raised (a point picked up on the 'Investors in People' re-accreditation).

Staff roles and activities are continuously reviewed to ensure that the whole team is using its combined skills effectively and people have been promoted from within or have grown their role to suit the Company's and their own development and circumstances. All staff have six monthly reviews which are linked to their staff development. Managers have been given targets to meet, however, the targets have not been consistently passed down to staff and need to be more specific, measurable, achievable, realistic and time-bound. Management allocate an annual budget for staff development and there has been considerable development in the last year of staff have been undertaking teaching qualifications. Staff understand the need to maintain their skill levels for the benefit of the learners, the future of the company and their own careers.

Staff feel valued and this was reflected in the re-accreditation of the Investors in People Award, when many strengths and good practice was identified. The commitment that the directors have made in the future of the business via the move to the new premises was very much appreciated and understood by the staff. Staff appreciated that they had been consulted over the move and development of the new centre.

The move onto one site has been seen as very positive, staff feel that communication has improved significantly and that the organization has been more integrated, flexible and that staff understand each

other's responsibilities better and it has enabled staff to move between departments where their expertise has been effectively used.

Management takes Health and Safety very seriously in order to meet its legislative/statutory and contractual obligations. It has a planned and systematic approach to embedding Health and Safety throughout the provision and the Self-Assessment process has confirmed that it is very good.

Martec has a stringent Health and Safety Policy monitored by a Health and Safety Consultant. All Learners are given comprehensive Health and Safety instruction on Induction, and are also visited on site by the Health and Safety Officer within their first week, this is tailored to and delivered in the individual workplace, and also matched to the qualification on which they are embarking. This is followed by regular updates during their training period, the nature of which depends on the complexity and changing nature of their job and their individual requirements. It is felt that the Health and Safety induction in the workplace should be delivered on the first day of training. It has been identified that some employers are not fully aware of their Health and Safety obligations and, therefore, we will be involving the employer in the Health and Safety Placement Induction Programme. All work placements are vetted to ensure that all Health and Safety requirements are met, including a check on the Employability Liability Insurance to ensure it is up-to-date, this is followed by three monthly visits. All staff have received good training on Health and Safety with an annual Health and Safety Awareness session. Regular risk assessments are undertaken within our training facilities, outside activities employers offering placements to our learners.

Martec has a Child Protection Policy which supports and reinforces existing legislation and government guidance (Children's Act 1989 and "Working Together to Safeguard Children") as well as UN conventions. All staff employed by Martec are vetted by the CRB and all "Disclosures" are held by the Safeguarding Manager.

Martec has a website which offers all the information that learners, parents and employers will need about Martec and all the available schemes. Learners can apply online, read about successes, find out more about our apprenticeship and foundation learning courses and lots more.

Martec's newsletter 'Martec Training *Times*' is used to keep learners, employers and parent/guardians informed of successes, staff changes, new courses etc. has also served as a useful tool to give Learners, employers and Parent/Guardians information, advice and guidance on issues that have cropped up regularly in the feedback from surveys.

Partnerships. Martec has well established and effective links with a range of organizations to the benefit of learners and is an opportunity for sharing good practice. One of the most important partnerships is that with employers who give us considerable support in offering apprenticeships and giving day release to the learners also work placement and work experience places for foundation learning learners. Many of the employers with whom we work have been dealing with us for many years. We consulted with the employers on which day of the week was the most suitable for them to release the learners, we arranged classes in line with the majority preference and this has proved to be most effective as attendance has improved. We also have a number of employers who allow visits of learners from foundation learning.

The strength of links with employers is confirmed in that several now supply us with 'fresh' vehicles on an on-going basis, which proved a very good addition to our resources and are well used by the apprentices.

Strong links with Connexions resulting in a high proportion of our learners being referred by this organization has been broken to a great extent by the recent changes in their structure, and we have had to become much more active, particularly with schools.

Martec is often seen by outside agencies, e.g. Connexions, Schools, Colleges, as offering purely motor vehicle related training and where this is a recognised strength of the organisation the new premises have been tailored to build on this strength but also to facilitate more diverse activities and opportunities for the learners. We have held open days when we have involved outside agencies and organizations in activities, these have proved to be very successful both from the number of interested parties who have attended and their feedback on the value of the event.

