

INSPECTION REPORT

The College of Animal Welfare

10 September 2004



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 and Jobcentre Plus programmes. 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
- **learndirect** provision
- Adult and Community Learning
- training 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.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

The College of Animal Welfare

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Grades	2
Key findings	3
What learners like about The College of Animal Welfare	6
What learners think The College of Animal Welfare could improve	6
Key challenges for The College of Animal Welfare	7

Detailed inspection findings

Leadership and management	8
Equality of opportunity	9
Quality assurance	10
Land-based provision	12

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The College of Animal Welfare (the college) was established in 1989 to provide education programmes for a national animal welfare charity. In 1996, the college became independent of the charity and now operates as a not-for-profit organisation throughout the United Kingdom. It trains foundation and advanced modern apprentices, learners on other government-funded provision and learners working towards national vocational qualifications (NVQs) in veterinary nursing and animal care. There are 141 learners on these programmes. The college funds its training through Cambridgeshire, Hertfordshire and West Yorkshire Learning and Skills Councils. At the time of inspection 136 new learners have been recruited, but the funding of their training programmes has not been agreed. The college also provides a range of programmes outside the scope of this inspection including short courses for individuals working in the animal care and veterinary nursing industries, and foundation and degree level programmes in veterinary nursing in collaboration with four universities in England and Scotland. The college also holds a contract to provide training in land-based industries for a local further education college.

2. The board of directors consists of the college principal, operations director, strategic development director and two non-executive directors. The college has recently introduced a senior management team that includes the three executive directors, the training and development manager and the two regional managers. The regional managers are responsible for the Scottish and Newcastle training centres and the Leeds and Manchester training centres respectively. The senior management team is supported in its work by training centre managers at Manchester and Huntingdon and a work-based learning manager for animal care. Each of the five training centres has a team of tutors and internal verifiers. The central services team is based at the college's main site in Huntingdon. The college currently employs 52 permanent staff, of who 16 are part time and three are self-employed. Six members of staff are men.

SCOPE OF PROVISION

Land-based provision

3. The college provides work-based learning programmes from its main site at Godmanchester, Cambridgeshire and at sites in Leeds, Manchester, Newcastle and London. Of the 141 learners, 134 are employed. Of these, 59 are working towards NVQs at level 3, and 53 are at level 2 in veterinary nursing. Eleven learners are working towards NVQs at level 1 in animal care. There are also nine foundation and two advanced modern apprentices on animal care programmes. The remaining seven learners are working towards NVQs in animal care only. Learners are visited in the workplace every six weeks and portfolio assessments take place in the workplace. Animal care learners receive their training in the workplace. However, the veterinary nursing and animal nursing assistant learners attend weekly off-the-job training at one of the college's

training centres.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	24
Number of learner interviews	29
Number of staff interviews	28
Number of employer interviews	16
Number of locations/sites/learning centres visited	25

OVERALL JUDGEMENT

4. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, land-based provision is good. Leadership and management are good and quality assurance and equality of opportunity are satisfactory.

GRADES

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

Leadership and management		2
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Land-based provision		2
Contributory areas:	Number of learners	Contributory grade
Animal care - Work-based learning for young people	141	2

KEY FINDINGS

Achievement and standards

5. **Achievement of NVQs is good.** Ninety-one per cent of learners who complete their NVQ programme successfully achieve the qualification.
6. **Retention rates are very good,** with between 85 per cent and 100 per cent of learners staying to the end of their training programmes. Learners frequently progress onto higher-level qualifications.
7. **On foundation and advanced modern apprenticeships in animal care there have been no framework completions.** No learners have successfully completed the keys skills qualification.
8. **Learners on animal care apprenticeships produce very good NVQ portfolios.** They fully understand what is required to progress well and collect a good range of evidence.

Quality of education and training

9. **Work placements are good.** Most work placements have trained assessors with good occupational knowledge.
10. **Pastoral and academic guidance for learners is good.** Staff fully understand the needs of the learners and respond quickly to resolve any difficulties. Learners have good working relationships with staff. Progress reviews are frequent and effective. Learners also receive good support at their work placements.
11. **Feedback on some assessments is insufficiently rigorous.** Assessors do not always give learners clear and useful feedback to help them improve. This is not always identified by internal verifiers, and assessors do not develop better feedback techniques.
12. **Systems to support learners who need help with their literacy and numeracy are inadequate.** The college has insufficient trained staff to effectively plan and implement learning programmes for the high number of new learners requiring support.

