

Assurance Report

Neway Training

Address: Kelvin House, RTC Business Park, Derby DE24 8UP

Date of Assurance Visit: 28 & 29 August 2018

NSAR Assurance Manager: Derek Walker

Educational Observation: 10 October 2018

NSAR Educational Specialist: Alan Brockbank

Overall Effectiveness of the provider:

Previous Inspection: Gold

This Assurance Visit: OVERALL: Gold

Leadership & Management: Gold

Learner Outcomes: Gold

Quality of Provision: Gold

Personal Development, Behaviour & Welfare: Gold

DESCRIPTION OF THE SETTING:

This was the fifth visit to this provider and the first report under the third version of the NSAR assurance framework 2018. The provider is situated within serviced offices in a business park with other training and railway companies including Network Rail. They have two training rooms and a breakout area for candidates which has a wall mounted TV, this has given the provider the opportunity to have safety and other briefings on a loop played throughout the day when candidates are using it for break times. The provider currently has three Sentinel Trainers, with one due to retire at the end of 2018.

KEY FINDINGS OF THE ASSURANCE VISIT

LEADERSHIP AND MANAGEMENT

GRADE: Gold

The Leadership & Management meets Gold standard.

The provider continued to improve from its position following the last assurance visit with all actions closed out. The provider has further improved the training and assessment packs since the last assurance visit and should be commended for the recording of their training and assessment packs. The provider has a comprehensive list of policies and procedures which are reviewed annually for policies and as and when required for procedures and risk assessments, these are all available via the Skills Backbone and their Quality Management system internally. Neway have recently taken on a new trainer and are developing him through the track safety courses. CPD was completed by the due date.

Prior to and during the Assurance Visit the Senior Managers and staff were focused on showing how they have created a culture that enables staff and learners to excel. Documents that were presented showed that they set high expectations for staff and learners. The staff spoken to were able to explain exactly what was expected of them. Senior staff were professional and enthusiastic to show the high standards set. What was particularly impressive was the actions that this provider continually makes to improve the quality of teaching, learning and assessment and outcomes for learners.

Due to the continual relationship between senior managers over several years they have secured a deep understanding of their provision and are uncompromising in their ambitions. Senior managers were able to discuss all areas of their provision and were able to answer with clarity how the high standards had been achieved. The provider was able to explain that their effectiveness was gained through the views of learners, staff, employers and other stakeholders, which they use to keep them focused on improving their actions on important areas. Even though they had implemented excellent procedures they were still open minded to reviewing the

impact of their actions and have implemented new quality processes in their provision such as the QIP and in observations they had carried out.

Communication is good with regular meetings and updates. Meeting minutes are SMART. Due to the location of the trainers and senior staff communication is carried out on a regular day to day basis and therefore care must be taken not to miss out on progress that has been made between meetings and not recorded. The communication strategies also include a user friendly web-site.

During the discussions, managers were keen to look at new ways of improving their procedures and were making plans to implement them as soon as possible.

They showed they had the necessary resources to sustain a provision of a very high quality, including in English and mathematics. This was also evidenced in the observations undertaken during the assurance visit.

Managers showed that they use performance management that leads to professional development that encourages, challenges and supports staff improvement. This will be extremely important if new trainers are employed. The trainers which were observed were highly effective in their delivery.

The Self-Assessment is structured, accurate and reflects the assurance framework. Statements that are made are backed up by evidence which was then found during the assurance visit. It is advised that all the criteria in the framework is checked to make sure the evidence meets the new framework which the self-assessment is measured against. The provider must also make sure that the excellent delivery in the classroom is included in the different sections of the framework in the SAR to reflect the excellent experience the learners receive.

The QIP is also structured to reflect SMART and is a live document. It identifies areas for improvement and the progress that has been made against them. It is advised that this could be further developed to highlight smaller targets that have been identified and using it as a spreadsheet show the progress that has been made over

the year. This will help inform the SAR and help produce on going targets through the year and into the following one

Managers have identified and promote equality of opportunity and diversity well so that the ethos and culture of the provider prevent any form of direct or indirect discriminatory behaviour. This was reflected in the behaviour of staff and learners.

Observations are carried out as appropriate and examples were presented during the assurance visit. There is a written section where actions are identified and a typed part to the observation document. There is good practice identified here but it could be developed further to capture the learner experience.

