

REINSPECTION REPORT

Anderson Stockley Accredited Training Reinspection

17 July 2003



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

REINSPECTION REPORT

Anderson Stockley Accredited Training Reinspection

Contents

Summary

Description of the provider	1
Scope of provision	1
About the reinspection	2
Overall judgement	2
Grades	2
Key findings	2

Detailed reinspection findings

Leadership and management	6
Equality of opportunity	7
Quality assurance	8
Retailing, customer service & transportation	10

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Anderson Stockley Accredited Training (ASAT) was established in 2000. It is a division of Anderson Stockley Associates, which has carried out training, telemarketing and recruitment for commercial customers since 1993. ASAT provides training for commercial customers nationwide. Most of its government-funded learners are from Hertfordshire and Bedfordshire. It trains foundation and advanced modern apprentices in customer service and telesales, and call handling. ASAT operates from offices in Northampton.

2. ASAT is owned and managed by three partners. It employs six full-time and eight part-time staff. Most of these staff also work for the commercial aspect of the business. There are six assessors and five trainers, as well as an administrator. Two members of staff work in telesales, recruiting new customers for the business. A consultant is used for health and safety advice and audits.

3. ASAT funds its training through the local Learning and Skills Council (LSC) for Hertfordshire. It also has a contract with the local LSC for Bedfordshire and Luton. Hertfordshire is one of the most prosperous counties in the United Kingdom. The proportion of people from minority ethnic groups is 4 per cent, compared with the national average of 6.2 per cent. In 2001, the proportion of Hertfordshire school leavers who gained five or more general certificates of secondary education (GCSEs) at grade C or above was 56.3 per cent, compared with the national average of 47.9 per cent.

SCOPE OF PROVISION

Retailing, customer service & transportation

4. There are five advanced modern apprentices and 20 foundation modern apprentices. Most of the modern apprentices are on customer service programmes. There is one advanced modern apprentice and one foundation modern apprentice on telesales programmes. Two learners are working towards national vocational qualifications (NVQs) at level 2 in telesales. At the time of the reinspection, there were no learners on business administration programmes. All learners are already employed at the time of recruitment to the training programmes. Most of the training and all of the assessments take place in the workplace. ASAT's staff visit learners in the workplace to provide off-the-job training and carry out the assessments. All assessors hold appropriate qualifications, one member of staff is a key skills assessor. ASAT reviews each learner's progress every 12 weeks.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learner interviews	8
Number of staff interviews	6
Number of employer interviews	3
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

5. The ALL's inspection in July 2001 found that the training for learners in retailing, customer service and transportation was unsatisfactory. The leadership and management of the training and the arrangements for equality of opportunity were unsatisfactory, quality assurance was very weak. At the end of the reinspection process, all aspects of the provision were found to be satisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

	Original grade	Reinspection grade
Leadership and management	4	3
Contributory grades:		
Equality of opportunity	4	3
Quality assurance	5	3

	Original	Reinspection
Retailing, customer service & transportation	4	3
Contributory grades:		
Work-based learning for young people	4	3

KEY FINDINGS

Achievement and standards

6. **Retention rates are good.** Of the 21 learners who started training in 2002-03, 95 per cent are still in training and are making steady progress. Retention has improved steadily since 2000-01, when only 39 per cent of foundation modern apprentices stayed for their planned duration.

7. Achievement is also improving and is currently satisfactory. Of the 34 foundation modern apprentices who have started training since 2001-02, 15 per cent have

completed their full modern apprenticeship framework and 59 per cent are still in training and making steady progress.

8. Overall standards of training are satisfactory. Learners are working well, to industry standards, and produce very good portfolios of evidence. Some learners' jobs do not have sufficient range to allow easy access to NVQ unit evidence.

Quality of education and training

9. **Induction is particularly memorable and thorough.** Learners have a good understanding of their rights and responsibilities. The information given to learners is clear and easy to understand. Good use is made of assignments and questionnaires to emphasise learner's understanding of health and safety and equal opportunities. Learners' work is organised effectively in structured portfolios.

