

# GHQ Training Limited

## Inspection report

---

**Unique reference number:** 51961

**Name of lead inspector:** Diana Pinkney HMI

**Last day of inspection:** 25 November 2011

**Type of provider:** Independent learning provider

**Address:** 2–3 Elizabeth Court  
Whimble Street  
Plymouth  
PL1 2DH

**Telephone number:** 01752 218086

## Information about the provider

1. GHQ Training Limited (GHQ) is a private limited company established in 1992 and located in Plymouth city centre. The company holds a contract with the Skills Funding Agency to provide apprenticeships and, until August 2011, for Train to Gain programmes. GHQ also delivers funded vocational training aimed at helping people back into employment and provides training for young people still in education through the Tamar Valley Consortium. GHQ is run by two directors and employs 42 people, 11 of whom work full time and 31 part time. Approximately 80% of GHQ's provision is publicly funded.
2. The company offers funded training in hairdressing, beauty therapy, nail services, early years and playwork, management, administration and customer service. It also offers training to provide learning support which was not directly inspected. Current learner numbers are 194, with the majority of learners on apprenticeships in hairdressing. Half of the learners are aged 16 to 18 years, and 57 are aged between 19 and 24 years, with 40 aged 25 years and over. In total, 51 learners are advanced apprentices, 113 are apprentices and 30 learners are on Train to Gain programmes. On-the-job training is carried out at learners' places of employment and off-the-job training takes place at GHQ's training centre.
3. GHQ recruits learners from across the south west and mainly from Devon. The unemployment rate in Devon is 2.6% compared with 5.9% in the south west and 8.1% nationally. The proportion of people in Devon from minority ethnic groups is 4.2%, compared with 9.1% nationally.
4. GHQ does not provide training on behalf of any other providers.
5. No organisations provide training on behalf of GHQ.

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Train to Gain Apprenticeships	119 learners 277 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
---	----------------

<b>Capacity to improve</b>	<b>Grade 2</b>
----------------------------	----------------

	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject Areas</b>	
Early years and playwork	1
Hairdressing and beauty therapy	2
Business, administration and law	2

## Overall effectiveness

6. Provision at GHQ is good and learners make good progress. Most complete their programmes successfully and gain their qualifications in the time planned, particularly in early years and playwork. They enjoy their learning and develop good skills for employment in their subject area. Learners gain in confidence and develop their job-related knowledge well. They learn and use safe practices in their work and training.
  
7. Learners are taught well in their practical and theory sessions by staff with relevant industry experience. Tutors plan the off-the-job sessions well and use a wide range of activities to involve learners, help them learn and develop their skills. Assessments are also planned well. Resources are good and used well to support learning and GHQ's training centre is well equipped. Staff at GHQ provide very good care, advice, guidance and support for learners. Learners and staff have a good understanding of safeguarding and equality and diversity matters; however, these are not always reinforced enough at learners' progress reviews.

8. GHQ offers a suitable range of qualifications to enable learners to progress onto higher level awards or to broaden the range of their qualifications in relevant subjects. Training and assessment arrangements are provided flexibly to meet learners' and employers' needs. Partnership working with employers fully involves them in the planning of learners' on-the-job training. GHQ makes very effective use of its partnerships with schools to offer courses which provide learners with opportunities to participate in work-related education and training.
9. Managers ensure that learners' progress and the quality of their training are carefully monitored and reviewed. They make good use of feedback from learners and employers. Prompt action is taken if the need for improvement is identified. Staff contribute well to GHQ's detailed self-assessment report, which is used effectively to prepare a clear plan for improvement.

