

# INSPECTION REPORT

## **Straight A Training**

**18 August 2005**



ADULT LEARNING  
INSPECTORATE

## 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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** 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.

### Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## Straight A Training

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Straight A Training Limited (SAT) is a private, limited company based in Farnborough, Surrey, and has been in operation since 1999. It provides training in hospitality and catering for learners across the country, but principally in London and surrounding areas. There are 26 apprentices and 12 advanced apprentices. The apprenticeship contract is through Central London Learning and Skills Council. There are two directors and two staff who work as trainer/assessors. SAT works with a number of contractors to help deliver the technical certificate requirements of the apprenticeship frameworks.

### OVERALL EFFECTIVENESS

**Grade 3**

2. **The overall effectiveness of the provision is satisfactory.** SAT's leadership and management is satisfactory, as are its arrangements for equality of opportunity and quality improvement. The provision for hospitality and catering is also satisfactory.

3. **The inspection team was broadly confident in the reliability of the self-assessment process.** The views of learners, staff and employers were all included in the report which provides a thorough and sufficiently critical view of the training provision. The current, fourth report was produced in April 2005.

4. **The provider has demonstrated that it has sufficient capacity to make improvements.** Following the previous inspection, SAT has worked to improve the quality of provision. Retention rates and achievement of national vocational qualifications (NVQs) have increased to good levels, and completion rates for the framework are starting to increase, although they are still low. However, development of quality improvement measures to ensure a consistently high standard of provision is not yet complete.

### KEY CHALLENGES FOR STRAIGHT A TRAINING:

- improve completion rates for the frameworks
- implement an effective strategy to support literacy, numeracy, language and other needs
- continue to develop more robust mechanisms to improve and ensure consistent quality of provision
- further develop the good involvement of employers towards better framework achievement
- analyse and use data to plan quality improvements
- improve development planning to identify practical steps towards improvement
- improve the monitoring of equality of opportunity in the workplace

## GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<b>Hospitality and catering</b>		<b>3</b>	
Apprenticeships for young people	38	3	

## ABOUT THE INSPECTION

5. All areas of learning offered by SAT were reported on. Hospitality and catering was separately reported and graded. Evidence was also examined from the few learners in customer service to support the judgements made for leadership and management, and key findings. One inspector visited SAT for a day in the week leading up to the final inspection visit.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	20
Number of staff interviewed	9
Number of employers interviewed	10
Number of subcontractors interviewed	2
Number of locations/sites/learning centres visited	8
Number of visits	2

## KEY FINDINGS

### Achievements and standards

6. **Learners achieve high standards of work-related skills.** Many learners work in restaurants and hotels, which have an international reputation. Learners work successfully to demanding standards, and show particularly high levels of skill. Some learners have been promoted to more senior roles while still working towards level 2 qualifications.

7. **Achievement rates for the NVQ are good.** Of the learners who started training in 2003-04, 78 per cent have achieved the NVQ at level 2 and most are still working towards the remaining parts of their framework. Although the number of advanced apprentices are smaller, there has been a similar increase in achievement.

8. **Retention rates have increased** to 83 per cent for apprentices who started in 2003-04 and to 75 per cent for advanced apprentices in the same year. This represents significant progress from the previous inspection when retention rates were poor.

9. **The completion rates for apprenticeship frameworks are improving, but are still poor.** Of those who started in 2003-04, 33 per cent of apprentices and 12 per cent of advanced apprentices have so far completed all aspects of their framework, and a significant number of learners are still in learning.

10. **Achievement of the key skills and technical certificates is poor.** Some learners and employers still consider key skills to be separate from the vocational programme. SAT has not yet persuaded all employers to allow their learners to attend the training for technical certificates.

### The quality of provision

11. **The visits to learners in the workplace are particularly effective.** SAT's assessors visit at least every two weeks and arrange the dates to fit in with business needs and shift patterns. Visits are comprehensive and include a review of work and setting targets for work to be completed. Guidance on background knowledge is thorough. Learners receive a speedy response to text or voice messages they send to their assessor between visits.

12. **Most employers and work supervisors are fully involved in the learning programme.** Assessors work with the managers to advise learners on the most appropriate learning plan. Work allocations are often adjusted to meet the needs of the qualification. Managers are aware of the learners' targets and will assist the learner to achieve them.

13. **Some individual learning needs are not successfully met.** There is no detailed diagnostic test for learners who have gained low scores in the initial assessment for literacy and numeracy. SAT does not systematically identify and meet language needs. A small number of learners are not making the progress expected of them.