10. Assessment and internal verification are satisfactory. Assessment is thorough and learners use a wide range of evidence. **Assessors provide frequent and flexible support for learners.** Visits are arranged to suit the needs of learners and employers. There are good, professional relationships and effective communications. Internal verification is planned in advance and carried out at the learners' workplaces. It is used effectively to check assessors' work and gather feedback from learners. Assessors receive written feedback following observation by the internal verifier.

11. Key skills are integrated satisfactorily into the training programmes. Learners have the opportunity to sit mock external key skills tests and there is a key skills trainer who carries out training and assessment.

12. **Initial assessment is ineffective** and is not used to plan learners' training programmes. Learners carry out their own skill scans without the help or support of their assessor. Individual learning plans do not adequately take account of learners' prior learning, potential, individual learning style or support needs. Although there is a new system for the initial assessment of learners' key skills, few learners have completed it.

13. **Employers are not sufficiently involved in the training programmes.** Some supervisors do not allow sufficient time for learners to gather evidence at work. Many supervisors do not attend progress reviews and are slow to authenticate learners' evidence. Some learners have not had the opportunities they need to expand their job roles to meet the requirements of their NVQ.

14. **Some target-setting is weak.** Action plans often do not have dates for achievement; assessment plans often lack detail and repeat unattained targets. Many progress reviews are brief and repetitive, they do not set targets to help learners to progress.

Leadership and management

15. **Effective action has been taken to raise achievement and retention rates.** Plans for improvement are now implemented successfully. Realistic targets for retention and

ANDERSON STOCKLEY ACCREDITED TRAINING REINSPECTION

achievement have been set. Employers and learners receive better advice, guidance and pre-course information.

16. Since the previous inspection staff appraisals have been introduced and are satisfactory. However, the personal development plans for staff are too generic and do not always identify individual training and development needs, or targets.

17. Resources are managed effectively. Staff are appropriately experienced and qualified to support learners in their practical and background knowledge work. There are annual health and safety checks of employers' workplaces.

18. **Effective action has been taken to raise learners' awareness of equal opportunities,** rectifying the weakness identified at the previous inspection. The equal opportunities policies and complaints procedures for learners are particularly clear. All assessors have a CD-ROM which contains useful information on law and practice. Assessors are given useful prompts to stimulate discussion about equal opportunities during progress reviews. Learners have a good knowledge of their rights and responsibilities.

19. The percentage of learners from minority ethnic groups on programme compares well with that of the local population. Marketing includes the targeting of local areas with high numbers of employees from minority ethnic groups. Further action to recruit learners from under-represented groups is planned.

20. **The strategy for the development of learners' literacy and numeracy skills is inadequate.** There are no guidelines for the choice of initial assessment. The choice is left to individual assessors. Some choices are inappropriate. Some learners have difficulty accessing the electronic key skills diagnostic tests. There is an over-reliance on learners following electronic training programmes to develop their key skills. Key skills support and training is not systematically evaluated.

21. **The monitoring of equal opportunities is inadequate.** This was a weakness at the previous inspection and has not been rectified. All employers are contractually required to have an up-to-date written policy for equality of opportunity. The checking of the policies and the monitoring of their implementation has not been carried out.

22. **Good use has been made of action plans and new systems to resolve the weaknesses found at the previous inspection.** Action plans are monitored monthly at partners' meetings. All members of staff are fully involved in their implementation. There are written policies and procedures covering most of the key stages of training, a systems manual for administration tasks and assessors' handbooks.

23. The collection and use of feedback and the evaluation of training are now satisfactory, these were weaknesses identified at the previous inspection. Learners can now raise concerns with an independent member of staff during monthly assessments, or 12-weekly progress reviews. All off-the-job training is evaluated and learners' comments are acted upon.