We have links through foundation learning with the Youth Offending Team, undertake sporting activities with fellow providers and a range of other external bodies.

Martec staff regularly attend Careers events in the area, many of which take place in schools.

Martec is an active member of the Staffordshire Providers Association, the Principal and a director attend the bi-monthly meetings and Martec are giving their full support to the Staffordshire Providers Association in their quest to standardize procedures throughout providers and to enable benchmarking to take place. Examples of these initiatives have been Quality Improvement measures, Observation of Teaching and Learning, peer review on the Self-Assessment process, meeting structure and standardization of learner and employer surveys. There will be an increasing number of quality improvement initiatives and Martec intend to play a full part in these as they are already seeing the benefit of initiatives already in place.

One director sits on the local committee for diplomas. The foundation learning faculty Manager sits on the local foundation learning body.

Learner numbers and programmes on offer are increasing. This has been achieved by successfully acquiring a 'Reach - Alternative Provision' Contract from the City of Stoke-on-Trent and through the accreditation of the Centre for delivering ATA.

This year we successfully achieved Independent School Status in November and await the Inspection..

Safeguarding arrangements exceed Governments Standards Policies and guidance are in place and there is a good awareness of safeguarding throughout the organization. All staff, including directors, administrative and support staff have completed a Criminal Records Bureau check. Martec has implemented a number of initiatives to ensure that learners are safe at work. We have appointed a Keep Safe Officer and all learners are introduced to her personally on induction and given written information in their induction pack. Posters can be found around the training centre and at employers' sites

Martec makes good use of the self-assessment process to improve its provision All staff take part in a Self-Assessment/Quality Improvement day and have involvement in the setting and validating of grades. Good use is made of learner and employer survey results, together with other feedback questionnaires and performance data. Observation reports and External Verification reports are also used to effectively assess the provision. Quality improvement measures have been used to drive up success rates. Management have confidence in the procedure and judgments.

Martec manages its resources well and provides very good value for money. Martec have an excellent range of resources, both in premises, equipment, consumables and furnishings and fittings. Staff resources are also good with all staff having appropriate qualifications and experience and a manageable workload. Martec has a well equipped IT suite for use by learners and also a small IT suite to support the Technical Department in undertaking on-line tests. A vast range of other resources are in place both to support the technical delivery of motor vehicle skills as well as offering other practical activities such as welding, metal craft, painting and decorating, construction, pottery and woodwork. We have now taken over an allotment, in order to break down the soil the learners planted potatoes which will soon be harvested and offered through a community project. The use of

data in Martec is good, there has been considerable analysis of equality and other data to support management and staff. The organizations ability to produce data reports is good and staff understanding of data is also good.

Overall success rates are good and we are adding value to the learners journey by offering motor vehicle apprenticeship achievers the opportunity of undertaking a Level 3 ATA air conditioning and service technician qualifications at the end of their programme.

We have an approved list of suppliers and give careful consideration to cost and quality. We have maintenance contracts in place for the computer system with contracts also in place to support the main database systems. A robust password access system is in place for all programmes.

We consider recycling and to this end we collect all toner cartridges in aid of the Roy Castle Foundation, an organization that has had some input into our initiative to help learners and staff to stop smoking. In order to reduce our carbon footprint all staff attending meetings/training events etc. within reasonable distance of stations travel by train.

Mainstream Department

The apprenticeship and advanced apprenticeship programmes offered by Martec are:-

Engineering and Manufacturing Techniques
Retail and Commercial Enterprise
Business Administration and Law

SUCCESS RATES 2010/2011

OVERALL ACHIEVEMENT	ALL AREAS OF LEARNING		
	No. of Learners in cohort		
		Overall Rate	No. of Learners
Advanced Apprenticeship	5	100%	5
Apprenticeship	24	62.5%	15
Total	29	69%	20

TIMELY ACHIEVEMENT	ALL AREAS OF LEARNING		
	No. of Learners in cohort		
		Overall Rate	No. of Learners
Advanced Apprenticeship	5	80%	4
Apprenticeship	17	58.8%	10
Total	22	63.6%	14

As a result of the implementation of the Minimum Contract Value, Martec took the decision to become involved with Newcastle College of Further Education.

