

INSPECTION REPORT

Haydon Training Services

21 April 2006



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
- **learn**direct 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
- adult information, advice and guidance services (**nextstep**).

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*

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Haydon Training Services

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DESCRIPTION OF THE PROVIDER

1. Haydon Training Services (Haydon) was established in 1992 and is a private limited company. The provider uses the name Haydon Training Business College while retaining the previous name for contractual purposes. It contracts with Milton Keynes, Oxfordshire and Buckinghamshire Learning and Skills Council (LSC) to provide work-based learning programmes for young people in health, public services and care, information and communications technology (ICT), retail and commercial enterprise, and business administration and law. It also offers programmes in Entry to Employment (E2E). At the time of the inspection, Haydon had 363 learners. Haydon is also funded by the local authority to provide alternative school provision for young people between 14 and 16 years old who have been excluded from school. This provision was not in scope for this inspection.

2. Haydon is based in Aylesbury and attracts learners from a wide area. The training centre provides training rooms and computer suites for learners on all programmes, although most of the training for apprenticeships takes place in the learners' workplaces. There are 37 full-time staff and 14 part-time staff, managed by a four-strong senior management team and six team co-ordinators.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision is satisfactory.** Haydon's leadership and management are satisfactory, as are its arrangements for quality improvement. The company's arrangements for equality of opportunity are good. Provision is satisfactory in health, public services and care, preparation for life and work, and retail and commercial enterprise. Provision is good in business administration and law.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process is inclusive. Each programme team discusses and reviews the strengths and weaknesses for their area. The senior management team reviews the overall performance of the organisation. The process is critical and many of the weaknesses identified by inspectors had already been recognised by the company.

5. **The provider has demonstrated that it has sufficient capacity to make improvements.** The good development of the programmes and integration of the different parts of the frameworks is starting to improve retention and achievement rates. Haydon has appointed a new quality manager to focus on quality improvement rather than quality assurance.

KEY CHALLENGES FOR HAYDON TRAINING SERVICES:

- increase the success rates for frameworks
- improve the progression rates for E2E learners

HAYDON TRAINING SERVICES

- ensure that learners progress in a timely manner
- make better use of data and management information
- develop and implement a strategy for literacy, numeracy and language skills support
- increase the focus on quality improvement

GRADES

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

Grades awarded at inspection

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

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
<i>Early years</i>		3	
Apprenticeships for young people	177	3	

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<i>Retailing and wholesaling</i>			
Apprenticeships for young people	24	3	
<i>Warehousing and distribution</i>			
Apprenticeships for young people	3	3	

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
<i>Employability training</i>		3	
Entry to Employment	91	3	

Business administration and law			2
Contributory areas:	Number of learners	Contributory grade	
<i>Accounting and finance</i>			
Apprenticeships for young people	37	2	
<i>Administration</i>			
Apprenticeships for young people	13	2	
<i>Customer service</i>			
Apprenticeships for young people	13	2	

ABOUT THE INSPECTION

6. The inspector looking at Haydon's E2E programmes visited the company for one day before the inspection week to observe the induction process and to interview learners and staff. At the time of the inspection there were too few learners in ICT for this area to be reported on separately. During the inspection week, the inspection team interviewed staff and learners in the workplaces and training centre and reviewed a range of documentary evidence.

Number of inspectors	6
Number of inspection days	24
Number of learners interviewed	54
Number of staff interviewed	38
Number of employers interviewed	26
Number of locations/sites/learning centres visited	30
Number of visits	2

KEY FINDINGS

Achievements and standards

7. All learners develop good vocational skills that are relevant to their work roles.

Learners are proud of their new occupational competence. In early years education, learners' understanding of childcare practice and their ability to meet the developmental needs of children are good. Retail learners develop high levels of competence in essential core activities such as till operations, stock handling, merchandising, display and teamwork. Accounts learners are progressing from basic bookkeeping duties to preparing taxation computations and limited company accounts, and attending clients' premises as part of audit teams. Learners demonstrate a good level of self-confidence and initiative and the ability to carry out many tasks at work unsupervised. Some have been promoted to posts of responsibility, while some E2E learners have progressed onto employment and apprenticeship programmes with their work placements.

8. Haydon has extremely good pass rates in the awarding body professional examinations for accounting, with 100 per cent achievement in five different subjects within the past four examination dates.

9. Achievement rates for apprenticeships and advanced apprenticeships have been historically poor on some programmes. No learners have completed advanced apprenticeship frameworks in early years care and education or customer services. Overall success rates for apprenticeship frameworks have been low on most programmes. During 2005-06 there has been an increase in the overall success rates compared with previous years, but rates are still low. Accounting and administration learners are achieving satisfactory and improving success rates for frameworks in the current year.

10. Many learners make slow progress towards completion of the framework. Learners who started over a year ago have begun some parts of their framework late in the programme. Many learners have continued beyond their expected end dates. Haydon has put effective initiatives in place and has significantly reduced the number of learners completing programmes late. Learners who have started in the last year complete all parts of the framework in a more integrated manner.

11. The rates of progression for E2E learners into employment, further education or training are low. Many learners have substantial literacy and numeracy skills support needs as well as complex social needs. Some learners are not able to progress to a positive outcome due to personal circumstances.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	1	1	0	2
Preparation for life and work	0	3	3	0	6
Total	0	4	4	0	8

12. Teaching and learning are good in early years care and education. Individual coaching sessions are well planned and are delivered in the workplace. A good range of learning resources are used by trainers who make effective use both of the learners' experience in their nurseries and of their own experience as practitioners.

13. Assessment practice is good in early years care and education, in administration and in customer service. The regular assessment visits are well planned and each visit sets clear and achievable short-term targets. Additional visits take place when needed and fit in with employers' rotas. A good and wide range of methods is used to collect evidence of competence. Assessment tasks are planned to integrate work on national vocational qualifications (NVQs), key skills qualifications, technical certificates and employers' rights and responsibilities. Effective use is made of resources such as a portable dictation machine for taped evidence, and the use of a laptop computer for online assessments in the workplace.

