

INSPECTION REPORT

Rocket Training Limited

09 December 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
- **learnirect** 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*

INSPECTION REPORT

Rocket Training Limited

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Rocket Training Limited (RTL) was founded in 1981 as the Brothers of Charity Youth Training workshop in Liverpool to provide work-based learning training. After a restructure in 1992, the organisation became known as Rocket Training. In 1994, it became a limited company wholly owned by its director. RTL offers work-based learning and national vocational qualifications (NVQs) providing apprenticeships and modern apprenticeships in engineering, business administration, customer service, retailing and warehousing. There are 151 learners in work-based learning programmes. The motor vehicle and key skills provision for engineering learners is subcontracted to Knowsley Community College and Liverpool Community College. RTL acts also as a subcontractor for the Knowsley Community College and the Laird Foundation, offering Entry to Employment (E2E) programmes. At the time of inspection, there were 91 learners on this programme. The company operates mainly from Greater Merseyside with five training centres, including one in the Wirral. It employs 35 staff, of whom 34 are full time. RTL uses two subcontractors to deliver some of its engineering programmes and the internal verification process.

2. The apprenticeships are funded through a contract with the Greater Merseyside Learning and Skills Council (LSC). In 2004, Liverpool was ranked as the most deprived area in England in the indices of deprivation. According to the Department for Work and Pensions, the unemployment rate in the area in 2005 is 6 per cent, compared with the national rate of 4.7 per cent. The proportion of the population from minority ethnic groups is 5.7 per cent, compared with the national rate of 8.8 per cent. According to the Merseyside Local Education Authority, in 2004 the rate of school leavers achieving five or more general certificates of secondary education at grade C and above was 44.6 per cent, while the national rate was 52 per cent. RTL has a total of 242 learners, of whom 21 per cent have an additional learning need.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision is satisfactory.** RTL's leadership and management are good as are its arrangements for equality of opportunity. Its quality improvement arrangements are satisfactory. The training provision in preparation for life and work is good. In retailing and commercial enterprises, and business administration and law, the provision is satisfactory. These three areas of learning include 80 per cent of the total number of learners. The engineering programme is inadequate.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process is inclusive and involves all members of staff identifying strengths and weaknesses through self-evaluation each year. The self-assessment report highlights several strengths that are no more than the normal standard. There is not enough emphasis on retention and achievement and the report did not answer the five key questions in the Common Inspection Framework. One area of learning did not adhere to the new areas of learning classification. However, the inspectors did agree with some strengths and weaknesses, particularly those relating to initial

ROCKET TRAINING LIMITED

assessment.

5. The provider has demonstrated that it has sufficient capacity to make improvements.

RTL was reinspected in 2004 following an inspection in 2003. The company has maintained the satisfactory standards of provision on the retail and business administration areas of learning and it has achieved good standards on its E2E delivery. The provision for engineering was found to be inadequate. RTL has made improvements since the previous inspection, but it still needs to improve key areas.

KEY CHALLENGES FOR ROCKET TRAINING LIMITED:

- increase retention and achievement rates
- improve the engineering training provision
- improve the action-planning and target-setting for learners
- increase the effect of quality assurance on learning
- build on the satisfactory points

GRADES

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

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

Engineering and manufacturing technologies			4
Contributory areas:	Number of learners	Contributory grade	
Motor vehicle		4	
Apprenticeships for young people	49	4	

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
Retailing and wholesaling		3	
Apprenticeships for young people	56	3	
NVQ training for young people	1	3	

Preparation for life and work			2
Contributory areas:	Number of learners	Contributory grade	
Employability training		2	
Entry to Employment	91	2	

Business administration and law		3
Contributory areas:	Number of learners	Contributory grade
Administration		3
Apprenticeships for young people	44	3
NVQ training for young people	1	3

ABOUT THE INSPECTION

6. The engineering, retail and commercial enterprise, business administration, and preparation for life and work areas of learning were inspected. Evidence was gathered from warehousing, distribution and customer service which was not reported on or graded separately. However, it supported judgements in the key findings of the report.

Number of inspectors	5
Number of inspection days	20
Number of learners interviewed	58
Number of staff interviewed	27
Number of employers interviewed	18
Number of subcontractors interviewed	5
Number of locations/sites/learning centres visited	24
Number of partners/external agencies interviewed	8
Number of visits	23

KEY FINDINGS

Achievements and standards

7. **Retention rates are good on the business administration programme.** Retention on this programme has improved over the past three years.
8. Although it is too early to identify a firm improvement, there are signs of improvement in achievement rates in the business administration programme.
9. **Learners develop good vocational skills in their retail training programmes.** They achieve a high level of skill and often become skilled in several departments.
10. **Learners in the E2E programme experience increased self-confidence and self-esteem.** Learners on this programme produce a good standard of work.
11. Retention rates within the E2E programme are satisfactory. The rate at which learners progress to further training or education, employment with training or permanent

employment is also adequate.

12. Learners' portfolios are clearly presented and display the required evidence for the completion of the NVQ.

13. **In retailing, the learners' achievement of the framework is low.** However, there are early indications of improvement.

14. **The retention rates within the engineering programme are low.** Retention rates are low for 2003-04, although over half of the learners who started in 2004-05 are still in training.