The Retail and Commercial Enterprise and Business Administration and Law are small programmes with few Learners and these areas together with Engineering and Manufacturing Techniques follow a consistent approach to recruitment, induction, assessment, welfare and verification procedures.

The mainstream department is staffed by a Lead Assessor/Verifier who is a member of the Management Team. The department consists of five qualified assessors and four qualified assessor verifiers and is closely linked to the technical department. The team has been developed to provide a multi-skilled and proficient assessment team, all assessors/internal verifiers covering a range of disciplines. All our staff are occupationally competent, this being maintained through our continuous personal development programme. A recent addition to our provision has been warehousing and the

external verifier identified a need for some personal development in this discipline, with the co-operation of one of our employers we were able to arrange this.

All learners undergo a rigorous initial assessment process, during which they will undertake basic skills assessments, VAK, Skillscan. In addition the learner will undergo a one month trial with the employer. The Initial assessment process has contributed to higher retention and achievement rates as the right learner is matched to the right placement. The recruitment/marketing team are responsible for recruitment and the initial assessment process and matching learners to the placements, the mainstream and recruitment departments feel that involvement by assessors in the recruitment and initial assessment process would increase the effectiveness of matching learners with placements.

The programme is supported by an experienced and well organized central administration team, who maintain the management information systems, and undertake registration with the awarding bodies and co-ordinate the certification process.

The learners on the apprenticeship programmes receive very good on-the-job training, supported by Martec and the employers, who release the learners one day a week for technical training. As there are small numbers on the business administration, customer service, retail and warehousing programmes technical delivery is done on a one-to-one basis in Centre or in the workplace.

Learners' opportunity to improve their economic and social well-being is good. Apprentices quickly become valuable employees and it is an expectation that they will continue their permanent employment with their work placement.

Individual Learning Plans are comprehensive and tailored so that they meet the individual needs of the learner. Additional learning needs are identified and more effective training has recently taken place to address those needs.

All learners receive regular assessment visits, assessors being equipped with a lap top, electronic notepad, digital recorder, digital and flip cameras. The learner can be both assessed and given relevant underpinning knowledge in the workplace, which has proved very effective and better at satisfying the learners' individual learning style and pace and creates an environment conducive to open and frank discussion and builds sound learner/assessor relationships. All assessments are well documented and record progress. Regular standardization meetings are held to ensure a consistent approach.

A thorough review is undertaken on a twelve weekly basis, involving the learner, work placement provider and assessor. These are well documented and enable the learner and work placement provider to have a clear view of progress, however, assessors need to give learners more specific and measurable targets and appropriate timescales for unit achievement. The learner and work place supervisor are given an up-to-date chart of progression, discussion of which is an integral part of the review, and they both receive a copy of the review. The review will also identify if individual learning plans need amending as the learner progresses. In order to reduce the risk of early leavers we introduced a Traffic Light System on the reviews. This has proved to be highly effective in alerting the Welfare Officer to concerns and thus preventing situations that result in a learner leaving. Equality and Diversity is now routinely discussed on review and this is recorded on the review.

Learners develop and improve their economic and social well being and develop a good level of skills and are valued by their employers and in some cases apprentices are carrying important responsibility at an early stage of their training.

Assessment and verification are very good. All assessors and verifiers are qualified. They meet regularly to discuss qualification issues and to carry out standardization exercises, so that all have a common understanding about what evidence is needed for the various awards. Internal verification of

portfolios of evidence is carried out throughout training, and is systematic and thorough and meets the awarding body's requirements.

External Verifiers reports are very good, comments made by External Verifiers are:-

- Pleased to re-approve direct claim status
- Portfolio's are always at a high standard
- Candidate and employer give good feedback regarding Martec processes
- Consistent quality of standards shown

Assessment observations and reviews are very good and in accordance with the requirements of the individual Awarding Bodies who have awarded Direct Status for several years.

Martec's learners' welfare is of great importance, our pastoral care is good, learners being contacted regularly. Once a year, in February, a face-to-face visit is made to every workplace and an in-depth questionnaire is undertaken with both learner and employer. This allows us to get important feedback on areas such as progress, their opinions on pay, day-release, their assessor and Martec's services. Questions are encouraged and advice is given on additional qualifications.