14. Haydon has introduced good initiatives to improve learners' progress and these are beginning to have an effect on the completion rates for frameworks. A structured learning schedule has been introduced in early years care and education, and in retailing to ensure that learners work on each part of the framework from the start of the programme.

15. Haydon's staff have developed comprehensive and relevant learning resources to support the frameworks in early years care and education and in retailing. The comprehensive packs have been developed for each framework to enable one piece of evidence to be used to meet standards set in all qualifications. The tasks and activities are contextualised within occupational areas and learners find them useful.

16. Haydon offers a good intensive training course lasting eight weeks to prepare learners for the advanced apprenticeship in accounting. This covers both the skills and knowledge required and successfully prepares them for the advanced apprenticeship. It also makes them more useful to the workplace in a much shorter time.

17. The induction process for the E2E programme is planned and delivered well. It focuses clearly on career preparation, with learners identifying their current skills and achievements, researching job options and finding suitable work-experience placements. **Very effective use is made of work experience on the E2E programme.** Haydon has very good relationships with a wide range of employers spread over a large geographical area, that meet the needs and aspiration of learners.

18. A very high level of support is provided for E2E learners, many of whom have substantial support needs. In addition to the good support from tutors at the centre, specialist support from a wide range of external agencies is used to support some learners' specific individual needs. Many learners are dispersed over a wide geographical area where public transport routes make direct travel difficult. Haydon has developed an extensive transport service which picks up and drops off learners at strategic points in other towns.

19. In accounting, portfolio-building does not start until the end of the programme. This is inappropriate practice. If a learner leaves during the programme, although they may have completed all the learning and most of the assessment, they will have no portfolio of evidence to prove their competence.

20. Target-setting at progress reviews for E2E learners is poor. Insufficient accurate key objectives are recorded and it is difficult to set relevant and realistic targets. Insufficient emphasis is placed on personal and social development within the learning plan. The review process is not used effectively to provide adequate support and enable learners to reach their goals and potential.

Leadership and management

21. Haydon has developed and improved the programmes well. Team leaders have been appointed to each programme area. Comprehensive reviews of the structure, content and delivery of the programmes has taken place. Significant improvements and changes have been made to integrate the different parts of the frameworks and ensure that learners do not leave parts of their frameworks to the end of the programme. The overall framework success rates are improving.

22. Links with employers and other organisations are well established and good working relationships have developed. The employers work effectively with Haydon to ensure the learners have adequate opportunity and time to acquire the necessary skills. E2E learners can access a wide range of work experience. Haydon has established good links with Connexions and a wide range of other agencies.

23. Haydon has a strong commitment to train and develop staff, including part-time staff. The company provides an introduction to teaching course for all of its own staff, and many employees continue on to teacher training courses. Staff receive training in health and safety, and equality and diversity.

24. Haydon has developed very effective measures to widen participation by those not traditionally involved in learning. Learners from a wide geographical catchment area are using Haydon's provision. Progression routes have been established from the work

HAYDON TRAINING SERVICES

Haydon does with 14 to 16 year olds into E2E courses, and there is the potential for learners to move on to level 1, 2 and 3 qualifications. Learners have a good understanding of equality of opportunity.

25. Managers recognised that too many learners were progressing very slowly and remain in training well beyond their expected end dates. Action has been taken and fewer learners are exceeding their expected end dates. However, **the company does not sufficiently manage the progress that learners make through the different stages of their programmes.** Managers do not adequately monitor when learners start, progress to or complete the different parts of their frameworks.

26. **Haydon is still developing its strategy for skills for life**, which is the government's initiative on training in literacy, numeracy and the use of language. Not all learners on apprenticeships receive an initial assessment test. There is no diagnostic testing or referral to other agencies for diagnostic testing. Although learners receive support with key skills at an appropriate level, some learners' specific needs are not being identified or met.

27. **Insufficient use is made of management information.** Haydon does not analyse data to identify areas for improvement or to monitor and evaluate actions taken to improve the programmes. Insufficient comparison is made between the performance of different programmes or different groups of assessors and learners. Insufficient use is made of trends over time to show improvements and evaluate development.

28. **The company's focus on quality improvement is weak.** A number of quality assurance arrangements are in place, but they are not implemented well enough to be used for quality improvement purposes. Feedback through questionnaires is not satisfactorily analysed. Observations of teaching have not been routinely carried out. Haydon has taken insufficient action to rectify issues raised in audits.

Leadership and management

Strengths

- good development of programmes
- well-established links with employers and other organisations
- wide range of staff training and development
- very effective measures to widen participation

Weaknesses

- insufficient management of learners' progress
- insufficient use of management information
- insufficiently developed skills for life strategy
- weak focus on quality improvement

Health, public services and care

Early years

Strengths

- good development of vocational skills
- good teaching and learning
- very good assessment practices
- good resources
- very effective management of early years programme

Weaknesses

- very slow progress
- poor framework completion rate

Retail and commercial enterprise

Strengths

- good development of vocational skills
- good initiatives to improve learners' progress

Weaknesses

- slow completion of frameworks

Preparation for life and work

Employability training

Strengths

- very effective use of work experience
- well-planned and delivered induction
- very high level of support for learners

Weaknesses

- low progression rates
- poor target-setting
- insufficient monitoring of programme performance

Business administration and law

Strengths

- very good accounting exam results

HAYDON TRAINING SERVICES

- good development of vocational skills
- successful strategies for preparing learners for accounting programme
- good assessment practice in administration and customer services

Weaknesses

- poor rate of framework completion in customer services
- slow progress for some learners
- late start in portfolio-building for accounting learners

WHAT LEARNERS LIKE ABOUT HAYDON TRAINING SERVICES:

- regular visits in the workplace from Haydon's staff
- the help and support from assessors and tutors - 'they always listen'
- 'they found me an excellent work placement'
- 'I have been able to achieve what I wanted to'
- 'really pleased to have the opportunity to gain a qualification'
- being able to contact the assessor at any time for extra help

WHAT LEARNERS THINK HAYDON TRAINING SERVICES COULD IMPROVE:

- 'too much writing about stuff that everyone knows I can do'
- the number of books and magazines

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good development of programmes
- well-established links with employers and other organisations
- wide range of staff training and development
- very effective measures to widen participation

Weaknesses

- insufficient management of learners' progress
- insufficient use of management information
- insufficiently developed skills for life strategy
- weak focus on quality improvement

29. Haydon has taken appropriate action to develop and improve the programmes in the past few years. The company moved into its current premises to provide learners with good, flexible accommodation and facilities. Arrangements have been made to allow learners to access online testing at the training centre and in the workplace through the use of laptop computers. More structured programmes have been developed to deliver key skills qualifications and technical certificates in an integrated manner. Team leaders have been appointed to co-ordinate the development of the programmes and share good practice between different areas of learning.