15. **Completion rates for the engineering programmes are low.** In 2004-05, only 14 per cent of the learners have achieved their full qualification.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	1	2	0	3
Total	0	1	2	0	3

16. The table above only shows areas of learning in which two or more learning sessions have been observed and graded.

17. **Initial assessment of learners is very thorough across all learning programmes.**

Learners receive a six-week assessment, with the purpose of matching them to the most appropriate training programme.

18. **RTL has developed innovative strategies to support learners on E2E.** It has created a mentoring role and engaged carers in supporting the learners' progress.

19. **RTL has close working relationships with employers.** Assessors and employers are in regular contact. Many of the learners receive good support with their training from their employers.

20. **In business administration, the range of courses is good.** Courses reflect the employers' needs and the learners' interests.

21. The induction process is satisfactory and learners receive a clear introduction to their training programmes and on how they will be assessed. Health and safety and equality of opportunity are covered adequately at the learners' induction.

22. Teaching and learning are satisfactory on E2E. Tutors provide learning experiences that are enjoyable for the learner and make the necessary modifications to ensure that the training meets all of the learners' needs.

23. Learners' progress reviews are very comprehensive and take place frequently. However, the targets set at these reviews are not always specific enough or broken down into smaller achievable tasks in the shorter term. This was identified across all areas of

learning with the exception of retail.

24. **The co-ordination between RTL and the engineering subcontractors is poor.** Information on learners' planned training activities is not clearly shared between the assessors and subcontractors, sometimes resulting in learners' duplication of work.

25. **The learning resources within customer service are insufficient.** Employed learners do not have sufficient access to learning resources to assist their learning. Although the training centres have some useful resources, the employed learners are not using these.

Leadership and management

26. **RTL has established good partnerships and networking in the community.** The company is involved in different partnerships representing work-based learning providers. These partnerships have generated new initiatives that have benefited RTL's learners.

27. The strategic management at RTL is strong. The company has a well-defined structure and a business plan with clear objectives and targets. Staff are aware of their roles and responsibilities towards achieving the training targets.

28. **Communication is particularly effective across the five training sites at RTL.** The company's internal and external communications are adequate. Staff and management hold weekly and monthly meetings to review targets and obtain information updates on initiatives. RTL holds regular meetings with employers to update them on each learner's progress.

29. **The staff development at RTL is good.** Staff are well qualified and receive an annual appraisal. RTL carries out frequent staff training needs analyses to help develop the staff development plan. Staff have recently received specialist training on equality of opportunity matters.

30. Learners have a good understanding of equality and diversity issues. They receive training on equality and diversity issues during their induction and the company reviews this knowledge at different stages of their programme, such as at the learners' progress reviews. RTL monitors and reviews its equal opportunities policies to ensure that all of its learners are treated fairly.

31. RTL has a comprehensive quality assurance policy covering all key learning processes. The company carries out regular monitoring activities that focus on improving the quality of its provision. Teaching and learning observations are carried out frequently and managers review the feedback from these observations with each tutor. There are some inconsistencies on the completion of learners' paperwork and the setting of targets.

32. The internal verification process is adequate. There is a useful database containing the schedule of verification activities. Verification takes place regularly and assessors receive feedback after each session. RTL holds monthly standardisation meetings where staff can share best practice.

33. RTL gathers feedback regularly from learners, staff and employers, through questionnaires. The company analyses feedback but does not monitor trends over time to

bring about improvements.

34. The process of self-assessment involves all members of staff identifying their strengths and weaknesses. The self-assessment report does not focus sufficiently on retention and achievement in some areas of learning. RTL has a comprehensive development plan aimed at rectifying its weaknesses.

35. RTL is managed by a managing director and an operations manager. After the previous inspection, RTL implemented changes in its management and direction to improve the quality of its provision. There is now a dedicated quality assurance manager ensuring that all learning procedures adhere to a quality assurance standard.

36. **RTL does not have a strategy to widen the participation of learners from under-represented groups.** Although the company has a broader strategy to attract learners into the provision, it does not have a formal plan to reach learners from minority ethnic groups or, in the case of engineering, female learners.

Leadership and management

Strengths

- good partnerships and networking
- strong strategic management
- good staff development
- good understanding of equality of opportunity by learners

Weaknesses

- no strategy to widen the participation of learners from under-represented groups

Engineering and manufacturing technologies

Motor vehicle

Grade 4

Strengths

- thorough initial assessment and identification of support
- close working relationships with employers

Weaknesses

- low retention rates
- low completion rates
- poor co-ordination with the subcontractors

Retail and commercial enterprise

Retailing and wholesaling

Grade 3

Strengths

- good development of vocational skills
- good personal support for learners

Weaknesses

- low achievement of frameworks
- ineffective action-planning for learners

Preparation for life and work

Employability training

Grade 2

Strengths

- particularly innovative strategies to support learners
- good initial assessment
- good monitoring of learners' progress

Weaknesses

- insufficiently precise short-term target-setting

Business administration and law

Administration

Grade 3

Strengths

- good retention rates
- thorough and effective initial assessment process
- good learners' progress reviews

Weaknesses

- slow progress by a significant minority of learners
- insufficient resources to support learning in customer service

WHAT LEARNERS LIKE ABOUT ROCKET TRAINING LIMITED:

- the support they receive from staff
- having progress checks
- 'getting problems sorted out'
- receiving information about drug issues
- 'meeting new mates'

WHAT LEARNERS THINK ROCKET TRAINING LIMITED COULD IMPROVE:

- reducing the time it takes to obtain a work placement
- the number of activities
- the construction work placements
- 'keeping a better track of what we do at college'
- 'more resources are needed to help us study for the NVQ at work'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good partnerships and networking
- strong strategic management
- good staff development
- good understanding of equality of opportunity by learners

Weaknesses

- no strategy to widen the participation of learners from under-represented groups

37. After the company's previous inspection in 2003, RTL changed its direction and management. There is now a managing director who is accountable for the longer-term strategy of the company, while the operations manager is responsible for the daily operation of the five centres. Each of these centres is managed by a co-ordinator who also acts as a tutor or assessor.