## Main findings

- Outcomes for learners are good overall. Success rates and the rates of completion in the time planned are good for apprenticeships and advanced apprenticeships, with an improving trend above national rates in the previous three years. In early years and playwork, apprenticeship outcomes are outstanding. In the smaller Train to Gain provision, outcomes for learners have fluctuated and are satisfactory overall.
- Standards of learners' work are high and students enjoy their learning. Learners develop good workplace skills and knowledge. They also develop very good employability skills, including interpersonal, social and customer service skills. Most learners are making good progress towards attaining their learning goals. Performance by different groups of learners is similar with no significant gaps in achievements.
- Learners feel safe. They have a good understanding of health and safety and adopt safe working practices and procedures at work and in GHQ's training centre. Learners feel that GHQ takes very good action to keep them safe on their programmes and they appreciate the careful security arrangements at the training centre.
- Teaching, training and learning are good both in practical and theory sessions. Staff are expert and experienced practitioners. Learners make good progress in their learning and skills development. GHQ monitors learners' progress well and an e-portfolio has been introduced effectively in most areas. Resources are good and support learning very effectively. Assessment processes are well planned, rigorous and involve employers well.
- The range of provision meets the needs of learners and employers well and progression routes are well planned. The range of programmes enables learners to progress to higher levels or broaden the range of their qualifications. A few learners have progressed into higher education. Training and assessment arrangements are highly flexible to meet learners' and employers' needs.

- Very good partnership work has developed the provision for learners. Partnerships are well developed with schools, including some innovative work-based opportunities for sixth form students. Employer partnerships are good and employers are involved effectively in the planning and development of programmes. GHQ has developed a range of high-profile community partnerships which promote vocational training well locally.
- Care, advice, guidance and support for learners are very good. The needs of individual learners are carefully assessed at the beginning of their learning programme and they receive very good individual support to gain their qualifications. Learners with additional support needs receive prompt and effective support. Progression opportunities are highlighted during the programmes, with helpful advice and guidance.
- Leaders and managers ensure that the well-established and positive culture at GHQ is supportive in maintaining high standards. The strategy for planning and developing the learning programmes is clear and well considered. Resources are good and the training centre is well equipped. Staff are well qualified and supported by a good range of staff development. The use of data to plan and review the provision is good.
- The promotion of safeguarding of learners is good. GHQ conducts appropriate checks on staff who have unsupervised contact with learners. Staff have participated in recent and appropriate training. Clear, detailed and comprehensive policies and procedures are in place and used for safeguarding, and also for health and safety. However, safeguarding is not always sufficiently reinforced to hairdressing learners and employers during the progress reviews.
- GHQ's promotion of equality and diversity is good overall. All learners and staff are well protected from bullying, harassment and discrimination. All staff have received recent update training. GHQ uses data well to monitor and review the impact of measures taken for improvement, but has not yet developed an action plan to support the targets set. Learners have a good understanding of equality and diversity, but this is not always sufficiently reinforced during learners' progress reviews.
- Engagement with learners and employers to support and promote improvement is good. GHQ seeks the views of users actively and acts upon them promptly and effectively. A range of well-designed surveys is carried out with learners at different stages of their programme and employers' views are also surveyed systematically. The feedback obtained is carefully analysed and used effectively to implement improvements.
- The processes for monitoring and evaluating performance are good overall. GHQ uses a comprehensive system that ensures frequent quality assurance of its provision and takes prompt actions to rectify any issues identified. The analysis of data on performance and progress is thorough and used effectively. However, monitoring of teaching and training does not focus enough on learning and is not used for self-assessment.

## **What does GHQ Training Limited need to do to improve further?**

- Extend the arrangements for learners' progress reviews, in early years and playwork and business and administration programmes, to include regular reinforcement of learners' awareness of equality and diversity, and of safeguarding to learners and employers in hairdressing and beauty therapy.
- Develop and implement an action plan to support the monitoring and review of the impact of measures taken and progress towards the targets set for equality and diversity.
- Further develop the arrangements for the observation of teaching and training to ensure that greater weight is given to learning in the evaluations made and to make use of the moderated evaluations as an integral part of the self-assessment process.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- feeling well supported on their programmes
- the amount that they are learning
- having their progress checked regularly
- gaining a qualification while in employment
- the friendly and approachable staff who treat them with respect
- coming to the training centre and the welcoming atmosphere at GHQ
- the knowledgeable and helpful assessors
- the opportunity to attend training in the evening.

#### **What learners would like to see improved:**

- the availability of car parking at the training centre.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- the thorough approach that GHQ takes in meeting the needs of their apprentices
- that GHQ staff listen to their needs and respond flexibly
- the good support provided to learners
- the excellent assessors who communicate well with them
- the flexibility of the training and assessment provided
- the support from GHQ
- the good communications with GHQ
- that learners develop good skills.