30. Links with employers and other organisations are well established and good working relationships have developed. Haydon has been particularly effective at providing E2E learners with a wide range of work-experience placements. Haydon provides a flexible approach to delivering programmes to meet the needs of employers. A useful employers' pack provides good information on the programmes. Haydon works closely with the local authority to provide alternative provision to young people aged 14 to 16 and is an active member of the local 14 to 19 partnership. Good links have been established with Connexions and a wide range of other agencies.

31. There is a strong commitment to train and develop staff, including part-time or sessional staff. Haydon provides an introduction to teaching course for all of its own staff, and many continue on to teacher training courses. These courses are offered to other work-based learning providers in the area. Staff receive training in health and safety and equality and diversity. Many of these courses are run using Haydon's own internal expertise while some, such as child protection and management qualifications, are externally run courses.

32. Haydon has a clear vision and mission for its provision. This is reinforced in monthly team meetings between senior managers and team co-ordinators. The internal and external communications are satisfactory.

33. Managers recognised that too many learners were progressing very slowly and remain in training well beyond their expected end dates. Many learners are completing parts of their framework, such as employee rights and responsibilities and first aid courses, very late in the programmes. Effective actions and close monitoring have effectively reduced the proportion of learners staying beyond their expected end date from 35 per cent to 19 per cent. However, Haydon does not sufficiently manage the progress learners make through the different stages of their programmes. Managers do not adequately monitor when learners start, progress in, or complete the different parts of their frameworks.

34. Haydon produces a wide range of management information and data which it uses effectively to monitor compliance to contracts. It carries out some, but not enough, analysis. Ambitious headline targets have been set to improve the timely qualification success rates but these are not fully understood by staff, who do not have individual targets. Insufficient comparison is made between the performance of different programmes or different groups of assessors and learners. Haydon does not analyse data to identify areas for improvement or to monitor and evaluate actions taken to improve the programmes. It has not adequately analysed the reasons for learners leaving the programme without completing their qualifications or learning goals to identify possible issues. Insufficient use is made of trends over time to show improvements and evaluate development.

35. The company's skills for life strategy is still being developed. Staff have attended some awareness-raising training and plans are in place for further training and development of key staff. All E2E learners are tested for literacy, numeracy and language skills support needs. Not all apprentices receive an initial assessment test, however. There is no diagnostic testing or referral to other agencies for diagnostic testing. Although learners receive support with key skills qualifications at an appropriate level, some learners' specific needs are not being identified or met.

Equality of opportunity

Contributory grade 2

36. Haydon's equal opportunities policy is reviewed annually and was last updated in 2005. It complies appropriately with legislative requirements relating to people with disabilities and other under-represented groups. The policy gives appropriate guidance for such issues as harassment, intimidation and bullying. It also covers all aspects of recruitment, selection, promotion and training. A more recent policy which safeguards children in education has also been produced to ensure the welfare of those 14 to 16 year old learners engaging in alternative education projects. All learners and staff receive an appropriate induction programme which includes all aspects of Haydon's equal opportunities policy. The policy is shared with employers and forms part of the agreements included in a handbook given to employers when a learner starts on a programme. Training staff have regularly received training in equality of opportunity and were updated on relevant legislation within the past year. Equal opportunities data is systematically collected and made available to staff at management meetings.

37. Haydon has developed very effective measures to widen participation by those not traditionally involved in learning. Learners from a wide geographical catchment area are using Haydon's provision. The ethnic profile of learners broadly reflects the areas where Haydon works. Participation of young people from minority ethnic groups for 2004-05 averaged at 15 per cent. Haydon helps learners to access the training centre by providing transport, including taxis. Progression routes have been established from Haydon's work

with 14 to 16 year old learners into E2E courses and there is the potential for learners to move on to level 1, 2 and 3 qualifications. Promotional material portrays learners from a range of ethnic backgrounds and of both sexes. The early years establishments and retailing and administrative settings in which learners work, comply with equal opportunities policies. Haydon checks this compliance annually along with health and safety. Learners have a good understanding of equality of opportunity. They receive an adapted version of Haydon's policy which they place in their portfolios along with the complaints procedures. However, some learners' policies are out of date. They make no reference to human rights legislation and do not include the Race Relations (Amendment) Act 2000, or more recent faith legislation. Assessors use particularly good questions to evaluate learners' understanding of wider equality and diversity issues during the progress review sessions. Questions appropriately concentrate on the learners' experience in their vocational setting. Learners are able to use evidence at work to illustrate their understanding, referring to policies, procedures and their own and colleagues' practice. Equality of opportunity is included in the apprenticeship framework's training sessions on employers' rights and responsibilities. Equality is covered well in the E2E induction sessions. Projects are created, encouraging learners to think about the practical application of social inclusion, for example by completing a survey of local shops and their access opportunities for people with restricted mobility.

38. Access at the training centre is inadequate for staff and learners with restricted mobility. Plans have been made to develop an accessible toilet for people with restricted mobility and for E2E learners to contribute to the planning and alterations needed, but work has not yet started. E2E learners who attend full time are located on the ground floor. The lift in the training centre is out of order and hasn't worked for sometime. However, if necessary, Haydon will move the usual location of classes and provide space on the ground floor of the building for learners with restricted mobility.