The constant review to try and meet high standards and make changes where possible has helped to move this provider forward and through the support given to other providers will help ensure the industry will constantly improve.

Quality of Provision

Grade: Gold

Quality of Provision meets Gold Standard

Classrooms used for the delivery of sessions are clean and tidy and fit for purpose. They have SMART boards, flip charts, white boards and name plates where learners sit. In the room where the observation took place there was a model train set which could be used to explain scenarios or as in this case adds to the atmosphere of the delivery.

An observation took place on a PTS Recertification and the second day of an SSOW Initial. At the start of the SSOW session a brief recap took place which included Equality and Diversity, Appeals Procedure and the previous day's work. This included directed questions to the candidates who were able to answer them correctly showing they understood the concepts that had been taught. The trainer then clearly explained the objectives for the day.

The learners appeared curious, interested and keen to learn. Throughout the observation they discussed the criteria of the course with the trainer and between themselves developing, consolidating and deepening their knowledge, understanding

and skills. They thrived in the learning sessions observed. Questioning was used effectively by both the trainer and the learners. The trainer consolidated learning and the learners developed their knowledge, understanding and skills. In the PTS course the learner carried out the emergency telephone call confidently and communicated the facts clearly and correctly.

The trainer in the SSOW was experienced with many years in the Railway Industry. He used this very effectively to plan and deliver a high standard of training which the learners benefited from. He also had a professional approach to key areas of the course such as Health and Safety. He did however combine this with a good sense of humour during the rest of the sessions.

The achievement rates for all courses are high but both trainers commented on the importance of the experience of the learners and expected them to do well. It is advised that as there is a SMART board in the classroom this should be used to carryout interactive learning.

The trainer was able to identify areas that the learners knew about and stretched and challenged them so that they were able to learn more. This included extension activities. It is advised that any extension activities that are used along with other assessments are marked where possible and feedback given to learners. He also identified areas that the learners struggled in and supported them well.

English and maths have been given priority and work has been carried out to embed English and mathematics.

Outcomes for Learners

Grade: Gold

Outcomes for Learners meets Gold Standard

The provider confirmed the identity and eligibility of every learner before they started their training. The provider records all of the checks completed, the testing undertaken and the outcomes of the training. Learners' pass rates have been consistently high each year and targets are set to improve them year on year, this has been achieved at present they are at 98 to 99%.

Managers analyse data and have clear knowledge of their provision. The data is put into clear diagrams pie charts and bar charts to help support their analysis.

Examples were given of learners who required support, for example dyslexia coloured overlay. Clear analysis was also given regarding all the learners that have failed courses. However, data analysis is limited as it gives positive or negative result. Feedback from learners, evidence in observations or walk through's is essential as it reflects the high standard of delivery in the classroom and it will also help to evidence the progress learners make. Overall the learner feedback is positive clearly indicating learners enjoy their time with this employer. Both trainers that were observed during the sessions and during the break taught much more than the level of the course which learners confirmed during questioning showing learners work meets and exceeds the requirements of the qualifications, learning goals or industry standards. This was enhanced by the trainer setting extension activities and giving learners work to take home. This should not be underestimated and wherever possible the internal verifier should note the feedback and identify that the work is at a higher level to the course. For some learners passing the course has been a tremendous achievement and any work supporting this should also be recorded including the excellent work carried out by the administration team to support pre-training requirements.

This provider recognises the importance of feedback from the trainers on the learners and the impact it will have in their progress. Examples were given on feedback to sponsors but this area should continue to develop so that a dialogue between trainers and sponsors is developed making sure learners who attend training are ready for the next career move.

Due to the friendly atmosphere created at Neway verbal feedback is obtained during breaks and lunch time. This also helps learners to ask about their next step in their career.

Personal Development Behaviour and Welfare

Grade: Gold

Personal Development Behaviour and Welfare meets Gold Standard

During the assurance visit there were many examples of learners gaining confidence and self-assurance. One example of this was when learners did not understand some of the examples given by the trainer. However, the trainer explained it again and once understood it was the beginning of a good learning session, learners gaining confidence opened discussions with their peers and the trainer. They discussed and debated issues in a considered way, showing respect for others' ideas and points of view.