**What employers would like to see improved:**

- the time it takes to be informed if a learner has not attended the training centre
- the amount of information about what their learner is working on to be able to help more.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

10. GHQ has a good record of sustained improvement and sets realistic targets to improve outcomes for learners. The company is well established as a training provider and has carefully developed its provision to ensure that it meets the needs of users. Outcomes for apprenticeships, both for overall success rates and completion in the agreed timescales, are consistently good. Outcomes for learners on the smaller Train to Gain programme have been more variable and overall are satisfactory. Staff use their knowledge and experience particularly well in their teaching, training and support for apprentices and learners. GHQ has a well-planned and appropriate management structure and sufficient staff and other resources to carry out its current plans for development.
11. The company has maintained all the strengths identified at the previous inspection well and has dealt successfully with almost all of the key areas for improvement. GHQ's arrangements for quality improvement are good; they are thorough, closely monitored and lead to demonstrable improvements. The self-assessment process is rigorous and appropriately informed by the views of users, with very good involvement of the staff programme teams. It is appropriately linked to a clear quality improvement plan. The current self-assessment is evaluative, comprehensive and largely accurate.

### Outcomes for learners

**Grade 2**

12. Overall, outcomes for learners are good and outstanding for early years and playwork apprenticeships. Success rates and completion in the time planned for apprenticeships are very good at 83% and 73% respectively and above the national rates, with a consistently improving trend in the previous three years. In-year data indicate that these trends are being maintained. Outcomes are similar both for apprentices and advanced apprentices, and their achievement of key skills is good. In the smaller Train to Gain provision, outcomes for learners are satisfactory.
13. Learners enjoy learning and develop their skills in well-selected workplaces and at GHQ's training centre. Standards of learners' work are high. In all the programme areas, learners improve their employability and practical skills, for example in colouring hair, and activities for the children in their care. They also demonstrate improved personal confidence, effective team working and good customer service skills, with some gaining promotion at work. Performance by different groups of learners is similar with no significant gaps in achievements. Most learners make good progress towards their learning goals.
14. Learners feel safe. Good health and safety practice is emphasised throughout the learning programmes. Safe working practices are introduced well at induction and adopted effectively at learners' workplaces and in the training



centre. Learners appreciate the care taken by GHQ to keep them safe and the guidance they receive on a range of issues such as dealing with cyber-bullying and how to stay safe when leaving evening classes at the centre.

## The quality of provision

## Grade 2

15. Teaching, training, learning and assessment are very effective in supporting learners to develop a wide range of employment and employability skills very well. Sessions are well planned and use a wide range of activities to interest the learners. The range of resources, including information technology, is good and GHQ uses these well to support training and learning. Employers are actively involved in assessment, which is rigorous. Monitoring and management of learners' progress are very good. An electronic system to monitor learners' progress against targets has been recently introduced and is working well in most programme areas. Learners enjoy monitoring their own progress and challenge themselves and their peers to achieve or exceed planned targets. In hairdressing and beauty therapy, the transition between paper and electronic systems has been slower, but effective progress has been made.
16. The provision meets the needs and interests of learners and employers well. Good progression pathways have been carefully designed by GHQ. Learners routinely progress through levels of qualifications or broaden their range of qualifications, for example into customer service or management. A few learners have progressed into higher education. The provision meets the needs of employers very well. GHQ considers employers' needs carefully and effectively in the planning of learners' off-the-job training. Training and assessment arrangements are highly flexible to meet learners' and employers' needs.
17. Partnership working is very good and leads to well-planned opportunities for learners. GHQ works closely with its partners, for example good partnership working takes place with schools to develop opportunities for learners aged 14 to 16, of whom 20% have progressed onto apprenticeships with GHQ. Employers are very effectively involved as partners in the planning and development of learning programmes. GHQ supports employers well to implement good practice in training and assessment. GHQ has developed strong links with a locally-based basketball league team and the players have participated in a range of useful initiatives to promote vocational education and training across the Plymouth area.
18. Care, advice, guidance and support for learners are very good. Learners receive particularly good individual support to enable them to succeed. The needs of each learner are carefully assessed at the beginning of their learning programme using initial or diagnostic assessment. Learners with additional support needs receive prompt and effective support and most of these learners achieve their qualifications. Learners value the good support they receive and that they are able to obtain support in the workplace or at GHQ's training centre. Learners have a good awareness of their progression opportunities and

receive helpful advice and guidance on their next steps in employment or training.