Leadership and management

13. **There is good involvement in and understanding of the college's values and strategies by staff.** Staff are fully committed to the development of the college. The college has good internal and external communications.
14. **The college is developing good management information systems** that are already providing regular, beneficial and useful reports. Although data is used to set overall targets for the college, these are not systematically shared with all staff.

THE COLLEGE OF ANIMAL WELFARE

15. **The development of staff to meet business needs is good.** New staff receive a good induction. Staff appraisal is soundly based on job requirements. The college provides good opportunities to meet individual staff training needs. It has taken positive action to encourage staff to develop their literacy and numeracy. Staff with teaching responsibilities complete regular lesson observations to improve their teaching.

16. **The college is clearly committed to widening access to both the veterinary nursing and the animal care industries.** It provides good education and training progression routes from level 2 to level 4 in veterinary nursing and level 1 to level 3 in animal care.

17. **Course evaluations to raise standards are well planned.** Staff and learners are encouraged to provide good feedback. The college makes good use of the feedback to improve the learning programmes.

18. There are inadequate actions to promote the provision to under-represented groups. For example, only 6 per cent of the current learners are men.

19. **The college has been slow to implement self-assessment practices.** The grades given by inspectors were better than those in the self-assessment report for animal care and leadership and management.

Leadership and management

Strengths

- good staff involvement in and understanding of the college values and strategies
- good internal and external communications
- good development of management information systems
- good development of staff to meet business needs
- clear commitment to widen access to veterinary nursing and animal care industry
- well-planned course evaluations to raise standards

Weaknesses

- inadequate actions to promote provision to under-represented groups
- slow implementation of self-assessment practices

Land-based provision

Animal care

Strengths

- good achievement of NVQ and animal nurse assistant courses
- very good retention rates
- very good animal care portfolios of evidence
- good work placements
- good pastoral and academic guidance for learners
- good review and evaluation of the curriculum

Weaknesses

- no framework achievement in animal care apprenticeships
- insufficiently rigorous assessment feedback
- inadequate systems to support literacy and numeracy

WHAT LEARNERS LIKE ABOUT THE COLLEGE OF ANIMAL WELFARE:

- target-setting at progress reviews
- the academic and pastoral support from staff
- the support from employers
- career and progression opportunities
- the facilities
- the induction
- literacy and numeracy support

WHAT LEARNERS THINK THE COLLEGE OF ANIMAL WELFARE COULD IMPROVE:

- the quality of teaching
- access to computers and reference resources
- some of the schemes of work
- the time available in the workplace for portfolio work
- the use of information technology (IT) in teaching and learning

KEY CHALLENGES FOR THE COLLEGE OF ANIMAL WELFARE:

- set learners timely, achievable and demanding targets to ensure NVQ and key skills portfolios are completed on time
- develop staff skills to support learners with additional learning needs
- improve internal verification practices to ensure consistency of standards
- review and complete planned actions to promote provision to under-represented groups and develop clearly stated outcomes that measure each action's success
- continue to implement the self-assessment process into the operations and strategy of the organisation
- develop the quality assurance manual as an authoritative and informative description of the quality assurance system

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good staff involvement in and understanding of the college values and strategies
- good internal and external communications
- good development of management information systems
- good development of staff to meet business needs
- clear commitment to widen access to veterinary nursing and animal care industry
- well-planned course evaluations to raise standards

Weaknesses

- inadequate actions to promote provision to under-represented groups
- slow implementation of self-assessment practices

20. There is good involvement in and understanding of the college's values and strategies by staff. Staff are fully committed to the development of the college. Effective consultation routinely takes place between the senior management team and staff at all levels to develop the strategies and policies. Staff away days provide an effective forum for discussion and the development of key management documents. Once formulated, any changes to college policy are clearly communicated to all staff who fully understand and support their implementation.

21. Internal and external communications are good. A good variety of electronic and paper-based methods are used by the college to ensure effective communications between staff. There are regular and effective meetings that follow agendas and produce minutes and action points. Managers ensure minutes and action points are given to relevant staff. Training centre managers make good use of telephone conferencing. Informative and well-presented newsletters communicate effectively the key messages to employers, learners, staff, prospective learners and other relevant groups. Learning resources and management information are available on the college intranet for all staff and learners. Employers receive regular communication from staff. Effective external communications help the college maintain good links with specialist organisations.