24. Internal verification is now satisfactory, rectifying a weakness found at the previous inspection. Sampling plans are produced and internal verification of portfolios is thorough and effective. However, there is insufficient observation of assessors.

25. Internal auditing of the new quality assurance arrangements is inadequate.

Variations in the quality of individual learning plans, assessment plans and records of reviews are not identified. Good practice is not sufficiently recognised or shared.

26. The preparation of the self-assessment report involved wide consultation with staff, learners, employers and awarding bodies. The report contains evaluative judgements and in most cases makes good use of available evidence. The grades given by inspectors match those of the self-assessment report.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- effective action to raise retention and achievement rates
- good use of action plans and new systems to improve quality of training
- good action to raise learners' awareness of equal opportunities

Weaknesses

- no clear strategy for developing learners' literacy and numeracy skills
- insufficient audit of quality assurance arrangements
- inadequate monitoring of equal opportunities

Retailing, customer service & transportation

Strengths

- good retention rates
- frequent and flexible assessor support
- particularly memorable and thorough induction

Weaknesses

- ineffective initial assessment
- insufficient employer involvement in training
- some weak target-setting

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- effective action to raise retention and achievement rates
- good use of action plans and new systems to improve quality of training
- good action to raise learners' awareness of equal opportunities

Weaknesses

- no clear strategy for developing learners' literacy and numeracy skills
- insufficient audit of quality assurance arrangements
- inadequate monitoring of equal opportunities

27. ASAT has taken effective action to raise retention and achievement rates. It has successfully implemented its planned improvements, resolving the weakness found at the previous inspection. It has made good use of additional funding from the LSC to improve its training programmes. Following the previous inspection, ASAT identified a large variation in achievement rates between learners on funded programmes and those completing NVQs in its commercial training division. This prompted successful developments and changes in its working practices. The marketing strategy was changed and there are more thorough procedures for recruiting new companies to the training programmes. Greater emphasis is placed on the initial information given to learners and more thorough recruitment practices help to ensure that learners are aware of the commitment involved in completing a modern apprenticeship. A thorough and comprehensive induction helps learners to make a successful start to their training and maintains their motivation. A key skills trainer has been employed and ASAT is now an examination centre for the key skills external tests. ASAT has set realistic targets for retention and achievement. Achievement rates are beginning to improve and are currently at 38 per cent, compared with approximately 10 per cent in 2001. At the time of inspection 95 per cent of learners who started in 2002-03 were still in training.

28. The small number of learners and staff allows satisfactory communication between most learners, trainers and workplace supervisors. There are regular meetings of all staff and of the partners. The minutes of these meetings record responsibilities and timescales for carrying out actions. Staff appraisals have now been introduced, although the resulting personal development plans are too generic and do not always identify individual training needs, or set individual targets.

29. Resources are managed effectively. Staff are appropriately experienced and

qualified to provide effective support for learners in their practical and background knowledge work. Additional off-the-job workshops are provided according to learners' and employers' needs. Training arrangements are flexible and ASAT provides this training in the most cost-effective way. An experienced consultant conducts annual health and safety assessments of workplaces.

30. ASAT does not have a clear strategy for developing learners' literacy, numeracy and information technology (IT) skills. Until very recently, the Basic Skills Agency tests were used for all learners. These were often not appropriate, as most of the learners recruited have GCSEs at grade C or above in English and mathematics. Although a key skills diagnostic test is now available there is insufficient guidance for assessors about the appropriate test for each learner. Some learners are having difficulties using the new electronic initial assessment. ASAT has not planned how it will overcome the difficulties of access to computers, software to run the programmes, or employers not allowing learners sufficient time to complete the diagnostic tests. It is not clear how support for developing key skills will be provided and there is an over-reliance on learners working through electronic learning programmes. Learners training needs are not identified on their individual learning plans. There is no clear policy for providing training in key skills at a higher level for those learners capable of achieving them. ASAT has not planned how it will measure or evaluate the success of the new electronic system in providing key skills training.

