

Honda Motor Europe

Inspection report

Unique reference number: 52377

Name of lead inspector: Phil Romain HMI

Last day of inspection: 27 January 2012

Type of provider: Employer
Honda Motor Europe c/o
autopeople uk limited

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Information about the provider

1. Honda Motor Europe (Honda) is a major international motor vehicle manufacturing company. The company has a network of 194 car, 113 motorcycle, 76 marine, 101 All Terrain Vehicle (ATV) and 210 lawn and garden equipment franchised dealerships across the United Kingdom. Many of these centres employ apprentices training to be skilled technicians, parts advisors and customer service advisors.
2. The Honda apprenticeship is managed by autopeople uk limited (autopeople). Autopeople has provided training services and consultancy programmes to Honda since 1999. In March 2001, these services expanded to include the management and delivery of the Honda apprenticeship programme. Autopeople only provides services to Honda. The head office of autopeople and the Honda apprenticeship programme administration centre is based in Eakring, North Nottinghamshire. The entire Honda dealership network has access to the Honda apprenticeship programme including its recruitment service.
3. Programmes are funded by the East Midlands Skills Funding Agency. Learners receive training for the advanced apprenticeship and apprenticeship at their employers' premises and at the Honda Institute, a specialised training facility in Colnbrook, Berkshire. Of the 148 learners, 60 are on apprenticeships in vehicle maintenance and repair, 35 in vehicle parts operations, 21 in motor cycle maintenance, 14 in lawn and garden equipment maintenance and 18 in customer service. Honda's most recent full inspection was in September 2006.
4. Honda provides training on behalf of the following providers:
 - Barry College
 - Coleg Llandrillo Cymru
5. The following organisations provide training on behalf of Honda:
 - autopeople uk limited
 - Brooksby Melton College

| Type of provision | Number of enrolled learners in 2010/11 |
|---|--|
| Employer provision: Apprenticeships | 148 apprentices |

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

| | |
|---|----------------|
| Overall effectiveness of provision | Grade 1 |
| Capacity to improve | Grade 1 |
| | Grade |
| Outcomes for learners | 1 |
| Quality of provision | 1 |
| Leadership and management | 1 |
| Safeguarding | 1 |
| Equality and diversity | 2 |
| Subject Areas | Grade |
| Motor Vehicle | 1 |

Overall effectiveness

- The overall effectiveness of Honda's apprenticeship programme is outstanding and the programme provides exceptional value for money. Learners enjoy their training and develop excellent occupational skills, making a highly valued contribution to their workplaces. Almost all learners progress into more responsible roles and a high proportion stay with the organisation for many years following the completion of their apprenticeship. Honda places a high priority on learners' safety, as is evident from learners' safe working practices and the good arrangements for safeguarding learners while they are away from home at the Honda Institute.
- Learning is managed well, supported by excellent resources and well-coordinated theory and practical work. Teaching and learning are outstanding. Clear target setting, close monitoring and effective arrangements to identify and support learners at risk all contribute to the high levels of learners' success. The technical training, attention to health and safety and the wide range of personal development ensures that the provision meets learners' and employers' needs exceptionally well.

Staff are committed to improving the provision and share high expectations for the standard of the provision and for learners' performance. The provider shows a good track record of improvement since the last inspection and has

appropriate structures and systems to enable this improvement to be maintained.