## Leadership and management

## Grade 2

19. GHQ has a well-established positive culture, which is very effectively supported by leaders and managers, of delivering high-quality programmes. Leaders and managers use good and well-considered strategies effectively to plan and develop the provision, setting realistic targets and identifying key performance indicators. The use of data to plan, monitor and review different aspects of the provision is good. Resources are good and GHQ's training centre is well maintained and provides a good learning environment. Staff are well qualified and experienced and are supported well with a good range of appropriate staff development. Communications are good within the company.
20. The promotion of safeguarding is prioritised and is good overall. Most staff have participated in recent and suitable training and further training is planned. A senior manager is the newly-designated safeguarding officer and has suitable training for the role arranged. GHQ conducts appropriate checks on all staff who have unsupervised contact with learners, and new staff are accompanied until their checks are received. Clear, detailed and comprehensive policies and procedures for safeguarding are in place, including an e-safety policy, and staff have a good awareness of safeguarding matters. Health and safety are given a high priority by GHQ, to ensure that work placements and the training centre are safe environments for learners and staff.
21. Overall, GHQ's promotion of equality and diversity is good. All the learners and staff are well protected from bullying, harassment and discrimination. They have a good understanding of equality and diversity matters, although these are not always sufficiently reinforced during learners' progress reviews. All staff have participated in recent update training on equality and diversity. Employers' policies and conduct for equalities are routinely checked by GHQ staff. GHQ ensures that its equality and diversity policies and procedures are kept up to date and makes users aware of any changes. Inclusion of under-represented groups in GHQ's promotional materials is good. Data are used well to monitor and review the impact of measures taken for improvement; however, GHQ has not yet developed an action plan to support the targets set.
22. GHQ's engagement with learners and employers to identify, support and promote improvement to the provision is good. The views of all users are actively sought, and their feedback is acted upon promptly and effectively. Learners receive clear information at their induction on making complaints or raising concerns. GHQ carries out a range of well-designed surveys with learners at different stages of their programme, and when they leave. GHQ also surveys employers' views frequently and systematically. The feedback obtained from users is carefully analysed and, where appropriate, used to manage effective improvements.

23. The company's processes for monitoring and evaluating performance are good. GHQ has implemented a detailed and comprehensive system that it uses very effectively to ensure the frequent and regular review of its quality assurance of the provision. The company takes swift actions to tackle and rectify any issues identified. The analysis of data on performance and progress is thorough, accurate and used well to identify and make improvements. Target setting for improvement is satisfactory. However, the arrangements to monitor the quality of teaching, training, learning and assessment are insufficiently focused on learning and the evaluations produced are not used to inform self-assessment.
  
24. GHQ uses its available resources well. Resources are used efficiently and effectively to secure good value for money. Most learners and apprentices make good progress from their respective starting points. They develop their skills and knowledge thoroughly and attain their learning goals. Resources are of good quality and are used and managed well to meet the needs of learners and staff. The ratio of assessors to learners in each programme area is well managed to ensure assessment activities can be carried out promptly. GHQ has a clearly stated and established policy for managing its resources in a sustainable way.

## Subject areas

### Early years and playwork

### Grade 1

#### Context

25. Currently, 27 learners are enrolled on training programmes in childcare. All learners are employed in day nurseries, pre schools or nursery schools. Twelve are enrolled as intermediate apprentices and eleven are advanced apprentices. Four learners are working towards a National Vocational Qualification (NVQ) at level 3 on Train to Gain programmes. All the learners are female.