A new database system has been put in place which allows for easy recording and monitoring of one-off or ongoing issues. The system flags up which learners have experienced problems and need following up with a visit. Every problem is logged in detail and can be viewed at any time on the main networking system that is accessible by assessors and the welfare team. All actions are taken and recorded.

All information received is analysed on an annual basis and used to help improve Martec's service.

Technical Department

The learners attend the training centre weekly to receive underpinning knowledge, undertake portfolio building, key skills tuition and learning support where needed. A flexible approach to the underpinning knowledge and theory sessions i.e. work place based and/or at Martec have been adopted to meet the individual needs of the learner and to facilitate an appropriate environment. Martec believe that the high level of support and appropriate delivery of training at a suitable level and pace enabling the learner to progress at a rate that is comfortable to them and their needs, has had a positive impact on the improved retention and achievement rates.

Functional Skills are being introduced to replace keyskills, we have now appointed a member of staff to implement them and to deal with learning needs issues.

Strengths

Robust assessment and internal verification processes
Good timely achievement rates
Good motor vehicle and engineering resources
Effective use of computerized monitoring programme

Area for Improvement

Information, Advice and Guidance on progression for apprentices
Achievement rates for 19-24 year olds

Area for Development

Functional Skills

Code 4.3a

Motor Vehicle

Numbers on Programme

	Apprenticeships	Advanced Apprenticeships	Train to Gain		Total
			L2	L3	
Body & Paint Operations	10	4	3	1	18
Vehicle Fitting	3	0	0	1	4
Vehicle Parts Operations	2	0	0	0	2
Vehicle Maintenance & Repair	40	15	5	13	73
Total	55	19	8	15	97

SUCCESS RATES

16-18 Years		OVERALL				
		Provider Full Year				National
		07/08	08/09	09/10	10/11	09/10
Apprenticeship	Achievers	9	16	25	10	5052
	Leavers	15	22	39	19	7281
	Success Rate	60%	72.7%	64.1%	52.6%	69.4%
Advanced Apprenticeship	Achievers	3	0	0	1	1636
	Leavers	5	0	0	1	1971
	Success Rate	60%			100%	83%

TIMELY				
Provider Full Year				National
07/08	08/09	09/10	10/11	09/10
8	15	31	8	4285
20	24	34	14	7608
6.30%	62.5%	61.8%	57.1%	56.3%
3	0	0	0	1330
5	0	0	1	1909
60%			0%	69.7%

19-24 Years						
Apprenticeship	Achievers	1	2	0	0	2315
	Leavers	2	5	1	0	2912
	Success Rate	50%	40%	0%	0%	79.5%
Advanced Apprenticeship	Achievers	9	2	0	0	2788
	Leavers	12	3	0	0	3146
	Success Rate	75%	66.75%			88.6%

1	2	0	0	1996
2	5	1	0	2987
50%	40%	0%	0%	67.3%
8	2	0	0	2314
12	3	0	0	3002
66.7%	66.7%			77.1%

Totals						
16-18	Achievers	12	16	25	11	6688
	Leavers	20	22	39	20	9252
	Success Rate	60%	60%	64.1%	55%	72.3%
19-24	Achievers	10	4	0	0	5103
	Leavers	14	8	1	0	6058
	Success Rate	71.4%	50%	0%		84.2%
Total	Achievers	22	20	25	11	11791
	Leavers	34	30	40	20	15310
	Success Rate	64.7%	66.7%	62.5%	55%	77%

11	15	21	8	5615
25	24	34	15	9517
44%	62.5%	61.8%	53.3%	59%
9	4	0	0	4310
14	8	1	0	5969
64.3%	50%	0%		72.2%
20	19	21	8	9925
39	32	35	15	15486
51.3%	59.4%	60%	53.3%	64.1%

All the staff have a very good background in their field of expertise

All of the learners possess a good work based placement and are employed status. They gain first hand experience of their chosen career and which provides supportive evidence to confirm competence. Learners can gain a good range of qualifications in light or heavy vehicle mechanical repair, body repair, refinishing, fast fit repairs, motor cycle repair and vehicle electrical repairs. If there is a lack of training practice in a particular area then we arrange for a temporary change of placement to enable the student to access relevant experience needed until competent in that field.