Main findings

- Outcomes for learners are outstanding. Overall success rates are very high and have been well above the national average for the past four years. There is very little variation in success rates across each of the programmes offered and no significant differences in the success rates for different groups of learners.
- Learners develop exceptional vocational and employability skills. They quickly acquire high levels of technical skill and take on roles of responsibility in the workplace. They work with diligence and competence alongside highly skilled mentors and speak with enthusiasm about their jobs and the improvements in their confidence and self-esteem.
- Learners make very good progress and most complete their apprenticeship well before their planned end date. All learners progress into full-time employment and a significant number remain with their employer for many years after their apprenticeship. Many learners continue training and progress to more senior roles including diagnostic and master technicians and supervisors.
- Learners develop excellent personal and social skills. They attend an excellent and enjoyable personal development programme providing them with a high level of social awareness and a very good understanding of equality and diversity, personal health and welfare issues.
- Teaching and learning at the Honda Institute are outstanding. Enthusiastic teachers engage learners well and make good use of the outstanding resources. Learners enjoy the challenging and stimulating learning sessions. Teachers carefully monitor learners' progress and use this information well to plan further training and to help employers plan effective and relevant on-the-job training.
- The resources to support learning are outstanding. A purpose-built modern training facility includes well-appointed classrooms, breakout areas and workshops with the latest diagnostic, service and repair equipment. Learners train on the full range of Honda products in an exceptionally well-equipped workshop.
- Assessment is regular and well planned. Assessors monitor learners' progress well and routinely observe them carrying out tasks in the workplace. Target setting is effective but actions to support learners at risk of not completing are not always recorded. Feedback following assessment is often too brief and does not always suggest ways in which the work could be improved. Spelling and grammar errors in learners' work are often left uncorrected.
- Honda's apprenticeship programmes meet the needs and interests of those who use them exceptionally well. Learners speak highly of the quality of their training and value the progression opportunities available to them. Employers greatly value the training provided and the quality of work undertaken by learners. They speak highly about the regular contact with staff, their knowledge, expertise and speed of response to requests for support.

- Learners receive outstanding care, guidance and support. Staff ensure that learners are very well informed about opportunities for employment and further study. They carefully monitor each learner's progress and respond quickly and effectively to any concerns raised. They provide excellent individual care and support, enabling learners to develop their skills well and realise their potential.
- Arrangements to monitor and improve the programme are outstanding. Self-assessment and quality improvement planning are well-established, highly inclusive and particularly effective in further developing the provision. The system for observing teaching and learning is effective and helps staff to develop very good learning sessions.
- Safeguarding and attention to health and safety are outstanding. Honda promotes a strong culture of safe working practice in the training centre and in the dealerships. Learners quickly understand these high expectations and say that they feel very safe. Learners are well-supported through a wide range of advice and guidance including personal financial management, safe driving, healthy living, drug and alcohol awareness and sexual health.
- Learners have a very good understanding of their rights and responsibilities. They are well-informed about equality and diversity issues and staff routinely reinforce this during their progress reviews. Although autopeople is effective in attracting applicants from under-represented groups, Honda does not set its subcontractors challenging targets for widening participation. Autopeople does not sufficiently analyse its recruitment process to check for any unintended bias.

What does Honda Motor Europe need to do to improve further?

- Ensure that plans and targets agreed for learners at risk of not completing are effectively recorded in review documents to ensure that learners, employers and others involved in supporting them are clear about what they need to do.
- Ensure that errors in learners' written work are routinely corrected enabling learners to further improve their communication skills.
- Provide learners with more detailed feedback following assessment so that they know how to improve further.
- Systematically analyse the recruitment process to ensure that it does not include any unintended bias.
- Agree and set challenging targets for autopeople to widen participation in order to increase further the number of learners from under-represented groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- the enthusiastic, helpful and very knowledgeable staff
- the high quality teaching they receive
- the pace of learning at the Honda Institute

- the personal development programme, particularly the opportunity to learn to drive
- the trust, responsibility and range of tasks they are given at work
- the excellent resources at the Honda Institute
- the care and support they receive at work and during their training.

What learners would like to see improved:

- to have more practical work and less writing in workbooks during block training.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the high quality training learners receive at the Honda Institute
- the exceptional care and support given to learners
- the knowledgeable assessors that visit the workplace
- the excellent communication with staff from autopeople uk limited.

What employers would like to see improved:

- nothing identified.

Main inspection report

Capacity to make and sustain improvement

Grade 1

8. Honda has demonstrated an outstanding capacity to make and sustain improvements. It has set and met ambitious targets to improve outcomes for learners. Success rates and the proportion of learners who complete within the planned duration of their programmes are very high and have improved significantly since the previous inspection. The good quality provision and good leadership identified at the previous inspection have been further improved and are now outstanding. Managers have acted upon the areas for improvement identified at the previous inspection and many of these aspects are now strengths of the provision.
9. Arrangements for quality improvement are particularly good. Honda makes very effective use of learners' and employers' feedback to continuously improve the provision. Managers regularly observe teaching and learning, and staff use the outcomes of these activities well to improve further. Self-assessment is well established, accurate and highly inclusive. Managers produce a clear and detailed action plan following self-assessment and regularly monitor and update it. Inspectors agreed with the outcomes of Honda's self-assessment although they gave a higher grade for safeguarding.