Equality of opportunity

Contributory grade 3

31. ASAT has taken action to raise learners' awareness of equal opportunities, rectifying the weakness found at the previous inspection. The company has updated its equal opportunities policy, which contains clearly written definitions of discrimination. The policy is written in a way which is easy for learners to understand. The complaints procedure is particularly well-designed and simple to use. There is a particularly good customer care policy for learners which states what level of customer care learners can expect to receive from ASAT. All assessors have been given a CD-ROM which contains useful information on equal opportunities law and practice. ASAT has set up a working party to look at the ways in which it can raise awareness of equal opportunities among staff, employers and learners. As the working party has only recently been formed, it is too early to judge the effect of its work on the programme.

32. All learners take part in an annual equal opportunities quiz which is designed to improve their understanding and promote equality. Assessors are given checklists for progress reviews, which include useful prompts to encourage discussions with learners about equal opportunities issues. ASAT has recognised the need for further staff training to help assessors devise strategies for sensitive equal opportunities issues, and this is included in the company's latest training plan. Learners have a good awareness of their rights and responsibilities from information given to them at induction and re-emphasised at reviews. The internal verifier also discusses equal opportunities with learners during internal verification visits.

33. The percentage of learners from minority ethnic groups in the programme compares

ANDERSON STOCKLEY ACCREDITED TRAINING REINSPECTION

well with the local profile. ASAT has attempted to target three local areas to recruit companies with a high percentage of employees from minority ethnic backgrounds. Its self-assessment report and its most recent business plan recognise the need to target under-represented groups.

34. The monitoring of equal opportunities is still inadequate. Although ASAT records the gender, ethnicity and disabilities of its learners, it does not analyse these data or set targets for recruiting learners with disabilities and learners from minority ethnic groups. ASAT has recently asked employers to provide copies of their equal opportunities policies. However, at the time of the inspection, most had only provided statements of intent. The company has not monitored the policies to check that they are comprehensive and comply with current legislation. The checklist used for recruiting new employers does not include the monitoring of their equal opportunities policies. Until very recently, the questionnaire used to collect feedback from learners who left their training early did not include any questions relating to equality of opportunity.

Quality assurance

Contributory grade 3

35. ASAT has produced a comprehensive action plan to resolve the weaknesses found at the previous inspection. The action plan is clear and concise. It clearly identifies responsibilities for actions and sets targets for completion. The action plan has been updated at partnership meetings since the previous inspection. There is clear monitoring of progress and targets are amended and developed as necessary. All members of staff are aware of the action plan and are fully involved in its implementation.

36. The company has introduced new procedures, policies and handbooks to set standards of operation for all its staff. There is a clearly written systems manual for all administration tasks and a quality assurance manual containing all the new policies and procedures. ASAT has developed a comprehensive and well-written assessors' handbook which is a valuable working tool. It includes policies and procedures for assessment, information on NVO standards and training materials. It contains particularly good information on proxy qualifications for key skills. A monthly bulletin is used to keep assessors up-to-date with any training and assessment developments. Since the previous inspection, ASAT has completely revised and updated its internal verification system and internal verification is now satisfactory. There is also a new system to record and monitor learners' progress. All completed units are recorded on a database which is updated monthly using information from assessors. ASAT is planning to provide all assessors with palm computers to enable them to input data while visiting learners and produce accurate monthly reports about learners' progress. The company has recently introduced a new system of risk banding employers according to the likelihood of learners achieving their qualifications. Each of the three risk bands identifies appropriate actions which should be taken to reduce the risk of learners making slow progress. Since the introduction of better monitoring of learners' progress, ASAT has been able to identify the causes of slow progress and is beginning to take effective action to resolve them.

37. ASAT uses questionnaires to collect feedback from learners and employers and acts

on their comments. All learners are now assessed by ASAT's own staff and are able to raise any concerns they might have with an independent person in their workplace. The company evaluates all of its training workshops and also conducts exit interviews to collect feedback from learners. This resolves the weaknesses found at the previous inspection.