### Leadership and management

14. **There is particularly good team working.** Regular meetings have a good focus on learners and on how best to support their progress. A main subcontractor is included and is required to attend every quarterly meeting. Daily communication is good between team members.

15. **SAT is fully committed to supporting training needs in the hospitality industry.** Whenever possible, they keep in touch with learners when they move employment. New provision is being developed to help support industry training needs, in particular to help meet the needs of hotel staff who are currently unable to access apprenticeship funding.

16. **Partnership work with employers is strong and effective.** Communication with employers is very good. Comprehensive feedback is given to supervisors after each

assessment or review visit. Many employers comment on the frequency of visits, the effort made to make arrangements which fit in with the needs of their businesses, and the good communication with workplace supervisors.

**17. The arrangements for identifying and supporting individual needs are unsatisfactory.** While staff support additional needs informally during their frequent visits to the workplace, there is little guidance for employers to help develop learners' literacy and numeracy skills at work. SAT does not have direct resources to support the learners who have language development needs.

**18. SAT has a good commitment to widening participation.** The directors promote training to a wide range of employers in the Greater London area. The short courses provided have encouraged access to training for learners who are unable to participate in apprenticeships. Twenty-nine per cent of current learners come from a range of European countries other than Britain.

**19. SAT has a clear policy on equality of opportunity** which includes all relevant legislation and is reviewed annually. It is introduced to learners during their induction. Some staff training in equality of opportunity has been provided in the past 12 months and the directors keep staff informed about changes in legislation.

**20. Staff check that employers include equality of opportunity in their workplace induction.** The arrangements for monitoring health and safety in the workplace have not been used for monitoring equality of opportunity. There is no reference to equality of opportunity in records of learners' progress. However, learners have a satisfactory awareness of issues relating to equality of opportunity and of their rights and responsibilities in the workplace.

**21. Self-assessment is a thorough, inclusive process and the report is robust and reliable.** The views of learners, staff and employers were all considered when forming judgements about the quality of the provision, and regular team meetings helped to plan its content. The judgements made in the self-assessment report largely matched those reached by inspectors.

**22. SAT has further developed its quality assurance arrangements, particularly the strategies to increase retention and achievement rates. The quality of provision has improved.** However, processes for ensuring consistent quality are still incomplete. While some key aspects of the training process are observed, there are no formal records kept of the observations or of the improvement actions. Records of meetings are not consistently clear. Actions are not always recorded and formally monitored.

**23. A small proportion of internal verification is less thorough than that in the London area.** Several of the establishments are over 100 miles from SAT's premises and they receive the same good levels of assessor support, but observation of visiting assessors, and verification of other assessed evidence, is not as regular.

**24. Collection and analysis of data is mainly limited to that needed for contractual purposes.** It does not extend to routine analysis of quality issues such as learners' progress, retention and achievement, which includes framework components of different groups of learners in order to identify trends and possible improvements.



## **Leadership and management**

### **Strengths**

- particularly good learner-focused teamwork
- strong and effective partnerships with employers
- inclusive and robust self-assessment report

### **Weaknesses**

- unsatisfactory strategy for literacy and numeracy support
- incomplete arrangements for improving quality

## **Retail and commercial enterprise**

### ***Hospitality and catering***

***Grade 3***

#### *Strengths*

- good achievement of job skills
- good involvement of most employers in the learning programmes
- particularly effective visits to learners

#### *Weaknesses*

- poor but improving framework achievement
- insufficient help with some additional learning needs

## **WHAT LEARNERS LIKE ABOUT STRAIGHT A TRAINING:**

- 'really liked the courses, such as the intermediate food safety'
- 'some of the units'
- 'friendly, supportive assessor'
- 'the way training is organised'
- very thorough assessment
- 'the qualification is useful'
- 'the assessors make things clear'
- flexibility
- 'quick responses when you ask for help'

## **WHAT LEARNERS THINK STRAIGHT A TRAINING COULD IMPROVE:**

- the relevance of key skills
- the wording and repetition of background knowledge questions
- the language of the NVQ
- the support at work - there should be more

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- particularly good learner-focused teamwork
- strong and effective partnerships with employers
- inclusive and robust self-assessment report

#### Weaknesses

- unsatisfactory strategy for literacy and numeracy support
- incomplete arrangements for improving quality