38. RTL has established good partnerships and networking links in the community. The company is involved in several partnerships for work-based learning providers where best practice is being shared across training organisations. RTL implemented some changes to its initial assessment by expanding its duration and ensuring that it offers learners an opportunity to match them to the right training programme. The company is heavily involved in several networking groups, which ensures that it meets the needs of the employers and the learners in the community. The company's training sites were strategically chosen after gaining an understanding of where the community learners are, from information extracted from external link agencies.

39. RTL has been instrumental in supporting the 14-16 year old agenda by trying to engage into work-based learning those children who do not do particularly well at school. RTL has acquired a new centre in the Wirral with the purpose of supporting these learners and offering meeting venues for the use of schools in the community.

40. The strategic management at RTL is strong. Within the past year, and following a reinspection, a dedicated quality assurance manager has joined the team. Together they design and deliver the company's strategy and direction. There is a written business development plan, with clear objectives and targets, and the company communicates this to all members of the team through particularly effective meetings. There are regular weekly and monthly meetings, where the setting and monitoring of targets take place, and there is a wide range of useful reports available to staff to help them monitor and manage their targets. Staff understand their role in achieving the business objectives and are aware of their own responsibilities and targets. With the exception of engineering, retention and achievement rates have improved on E2E and there are indications of improvement across the retail and business administration areas of learning. RTL has an agreed strategy to support the literacy, numeracy and language needs of its learners which combines a

comprehensive initial assessment and individual support for all learners. RTL has also introduced an achievement incentive for learners and employers. There is a financial reward for those learners who achieve their programme on time with the support of their employers.

41. The learners' welfare and interests are also reflected in the strategy at RTL. Last year, the management decided to relocate one of the company's training centres, as the previous site was considered unsafe by parents of learners from one of the minority ethnic groups. RTL has incorporated the health and safety of its learners into its key learning processes by covering health and safety comprehensively at induction and checking the learners' understanding at every progress review. Staff have received training on health and safety issues and they check the employers' health and safety procedures.

42. Communication is particularly effective across the five training sites. There are regular meetings, with fixed agendas and recorded actions and minutes. Staff have many opportunities to meet and discuss ideas and share best practice across areas of learning. Effective communication has also contributed to staff teamwork and commitment. External communications with employers and external agencies are also effective. Employers receive regular communications and RTL holds employers' meetings with the purpose of increasing their support to learning in the community. The training centre co-ordinators update employers on learners' progress every month. RTL holds strategic meetings with its subcontractors every month to review targets and any issues affecting the learners' progress. Communication with both colleges offering training to RTL is informal but regular.

43. RTL's development of staff is good. Staff are well qualified and receive an annual appraisal and interim reviews. All new staff joining the company receive an effective induction programme. This comprises shadowing and coaching activities, with weekly reviews with their line manager during their first 12 weeks in the job. At RTL there is a formal development plan reflecting the training needs of every member of staff. Staff development plans are drawn from their appraisals after any needs have been identified to deliver the next year's targets. Staff's job descriptions are also used to identify development needs. Staff receive particularly effective training on equality of opportunity. In the past six months, the company has carried out a training needs analysis to identify its development needs on equality of opportunity issues. Specific training has been delivered and staff have increased their knowledge, enabling them to deliver the required training on up-to-date issues on equality of opportunity to learners. Staff now feel confident to challenge learners who display behaviour that does not adhere to the equality and diversity policy.

Equality of opportunity

Contributory grade 2

44. Learners have a good understanding of equality and diversity issues. The company makes effective use of a range of learning materials during the learners' induction. Tutors use these resources skilfully to encourage learners to reflect upon their understanding of terms such as equality, fairness, and discrimination. Learners develop a good awareness of what constitutes appropriate behaviour at work. They retain this knowledge throughout their time on the programme. During reviews, learners' understanding is carefully checked and issues are discussed in some detail. Staff have good opportunities to carry out development in relation to equality of opportunity. This is used to good effect in reviews. RTL has carried out a training needs analysis to identify the specific needs of staff in relation to equality and diversity issues. The company has provided appropriate training in

response to this and plans more.

45. There are satisfactory arrangements for ensuring that learners are treated fairly. RTL reviews its policies regularly. It checks employers' policies in relation to equality of opportunity. If necessary, RTL gives employers assistance to produce an appropriate policy. Learners are made aware of their right to complain or to appeal against assessment decisions that they perceive to be unfair.

46. RTL has strategically positioned its training centres according to the needs of the learners in the community. It has paid particular attention to minority ethnic groups and safety issues, ensuring that training venues are located in those areas where the learners are based and feel safe.