#### Key findings

- Success rates are outstanding for apprentices and have been well above the national rate and improving for the previous three years. In 2010/11, 94% of apprentices completed their frameworks. Outcomes for learners on the smaller Train to Gain programmes are satisfactory and completion in the time planned has increased from 55% in 2009/10 to 83% in 2010/11.
- Learners have a very good awareness of their goals and progress and are making excellent progress. Every current learner has so far either met or exceeded their learning and development targets. The standard of work in the learners' portfolios is good. Their activities and evidence are well written and there is a clear distinction between learners' work at level 2 and level 3.
- Learners are gaining good skills to support their workplace practice. They are more confident in putting new skills and knowledge to use and in preparing activities for the children in their care, communicating more effectively and taking more responsibility for health and safety practice. Learners also have good opportunities to progress through programme levels and in the workplace.
- Learners feel safe at GHQ. Training sessions take place in the evenings and learners are escorted or encouraged to travel in pairs or groups when leaving the building. Learners are reassured that the training centre door is kept locked. Their use of safe practice is reinforced well. Learners have a good awareness of, and use, appropriate health and safety practice in the workplace.
- Teaching, training, learning and assessment are excellent. Most learners attend and enjoy weekly sessions which are well planned and executed, using a wide range of activities to interest the learners. For learners unable to attend, a good programme of one-to-one coaching is provided. Learners complete key skills early in the programme; however, the activities used to develop learner knowledge, while contextualised, do not fully integrate with the vocational qualification.
- Assessment is well planned and effective. Assessors use an appropriate range of well-written evidence, with good use of relevant exercises and textbook-derived activities. Work is marked promptly, and good and constructive assessment feedback is provided. Assessors effectively encourage learners to reflect on their

activities and identify improvements they could make to their work practice. Resources are very good and are used effectively to support learning.

- Learners and staff make excellent use of the electronic portfolio which links the individual learning plan and the portfolio, transferring targets for completion of the national vocational units. Learners are very enthusiastic about the electronic portfolio and find it motivating to be able to see their progress. In several workplaces they compare progress and challenge each other to achieve their targets.
- The programmes are very effective in meeting learners' and employers' needs. Learners are pleased to be able to pursue their career in childcare with the help of GHQ staff and the work placements they arrange. Programmes are flexible and adapted to meet the needs of individual learners, as are the agreed timescales for completion. Visits are planned and timed to meet the needs of learners, employers and the workplace. Engagement with users is good.
- GHQ staff develop very good relationships with employers. They work very effectively in partnership with employers to ensure that learners receive good support and the right experience to develop their skills and meet the requirements of their qualification. Employers routinely attend learners' regular progress reviews and are fully involved in planning learning and providing appropriate workplace experience.
- Learners are particularly well supported. They have access to help from their assessors at any time by text, email or telephone. They meet with their assessors very frequently and according to individual need. Assessors support learners well through individual challenges, both personal and at work. For a few learners, considerable extra support is provided very effectively, helping them to remain in training and progress.
- The programme is very well managed. Communication with workplaces is excellent, with frequent contact between the assessor and employer and the workplace team. Employers value GHQ's high standards and the apprentices are well motivated by GHQ's reward scheme. Assessors have good experience and relevant qualifications. They have manageable workloads. Staff contribute well to the effective self-assessment process and actions for improvement.
- Learners have a good understanding of safeguarding. They demonstrate a very good awareness of child protection matters, such as not having mobile phones or cameras in the workplace. They understand very well how to keep the children in their care safe. Learners also have a good understanding of equality and diversity; however, this is not sufficiently reinforced during their progress reviews.

### **What does GHQ Training Limited need to do to improve further?**

- Further develop activities for key skills to enable them to be fully integrated with learners' vocational qualifications.
- Ensure that progress reviews are used effectively to reinforce and develop learners' knowledge and understanding of equality and diversity.

## Hairdressing and beauty therapy

## Grade 2

### Context

26. GHQ offers hairdressing and beauty training programmes in and around Plymouth. In hairdressing, 79 learners are currently on the apprenticeship programmes and 20 learners are on advanced apprenticeships, with a further 2 learners who are following a beauty therapy apprenticeship. Fourteen learners are on a NVQ Train to Gain hairdressing programme at level 2.