22. Management information systems are good. In order to meet the information needs of managers and other staff, the college has commissioned a management information system to supplement standard commercial software. Although still under development it is already providing regular, beneficial and useful reports and functions that meet the organisation's needs. The management information systems include facilities to monitor learners' progress and visits to the workplace by assessors and internal verifiers. For example, comparisons can be made between organisational achievement and key performance targets. Although data is used to set overall targets for the college, these

are not systematically shared with all staff.

23. The development of staff to meet business needs is good. New staff receive a good induction that ensures they are introduced effectively to the college and its working practices. Staff appraisal is based accurately on job requirements and includes a review of the individual's job description and personal objectives. The college meets individual staff training needs identified through appraisals. Its learning and development department provides a very good range of well-taught training courses. The college has taken good action to encourage staff to develop their literacy and numeracy skills. All staff have completed an assessment of these skills and, where appropriate, are provided with effective support. Staff with teaching responsibilities have regular lesson observations that provide helpful feedback to improve their teaching. Many staff have not received any structured training on equality of opportunity. This weakness has been identified by the college following an extensive analysis of staff training needs.

24. Management of resources is satisfactory. The strategy to manage learners' literacy and numeracy needs is satisfactory. The college has recently appointed a skills for life co-ordinator. All new learners have an initial assessment of their literacy and numeracy skills. Learners who do not attain level 1 at this stage have a more detailed diagnostic assessment and any identified needs are included on their individual learning plans. Vocational tutors at each training centre are currently completing training to provide more effective support for learners with additional learning needs.

Equality of opportunity

Contributory grade 3

25. The college has a clear commitment to widening access to the veterinary nursing and animal care industries. This is one of the key strategic objectives in its strategic plan. The college provides good education and training progression routes from NVQ at level 2 to NVQ at level 4 in veterinary nursing and NVQ at level 1 to NVQ at level 3 in animal care. A wide range of short professional updating courses are also available including dentistry for veterinary nurses, understanding typical pet behaviour problems and animal first aid. The college has developed a vocational curriculum to meet the interests and needs of two groups of 14-16 year old learners from six local schools. It also provides animal care workshops to prisoners in a local prison. The college is developing a certificated programme specifically targeted at veterinary care assistants and is working with a large national charity to develop provision in animal care for disadvantaged young adults. It works closely with specialist organisations and Connexions to give advice and guidance on education and training. This includes organising a large annual careers convention held on its premises each year and a series of careers evenings.

26. The college has an adequate range of policies and procedures that support the promotion of equality of opportunity for learners and staff. The principal is named in the equal opportunities policy as responsible for equality of opportunity issues. Learners have good access to guidance on how to complain and how to appeal against assessment decisions. The college carefully maintains a complaints file with clearly monitored actions. Systems to tackle bullying and harassment are adequate. The college gives information and guidance on dealing with bullying and harassment in the

THE COLLEGE OF ANIMAL WELFARE

workplace, but it does not have a college document to which learners can refer. Prompts are in place to remind staff to discuss working relationships in the workplace during progress reviews. The college has two learner counsellors. The staff handbook contains a discipline and grievance and a complaints procedure. Suitable guidance is given to tutors on the importance of promoting equality of opportunity through their teaching by ensuring freedom from bias, avoiding stereotypical images, and the appropriate use of language.

27. Arrangements to promote equality of opportunity to learners are satisfactory. Equality of opportunity is promoted effectively to most learners during induction. Newly introduced arrangements provide a structured approach to the promotion of equality of opportunity during progress reviews. Not all staff use this approach. The college does not have sufficient relevant information either on display or in the library. However, the college newsletter has been used effectively to tackle equal opportunities and ethical issues.

28. Actions to promote animal care and veterinary nursing to under-represented groups are inadequate. This weakness has been identified by the college. Currently, of 141 learners, 6 per cent are men and 2 per cent are from minority ethnic groups. The college has recently written an action plan to promote its provision. These actions are not supported by clear targets or performance outcomes and many of the actions have not been completed. The college effectively monitors patterns of recruitment and achievement by gender, ethnicity and training centre. This data has not been analysed to indicate where action is needed.

Quality assurance

Contributory grade 3

29. Course evaluations to raise standards are well planned. Good, detailed staff and learner feedback is collected regularly throughout each course. The college makes good use of this feedback to improve the learning programmes. Staff and learners are represented at specific meetings each term, where areas for improvement are identified and recorded as well as any changes implemented. For example, following the evaluation of one course, topics with complex concepts were rescheduled to give learners better preparation time before course assessment.