Quality improvement

Contributory grade 3

39. In the past two years, team leaders have been appointed to each programme area. They have carried out a comprehensive review of the structure, content and delivery of the programmes. Significant improvements and changes have been made to integrate the different parts of the frameworks and ensure that learners do not leave parts of their frameworks to the end of the programme. The overall framework success rates are improving and fewer learners are exceeding their expected end dates. The quality of provision has improved and no areas of learning are unsatisfactory.

40. Haydon Training has two quality assurance manuals. Its manual for ISO 9001:2000, an international quality assurance standard, is not currently operational. A separate quality improvement manual has been developed with a wide range of policies for staff and learners. Procedures are in place for most of the stages of a learner's experience. A new manager has been appointed to focus on quality improvement and organisational performance.

41. A thorough internal verification system is in place with policies and procedures that specify frequent checking and sampling of portfolios. Verification of portfolios is completed off site, as the lead internal verifier now works from home. Detailed records are stored on a database following the learner's progress against the components of their framework. There are regular standardisation meetings with assessors, although the lead internal verifier has not been able to attend these meetings recently due to ill health.

42. Self-assessment is an inclusive process. Each programme team meets to discuss and review the strengths and weaknesses for their area against the questions in the Common Inspection Framework. The senior management team also reviews the overall performance of the organisation. The self-assessment report is co-ordinated by the contracts director with reviews by programme teams and senior management. The process is critical and many of the weaknesses identified by inspectors had already been recognised by the company. A quality improvement plan has been developed to deal with the weaknesses identified. This is regularly reviewed at management meetings.

43. The company's focus on quality improvement is weak. A number of quality assurance arrangements are in place but they are not implemented well enough to be used for quality improvement purposes. A large number of learner satisfaction questionnaires and exit questionnaires and a few employers' questionnaires have been completed. However, there has been inadequate analysis of these questionnaires to identify issues or trends over time to make and monitor improvements. Haydon has taken some actions following review of the questionnaires, although it has not yet evaluated the effect of these actions or given feedback to learners on how issues raised have been dealt with. In the past three months, several teaching observations have taken place although not every tutor has been observed. Some tutors were observed in the past four years as part of their teacher training qualifications. However, this was not carried out regularly as part of the quality improvement arrangements. There are no formal observations of reviews or induction. Haydon does not take adequate action to deal with issues identified in audits, such as missing reviews and assessment reports in learners' files and incomplete individual learning plans. The audit reports do not contain sufficient detail on what actions are required, by whom and when, or whether issues have been resolved. There are inconsistencies in standards to which assessors' carry out activities such as ensuring monthly monitoring sheets are accurate, up to date and returned in a timely manner.

AREAS OF LEARNING

Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Early years		3
Apprenticeships for young people	177	3

44. Haydon Training has 177 learners following programmes in early years care and education. There are 108 advanced apprentices, 63 apprentices, five learners working towards a level 3 NVQ and one learner working towards a level 2 NVQ. There are 89 learners aged 16 to 18 and 88 learners aged 19 and over. All learners are employed in a range of nursery provision around Aylesbury, High Wycombe, Oxford and Milton Keynes. Haydon provides on-the-job training through a programme of workplace visits by assessors and a one-day off-the-job training programme to present employers' rights and responsibilities. Assessment visits take place each four weeks, or more frequently if required. Reviews of individual progress are held at intervals of eight to 12 weeks. There are seven assessors, five of whom are qualified and two of whom are working towards their assessors' qualification. There are the equivalent of two and a quarter full-time internal verifiers for the early years education and care programmes.

Early years

Strengths

- good development of vocational skills
- good teaching and learning
- very good assessment practices
- good resources
- very effective management of early years programme

Weaknesses

- very slow progress
- poor framework completion rate

Achievement and standards

45. All learners develop good vocational skills. Learners develop new skills to contribute to the delivery of education for young children. Their understanding of childcare practice and their ability to meet the developmental needs of children are good. Learners engage children in appropriate activities. These include employing an appropriate balance between encouraging children to be independent and ensuring a safe and secure environment, and effectively managing group work with very young children. Learners have become more confident and are more able and willing to work independently. Some have been promoted to posts of responsibility. Learners are proud of their new occupational competence. They are more competent and motivated, and some are

beginning to develop interest in pursuing a child-related career. Learners produce well-organised portfolios that contain evidence of occupational competence.

46. The achievement rate for apprenticeships and advanced apprenticeships is poor. Since the introduction of apprenticeship frameworks in 2000, no learners at Haydon have achieved an advanced apprenticeship. Achievement of apprenticeship frameworks started in 2004-05 with an overall success rate of 9 per cent. During 2005-06 there has been an increase in overall apprenticeship success rates compared with 2004-05, but the rate is still low. Some learners are close to framework completion once they have completed their first aid certificates and key skill tests.

47. On NVQ-only courses the timely success rate is very low, but the overall success rate has improved between 2003-04 and 2004-05 and is now at 59 per cent. Many learners make slow progress towards completion of the framework. Ten per cent of advanced apprentices, 25 per cent of apprentices and 8 per cent of NVQ-only learners are continuing beyond their planned completion dates.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	19	26	55	0	27
		timely	24	0	31	0	15
	2004-05	overall	26	23	49	0	22
		timely	28	7	26	0	11
Apprenticeships	2003-04	overall	30	40	49	0	21
		timely	26	4	20	0	7
	2004-05	overall	43	60	53	9	36
		timely	53	6	22	0	15
NVQ training for young	2003-04	overall	31	19	62	0	0
		timely	34	3	44	0	0
	2004-05	overall	27	59	59	0	0
		timely	27	11	40	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: www.lsc.gov.uk).

* indicates unreliable data.