47. RTL has training centres located in parts of Merseyside that are associated with relatively poor employment prospects for young people. The effective initial assessment arrangements enable RTL to offer appropriate additional support, particularly in E2E programmes. Although access for wheelchair users is not straightforward at some sites, RTL is able to relocate training sessions to ground floor rooms if necessary.

48. RTL does not have a strategy to widen the participation of learners from under-represented groups. It is aware of participation rates by particular groups. It also analyses retention and achievement by gender, disability and minority ethnic group, although, in some cases, the number of learners is too low to allow meaningful conclusions. RTL has a broad strategy of encouraging learners in need of further education or employment into the provision, but it does not have any formal plans to deal with issues such as raising the proportion of women who embark on training for a career in engineering, or increasing the proportion of learners who belong to minority ethnic groups.

Quality improvement

Contributory grade 3

49. RTL has a quality assurance policy covering a wide range of procedures. All staff have access to the policy, which is updated annually. The company carries out regular monitoring activities, focusing mainly on the areas of learning and the quality of the training the tutors deliver. Teaching and learning observations are carried out frequently and several members of staff have been trained to carry these out. Staff receive feedback from these observations and this is reviewed with their line manager during their individual performance meetings. As part of its quality improvement process, RTL identified that the paperwork that reflects learners' individual learning plans and progress was not effective, and therefore it implemented changes to improve the quality of all paperwork related to learners' documents. Staff have attended several coaching sessions with the aim of improving this. However, there are still some inconsistencies when completing learners' documents and setting targets. RTL has planned further staff development sessions to improve this point.

50. Internal verification is satisfactory. RTL has four verifiers and a lead verifier. There is a useful database to schedule internal verification and each learner is scheduled for three timely verifications during their programme. The type of assessment method used is recorded for each file, for instance, observations or witness testimonies. The lead verifier also monitors the unit sampling, identifying which units are not being monitored frequently enough. Assessors receive feedback from the verifiers and this is recorded in their verification files. External verification takes place monthly. At RTL, standardisation joint

meetings are held quarterly for all areas of learning. Staff are able to share best practice and external verifiers' feedback at these meetings. They can also build action plans to improve a particular area and these plans are recorded and reviewed in the next external verifier's report.

51. The collection of feedback at RTL is satisfactory. There is a formal system to collect the views of learners, staff and employers using questionnaires. The feedback is analysed and briefed to the senior management team. The company communicates any highlighted issues that require attention to the relevant staff. These actions are reviewed in the next feedback questionnaires. For example, RTL identified that learners were leaving the programme early. Through the use of learners' feedback, RTL implemented changes to the initial assessment, expanding its duration to ensure that it places learners in the most suitable programme. Although the company analyses feedback, there is no monitoring of trends over time.

52. As part of the improvement plan to increase learners' retention, RTL has created the role of the mentor and the early support unit for learners at risk. In addition, each learner is monitored individually by using a coloured system that alerts assessors and managers to those learners who are at risk of leaving training.

53. Since the previous inspection, RTL has invested in improving its information management systems. Staff now receive a weekly update report on learners' progress, achievement and retention. Each co-ordinator discusses progress with their line managers and briefs the team at their weekly performance meetings. Staff are more aware of their targets and their performance and use the learners' progress information to monitor their own performance.

54. The process of self-assessment involves all members of staff evaluating their areas of learning and identifying strengths and weaknesses. The self-assessment report does not reflect any of the employers' or subcontractors' views. The management team moderates the findings and grades the areas of learning. RTL has an adequate and comprehensive action plan to deal with improvements. The self-assessment report does not focus on retention or achievement in one particular area of learning and some of the strengths highlighted are only satisfactory points. Inspectors agreed with some of the judgements highlighted in the self-assessment report. At the time of inspection, RTL is preparing its self-assessment report for 2006. The new report follows the key questions on the Common Inspection Framework and follows the classification of the new areas of learning.

AREAS OF LEARNING

Engineering and manufacturing technologies

Grade 4

Contributory areas:	Number of learners	Contributory grade
Motor vehicle		4
Apprenticeships for young people	49	4

55. Of the 49 learners in engineering, 42 are on a range of motor vehicle apprenticeship frameworks. There are three advanced vehicle maintenance and repair apprentices, 28 apprentices on a vehicle maintenance and repair programme, and four on a vehicle body and paint programme, with the remaining seven on a fast-fit programme. There are also seven apprentices on the level 2 performing manufacturing operations programme. All of the learners are white men from the British ethnic group. The delivery of the training of the motor vehicle engineering programme is subcontracted to Knowsley Community College and Liverpool Community College. RTL carries out the progress reviews for these learners. Performing manufacturing operations is a wholly work-based learning programme with the key skills element delivered by RTL. Learners receive a work-based review every 12 weeks.

Motor vehicle

Grade 4

Strengths

- thorough initial assessment and identification of support
- close working relationships with employers

Weaknesses

- low retention rates
- low completion rates
- poor co-ordination with the subcontractors

Achievement and standards

56. The standard of learners' portfolios of evidence is adequate. They are well constructed, present the evidence clearly and cross-reference to the NVQ units.