On commencement all Apprentices receive a comprehensive Apprenticeship Guide, part of which is an 'Employment Statement' which has to be signed by the employer, learner and their parent/guardian, we are currently investigating the feasibility of bringing together all parties so that they each understand their responsibility with regard to the qualification. We particularly feel that the employer does not always understand their commitment and involvement in the delivery of the qualification.

Apprentices attend Martec training centre for off-the-job technical training one day every week and also study for key skills examinations and complete a portfolio. Learning support is normally delivered at the same time as keyskills/functional skills.

A thorough review of technical delivery has been undertaken and a member of staff has been promoted from the assessment team to manage the technical department and some assessors are now involved in supporting tutorials within the technical department. There is now a more structured system of delivery and provides very good communication links between our mainstream department and technical department which has provided for more flexibility on technical tasks. Attendance rates have increased and this is reflected in the achievement rates. There have been poor achievement rates of 19-24 year olds. The numbers of this programme are small, these learners are being closely monitored by the Equality and Diversity team.

The Technical Certificate for HGV learners is delivered by Stoke-on-Trent College of Further Education. Close contact is maintained with this organization, progress reports and registers of attendance are received and a service level agreement is in place, reviewed annually. Retention and timely success rates are comparable with the remainder of the provision. We have closely monitored Stoke-on-Trent College to ensure that our learners receive the training they need. They have the Training Quality Standard and they have a robust procedure for observing staff. They achieved Grade 2 in their last inspection in 2007.

At the end of the programme discussions are held with the Learner, Work Placement Provider, Placement Officer and Assessor to give information, advice and guidance on progression. The number progressing to Advanced Apprenticeships from an Apprenticeship is low and is one of the areas for improvement.

Strengths

Good achievement rates of 16-18 year olds
Very good pastoral care

Area for Improvement

To increase progression from apprenticeship to advanced apprenticeships
Poor achievement rates of 19-24 year olds.
To give learners more specific and measurable targets and realistic timescales

Areas for Development

To investigate developing technical support for Body and Paint learners in-house

Numbers on Programme

	Apprenticeships	Advanced Apprenticeships	Train to Gain		Total
			L2	L3	
Retail Skills	1	0	2	2	5

Success Rates

		OVERALL				
		Provider Full Year				National
		07/08	08/09	09/10	10/11	2009/10
16-18 Years						
Apprenticeship	Achievers	0	3	4	0	13047
	Leavers	1	4	4	0	19438
	Success Rate	0%	75%	100%		67.1%
Advanced Apprenticeship	Achievers	1	0	1	1	1,720
	Leavers	1	0	1	1	2,290
	Success Rate	100%		100%	100%	75.1%
19-24 Years						
Apprenticeship	Achievers	0	0	0	0	
	Leavers	0	0	0	0	
	Success Rate					
Advanced Apprenticeship	Achievers	0	1	0	0	3,192
	Leavers	0	1	0	0	5040
	Success Rate		100%			63.3%
Totals						
16-18	Achievers	1	3	5	1	14767
	Leavers	2	4	5	1	21,728
	Success Rate	50%	75%	100%	100%	68%
19-24	Achievers	0	2	0	0	3192
	Leavers	0	1	0	0	5040
	Success Rate		100%			63.3%
Total	Achievers	1	4	5	1	17959
	Leavers	2	5	5	1	26769
	Success Rate	50%	80%	100%	100%	67.1%

TIMELY				
Provider Full Year				National
07/08	08/09	09/10	10/11	2009/10
0	3	4	0	12205
1	4	4	0	20,724
0%	75%	100%		58.9%
0	0	1	1	1,608
1	0	0	1	2,383
0%		100%	100%	52.4%
0	0	0	0	
0	0	0	0	
1	0	0	0	2,846
1	0	0	0	5357
100%				53.1%
0	3	5	1	13813
2	4	5	1	23107
0%	75%	100%	100%	59.8%
1	0	0	0	2846
1	0	0	0	5357
100%				53.1%
1	3	5	1	16659
3	4	5	1	28464
33.3%	75%	100%	100%	54.5%

Numbers on the programme are small; there are two assessor/tutors and two Internal Verifiers.