This excellent attitude to learning had a strong, positive impact on their progress and worked in a highly productive manner making effective use of their time.

Another example was a learner conducting the emergency phone call. Prior to the call the learner was nervous but was then supported by the trainer. Once prepared the learner gave precise details and completed the exercise to a good standard. He was proud of his achievement and clearly understood the reasons for getting it right.

Learners benefit from the experience of the trainers who gave them quality careers guidance to help learners make informed choices about which courses suit their needs and aspirations. Learners also benefit from the professional appearance of the classrooms and the lounge area. This was also clean and tidy and contained many up to date notice boards, such as the Mission Statement, Alcohol and Drugs Awareness, Health and Safety Appeals and Equal Opportunity.

Behaviour and attitudes were also highlighted in one of the observations that took place giving the learners clear guidance of what is expected of them to secure their future in the industry.

The excellent learning environment helps to motivate learners which was seen during the visit and which also reflected on the punctuality at learning sessions.

Over the last couple of years' staff have been given the opportunity to complement their CPD by going abroad gathering valuable experience. Recognition of this and the managements experience this provider was asked to Work on the Everyone Matters Guide to Inclusive Learning produced by Network Rail. This is a handbook that

establishes best practice, standards and guidelines for accessible and inclusive training design and delivery throughout the UK rail industry. By providing inclusive training, individuals are valued, and barriers removed to learning providing a better learning experience which was seen with this provider.

Learners were taught the importance of health and safety and were able to show their understanding through discussions, questions and assessments. They were aware of the procedures in place if they or someone else did not feel safe in different situations and settings.

Recommendations

Leadership and Management

- As communication is good care needs to be taken not to miss progress that has been made. Therefore, record SMART targets that are set so that the evidence of progress is not missed.
- The Self-Assessment although accurate needs to record more evidence of what happens in the classroom to include the excellent experience learners have.

Quality of Provision

- Develop the recording of formal observations to ensure that it is focused on the experience of the learner and any actions are followed up and recorded in walkthrough observations.
- Trainers to develop their course reviews to include the use of Progress Reports which identifies the experience, knowledge, and skills of learners. It should also identify how the trainer differentiates stretching and challenging learners and how they are supported.

Learner Outcomes

- Managers know their provision well and analyse data. Now the learner journey needs to evidence how learners progress from the starting points. An example could be taken at the start of the course and then at the end.

- Feedback from learners should continue and complimented by regular learner forums to obtain up to date information.
- Continue to develop methods of obtaining feedback from sponsors to show how effective training has been.

Personal Development, Behaviour & Welfare:

- Trainers are to plan and evidence the skills that learners develop including employability skills and life skills.
- Learners gain a lot of skills through the Trainers therefore, wherever possible learners work needs to be marked with constructive feedback so that the internal verifier can see the level of the work being delivered in the classroom.

OVERALL JUDGEMENTS

Judgement	How the grade is achieved
Gold	Overall effectiveness will be gold standard when Leadership and Management, Quality of Provision, Outcomes for Learners and Personal Development, Behaviour and Welfare are GOLD. Safeguarding is effective.
Silver	Overall effectiveness will be silver when all of the following Leadership and Management, Quality of Provision, Outcomes for Learners and Personal Development, Behaviour and Welfare are at least SILVER. Safeguarding is effective.
Bronze	Overall effectiveness will require improvement when any of Leadership and Management, Quality of Provision, Outcomes for Learners and Personal Development, Behaviour and Welfare are rated BRONZE Safeguarding is effective.
Inadequate	One or more of the following Leadership and Management, Quality of Provision, Outcomes for Learners and Personal Development and Behaviour are INADEQUATE Safeguarding is effective/ineffective. The provider will be suspended from delivery until it can demonstrate to NSAR that the areas for improvement have been addressed, which must be within 4 months. Where corrective actions are not implemented within 4 months Assurance to deliver training and/or assessment may be permanently withdrawn.
Next Steps	

1. The provider will receive their next Assurance Visit between 9 and 15 months from the date of their last visit.
2. NSAR operates an unannounced visit regime whereby the provider can be visited without notice at any time between assurance visits.

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Telephone: +44 (0)203 021 0575

Email: accreditationadmin@nsar.co.uk

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11 Carteret Street

London

SW1H 9DJ