57. The retention rate at RTL is low. Retention rates are low at 18 per cent for 2002-03, falling to 14 per cent in 2003-04. However, for 2004-05, 52 per cent of the learners who started their programme are still in learning. Retention rates are similar for performing manufacturing operations and motor vehicle training programmes.

58. There are low completion rates, with 13 per cent of the learners completing in 2002-03 and 11 per cent in 2003-04. Of those still in learning for 2004-05, on average, 61 per cent have made no progress based on measuring the completion of units of the NVQ, units of the technical certificate, or the key skills portfolio or tests. Some progress has been achieved by 25 per cent of the learners, and 14 per cent have fully achieved their qualification.

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													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		2	100												
Retained*	0		1	50												
Successfully completed	0		1	50												
Still in learning	2		1	50												

*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	2005-06		2004-05		2003-04		2002-03									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	13		59		74	100	55	100								
Retained*	0		4		10	14	10	18								
Successfully completed	0		2		8	11	7	13								
Still in learning	13		31		1	1	0	0								

*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

59. The initial assessment process is very thorough. All potential learners receive an initial assessment and feedback, which are recorded in their individual learning plans. RTL uses the results to identify learning support needs and the need for diagnostic testing at the start of their programme. Most learners carry out a six-week initial assessment course, which combines a three-day work placement with two days of literacy, numeracy, language and key skills tuition. At the end of this period, learners are guided into an appropriate apprenticeship or onto an E2E programme. Where RTL identifies learning needs, it meets these through learning support visits to the workplace. The company provides applicants with good information at the selection stage, enabling them to make an informed decision about their apprenticeship programme. The process to approve and review the suitability of employer placements for each learner is clear and thorough. Learners receive good support and assistance as they start their work placement or employment. The records for individual learners document this support comprehensively. Learners receive adequate support for their literacy, numeracy and language needs. In addition, learners with identified learning support needs have a learning support review every four to eight weeks. The frequency of these reviews is determined by the level of need.

60. There is a close working relationship between employers and RTL. Employers receive frequent and effective communications from the assessors. RTL gives employers a clear briefing on the requirements of the apprenticeship framework and their role. Employers provide good opportunities for training and assessment. Many employers schedule jobs to enable learners to collect the identified evidence required for the NVQ. Often, this is linked to the learners' progress reviews. The outcome of the portfolio-building sessions at

one of the colleges is an action plan listing the required jobs for the NVQ, which is shared with employers. However, employers do not have enough information on the content or assessment of the NVQ or the technical certificate and are unable to incorporate it into the on-the-job training. This can affect the planning of the particular tasks required as evidence in the learners' portfolios. Employers are fully involved in reviews, providing an input to the process and agree the training and assessment requirements for the next period with the learner and the assessor.

61. Work-based assessment is planned regularly to meet the requirements of the NVQ. Learners have access to an assessment-on-demand service, which enables them to contact a work-based assessor if they find a specific opportunity to work on an item required for the NVQ. This useful facility enables learners to make improved progress on the collection of portfolio evidence that requires work-based assessment. The documents used to plan and record work-based assessments are comprehensive. The internal verification process in one of the colleges is thorough, comprising regular sampling of portfolios and useful feedback to assessors.

62. RTL carries out the reviews for all learners, with the dates set in advance and recorded in the individual learning plan. The learners' review process is comprehensive, and uses a wide range of information for their reviews, which are thorough and emphasise health and safety and equality of opportunity well. Assessors use a series of cards to check the learners' understanding of health and safety issues. Any training needs identified from this exercise are built into the learning plan and checked at the next progress review. The review documents are thorough and record the process clearly. The standard of information on the learners' progress provided for the review from one subcontractor is particularly good. Targets are set at reviews, although sometimes they are not specific enough and do not contain appropriate timescales.

63. The co-ordination between RTL and the subcontractors is poor. Much of the contact between the company and the two college subcontractors is informal but regular. The feed of information into and from the review process is adequate for one of the colleges and poor for the other. There is no clear link between the outcome of reviews carried out by RTL and the actions taken by college staff to maintain or improve progress. At one of the colleges there are individual tutorials, but these do not link to the review process. The outcome of the portfolio review sessions at one college is not followed up in the workplace reviews or communicated to the employer. Learning support between RTL and the colleges is unco-ordinated, and college staff do not fully use the results of initial assessment. In one college, learners receive a second initial assessment and are offered learning support that duplicates the support activities that RTL already carries out. Information on the progress and achievements in key skills during the six-week initial assessment phase is not effectively communicated to the colleges when learners start their off-the-job training.

Leadership and management

64. RTL has well-structured and comprehensive staff meetings, where they share information on learners' progress and current initiatives. There are also frequent quality improvement meetings, where the self-assessment development plan is reviewed and staff share good practice across all areas of learning.

65. RTL has frequent contact with the two subcontracting colleges. However, there are some inconsistencies in the communication process between them. Information is shared

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regularly on an informal basis in some areas, but sometimes RTL receives limited information on learners' progress. Furthermore, there is poor co-ordination of certain learning activities, resulting in learners duplicating some of their sessions, such as induction or initial assessment.

66. Staff development is very effective and enables staff to improve their performance. All staff receive an annual appraisal that focuses on their development and sets targets which are reviewed every six months. RTL strongly encourages the continuous professional development of its staff.