30. Quality assurance policies and procedures are satisfactory. Although there is no document detailing the complete system, procedures are available to staff through a number of handbooks and documents. The principal has overall responsibility for all aspects of quality assurance. Staff understand their roles and responsibilities. An annual review and evaluation of the quality assurance system, together with responsibilities for carrying it out, are detailed in the strategy. Internal verification arrangements are satisfactory. Internal verifiers regularly check standards. However, the effectiveness of internal verification practices is inconsistent. Some internal verifiers do not fully understand their role in advising and giving feedback to work-based assessors. Where problems are identified appropriate measures are put in place to resolve them. Assessors attend regular moderation training events and a schedule ensures the regular cross-checking of internally verified portfolios. The college has a good programme of lesson

observations. All tutors are observed at least once during each term.

31. The implementation of self-assessment practices is slow. The self-assessment report for 2003-04 is the second self-assessment report produced by the college to include learners. Prior to this, self-assessment reports were carried out as a requirement of collaborative arrangements with another provider. Staff do not fully understand how to use the self-assessment report. For example, strengths and weaknesses identified in both reports are mostly identical and have not identified all relevant areas for improvement. Additional significant weaknesses were added to the 2003-04 development plan shortly after the publication of the self-assessment report. The college has identified this weakness and has raised the profile of the self-assessment report and development plan throughout the organisation. Progress against all parts of the development plan is now included as a standing agenda point on all senior management team meetings. It is too early to judge the impact of these measures. However, the grades given by inspectors were better than those in the self-assessment report for animal care and leadership and management.

AREAS OF LEARNING

Land-based provision

Land-based provision		2
Contributory areas:	Number of learners	Contributory grade
Animal care - Work-based learning for young people	141	2

Animal care

Strengths

- good achievement of NVQ and animal nurse assistant courses
- very good retention rates
- very good animal care portfolios of evidence
- good work placements
- good pastoral and academic guidance for learners
- good review and evaluation of the curriculum

Weaknesses

- no framework achievement in animal care apprenticeships
- insufficiently rigorous assessment feedback
- inadequate systems to support literacy and numeracy

Achievement and standards

32. NVQ achievements are good. In veterinary nursing and animal care, 91 per cent of those who finish their training achieve their qualifications. On the animal nursing assistant course, 60 per cent of those who complete the programme achieve their qualification.

33. Retention rates are very good at between 85 per cent and 100 per cent for most years of all programmes. Learners frequently progress onto higher-level qualifications. Of the current learners, 45 per cent initially achieved a lower-level qualification at the college.

34. There have been no framework completions on foundation and advanced modern apprenticeships in animal care. No learners have successfully completed the keys skills qualification. Some learners did not start their key skills training and assessment at the beginning of their programme.

35. Learners on animal care programmes produce very good portfolios of evidence. They have a good understanding of what is required to make progress and take full responsibility for collecting a good range of evidence for assessment. Witness statements

are particularly well detailed, as are sequenced photographs of tasks being completed and copies of monitoring cards used during their work. This evidence along with practical observation records, background knowledge and other written work is well organised. Paperwork and identification sheets are correctly signed and dated and learners clearly reference the evidence to the occupational standards.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Advanced apprenticeships	2003-04		2002-03														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	2		1													
Retained*	1		0														
Successfully completed	0		0														
Still in learning	1		1														

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
Apprenticeships	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	9		4		3											
Retained*	6		4		3												
Successfully completed	0		0		0												
Still in learning	5		3		1												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
NVQ Training	2004-05		2003-04		2002-03		2001-02										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	2		130		46		5									
Retained*	1		129		42		5										
Successfully completed	0		28		26		4										
Still in learning	1		101		16		1										

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

THE COLLEGE OF ANIMAL WELFARE

Other government funded																	
	2004-05		2003-04		2002-03												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	1		13		2												
Retained*	0		11		2												
Successfully completed	0		2		1												
Still in training	1		9		1												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

36. Learners have good access to a large number of good, well-resourced work placements. Most work placements have trained assessors with good occupational knowledge. Employers of animal care and veterinary nursing learners fully understand the qualification and have good working relationships with the college. Membership of the college employers group is effective in maintaining good communications and identifying issues that affect work placements. In the better training practices the college scheme of work is used to plan on-the-job training. Good assessors use the occupational standards as a working document, clearly monitoring case logs against the standards. All work placements are checked by a qualified health and safety visitor and due attention is paid to learners' welfare by employers.