38. Although there are now policies and procedures covering most of the key stages of training, they are not sufficiently audited or monitored. ASAT cannot easily measure the effectiveness of, or evaluate the improvements it has made since, the previous inspection. Assessors are not sufficiently observed carrying out assessments. Many individual learning plans are poor and this has not been identified by quality assurance checks. Some are missing target dates, the results of initial assessment, and do not identify the training to be provided. Checklists are used to remind the assessors what tasks should be carried out at the progress review visits. Too often these have not been completed and there is no system to ensure that missing tasks are carried out. Health and safety checks are carried out annually and action plans written, but again there is no system to ensure that actions are followed up and completed successfully by target dates. Inspectors found a wide variation in the quality of assessment plans and review visit forms. Since ASAT are not identifying good and poor practice in these areas there is insufficient sharing of the good practice of some assessors.

39. The preparation of the self-assessment report involved wide consultation with staff, employers, learners and awarding bodies. The report contains evaluative judgements and makes good use of available evidence. Some of the strengths identified are normal practice and the report did not identify some of the weaknesses found by inspectors. The grades given by inspectors matched those in the self-assessment report. There are satisfactory links between the self-assessment report and the company's business plan.

AREAS OF LEARNING

Retailing, customer service & transportation

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	27	3

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good retention rates
- frequent and flexible assessor support
- particularly memorable and thorough induction

Weaknesses

- ineffective initial assessment
- insufficient employer involvement in training
- some weak target-setting

Achievement and standards

40. Retention rates are good and improving. Of the 21 learners who started training in 2002-03, 95 per cent are still in training and are making steady progress. Most of the 13 foundation modern apprentices (FMAs) are shortly to complete their planned training period. Retention has improved steadily since 2000-01, when only 39 per cent of foundation modern apprentices stayed for their planned duration.

41. Achievement is also improving and is currently satisfactory. Of the seven advanced modern apprentices (AMAs) who started training after 2000-01, one has completed their framework and five are still in training. Of the FMAs who started in 2000-01, only 30 per cent completed the full framework. However, of the 34 FMAs who have started training since then, 15 per cent have completed the framework and 59 per cent are still in training and making steady progress.

42. Learners acquire good practical skills and work effectively. They build good portfolios of work that are well organised and contain a range of evidence. The rate at which learners complete their frameworks has improved since the previous inspection, when few learners completed their framework within their planned training period.

Quality of education and training

43. Learners receive excellent support from their assessors who are enthusiastic and

encouraging to learners. There are good professional relationships and effective communications between assessors, the internal verifier, learners and their employers. Assessors arrange regular monthly visits to learners in their workplaces, at the most convenient time for learners and their employers. Contact is maintained effectively between visits by email and telephone. Learners are confident in seeking advice and guidance about the work they are doing. They can easily contact their assessors to clarify instructions, or to negotiate extra work to generate more evidence between visits. In one case, a learner was visited more frequently to enable them to complete their framework before changing location. Assessors are well informed, with up-to-date information. They receive regular news bulletins and each has a comprehensive assessors' information pack. The quality of assessors' work is checked every three months by the internal verifier who visits learners in their workplaces. The internal verifier works closely with employers and has regular contact with learners, maintaining good communication at all levels. This strength was identified in the self-assessment report.

44. Learners receive a thorough and effective induction. They have good recall of the information they received and a good understanding of their rights and responsibilities. The induction gives them an accurate and informative overview of the training programme. ASAT has successfully developed strategies to improve the induction, which was identified as an area for improvement during the previous inspection. ASAT uses written procedures and checklists effectively to ensure that all learners receive the same comprehensive induction. Learners are now well prepared to start their training programmes and are able to start working towards their NVQ immediately. Written information is easy to understand and there are particularly good explanations of equality of opportunity. Learners are given assignments and questionnaires about health and safety and equality of opportunity to enforce their understanding. They are given a structured portfolio which helps them to organise their evidence effectively. The portfolio includes information about, and descriptions of, the standard of work they must produce to fulfil the requirements of the different units of the NVQ.