67. All staff are involved in the development and validation of the self-assessment report. However, this does not include input from the two college subcontractors. The self-assessment report for engineering does not provide an evaluative judgement on learners' achievement, but inspectors agreed on most of the strengths highlighted in the report.

Retail and commercial enterprise**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Retailing and wholesaling</i>		3
Apprenticeships for young people	56	3
NVQ training for young people	1	3

68. There are 57 learners in the retailing and wholesaling area of learning. Forty-one are on a retailing apprenticeship programme, and nine are on the advanced apprenticeship. One learner is working towards an NVQ at level 2 in retailing. A further six learners are on an apprenticeship programme in warehousing and distribution. Most of the learners are employed, with a few on a work placement. Learners are working with a variety of large and small employers, either in the Liverpool area or in the towns of Workington and Kendal in Cumbria. Training is mostly on the job and delivered by employers. Two members of staff have specific responsibility for assessment and reviews. Learners are visited every two weeks for assessment and every eight weeks for reviews.

Retailing and wholesaling**Grade 3***Strengths*

- good development of vocational skills
- good personal support for learners

Weaknesses

- low achievement of frameworks
- ineffective action-planning for learners

Achievement and standards

69. Learners develop good vocational skills while working towards their qualification. The on-the-job training is very effective in raising skills to a good standard. Managers and workplace supervisors deliver this training effectively. Whenever new procedures are introduced, learners receive the necessary training to ensure that they have the relevant knowledge to deliver their job role. In some cases, employers provide additional formal, structured, training leading to internally accredited awards. Where this occurs, it is linked effectively with the apprenticeship qualification. Learners are achieving a high standard of workplace skills, often becoming multi-skilled and able to work in several different sections. Learners and employers confirm the improvements in the skills and knowledge gained while on the programme.

70. The standard of learners' NVQ and key skills portfolios are satisfactory. The portfolios are well presented, with some learner contribution of evidence to support assessors' records.

71. The learners' achievement of frameworks is low. Of the seven learners who started the retailing advanced apprenticeship programme in 2003-04, all left without achieving their

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qualification. Of the 35 learners who started the apprenticeship programme in 2002-03, none completed. There was an improvement in the following year, when of the 45 learners who started in 2003-04, 14 achieved. There has been a recent improvement in the completion of technical certificates, although it is too early to judge if this will lead to an overall improvement in the framework completion. Retention figures have been similarly unsatisfactory, though there are indications of improvement. Of the nine advanced apprentices who started in 2004-05, all are still in training. Of the 43 learners who started on the apprenticeship programme for retailing and wholesaling, two have successfully completed, with a further 35 learners still in training. On the warehousing and distribution programme, achievement is poor. No learners have yet achieved. Four learners started in 2002-03, another five in 2003-04, with a further seven starting in 2004-05, of whom three have left without completing. Although there was no framework achievement, some learners achieved an NVQ.

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

LSC funded work-based learning																	
Advanced apprenticeships	2005-06		2004-05		2003-04												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	0		9		7	100											
Retained*	0		0		2	29											
Successfully completed	0		0		0	0											
Still in learning	0		9		0	0											

*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	2005-06		2004-05		2003-04		2002-03										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	8		50		50	100	39	100									
Retained*	0		2		15	30	8	21									
Successfully completed	0		2		14	28	0	0									
Still in learning	8		39		0	0	0	0									

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

LSC funded work-based learning																	
NVQ Training	2004-05		2002-03														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	2		18	100													
Retained*	0		1	6													
Successfully completed	0		1	6													
Still in learning	1		0	0													

*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

72. Personal support for learners is good. Employers and staff are very supportive of the training programme and are committed to helping the learners to progress in their qualification. Managers and colleagues provide effective practical support towards evidence collection and help with background knowledge requirements. The relationships between employers and assessors are good, with well-planned visits to meet the requirements of the employers. Managers are involved effectively in the review process and feel well informed of the learners' progress. Assessors visit learners every two weeks. Between visits, learners are able to contact their assessors by telephone or e-mail. Learners are satisfied with their programmes and they further develop their confidence, both in the job and in their personal development. Where a learner is identified as in need of additional support, they receive extra workplace visits from a learner support officer. These visits help the learners with the qualification requirements as well as adequately monitoring their welfare.

73. The induction process is satisfactory. Learners are provided with a clear overview of their programme and assessment process. They recall their induction adequately and confirm that their experience in training is as explained during the induction. Health and safety issues are also covered effectively during induction. Initial assessment is also satisfactory. Learners complete a literacy and numeracy test to determine specific support needs and some learners benefit from extra support. There is an initial discussion with the learner and employer to select the programme level that matches the learner and their job role, but this is not sufficiently detailed and does not identify the learner's specific training needs to help develop an overall learning plan.

74. Assessment is satisfactory. Learners' portfolios are well presented, with clear referencing of evidence. There are sufficient assessment activities and observation reports are completed adequately.

75. Action-planning for learners is ineffective in ensuring satisfactory progress throughout their programme. Some learners are making slow progress towards achievement. Other learners who are competent in their job roles are making less than satisfactory progress, particularly in the NVQ part of the qualification. Many of the short-term action plans are ineffective. They are sometimes vague and insufficiently challenging for learners. The action plans are often not achieved, subsequently being carried forward to future dates. Some observations are not well planned, resulting in little progress in assessing the learner. The assessment visits and reviews where short-term targets are set are mostly assessor-led. There is insufficient involvement of the learners to encourage better ownership of their qualification and allow more independent working. The reviews are ineffective in setting medium-term targets, with insufficient focus on completing units.