All of the learners are employed and possess a good work based placement, from which they gain first hand experience of their chosen career and which provides supportive evidence to confirm competence. We are now using City and Guilds Skillmart for delivery of Technical Certificate. All learners have remained employed at the end of their training period.

Portfolios are particularly well organized with a diverse range of evidence.

At the end of the programme discussions are held with the Learner, Work Placement Provider, Placement Officer and Assessor to give information, advice and guidance on progression. The number progressing to Advanced Apprenticeship is increasing.

Strengths

- Very good success rates
- Very Good Pastoral Care

Code 15.2a Administration
Code 15.4b Customer Service

Numbers on Programme

	Apprenticeships	Advanced Apprenticeships	Train to Gain		Total
			L2	L3	
Administration	3	2	4	0	9
Customer Service	1	1	0	1	3
Total	4	3	4	1	12

16-18 Years		OVERALL				
		Provider Full Year				National
		07/08	08/09	09/10	10/11	2009/2010
Apprenticeship	Achievers	0	5	5	5	8,931
	Leavers	0	5	6	5	11668
	Success Rate		100%	83.3%	100%	76.5%
Advanced Apprenticeship	Achievers	0	0	2	3	2,032
	Leavers	0	0	3	3	2,440
	Success Rate			66.7%	100%	83.3%

		TIMELY				
		Provider Full Year				National
		07/08	08/09	09/10	10/11	2009/2010
	Achievers	0	5	5	2	8417
	Leavers	0	5	7	3	12,157
	Success Rate		100%	71.4%	66.7%	69.2%
	Achievers	0	0	2	3	1925
	Leavers	0	0	3	3	2609
	Success Rate			66.7%	100%	73.6%

19-24 Years						
Apprenticeship	Achievers	0	0	0	0	
	Leavers	0	0	0	0	
	Success Rate					
Advanced Apprenticeship	Achievers	0	0	1	0	5754
	Leavers	0	0	1	0	7402
	Success Rate			100%		77.7%

	Achievers	0	0	0	0	
	Leavers	0	0	0	0	
	Success Rate					
	Achievers	0	1	1	0	5222
	Leavers	0	1	1	0	8242
	Success Rate		100%	100%		63.4%

Totals						
16-18	Achievers	0	5	7	8	10963
	Leavers	0	5	9	18	14108
	Success Rate		100%	77.8%	100%	77.7%
19-24	Achievers	0	0	1	0	5754
	Leavers	0	0	1	0	7402
	Success Rate			100%		77.7%
Total	Achievers	0	5	8	8	16717
	Leavers	0	5	10	8	21510
	Success Rate		100%	80%	100%	77.7%

	Achievers	0	5	7	5	10342
	Leavers	0	5	10	6	147766
	Success Rate		100%	70%	83.3%	70%
	Achievers	0	0	1	0	5222
	Leavers	0	0	1	0	8242
	Success Rate			100%		63.4%
	Achievers	0	5	8	5	15564
	Leavers	0	5	11	6	23008
	Success Rate		100%	72.7%	83.3%	67.6%

Numbers on the programme are small; there is one assessor/tutor and three Internal Verifiers, success rates are excellent and well above the national benchmark.

All of the learners are employed and possess a good work based placement, from which they gain first hand experience of their chosen career and which provides supportive evidence to confirm competence. We are now using City and Guilds Skillsmart for delivery of Technical Certificate. All learners have remained employed at the end of their training period.

Portfolios are extremely well organized with a diverse range of evidence.

We have direct claim status with City and Guilds and the External Verifiers confidence in the verification process in Business Administration is demonstrated by the fact that she is now undertaking postal verification.

At the end of the programme discussions are held with the Learner, Work Placement Provider, Placement Officer and Assessor to give information, advice and guidance on progression. The number progressing to Advanced Apprenticeships from an Apprenticeship has not been high, and is one of the areas for improvement.