### Key findings

- Overall success rates are good. Data show that a high proportion of apprentices and advanced apprentices complete their programme successfully and that most complete their courses in the agreed timescales. However, on the Train to Gain programme, the previously high success rates and completion in the time planned declined in 2010/11. Most learners are making good progress and they enjoy their learning.
- Learners demonstrate good practical skills, in particular when completing hair colouring and blow drying. They communicate well with clients and work confidently and professionally. Learners complete electronic tests effectively and their written work is satisfactory. The introduction of an electronic portfolio is at a relatively early stage and GHQ is developing the process to ensure that learners are able to use it without experiencing any undue difficulties.
- Learners develop good employability skills and a high percentage progress in their careers to become senior stylists, managers and salon owners. Learners have a good understanding of their employment rights and responsibilities and these are integrated well into their programmes. Apprentices have the opportunity to progress onto the advanced apprenticeship; however, few do so. GHQ offers good financial incentives for learners to progress to a higher level.
- Learners feel safe in the training centre and in their workplaces. They have an appropriate understanding of safeguarding issues which are introduced well at their induction. Learners have a satisfactory awareness of other safeguarding information provided by GHQ. Safe working practices are used in learners' workplaces and in practical lessons at GHQ's training centre. Learners wear appropriate personal protective equipment.
- Overall, teaching and learning are good. In the best lessons, learners are constantly challenged and direct questioning is used particularly effectively to check their learning. In other lessons, individual coaching is particularly good, frequently used and the pace in these lessons is good. In most lessons, learners are highly motivated and enjoy their learning. However, in a few lessons, the questioning of learners is insufficient to fully check and reinforce understanding.
- Assessment and internal verification systems are rigorous. Most assessment takes place at the GHQ training centre, although assessment opportunities are sufficiently flexible to accommodate both learners' and employers' needs. The

feedback on assessors' performance is constructive and develops their skills effectively.

- Target setting is weak. The recording of targets on action plans and assessment records is insufficient. Review documents include targets, however these are insufficiently detailed. Many individual learning plans contain long-term targets, but most do not record the actual achievement dates of those targets. The new electronic portfolio system contains achievement targets, but these are not sufficiently detailed.
- Resources are good. Learners have good access to GHQ's training centre which is situated in the city centre. The hair and beauty salons are well equipped and provide a good learning environment. Rooms for teaching theoretical subjects are spacious and contain appropriate information technology equipment to aid learning.
- GHQ offers a good range of courses at different levels that meet the needs of hairdressing and beauty learners and employers. Training is provided flexibly to suit learners' and employers' needs. Partnerships are good and GHQ has effective partnerships with schools, employers and other support agencies to help learners overcome barriers to learning. GHQ stages an annual, well-supported hairdressing competition that is valued by learners and employers.
- Care, guidance and support are good. Learners' support needs are identified well at induction and any specialist support needed is given on an individual basis by suitably trained and experienced staff. Support for learners with dyslexia is particularly effective. Learners value the additional support they receive from their vocational tutors.
- Leadership and management are good. The staff appraisal and tutor and assessor observation systems are effective. Staff are highly motivated, well informed, and work effectively as a team. Staff have a good awareness of safeguarding and equality and diversity. Their promotion of equality and diversity to learners is good. However, safeguarding is not always sufficiently reinforced to learners and employers, particularly during the review process.
- The self-assessment report is broadly accurate; however, some of the strengths identified by GHQ were overestimated. GHQ staff are fully and effectively involved in the development of the self-assessment report. Employers' and learners' views are collected and analysed on a regular basis, reviewed, and any identified improvements are implemented.

### **What does GHQ Training Limited need to do to improve further?**

- Review the approach to long- and short-term target setting, on paper-based and electronic systems, to ensure targets set for learners are sufficiently detailed for them to clearly understand what is required and the relevant timescales, with systematic and timely recording of their achievements.
- Build on staff awareness of safeguarding to enable them to promote safeguarding matters to learners and their employers more effectively and

frequently, particularly during learners' progress reviews, to further develop and reinforce their understanding.