Leadership and management

76. RTL has taken clear actions since the previous inspection to improve the learners' achievement. For example, it has introduced key skills and the technical certificates earlier in the learners' programme. Staff are appropriately qualified and experienced, and there is ongoing training and development. Assessors now have smaller caseloads that allow for frequent contact with learners. There are regular staff meetings, as well as individual meetings between assessors and managers to monitor their performance.

77. RTL has introduced a traffic light system to monitor the learners' progress. A monitoring record held by the assessors indicates progress in unit achievement, as well as key skills and technical certificates. However, this document indicates slow progress towards NVQ unit achievement and the monitoring process is not always effective in dealing with this issue in a timely manner.

78. Internal verification is satisfactory. Sampling reports accurately identify any shortfalls in assessment to provide clear action points for assessors. The internal verifier visits RTL monthly to sample portfolios and to accompany assessors on visits to check assessment practice. Standardisation meetings take place to share practice in key skills, but there are no similar meetings for retail and warehousing NVQs.

79. The self-assessment process involves staff, and the report provides appropriate information with regard to the area of learning. However, most of the strengths indicated in the report were judged to be only satisfactory by inspectors, and the weakness on ineffective action-planning was not identified in the company's most recent self-assessment report.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		2
Entry to Employment	91	2

80. RTL began providing E2E programmes in 2003. RTL is the subcontractor on E2E programmes for the Knowsley Community College and the Laird Foundation. There are 91 learners on these programmes, which are delivered at the Liverpool and the Wirral training centres. Learners are referred to the programme by Connexions or other agencies, or they are recruited from schools. E2E is delivered over two main sites, having one co-ordinator and a team of three E2E tutors on each site, with one learning mentor and one administrative assistant sharing their time between both sites.

81. There are 87 male and four female learners. Three per cent of the learners are from a minority ethnic group and 4 per cent have disclosed a disability. Most of the learners are working towards an NVQ, with 18 learners going through their six-week initial assessment period. All learners are also working towards qualifications in personal and social development and literacy and numeracy skills. Most of the learners have a work placement with local employers.

82. After their initial assessment, learners can transfer to a work-based learning programme or work placement if assessed as suitable. A wide range of work-based placements is available, including retailing and warehousing, motor vehicle engineering and business administration. Progress reviews take place every three weeks.

Employability training**Grade 2***Strengths*

- particularly innovative strategies to support learners
- good initial assessment
- good monitoring of learners' progress

Weaknesses

- insufficiently precise short-term target-setting

Achievement and standards

83. Retention rates are satisfactory. Out of the 83 learners who started in 2005-06, 57 of them are still on the training programme. This is a retention rate of 69 per cent, compared with 16 per cent in 2004-05. Progression rates are satisfactory to further training or education, employment with training, or permanent employment, with 34 per cent making progress in 2004-05. In the period from October to November 2005, eight learners out of 25 new starts achieved a positive outcome, making the success rate 32 per cent.

84. Standards of work and rates of progress are satisfactory, with all learners working

towards two literacy, numeracy and language awards skills and one unit of a vocational award. Employers, carers and tutors highlight that there has been a marked improvement in the learners' self-confidence and self-esteem within a short period of time after joining the programme. In one instance, a learner with severe social and behavioural needs remained successfully in his work placement for much longer than expected by himself and the tutors, achieving full employment through his improved confidence and social interaction skills.

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												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	83		205	100	336	100											
Progression ¹	11		71	35	166	49											
Achieved objectives ²	2		50	24	52	15											
Still in learning	57		34	17	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

85. RTL has developed particularly innovative strategies to support its learners. There is good pastoral support from parents/carers and RTL's staff. Staff contact carers of the learners that need extra support with their course timetable, and set homework for that week. Learners have improved their achievements and outcomes, and the carers are more knowledgeable about the new skills the learners have developed. Learners also receive effective support from a learning mentor who is involved in the lessons along with the tutors. This practical introduction of the role of the mentor helps to minimise barriers for the learners. The mentor is able to recommend further support on individual learning cases by observing the level of interaction and displayed behaviour in a group. The mentor will offer feedback to the E2E team, which will build an adequate plan of action to support those learners in need. Staff are easily accessible to learners and are fully committed to supporting them with their social and learning needs. In one instance, staff assisted a learner with buying appropriate clothes to attend their first job interview.

86. Initial assessment is good and RTL uses it to agree and plan the learners' learning programme. RTL uses a wide range of assessment tools to identify the learners' needs. It includes an initial assessment of their literacy, numeracy and language skills, and a computer-based programme that assess the learners' employability level, including interpersonal and motivational skills. This programme can be repeated to highlight the progress made with the individual. RTL has expanded its initial assessment timescales to a six-week session. During this time, learners are offered the opportunity to sample different jobs by using work tasters. At the end of this period, learners are enrolled in the most appropriate training programme for their interests and needs, with well-suited work placements.