Outcomes for learners

Grade 1

10. Learners' overall success rates are very high and have been well above the national average for the past four years. The proportion of learners who complete their apprenticeship within the planned time is also very high and significantly above the national average. There is very little variation in success rates across each of the programmes offered and no significant difference in the success rates for different groups of learners.
11. Learners demonstrate excellent technical and personal skills. They quickly acquire high levels of skill and readily take on roles of responsibility in the workplace. They work with diligence and competence alongside highly skilled mentors and speak with enthusiasm about their jobs and the improvements in their confidence and self-esteem. Learners' progression into more responsible roles and into further training at the end of their apprenticeship is excellent. Many learners continue training and become diagnostic and master technicians.
12. Learners feel very safe and have a very good knowledge of health and safety and personal security. They are knowledgeable about their job role and apply safe working practices very well. Their knowledge and understanding about their own health and well-being is very good.

The quality of provision

Grade 1

13. Teaching and learning at the Honda Institute are outstanding. Enthusiastic teachers use the outstanding resources well to engage learners in stimulating, well-paced and challenging learning sessions. Learners enjoy these sessions although they would like more practical work and fewer workbooks to complete. Teachers monitor learners' progress very well and complete detailed reports which help assessors and employers to build further on their skills and knowledge when they return to work. In the workplace, learners work alongside qualified mentors, usually diagnostic or master technicians, who are effective in coaching and supporting them.
14. All learners complete an excellent personal development programme. The programme reinforces the Honda corporate values and covers a wide range of social and employability issues including equality and diversity, drug awareness, first aid, citizenship, healthy living and being a safe road user.
15. The resources to support learning are outstanding. The purpose-built, modern training facility includes well-appointed classrooms, breakout areas and workshops with the latest diagnostic, service and repair equipment. Learners train on the full range of Honda products including cars, motorcycles, marine engines, ATVs and lawn and garden machinery. They benefit from working alongside qualified technicians on professional updating courses.
16. Assessment is regular and well planned. Honda accurately assesses learners' literacy, numeracy and language skills early in the programme. Staff provide very effective support for the few learners identified as needing additional help. Assessors monitor learners' progress well and routinely observe them carrying out tasks in the workplace. Targets agreed with learners and their employers for training and assessment are clear and well recorded. Feedback following assessment is often too brief and does not suggest ways in which the work could be improved. Spelling and grammar errors are often left uncorrected. Internal verification is thorough and ensures that assessment practices comply with awarding body requirements.
17. The Honda apprenticeship programmes meet the needs and interests of learners and employers exceptionally well. Learners speak very highly of the quality of their training and value the opportunities for employment and further progression following the completion of their apprenticeship. The outstanding personal development programme and involvement in events such as World Skills widen learners' experiences and develop excellent team working skills. Employers greatly value the training provided and the contribution learners make to their businesses. They speak highly about the regular contact with staff at autopeople and their knowledge, expertise and speed of response to requests for support.

The provider has excellent working partnerships with employers who are part of the Honda dealer network. Employers appreciate the fact that the excellent

training programmes lead to well-trained technicians who are soon able to generate income for the business.

18. Learners receive outstanding care, guidance and support both at the Honda Institute and at work. The very thorough recruitment process ensures that learners who join the programmes have the right skills to succeed. Induction is enjoyable and memorable, ensuring learners are well-prepared for their programme. Staff quickly identify and agree support for learners who are at risk of not completing, are not progressing at the required rate, or have other support needs. Actions are closely monitored and learners are very well supported but these actions are not always recorded. Arrangements for learners' travel and accommodation are well managed and result in very close monitoring of their welfare.