## Business, administration and law

## Grade 2

### Context

27. GHQ currently has 10 learners in business administration, 20 in management and 15 in customer service. Eighteen learners are working towards apprenticeships, with a further 18 working towards advanced apprenticeships. Nine learners are on Train to Gain programmes. All learners are employed and most receive their training in the workplace and a few attend GHQ's training centre. Learners are employed in a wide range of organisations.

### Key findings

- Overall, outcomes for learners are good. In 2009/10, all learners achieved their goals in the time planned. Current data indicate that this trend is being maintained for Train to Gain; however, success rates for the apprenticeship and advanced apprenticeship programmes have declined and are satisfactory. A high proportion of apprentices complete their programmes within the agreed timescale. Learners enjoy their learning and most are making good progress.
- The standard of learners' work is high and learners develop good work skills. Their learning and development are closely tailored to their job roles and ambitions. Most learners can identify substantial improvements in their skills and confidence from participation in the programmes. Several learners have been promoted to positions of greater responsibility in their employment whilst on their learning programmes.
- Learners feel safe at GHQ and they have a high degree of confidence in their assessors. Safeguarding is effectively included at learners' induction and is reinforced well at progress reviews. Learners understand what constitutes inappropriate behaviour and know how to report it. Assessors are trained in basic safeguarding, and maintain a close focus on safe working practices during visits and assessments at learners' work placements.
- Training, learning and assessment are good. Assessors use their extensive industrial knowledge well to coach learners and identify relevant assessment opportunities. Workplace observations are used particularly effectively for assessment. Learners receive very effective and prompt feedback to support their learning and development, with clear information regarding their current progress. They are set suitably challenging assignment-based targets.
- Resources to support learning are very good. The use of technology is highly effective in promoting and checking learning, particularly through the recently-introduced electronic portfolio which is used effectively by learners. Learners are motivated and encouraged through visual representation of their progress and the swift feedback provided by assessors via the electronic portfolio.

- GHQ meets the needs and interests of learners and employers well. Learners are fully engaged in the organisation and management of their programme and make well-informed choices at induction of the units for their National Vocational Qualification. Employers are involved effectively in the development of their learners' programme. Assessors are highly flexible and respond quickly to the needs of learners and their employers.
- GHQ offers very good care, guidance and support. The comprehensive initial advice and guidance, interview procedures, initial assessment and induction process ensure learners are placed on the right programme. Assessors are supportive and highly accessible. Where GHQ does not have the expertise to deal with specific learner support issues, staff provide effective signposting to external agencies.
- Management of the programme area is good and improving. Communications within the staff team and GHQ are also good. Effective monitoring processes and frequent team meetings ensure that close attention is given to the checking of learners' progress and performance. GHQ offers staff good opportunities, support and encouragement to pursue their continuing professional development.
- The promotion of equality and diversity is satisfactory. Learners have a suitable understanding of equality and diversity for their work roles and responsibilities, which is reinforced effectively during their work assessments. Learners have an effective understanding of what constitutes bullying and harassment, and discrimination. However, equality and diversity matters are not sufficiently reinforced at learners' progress reviews.
- Quality assurance arrangements are good. Internal verification processes are planned and coordinated well, and the sampling of learners' work is comprehensive and inclusive. Learners' and employers' views are routinely gathered and used to identify improvements to the quality of provision. Resources are used efficiently and effectively to secure good value for money.
- The self-assessment report is thorough and largely accurate. Staff involvement in the process, particularly in evaluating the quality of the provision, is good. The analysis of data on learners' progress and performance is used effectively to identify and plan improvements to the provision.

### **What does GHQ Training Limited need to do to improve further?**

- Fully embed the recent developments in both the quality of provision and the management of the programme area to support a greater proportion of learners to complete, and in the agreed timescale, their apprenticeship and advanced apprenticeship frameworks.
- Ensure the integration and contextualisation of equality and diversity in learners' progress reviews, to further develop and reinforce their understanding.

## Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by one of the provider's directors, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They 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)**  
**GHQ Training Limited**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	194	194
Part-time learners		
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	N/A	
<i>How well do learners make a positive contribution to the community?*</i>	N/A	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
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?	2	
<b>Leadership and management</b>	<b>2</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<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?	2	
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?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011