25. The staff at SAT maintain a particularly good focus on learners, their welfare and progress. Regular team meetings are particularly effective in promoting consistent understanding of learners' progress. Weekly, monthly and quarterly meetings are held to help ensure a good flow of information for those who need it. Meetings and other communications have a good focus on learners and on how best to support their progress. A main subcontractor who delivers short courses for learners, and who is involved in the assessment and monitoring of learners' progress at some placements, is required to attend every quarterly meeting to keep up to date with developments. A good written agreement is in place with this contractor, stating roles and responsibilities of SAT and the contractor in training delivery. The two organisations work effectively together. Effective communications are maintained with other subcontractors who deliver the technical certificate short courses. Much of the communication is informal, and team members communicate on a daily basis. Staff are appropriately qualified and experienced in the hospitality industry, and appropriate continuous development takes place and is recorded.

26. SAT is fully committed to supporting training needs in the hospitality industry. New provision is being developed to help support industry training needs in health and safety, and hygiene, in particular to help meet the needs of hotel staff who are unable to access funding towards a full apprenticeship framework. SAT has obtained external funding for some of these places.

27. Effective partnership work with the hospitality and catering industry forms the key strategy for SAT's approach to training. Links with employers are strong and effective. Communication with employers is very good. SAT's policy is to allow substantial time for frequent and comprehensive visits which can include detailed feedback to employers. Effective use is also made of this time to ensure wider issues relating to employers' training needs are discussed. This helps maintain and develop their commitment to the training programme and keeps SAT well informed about issues which affect learners or the hospitality and catering industry. SAT produces useful summary reports on learners' progress relating to specific hotels or groups of hotels. Regular surveys are carried out on employers' views on the quality of SAT's provision. Many comments are received on the frequency of visits, the effort made to make arrangements which fit in with the needs of their businesses, and the good communication with workplace supervisors. Some also comment on the beneficial effect on their ability to retain and develop their staff and the

sense of achievement felt by learners.

28. The strategy for identifying and supporting individual needs is unsatisfactory. Learners complete initial assessments for literacy, numeracy and key skills, but after this rely on the programme of visits to provide ongoing support for most learners. However, while staff have attended training on key skills requirements, they have not had any specialist training to support literacy, numeracy or language needs. There is little guidance for employers on how to help develop literacy and numeracy skills during work activities. A minority of learners use English as an additional language. As the self-assessment report identifies, SAT does not have direct resources to support language development needs, and has worked to develop external contacts to provide specialist support locally. Three learners attend external training provision for support. Some other learners have language needs which are not adequately supported. However, extensive individual support is provided through the frequent and helpful visits for assessment and tutorials.

### **Equality of opportunity**

### **Contributory grade 3**

29. SAT has a good commitment to widening participation in training. Directors have recently worked with other organisations to promote training to a wide range of learners and employers, including those in many small companies in the Greater London area. This additional training has included work-based provision for older learners and a number of short courses at employers' premises. These have given a wide range of learners access to training. The courses allow access to learners who are not eligible for apprenticeship funding and those who would otherwise be unable to participate. SAT accepts all learners who are eligible for funding and encourages employers to promote equal access apprenticeships. In a few cases where external funding is insufficient or absent, SAT still spends time helping and assessing individuals towards relevant qualifications where this is clearly in the learners' interest. The three-year development plan, which was produced in January 2005, sets targets for the recruitment of learners with disabilities and learners from minority ethnic groups. Twenty-nine per cent of current learners are not British.

30. Excellent support is given to allow learners to continue with their training in spite of a seasonal and transient employment pattern in the industry. Whenever possible, SAT keeps in touch with learners when they move employment, to allow them to complete their training. Assessors are very flexible in the timing, duration and frequency of visits to meet the needs of learners and employers. Staff are contactable at all reasonable times by learners or employers, and frequent telephone and text contact is maintained. This is appreciated by learners and employers across the country.

31. SAT has a clear policy on equality of opportunity that refers to all relevant legislation, and is reviewed annually. This policy is discussed with learners during induction and is included in their induction handbook. The handbook reinforces the complaints and appeals procedures and lists additional sources of information on equality and diversity. There is no separate policy for bullying and harassment. Some staff training in equality of opportunity has been provided in the past 12 months and the directors keep staff informed about changes in legislation. Although staff analyse learner recruitment in terms of equality of opportunity, there is no similar analysis of retention and achievement.