45. Assessment and internal verification have improved since the previous inspection and are now satisfactory. Assessment is thorough and well documented. Learners use a broad range of evidence. They write statements, collect paperwork related to their work tasks, print off information found on the internet and answer many pre-set questions. Learners are encouraged to learn by researching policies, procedures and legislation. They are given questionnaires to guide them in finding relevant information. Some have observational evidence and witness testimonies from their supervisors. Internal verification is planned in advance. Assessors receive written feedback from the internal verifier after observations of their performance. However, this gives guidance rather than setting targets to improve performance. The internal verifier also interviews learners to collect feedback, during visits to learners' workplaces.

46. Most training takes place in learners' workplaces, where there are appropriate resources. Off-the-job training workshops are organised in response to learners' and employers' needs and requirements. Employers' health and safety arrangements are checked annually and are satisfactory. Learning materials are satisfactory and handouts

ANDERSON STOCKLEY ACCREDITED TRAINING REINSPECTION

are well produced. All staff have appropriate vocational and assessors' qualifications.

47. Key skills training is now satisfactorily integrated with the vocational training. ASAT has a key skills trainer who carries out all key skills assessments. Learners are given the opportunity to sit mock key skills external tests and ASAT is now a centre for key skills. Learners are making better progress towards the achievement of key skills. No ASAT learners have been identified as requiring basic skills support. Almost all have particularly good GCSE results.

48. Although all learners receive an initial assessment, it is not used effectively to plan their training programmes. Learners carry out a skill scan where they estimate, with their supervisors help, their competence at work, compared with the unit titles of the NVQ. However, this is often done without the support of the assessors to explain the content of the units. Some learners have still not completed this initial assessment, despite having spent several months on a modern apprenticeship programme. Individual learning plans do not adequately take account of prior learning, potential, individual learning style or support needs. Records regarding the previous achievement of key skills or equivalent qualifications are often unclear. Initial assessment is not used effectively to plan the pace and sequence of learner's progress. Individual learning plans are not updated as learners progress. A new system of initial assessment for key skills has recently been introduced. However, few learners have been able to access the software and complete the assessments.

49. Most employers are not sufficiently involved in the training programmes. Support by employers was a strength in the previous inspection report and there are still good relationships between employers, trainers and learners. All the learners join the training programmes at the suggestion of their employers and there are many opportunities for learners to gather evidence in the workplace. However, some supervisors do not allow sufficient time at work for learners to do this, making it difficult for them to make good progress with their NVQs. Some employers have not provided the agreed opportunities for learners to expand their job roles. These learners are having difficulty generating the evidence required for their particular NVQ. Supervisors are often slow in authenticating the evidence that learners' produce. Few supervisors attend learners' progress reviews. Internal verification is used effectively to monitor learners' progress and ASAT has identified those employers whose learners are making slow progress. ASAT has worked hard to resolve these difficulties and has tried several different strategies to improve employer's involvement, but as yet, none has been successful.

50. The use of target-setting is poor. Short-term targets are not recorded on individual learning plans. Action-planning rarely includes clear dates by which actions should be completed. Some assessment plans simply repeat targets that learners have not met. Often, assessment plans do not include clear tasks for the learners to complete. Learners have difficulty in accurately estimating their progress. Many progress reviews are brief and repetitive. They often do not set specific targets to help learners progress. Individual learning plans are not updated as learners complete aspects of the programme.

51. Management of the learning programme has improved since the previous inspection. ASAT is still developing its funded training programmes and has succeeded in resolving most of the weaknesses identified at the previous inspection. Some of the new systems recently introduced, including initial assessment and progress monitoring, are too new to have had any significant effect on learner's achievements. However, the company is continuing to develop the use of management information systems and has recognised the need to monitor and evaluate the improvements it has made to its training programmes.