Leadership and management

Grade 1

19. Senior managers provide excellent strategic direction in accord with Honda's business objectives and corporate values. Leadership and management are outstanding and managers set and expect high levels of performance from staff. Staff share and promote the strategic vision for Honda and take pride in working for the company. Managers agree and closely monitor detailed and challenging service level agreements with subcontractors. All subcontractors value the close working relationship with Honda and the support and guidance they receive from the company. Performance management and staff development are very good. Managers set clear and demanding targets for staff and closely monitor their performance. Staff regularly access a wide range of training and development activities which help them to maintain and improve their technical knowledge and teaching skills.
20. Honda's arrangements for safeguarding learners are outstanding. Health and safety has a very high priority throughout the organisation. Learners have a very good understanding of safe working practices which staff continually reinforce. Where required, autopeople has ensured that subcontractors' staff and their own employees have had enhanced Criminal Records Bureau (CRB) checks. Appropriate records are maintained. Autopeople take particular care to safeguard learners while they are away from home in residential accommodation and while travelling. The excellent care and support provided for learners is a key feature of the Honda apprenticeship programme. Learners are well supported through a wide range of advice and guidance including personal financial management, safe driving, drug and alcohol awareness and sexual health.

Honda promotes equality and diversity well. Managers maintain and monitor a comprehensive policy and action plan. Learners have a very good understanding of their rights and responsibilities and staff reinforce this well during progress reviews. They receive clear and detailed information during their induction and through a comprehensive personal development

programme. Although Honda does not impose challenging targets for widening participation on its subcontractor, managers at autopeople set and monitor their own targets. As a result autopeople has been effective in increasing the number of learners from under-represented groups. Managers analyse data on the performance of different groups particularly well. There are no discernable differences between the achievements of different groups. However, the organisation does not adequately analyse the recruitment process to ensure that it does not include any unintended bias.

21. Quality improvement arrangements are outstanding. Managers make very effective use of the wide range of data they collect to monitor and improve the provision. Monthly performance reports include an extensive range of performance measures which managers use well to monitor performance and agree actions for improvement. Self-assessment is well established, highly inclusive and results in an accurate and critical report. Managers produce a challenging action plan from the self-assessment report and are very effective in implementing improvements. Managers regularly observe teaching, assessment and review activities and provide staff with detailed and critical feedback. Staff make good use of this feedback to improve their performance further.
22. Value for money is outstanding. Success rates are very high and learners attain high levels of technical and personal skills. Many progress into more responsible roles and further technical training in the Honda network. Learning resources and accommodation are excellent. Learners benefit from a very effective personal development programme which greatly enhances their personal effectiveness, communication and social skills.

Information about the inspection

23. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's Quality Manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
24. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Honda Motor Europe

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

| Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate | Overall | Employer responsive |
|--|----------|---------------------|
| Approximate number of enrolled learners | | |
| Full-time learners | 0 | 0 |
| Part-time learners | 148 | 148 |
| Overall effectiveness | 1 | 1 |
| Capacity to improve | 1 | |
| Outcomes for learners | 1 | 1 |
| How well do learners achieve and enjoy their learning? | 1 | |
| How well do learners attain their learning goals? | 1 | |
| How well do learners progress? | 1 | |
| How well do learners improve their economic and social well-being through learning and development? | 1 | |
| How safe do learners feel? | 1 | |
| <i>Are learners able to make informed choices about their own health and well being?*</i> | 1 | |
| <i>How well do learners make a positive contribution to the community?*</i> | n/a | |
| Quality of provision | 1 | 1 |
| How effectively do teaching, training and assessment support learning and development? | 1 | |
| How effectively does the provision meet the needs and interests of users? | 1 | |
| How well partnerships with schools, employers, community groups and others lead to benefits for learners? | 2 | |
| How effective are the care, guidance and support learners receive in helping them to achieve? | 1 | |
| Leadership and management | 1 | |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation? | 1 | |
| <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i> | n/a | |
| How effectively does the provider promote the safeguarding of learners? | 1 | |
| How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap? | 2 | |
| How effectively does the provider engage with users to support and promote improvement? | 1 | |
| How effectively does self-assessment improve the quality of the provision and outcomes for learners? | 1 | |
| How efficiently and effectively does the provider use its available resources to secure value for money? | 1 | |

*where applicable to the type of provision

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