32. Apprenticeship contracts require all employers to have their own policy for equal opportunities. Staff at SAT also check that employers include equality of opportunity in their workplace induction. Learners' views on equality and diversity are sought after

induction and at the mid-point of their programmes. However, the questions do not effectively check or enhance the learners' level of understanding. There is no reference to equality of opportunity in records of learners' progress. However, learners have a satisfactory awareness of issues relating to equality of opportunity and of their rights and responsibilities in the workplace.

### **Quality improvement**

### **Contributory grade 3**

33. Self-assessment is a thorough, inclusive process and there is a robust and reliable report. Self-assessment is now included in the quality cycle which was developed to promote ongoing improvement to the provision. Learners' views are used effectively to help SAT form judgements on the quality of its provision. Staff meet regularly to discuss its content. The frequent and extensive visits and questionnaires are used to obtain the views of employers and workplace supervisors. The process provides a thorough and sufficiently critical view of the training provision. The judgements in the self-assessment report matched those reached by inspectors.

34. After the previous inspection, SAT developed and revised its quality assurance systems. It has developed strategies to raise retention and achievement rates and these have had some impact. Retention is now satisfactory or better. Achievement rates for NVQs have increased and are now good. SAT has introduced key skills training and assessment earlier in the programme, and attempted to complete training and assessment for technical certificates earlier. However, too many learners still leave the programme with their key skills and technical certificates uncompleted. Learner and employer evaluations have been revised, and a quality procedures manual now states timescales for frequency of quality assurance activities such as internal verification, progress reviews, assessment and tutorials and team meetings. More emphasis is placed on checking and ensuring quality. However, some processes are still incomplete. For example, some observations of key processes such as training and review are carried out, but improvement actions are not formally recorded. Audits are now carried out to check that key documents are in the learner's file, but they are not yet fully established. Records of meetings are not consistent and actions are not always recorded and formally monitored. Development plans include areas to be resolved and contain ambitious targets for improvement. However, there are few details on the practical strategies proposed to reach them. Most employers are enthusiastic about training towards NVQs, and are fully involved in the process. Some employers comment on the high value they put on SAT's contribution to their business through training. The self-assessment report identifies that insufficient attention is given to systematic quality improvement measures. SAT has tried to recruit further staff to work on quality improvement, but so far it has had little success.

35. Assessment includes a range of evidence sources and is ongoing throughout the programme. Most internal verification practice is satisfactory. However, a small proportion of internal verification is less thorough than the rest. Observation of assessors takes place near London as part of internal verification, but not if assessors are working in the north of the country. Collection and analysis of data is mainly limited to that needed for contractual purposes. It does not extend to routine analysis of quality issues such as progress, retention and achievement, including achievement of framework components of different groups of learners to identify trends and improvements. This was identified in the self-assessment report.

## AREAS OF LEARNING

### Retail and commercial enterprise

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b><i>Hospitality and catering</i></b> Apprenticeships for young people	38	<b>3</b> 3

36. SAT delivers apprenticeships and advanced apprenticeships for the hospitality and catering industry. All learners are in full-time employment. Practical skills and most background knowledge are covered in the workplace. Key skills and basic skills are gained on the job, with support from the training provider. There are 38 learners, of whom 26 are apprentices and 12 are advanced apprentices. Learners work in supervision, reception, bar, quick service, kitchen, and other areas, and all are able to work towards a qualification which is relevant to their work.

37. Although most learners work in the London area, a wide geographical area is covered from the Northwest to the south coast. SAT has arrangements with a number of subcontractors to fulfil their training requirements for technical certificates. Learners in the London area attend Bromley College, while others attend a college local to their area of the country, or receive training from Graham Russell Associates either in the workplace or in a local venue.

### ***Hospitality and catering***

Grade 3

#### *Strengths*

- good achievement of job skills
- good involvement of most employers in the learning programmes
- particularly effective visits to learners

#### *Weaknesses*

- poor but improving framework achievement
- insufficient help with some additional learning needs

### **Achievement and standards**

38. The standard of learners' work is good and is frequently above the level expected of them. Many learners are employed in establishments which maintain high standards of cuisine and service, some of which have an international reputation. Learners are working to the demanding standards of these establishments and are acquiring and demonstrating particularly good levels of skill in food and drink service, food preparation and customer service. Some learners have been promoted to junior management or supervisory positions while still working towards level 2 qualifications.

39. Achievement of the NVQ has increased and is now good. Of the learners who started in 2002-03, 69 per cent have achieved the NVQ at level 2 with 9 per cent still in learning.