The quality of provision

48. Teaching and learning are good. Individual training sessions are well planned and are delivered in the workplace. They demonstrate good relationships between learners and trainers and effective discussions which link background knowledge and practice. Appropriate learning resources are used by trainers who make effective use both of the learners' experience in their nurseries and of their own experience as practitioners. Learners are enthusiastic about the degree of individual attention that is given to their needs in these sessions. The learning that takes place is reflected in the quality of learners' portfolios. A full-day off-the-job training session is held to deliver employers' rights and responsibilities. A considerable amount of legal and industrial relations information is

efficiently delivered through team teaching. Learning is checked and is apparent. For learners who are making slow progress, a series of well-planned off-the-job sessions are available. Comprehensive records of planning, delivering and evaluating sessions are kept.

49. Assessment practice is very good. Learners have an assessment visit every four weeks and the assessment plan for each visit is clear and sets achievable short-term targets. Learners and workplace supervisors know what is to be assessed. Arrangements for assessment are flexible and the learners' needs are of paramount importance in the planning of the assessment schedule. Employers ensure that rotas are timetabled to accommodate learners' assessment needs. When there is need for it, assessment visits are more frequent, full-day assessment plans are made and assessment visits take place at the home of the learner if that is an effective way of meeting learners' needs. Assessors have recently begun targeting learners at risk of leaving or who have passed their expected end date, and these learners are beginning to make better progress. Assessors use a wide range of methods to collect evidence of competence. Observation records are detailed and accompanied by constructive feedback. Learners are also given useful oral feedback. Assessment tasks are planned to integrate work for NVQs, key skills qualifications, technical certificates and employers' rights and responsibilities, and learners develop the skills of cross-referencing. Internal verification is overly cumbersome but learners are not adversely affected by this. All learners' portfolios are verified at initial, interim and end points, and 50 per cent of learners' work is sampled. The processes of verification adhere to the code of practice and are satisfactory.

50. The training team has developed good learning resources and these are beginning to be used with good effect. A comprehensive resource pack has been developed both for level 2 and level 3 frameworks. In it the requirements of the technical certificate, the NVQ, the key skills qualifications and the employers' rights and responsibilities unit have been matched and this has enabled one piece of evidence to be used to meet standards set in all qualifications. Worksheets have been developed to produce evidence that is unlikely to be available through other means of assessment. Learners make use of a small library facility provided by Haydon which includes extended reading materials.

51. The monitoring of learners' progress is satisfactory. Achievement and progress are well recorded and learners are clear about the progress they are making. Initial assessment has recently become more rigorous. Learners are now assessed for literacy, numeracy, language and key skills support needs. Assessors are informed of learning needs that are identified and work with learners to improve their skills.

52. The guidance given to learners to achieve high standards is satisfactory. Assessment, portfolio reviews and progress reviews all provide opportunities for learners to receive advice which enables them to meet the standards required by the awarding bodies. The training offered is beginning to meet learners' aspirations to become qualified and effective early years workers and to obtain this qualification within a work setting. The training partnerships which have been developed with employers are satisfactory and meet their needs.

Leadership and management

53. Management of the early years programme is very effective. Teaching and learning and assessment practice have recently been effectively co-ordinated and have contributed to the improvement in achievement. Good leadership has brought about in the

introduction of comprehensive learning materials, new ways of assessing learners and the use of more rigorous selection criteria when selecting new assessors to join the team. New appointees are chosen on the basis of demonstrating knowledge of child development, observation skills and well-developed communication skills. Good communication exists between employers and Haydon's staff, enabling productive partnerships between them. Active leadership has initiated the development of the special training programme available to learners who are making slow progress.

Retail and commercial enterprise**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Retailing and wholesaling</i> Apprenticeships for young people	24	3
<i>Warehousing and distribution</i> Apprenticeships for young people	3	3

54. Twenty-seven learners are on work-based learning programmes in retailing and wholesaling, and warehousing and distribution. Four learners are advanced apprentices in retailing. Twenty-three are apprentices, of whom 20 are working towards retailing and three towards warehousing qualifications. Haydon currently has 17 different active work placements and assessment sites. These range from major national retailers to small independent retailers, and warehousing and distribution companies. Many learners progress onto apprenticeship programmes from the E2E programme offered by Haydon. Induction takes place at work. All learners have an initial assessment which includes a literacy and numeracy test. Haydon's staff visit all learners in their workplace every two weeks to assess and review progress against action plans. Three members of staff carry out assessments, all having relevant assessor qualifications.

Strengths

- good development of vocational skills
- good initiatives to improve learners' progress

Weaknesses

- slow completion of frameworks

Achievement and standards

55. Learners develop good vocational skills in retailing and warehousing relevant to their work roles. Retailing learners are competent in essential core activities required to be effective in a busy retail store. These include till operations, stock handling, merchandising, display and teamwork. Warehousing learners are proficient at stock receipt and handling. Some learners have reported increased responsibility since starting their apprenticeship. One learner has been trained to be a relief key holder. Another learner has been accepted for an in-house supervisors' course for a large retail chain, which is linked into their junior management development programme. This is a direct result of the learner showing enthusiasm and commitment to her apprenticeship programme.

56. Learners complete and present their written work with pride. Portfolios are well organised with evidence clearly cross-referenced to standards, and they contain a wide variety of work. Learners understand their work role. The support and learning opportunity that the apprenticeship programme offers has helped them become more effective at work. The useful skills and knowledge acquired while on the learning programmes are transferable to other vocational settings.

57. Many learners who start their apprenticeship are initially on placement in a wide range

of retailing or warehousing environments. The employers work with Haydon to ensure that the learners have adequate opportunity and time to acquire the necessary skills. Learners are progressing into employment well and many gain jobs within a few months of starting their programme. For some, this is initially limited part-time hours, but as they progress through the qualification and develop their skills, they are offered longer hours. Six learners who started on an E2E programme successfully achieved their level 1 qualification and progressed onto an apprenticeship programme. Four of these learners have gained a job and one young learner has completed all aspects of her framework on time.