37. Pastoral and academic guidance for learners is good. Staff fully understand the needs of learners and respond quickly to resolve any difficulties. Learners have good working relationships with staff. Progress reviews are frequent and effective and learners are given good targets for completion between each review. Learners and reviewers work well together to ensure that targets are achievable. This system has only recently been revised and has not yet impacted effectively on the progress of all learners. Off-the-job training periods are arranged at times most suitable for employers and to ensure that learners can organise their travel arrangements. For example, where more than one learner is placed with an employer they are not required to attend training on the same day. Support is given for examination revision and extra courses are available. Learners also receive good support at their work placements, with all staff providing help with their academic problems and any personal issues.

38. Teaching is satisfactory. In observed lessons, three were graded as satisfactory, two as good and one as very good. In the better lessons there is effective use of a good range of teaching resources including PowerPoint presentations. A range of teaching activities are used to enhance learning and add variety to long sessions. In one lesson, role-play was used very well to demonstrate to the learners how their assessment would be carried out. Tutors develop good working relationships with learners. Although individual learning styles are identified, not enough use is made of this information to

ensure all learners' needs are met. In some lessons too much information is covered and is not always taught in a logical sequence.

39. Resources are satisfactory. The Leeds training centre includes an office, a library and IT room, a demonstration room with simulated veterinary practice facilities and a well-resourced lecture room. Resources at another training centre are satisfactory, although there are some difficulties with accessibility. There are not enough textbooks available at this training centre. Learners do not have adequate access to the library and resources centre at the Royal Veterinary College. The college has identified this issue and has an action plan in place to rectify this. At Godmanchester the library area is adequate, with several copies of the most widely used books, and a range of videos and journals. A multi-station computer suite is under development. Some specialist equipment, such as microscopes, is moved between sites as required.

40. Feedback on some assessments is insufficiently rigorous. After practical assessments assessors do not always give learners clear, useful feedback to help them improve their performance. Strengths are not always clearly stated. Weaker areas are not always explained well and their significance when judging overall performance is often not discussed. Internal verifiers and assessors do not use adequate feedback techniques. Periodically, veterinary nursing portfolios are internally verified by the college. However, the written reports sent by internal verifiers to assessors do not always help them to improve assessment practice. Internal verifiers often using jargon rather than specific examples where assessment errors have occurred or where scope and performance criteria have not both been appropriately tackled. Individual portfolio assessment by assessors with learners does not take place. Internal verifiers visit employers to observe practical assessment, but portfolios are not routinely seen during these visits. The college organises assessor meetings and communicates on assessment practice through written communication such as the college newsletter. The college has identified that there are still some weaknesses and has planned strong action to rectify them. Some cross-verification activities have been agreed with the external verifier to improve assessment practice.

41. Systems to support learners with additional needs are not adequate. In 2003, the college carried out a project to assess the level of literacy and numeracy needs of its learners. All new learners in 2004 have now completed an initial assessment of their literacy and numeracy skills. However, the college has insufficient trained staff to effectively plan and implement learning programmes for the high number of new learners identified as requiring support. Support for learners with additional needs who are already on courses is insufficient. Individual learning needs are not always effectively identified or supported in the classroom. The design and style of the course handbook is not appropriate for learners.

Leadership and management

42. There is good review and evaluation of the curriculum by staff and learners. Staff act promptly to tackle issues raised by learners. Learners understand that issues they raise will be acted on and use the review and evaluation process effectively. Learners make

THE COLLEGE OF ANIMAL WELFARE

effective use of the course representative system. Staff work very well together to meet learners' needs and managers are enthusiastic and well motivated.

43. Staff have good access to managers to ensure that any problems are resolved promptly. Communication is good between staff and managers in person and through meetings and e-mail. Staff clearly understand their job roles and have effective appraisals that produce action plans for necessary training to help achieve organisational priorities and improve individual performances. Recently, the sharing of good practice between sites, such as strategies to improve examination results, has been improved by a weekly telephone conference between training centre managers and staff. Staff have started to use the new management information system to monitor learners' progress and manage progress reviews. Targets are set in some areas, such as the number of review meetings carried out. However, the system is not used by training centre managers to monitor targets such as recruitment and retention. Although not site specific, staff have been involved in the development of the self-assessment report. They are not yet effectively involved in monitoring their progress against the development plan.