Of those who started the following year, 78 per cent have achieved the NVQ at level 2 and most learners are still working towards the remaining parts of the framework. Although the number of advanced apprentices are smaller, there has been a similar increase in achievement. Of those who started training towards their NVQ at level 3 in 2002-03, 23 per cent have achieved it and 9 per cent still in learning. The equivalent figure for those who started the following year is 63 per cent. Retention rates on both programmes have increased in a similar way, from 38 per cent to 83 per cent for apprentices and from 50 per cent to 75 per cent for advanced apprentices. This represents significant progress from the previous inspection when retention was poor. In addition to those who gain full NVQs, learners who leave early are given a certificate for units which they have achieved, and 10 certificates have been given to leavers in the past year.

40. Achievement of the key skills and technical certificates is improving, but is still poor. Of the learners who started in 2002-03, 22 per cent of apprentices and 5 per cent of advanced apprentices completed the full framework. In 2003-04, the achievement to date is 33 per cent for apprentices and 12 per cent for advanced apprentices, and a significant number of learners are still in learning. A selection process which operates in conjunction with employers has been used to reduce the number of poorly motivated learners and the retention rates have improved. Since the previous inspection, some work has been carried out to make key skills an integral part of the NVQ, and some learners are now starting the key skills at the beginning of their programme. However, some learners and employers still give insufficient priority to key skills and to the technical certificate.

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

LSC funded work-based learning																
Advanced apprenticeships	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	4		8		22											
Retained*	0		6		11											
Successfully completed	0		1		1											
Still in learning	4		5		3											

\*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	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	16		18		32											
Retained*	0		15		12											
Successfully completed	0		6		7											
Still in learning	13		10		3											

\*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 quality of provision

41. Assessors visit each learner in the workplace at least once every two weeks. SAT is



## STRAIGHT A TRAINING

flexible when setting dates, and can usually fit in with the demands of the business and the learners' shifts. Each visit is comprehensive and includes a review of work carried out since the last visit and of setting targets for work to be completed before the next visit. During these visits, the learner is given guidance on the requirements of background knowledge for the NVQ. The identification, setting and formal monitoring of targets at progress reviews and tutorials has improved and is now satisfactory. Learners have mobile telephone numbers for their assessor and are encouraged to contact the assessor if they need help. Learners receive a speedy response to text or voice messages sent to their assessor. The frequency of the learners' contact with the assessors allows a close working relationship to develop. Learners are confident that they will be given support whenever they need it.

42. Strong links are developed with employers and line managers. Assessors work with the managers to advise learners on the most appropriate learning plan. Work allocations are often adjusted to meet the needs of the qualification. One employer has developed a joint approach with the assessor to carry out the learners' induction. Managers receive details of each meeting for assessment, tutorial or review, and discuss the progress of the learner with the assessor. Managers are aware of the learners' current targets and helps learners to achieve them. In many employers' premises, SAT's assessors are well known to staff and are able to raise awareness of training programmes. The close links with hospitality establishments help to ensure that the courses meet the needs of learners and employers. The range of courses provided for the hospitality industry is satisfactory.

43. All learners have an initial assessment for literacy, numeracy and key skills to help identify additional support needs. This process is satisfactory. However, there is no follow-up diagnostic testing for learners who have low scores in this assessment. Assessors regularly give additional time to support these learners, although they have not been trained to provide this type of support. Some learners have number and/or communication needs which are not being adequately met. Inspectors identified three learners who are recent immigrants and need support for English for speakers of other languages (ESOL). SAT does not systematically identify and meet ESOL needs, although one learner has booked and started a course on his own initiative. A small number of learners are not making progress at a rate that would be expected of them. While targets are now being set during progress reviews, assessments and tutorials, these are not always used effectively to drive learning forward.

### **Leadership and management**

44. Monthly meetings are held between SAT's assessors and verifiers, where learners' progress is discussed. Each quarter the meeting includes one of the main subcontractors who delivers technical certificate training to help ensure good communications. However, some meetings are not adequately recorded.

45. Learners have an introduction to equality of opportunity as part of their induction and also complete work on this as part of their NVQ. Learners have a satisfactory understanding of issues relating to equality of opportunity and of their rights and responsibilities in the workplace.

46. Internal verification is well organised for programmes operating in the London area. There is planned observation of assessment practice and regular verification of other assessments. However, there are a few establishments which are over 100 miles from



SAT's premises, and although learners are receiving good assessment and support, the internal verification is not sufficiently thorough. The assessors who visit these establishments are not regularly observed by verifiers and other assessed evidence is not sampled regularly.