Strengths

Excellent success rates
Very Good Pastoral Care

Learner Numbers 63

The foundation learning department is staffed by a Faculty Manager, six tutors an ALS/Welfare Officer and is further supported by sessions delivered by the technical department and mainstream staff. The current staffing levels allow for a good staff learner ratio. The staff are split into shifts allowing for smaller groups and wider quality. Shorter bursts of teaching give variety to learners and aids concentration and motivation. Classroom sessions average 11 learners and practical workshop activities no more than 8 learners with one tutor.

Initial Assessment runs over a six week period and all learners on programme are registered with edexcel, and they proceed to work towards achieving an Award in the Workskills programme.

A review on progress is carried out three weeks into the course and again at six weeks, this determines the training course the learner will undertake. This could be either continuation of the Workskills programme – working towards the Certificate level or the IMI Award in the Introduction to Motor Vehicle. At this stage a comprehensive individual learning plan is put into place, progress being monitored through an ongoing review process.

Functional/Basic Skills are delivered within all activities, learners undergoing both paper-based and on-line assessments to determine the level they are at and an individual learning plan is developed to ensure progression is achieved. Group work and one-to-one tuition is provided.

Accreditation of functional and basic skills is provided through City and Guilds and Edexcel.

The induction is good and includes Health and Safety, Equal Opportunities with an emphasis put on bullying and harassment and the support offered is excellent, however, equality and diversity needs to be reinforced throughout the training process. We have a dedicated welfare officer within foundation learning who reacts swiftly to any issues. She assists learners with their EMA applications and difficulties in opening bank accounts. The welfare officer within foundation learning is also the 'Keep Safe Officer' for the whole organisation.

All learners receive a review every five weeks. Highly effective target setting and monitoring takes place during the review. Equality and Diversity is covered on review, a new subject being the topic of the month. The topics are also available on our Moodle site.

Learners develop good personal, social and employability skills, the overall programme offers a range of activities to develop social skills through team building and boost learners self confidence. Learners are encouraged to take part in training modules offered within foundation learning which include, Basic First Aid Certificates, Basic Hygiene, and Skills for Working Life.

We believe that practical activities provides an ideal platform for learners to improve their numeracy skills through specific tool sizes, measuring, etc. and literacy skills from recording the tasks undertaken, however, during the last year, in waiting for functional skills to come on board, we have employed a dedicated functional skills team of tutors for ICT, Maths, English, learners will be given the opportunity to gain accreditation for literacy and numeracy. The increased facilities and resources at the training centre, have meant that we have focused staff recruitment on tutors with a practical bias, enabling us to put additional programmes and qualifications in place in readiness for the implementation of foundation learning, Martec have implemented structured package of support to specifically tackle and support learners with low numeracy and literacy skills.

We are now focusing on clearer progression routes for learners, some progress has been made with a significant increase in learners progressing to apprenticeships. We have identified a need for learners

wishing to pursue a career in Business Administration and Customer Service to enhance their functional/basic skills and will be looking at the possibility of delivering qualifications for these within the foundation learning programme. There would then be a progression route into apprenticeships for these learners.

Learners in centre are of mixed ability and considering that school attendance was in a lot of cases erratic their actual ability to reach the 16 hour point is positive and when ready some learners increase to a four day week in Centre. Regular communication with parents, guardians and case workers results in improved attendance. When it is felt that the individual is ready for an increase in hours we look for an appropriate work experience opportunity..

Basic/functional skills are delivered by a dedicated qualified staff members to groups of learners of similar ability or on a one to one basis where necessary. Basic skills on line assessment including a full diagnostic assessment are completed within the Initial Assessment period. Re-assessment takes place on a three monthly basis and learners are moved into the appropriate classes. Basic skills' teaching is good and learners are involved and aware of personal progress regarding achievement of targets. Individual basic skill folders enables learners to view work completed and recap on prior sessions and allowing learners to take ownership of their literacy and numeracy development. Basic skills resources are adequate and readily available for all tutors to access. In awaiting the implementation of functional skills we did not deliver numeracy and literacy qualifications, however, this has been seen as a weakness and will be addressed.

A very strong element of our foundation learning programme is the links which we have formed with the local recreational housing, environmental and social groups. Many projects have been completed by our Learners who have been taught new skills and developed good personal responsibilities and awareness.