58. Learners make slow progress towards framework completion. In 2003-04, the overall success rate for apprenticeships was 35 per cent and in 2004-05 the overall success rates dropped to 20 per cent. More learners achieve the NVQ part of the framework. Only one learner out of six has completed their advanced apprenticeship framework. A high proportion of learners take longer than expected to achieve qualifications, although effective initiatives have reduced this from 32 per cent in July 2005 to 13 per cent in March 2006.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	2	50	31	50	21
		timely	3	0	19	0	13
	2004-05	overall	4	50	31	0	22
		timely	2	0	22	0	15
Apprenticeships	2003-04	overall	20	70	45	35	32
		timely	15	20	24	13	18
	2004-05	overall	15	53	45	20	35
		timely	14	21	30	14	23
NVQ training for young	2003-04	overall	20	50	39	0	0
		timely	19	32	28	0	0
	2004-05	overall	7	29	50	0	0
		timely	10	10	34	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: www.lsc.gov.uk).

* indicates unreliable data.

The quality of provision

59. Good initiatives have been introduced to improve each learner's progress and are beginning to have an effect on completion rates. Haydon has introduced a structured learning schedule to ensure each part of the framework is worked on from the start of the programme. Haydon's staff have developed comprehensive and relevant learning resources to support the retailing technical certificate. There is a series of good workbooks that the learners complete to explore and understand the wider commercial aspects of retailing. In addition, learners are provided with a wide variety of relevant information that covers issues such as equality of opportunity, health and safety, and retailing legislation. These workbooks have been carefully cross-referenced to the knowledge requirements of

the level 2 NVQ in retailing. Learners are progressing well towards their learning goals. Technical certificates and key skills qualifications are now being achieved early in the programme.

60. Useful worksheets are provided for both communication and application of number key skills qualifications. The tasks and activities are contextualised within the occupational area and learners find them useful. Learners complete an assignment for each key skill and are able to choose a subject on which to focus. One learner chose the launch of a new children's book to provide the evidence for her numeracy assignment. This involved recording the pre-orders taken for the book over a four-week period by her and the other staff at the store. She presented the information with text, pictures and coloured graphs. Her employer was so pleased with the level of pre-orders taken she received an 'outstanding' award in recognition of her hard work and effort.

61. Learners are visited at work every two weeks, with some learners who have clearly identified additional learning needs receiving weekly visits. Trained coaches for this area provide good individual coaching support. All learners are offered the opportunity to attend learning sessions on site at Haydon's premises for the key skills qualifications and technical certificates. These sessions are available weekly for half a day. For those learners who live far away from Haydon, transport is provided. Learners and parents welcome this provision as it ensures the safety of learners and removes any barrier to attendance. However, not all learners needing off-the-job support are able to attend training due to difficulties in being released from work.

62. Assessment practice is satisfactory. Standard paperwork is used by the assessment team. All assessment is planned and learners are provided with written action plans at the end of each visit. Assessors use a variety of assessment methods. Employers are encouraged to provide witness testimonies to support learners' ongoing competent performance at work. Progress reviews take place every 12 weeks and employers are involved in the process. Some employers review the completed record after the meeting but most are present throughout the review discussion and take an active part in the dialogue. For learners with additional learning needs, progress reviews are completed every eight weeks. All employers receive a copy of all reviews.

Leadership and management

63. The programme is managed well by a programme co-ordinator. Meetings to standardise assessment activities are regular. The lead internal verifier for this area has been unable to provide regular on-site support due to health problems. The day-to-day support for the assessment team is provided by the programme co-ordinator who has been trained as an internal verifier. Observation of assessment practice, interviewing learners and holding monthly team meetings to share best practice in retailing and warehousing assessment are all part of this process. Learners have a satisfactory understanding of equality of opportunity and diversity issues. This is raised at induction and reinforced as part of the progress review.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i> Entry to Employment	91	3 3

64. Haydon provides an E2E programme, which offers young people the opportunity to engage in a range of vocational training and to improve their personal and social skills. Most young people on the programme are referred by local Connexions personal advisers and some by local Youth Offending Teams. Learners take part in an induction at the start of their programme. This includes an initial assessment of their literacy and numeracy skills support needs. Vocational training, including the opportunity to achieve a level 1 vocational qualification in business administration, retailing and warehousing and early years care and education, is offered at Haydon's training centre. All learners take part in planned work experience. Many learners live in towns surrounding Haydon's Aylesbury centre, including Chesham, High Wycombe, Milton Keynes and Amersham. There are currently 91 learners on the programme.

Employability training*Strengths*

- very effective use of work experience
- well-planned and delivered induction
- very high level of support for learners

Weaknesses

- low progression rates
- poor target-setting
- insufficient monitoring of programme performance

Achievement and standards

65. The rates of progression into employment, further education or training are low. In 2004-05, only 47 of the 185 learners who started programmes progressed to a positive outcome, with a further 29 learners remaining on the programme. Haydon operates an open recruitment policy and has many learners on the programme who have considerable, and in some instances complex, support needs. Many learners have substantial literacy and numeracy skills support needs. Approximately 25 per cent of current learners have been assessed at below entry level 3 for literacy and 50 per cent for numeracy. Additionally, a substantial number of learners are referred by the Youth Offending Team, with many living in hostels or other accommodation away from their families. Included in the 2004-05 intake are 19 young mothers to be, whose opportunities to progress to a job, further education or training are limited.

66. Many learners are able to follow a clearly defined vocational career path, and gain vocational qualifications at level 1. In 2003-04, 32 learners achieved a level 1 NVQ. In

2004-05, five learners achieved their level 1 qualifications, with 19 learners still in learning.

67. Many learners acquire good practical skills during their time on the programme. Employers offer good-quality training opportunities to learners which enable them to take an effective and positive role within the companies. Learners demonstrate a good level of self-confidence and initiative and the ability to carry out many tasks at work unsupervised. Some learners have progressed onto employment and apprenticeship programmes with their work-placement providers.