Learners have made holly wreaths and Christmas decorations which are sold in aid of the local Children's Hospice. Newcastle Borough Council offered us an Allotment and we are growing vegetables for the benefit of the community. The plot will be further developed.

We have employers in the area who are giving support to the learners by offering work experience and work placements in the motor trade. A high level of care and attention is taken to place learners with an appropriate employer and employers demonstrate a good understanding of the level of support required by most learners and this has led to some success in learners moving onto Apprenticeships. The majority of our work placements are within the motor vehicle field and we recognize that there is a need to offer learners a wider variety of work placements, such as warehousing, retail etc. and this will be an area for improvement. There has been an increase in the availability of work in the warehousing sector in the area.

Martec's staff frequently support learners who find barriers to their learning, and have frequently intervened to help learners who experience problems at work.

The foundation learning faculty manager sits on the local foundation learning body, attendees are representatives from other training providers and the Staffordshire Providers Association. Discussions are around the implementation of foundation learning and impact this has had on the development of the programme from August 2010. Induction and Initial assessment changed to fall in line with the requirement of the foundation learning curriculum and new qualifications introduced for functional skills, personal, social development and vocational learning.

The overall programme offers a range of activities to develop social skills through team building and boost learners self confidence. Learners are encouraged to take part in training modules offered within foundation learning which include, Basic First Aid Certificates, Basic Hygiene, and Skills for Working Life. All courses include health issues and diet and we have recently installed a kitchen and will be

developing cookery lessons. Drug awareness is covered and we have a no-smoking initiative for staff and learners supported by a local organisation. The learners have recently had the opportunity of being tested for Chlamydia. Learners are also encouraged to take part in sports activities when we compete alongside other providers in the area. We have also recently bought two Wii fit consoles to encourage learners to become more active..

Learners have the opportunity of undertaking Motor Vehicle courses at various levels. On offer is a Motor Vehicle course at Entry 3 qualification at Award, Certificate and Diploma level. Also offered is the Edexcel Skills for Life and Workskills qualifications at Award, Certificate and Diploma levels.. Further qualifications are being developed to be offered under the Foundation Learning Tier.

Many of the learners have the opportunity of undergoing work experience with employers and this often leads to work placements and employment.

Positive progression of learners from Foundation Learning onto apprenticeships is improving, learners on these courses being given priority when apprenticeship vacancies occur.

Strengths

Very effective target setting
Highly effective partnerships
Very good pastoral care

Areas for Improvement

Increased range of workplace opportunities
Lack of effective planning of some lessons
To make lessons more challenging
To provide learners with the opportunity to gain accreditation for literacy and numeracy

Area for Development

Increased activities to meet the requirements of Foundation Learning
Business Administration and Customer Service qualifications

OTHER PROVISION

Train 2 Gain. Martec had a contract with Stoke-on-Trent College to deliver this programme on their behalf, which ended on 31 July, although we continue with the learners already on the programme until they achieve. We are now delivering this programme through Newcastle College of Further Education alongside our other Employer Responsive contract.

Success rates are excellent at 85% success rate.

Alternative Provision

Martec have a contract with the City of Stoke-on-Trent to deliver this provision. It is aimed at 14-16 year olds who have partially or fully dropped out of school. It is a means of offering them an alternative way of learning. They initially undertake Personal and Social Development qualifications and then progress onto Entry 3 motor vehicle qualifications. They will have the opportunity of moving onto foundation learning when appropriate.

South Staffordshire College

Martec undertake motor vehicle assessments and internal verifying for South Staffordshire College.

Private Training

In 2008 Martec identified an opportunity to widen the scope of the business by becoming an ATA Centre and in 2009 was successful in obtaining accreditation from the Institute of Motor Industry for the delivery of the ATA qualifications. From July 2010 all people in the motor industry who undertake work on air conditioning had to be accredited with a Level 3 ATA qualification. A number of staff are qualified to deliver this qualification and it has been highly effective.

In order to obtain this accreditation Martec had to invest heavily in new equipment. This investment has impacted positively on learners and provided our learners with an excellent opportunity as we are now offering Advanced Apprentice achievers the opportunity of undertaking this additional qualification.