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

LSC funded work-based learning																
Entry to Employment	2005-06		2004-05		2003-04		2002-03									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	93		185		219	100	23	100								
Progression ¹	2		47		66	30	7	30								
Achieved objectives ²	0		13		33	15	15	65								
Still in learning	62		29		0	0	0	0								

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

The quality of provision

68. Very effective use is made of work experience. At the time of inspection, 43 learners were taking part in planned work experience. Haydon has very good relationships with a wide range of employers spread over a large geographical area. Work-experience placements include an animal rescue centre, large retail outlets, local newsagents, a children's nursery and a distributor of commercial heating equipment. Learners attend their work-experience placements for up to three days a week. Haydon arranges placements to suit learners' career interests and which are within easy travelling distance of their homes. Staff make regular contact with employers by visits and telephone to check attendance and progress. Some learners have been able to change placements to suit their changing circumstances. Employers' health and safety, equal opportunities and diversity policies and practice are rigorously vetted before a placement is made and are regularly reviewed.

69. There is a well-planned and delivered induction process. The induction takes place during the first six weeks of the programme. The first four weeks cover health and safety, accident and fire procedures, equality and diversity, complaints procedures, learning agreements and guidance and counselling. The remaining two weeks are concerned with career preparation and include identifying the learners' current skills and achievements, researching job options, preparing a curriculum vitae, completing application forms and finding suitable work-experience placements. Induction is supported by very good-quality workpacks which cover all aspects of induction and can be used by learners as a reference resource throughout their time on the programme.

70. Learners receive a very high level of support. Many learners have substantial literacy and numeracy skills support needs, some are homeless or living in hostels and some have real social and personal issues to overcome before they are able to progress effectively. Tutors are able routinely to offer a wide range of support within the centre. One learner did not feel confident on her level 2 NVQ programme and, following discussions with her parents, joined the E2E programme and worked towards a level 1 qualification. She has now completed this qualification, has gained full-time employment and is confidently working towards a level 2 NVQ again. Another learner is taking part in individual counselling sessions in the centre to help overcome anger management problems. Tutors also recognise the need for specialist support and use a wide range of external agencies to support some learners' specific individual needs as appropriate. Tutors work closely and effectively with Connexions personal advisers. Many learners are dispersed over a wide geographical area where public transport routes make direct travel difficult. Haydon has developed an extensive transport service which picks up and drops off learners at strategic points in other towns. A comprehensive timetable has been produced which lists each learner, specific days and pick-up points. However, tutors recognise that independent travel is an essential part of preparation for work and encourage learners to make their own travel arrangement as soon as they are able.

71. Teaching and learning are satisfactory. Lessons are planned well, with the required resources being identified and made available. In the better lessons, teaching and learning are based on activities and are lively and fun, with good evidence of learning taking place. Tutors actively encourage learners to take a full part in learning sessions. They create an atmosphere which gives learners confidence and promote good discussions and debates on a wide range of topics relevant to learners. However, in some lessons there is an over-reliance on the use of worksheets, which do not engage learners fully. These are not always linked to local issues or learners' interests. Learning resources are generally good. Classrooms and other areas of the centre are of a very high quality. Rooms are well decorated, clean and tidy, and are respected by learners, with no signs of damage or graffiti evident. Learners have access to ICT workshops, a training kitchen and recreational areas which contain pool tables and other facilities.

72. Literacy and numeracy support is satisfactory. All learners take part in an assessment of their literacy and numeracy support needs during induction. Learners attend literacy and numeracy lessons at the centre and learning materials are differentiated to cater for different levels of need. Learners work towards the achievement of key skills qualifications in communication and application of number. Records are kept of learners' progress. However, there is no diagnostic assessment currently taking place and not all learners are able to access the level of support that they need to improve their literacy and numeracy skills.

73. Target-setting at progress reviews is poor. Insufficient accurate key objectives are recorded and the setting of relevant and realistic targets is difficult. Insufficient use is made of the first six-week period of the programme in this respect. This assessment period does not accurately identify learners' barriers to progress and form the basis of an individual programme of training. Key objectives currently place insufficient emphasis on personal and social development within the learning plan. Learning plans are not used as the basis of the review process and are not modified to take account of any changes in learners' circumstances. The review process is not used effectively to adequately support and enable learners to reach their goals and potential. One learner's key objectives were

'complete induction' and 'achieve a level 1 NVQ in retail'. However, the assessment summary recorded that the learner had difficulties with literacy and numeracy, was working with the Youth Offending Team and was living in a hostel. Another learner's review detailed issues with attendance but this issue was not recorded as a key objective. Additionally it is difficult to identify learners' achievement of personal and social goals given the absence of realistic targets and the poor recording methods used.

Leadership and management

74. E2E staff work well as a team and meet regularly, both formally and informally, to discuss the progress of learners and share information that may assist tutors in working with learners to help overcome their barriers to progress. Tutors are positive about their role and regularly take part in specific training as part of their continuing professional development. However, insufficient monitoring takes place to accurately inform managers and tutors of programme performance. While Haydon has comprehensive management information systems, the information contained is not analysed effectively to produce relevant indicators that would confirm good practice or identify areas for improvement. There are no routine processes, for example, for accurately measuring any improvement of overall attendance following intervention, or to identify the success rates of different groups of learners, as the current recruitment policies have a direct influence on overall progression rates.

75. The self-assessment report does not recognise the strengths and weaknesses identified during the inspection. Many of the strengths and weaknesses identified in the self-assessment report were standard practice and what would be expected on this type of programme. While many members of staff had some involvement in the publication of the document, the lack of knowledge and understanding of current programme performance hindered the identification of accurate strengths and weaknesses.

Business administration and law**Grade 2**

Contributory areas:	Number of learners	Contributory grade
Accounting and finance Apprenticeships for young people	37	2
Administration Apprenticeships for young people	13	2
Customer service Apprenticeships for young people	13	2

76. Haydon provides work-based learning for young people in administration, customer service and accounting and finance. There are a total of 63 learners. Eleven apprentices and two advanced apprentices are following programmes in administration and 13 learners are on apprenticeships in customer service. Of the remainder, five are apprentices and 26 are advanced apprentices in accounting and six learners are working towards the accounting technician NVQ at level 4. Learners are on programme for approximately 14 months. All of the advanced apprentices and the NVQ learners are employed, while most of the apprentices are not. Learners work in a variety of organisations including accounting practices and offices in industry, local and national retail service stores and the local county council.

77. Learners join the apprenticeship programme at any time of the year. Recruitment is through referral from Connexions, schools, contacts from employers and personal referral from friends and colleagues. All learners have an induction into their training programme, at work or in the training centre. Accounting learners attend weekly off-the-job training sessions for one afternoon and evening a week. Administration learners attend for one day every two weeks and the off-the-job training for customer service is completed on an individual basis, normally at work. A team of assessors visits the learners at work every three months to do progress reviews with the learner and workplace supervisor. Assessment for the accounting learners occurs in the training centre. For administration and customer service learners, assessment can occur both at work and in the centre, and there is a team of internal verifiers who verify all assessment practices.

Strengths

- very good accounting exam results
- good development of vocational skills
- successful strategies for preparing learners for accounting programme
- good assessment practice in administration and customer services

Weaknesses

- poor rate of framework completion in customer services
- slow progress for some learners
- late start in portfolio-building for accounting learners

Achievement and standards

78. Haydon has extremely good pass rates in the awarding body professional examinations, with 100 per cent achievement in five different subjects on the past four examination dates. Over the same period, the learners have consistently achieved very high pass rates in almost every examination.

79. There is good development of vocational skills in accounting and administration. Good progress is made throughout the levels of the accounting qualification. In some workplaces there are ex-learners studying professional accounting qualifications after completing apprenticeships with Haydon. Most learners who complete level 4 NVQs progress onto professional studies, and this is the long-term career aim for all learners on the accounting programme. Nearly 80 per cent of administration learners are employed at the end of their training programme. Some of these learners achieve higher-level and extra key skills units. High-level vocational skills are developed over time, giving the learners the ability, skills and confidence to practise complex and responsible tasks with the minimum of supervision. This is very significant in accounting and administration programmes. Accounting learners are progressing from basic bookkeeping duties to preparing taxation computations and limited company accounts and attending clients' premises as part of audit teams.

80. The achievement rate for accounting frameworks shows an improving trend, with an overall success rate of 50 per cent for advanced apprentices in 2004-05. The overall rate of success for administration frameworks has been varied with a decline in overall apprentice success rates and an improvement in advanced apprentice success rates last year. Both accounting and administration learners are achieving improved success rates for frameworks in the current year.

81. There has been no completion of customer service apprenticeship or advanced apprenticeship frameworks over the past two years. However, effective strategies have been put into place to try and rectify this, and there has been one recent and early completion of an apprenticeship framework.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	22	64	46	18	28
		timely	20	30	30	5	18
	2004-05	overall	29	66	47	48	31
		timely	32	44	35	31	23
Apprenticeships	2003-04	overall	43	70	51	63	37
		timely	31	19	25	19	18
	2004-05	overall	*	*	*	*	*
		timely	28	0	35	0	28

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: www.lsc.gov.uk).

* indicates unreliable data.

The quality of provision

82. A good and varied range of assessment methods is used in administration and customer service. These are well supported by the use of physical resources including a portable dictation machine for taped evidence and the use of a laptop computer for online assessments in the workplace. The key skills assessment is contextual and, in most instances, vocationally relevant. Much of the background knowledge delivery has been linked well into to the requirements of the technical certificate. Administration and customer service learners receive frequent opportunities for assessment. They receive at least a monthly visit at work from their assessor. Short-term action-planning at these visits gives learners clear targets to work towards.

83. The accounting and administration workplaces are particularly supportive. Job rotation is offered in many workplaces to give the learners the opportunity to further develop their skills and gain the appropriate evidence to complete their qualification. Further training opportunities are offered by many companies for specific accounting requirements. Many learners are given study leave for accounting exam revision.

84. All accounting learners now enter directly onto the advanced apprenticeship programme. While this is advantageous to learners and employers, reducing the amount of time taken to achieve the qualifications required for the learners to progress onto their professional studies, it can cause extreme pressure and demands on academically able but inexperienced learners. Haydon offers a good intensive training course lasting eight weeks to prepare learners for the advanced apprenticeship. This covers the skills and knowledge required and successfully prepares the learners for the advanced apprenticeship. It also makes them more useful to the workplace in a much shorter time.

85. Teaching and coaching, both in group and individual situations, is satisfactory across all three occupational areas. Session plans are available and are shared with learners. Learning has taken place and attainment is at the expected levels. Learners are supplied with current textbooks appropriate to their occupational area to support their learning. Satisfactory progress reviews occur in all areas, always involving the workplace supervisor. However, there is a difference in practice across the areas with regards to completion of documents and the level of involvement of the supervisor. Vocational initial assessment is satisfactory, as is the initial assessment for key skills. However, this is only completed if learners are not exempted from the key skills through prior qualifications.

86. There are a few instances of slow progress in each of the occupational areas, with learners being on programme for six or more months longer than expected. This has been recognised by Haydon and successful interventions are now in place to remedy this. Although learners have good short-term targets set by the assessor which are very clear, some do not have detailed targets of the steps and milestones within the NVQ and frameworks and are unable to measure their own progress.

87. Portfolio-building does not start until the end of the programme in accounting, which does not meet awarding body guidelines and is inappropriate practice. Learners complete most of the assessment requirements for all units before they bring this together into their portfolio. Any gaps in evidence are not identified until this time. If a learner leaves during the programme, although they may have completed all the learning and most of the

assessment, they will have no portfolio of evidence to prove their competence.

Leadership and management

88. The training centre accommodation is spacious, and the assessors have an adequate range of resources. There are problems of access in the centre for those with restricted mobility, as the lift is not operational. Internal verification is satisfactory overall with detailed documents kept. Although slow progress is now being rectified, there is insufficient management and monitoring of learners' progress in training.

89. Equality of opportunity is reinforced well at each review. Learners are asked detailed questions relevant to their own workplace practices. All learners have a good understanding of the wider equality issues. The self-assessment report correctly identifies some of the strengths but does not identify all of the weaknesses in the programme.