87. The review process is good. RTL monitors the learners' progress well. Staff meet with the learners each week to discuss their progress. At these meetings, staff review with the

learners their progress in the past week. The learners' progress results are fed back to the E2E team during its weekly meetings for information and discussion. RTL has developed an effective system to monitor the learners' progress. At the start of their programme, each learner's details on learning aims are recorded onto the monitoring system. The E2E team reviews this system weekly and sets objectives for each learner. This process involves the full team offering feedback on each learner's progress and sharing best practice examples. In addition to this, learners receive a formal progress review every three weeks. These are well planned and scheduled in the learners' individual learning plans.

88. Teaching and learning are satisfactory. Teaching materials and handouts are of a good standard. Class sessions are well planned and staff provide learning experiences that are enjoyable, challenging and rewarding. Tutors make adjustments to the style and presentation during the lessons to take into consideration the needs of each learner. Tutors deliver their sessions in groups, offering individual literacy and numeracy support to those learners who need it. Tutorials contain a good level of written and verbal activities, including some innovative tasks. For example, tutors use a game where learners have to match the job role to the necessary skills and qualifications designed to highlight the link between employment and qualifications.

89. Learners receive a health and safety booklet during induction and assessors check their understanding on health and safety issues at each progress reviews. Learners discuss a wide range of health and safety issues, such as the use of appropriate protective clothing in dangerous environments.

90. There is insufficiently precise short-term target-setting. Within the learners' reviews, there are different standards on the quality of targets set for the learner. There are some inconsistencies among members of staff on the amount of detail built on each target, and staff sometimes fail to break the bigger objectives into specific, measurable actions with realistic timescales. RTL has already identified this weakness through its quality monitoring audits and has planned the relevant training to support affected staff for the early part of 2006. The company also highlighted this weakness in its most recent self-assessment report.

Leadership and management

91. Communication within RTL is good. The E2E teams hold weekly team meetings to review learners' progress and allocate extra support if needed. They also attend a monthly team meeting with the whole of the company, where they update them on any strategic issues.

92. Resources are satisfactory at RTL, but the range of learning opportunities is not broad enough to enrich the learners' activity plan. RTL has already identified this and purchased transport resources to increase the additional learning opportunities.

93. Staff are adequately involved in the self-assessment process. The self-assessment report for E2E overstated some of its strengths, particularly around retention and achievement. However, inspectors did agree on some of the highlighted weaknesses.

Business administration and law**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Administration		3
Apprenticeships for young people	44	3
NVQ training for young people	1	3

94. In business administration, RTL has eight advanced apprentices, 18 apprentices and one learner working towards an NVQ at level 2. In addition, in customer service, there are 15 advanced apprentices and three apprentices. There are 45 learners in total. Apprentices are usually recruited from local schools or colleges through Connexions, although some come independently. Thirty-three learners are employed, and all of the others have a work placement. Most of the employed learners complete significant aspects of their training while at their place of work. Those on work placement usually attend an RTL training centre for one day each fortnight. Three members of staff act as assessors in administration and/or customer service.

Administration**Grade 3***Strengths*

- good retention rates
- thorough and effective initial assessment process
- good learners' progress reviews

Weaknesses

- slow progress by a significant minority of learners
- insufficient resources to support learning in customer service

Achievement and standards

95. Retention rates are good. Retention has improved over the past three years. In 2002-03, less than a quarter of those who started the apprenticeship programme remained on the programme for the whole of its duration. The figure rose to 41 per cent in the following year. Of those who started in 2004-05, 78 per cent have remained on the programme, and 79 per cent remain on the advanced apprenticeship programme.

96. At the previous inspection, poor achievement rates were identified as a weakness. It is not yet possible to identify a clear improvement in framework achievements, although there are improvements in the pass rates of some of the component parts. Of those who started the apprenticeship programme in both business administration and customer service in 2003-04, only 35 per cent completed the framework. However, a significant number of learners who have been on the programme for a good length of time have achieved less than half of their framework. There has been slow progress by these learners, but their assessors now have clear plans to help ensure that most will complete within their planned period of learning.

97. Learners produce a satisfactory standard of work. Their portfolios are well presented and contain appropriate evidence of their work in the workplace.

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

LSC funded work-based learning																	
Advanced apprenticeships	2005-06		2004-05		2003-04		2002-03										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	3		24		6	100	1	100									
Retained*	1		0		1	17	1	100									
Successfully completed	0		0		0	0	0	0									
Still in learning	3		19		1	17	0	0									

*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	2005-06		2004-05		2003-04		2002-03										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	5		40	100	63	100	121	100									
Retained*	0		15	38	26	41	28	23									
Successfully completed	0		11	28	22	35	13	11									
Still in learning	5		16	40	0	0	0	0									

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

LSC funded work-based learning																	
NVQ Training	2003-04		2002-03														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	2	100	25	100													
Retained*	2	100	2	8													
Successfully completed	1	50	1	4													
Still in learning	1	50	0	0													

*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

98. The process for the initial assessment of learners is thorough and effective. This strength was identified at the previous inspection. Learners receive a series of assessments of their literacy, numeracy and key skills. Where the results identify a need, RTL carries out further diagnostic tests. It also carries out screening for dyslexia and tests to identify the learners' preferred learning styles. Exercises to determine the learners' motivation, attitudes and appropriate career choices are also completed. These are followed up by an interview to plan future employment and learning activity on the basis of the results of the various assessments. Acting on the results of initial assessment, plans for additional learning support are drawn up and carried out. Learners receive satisfactory support in relation to literacy, numeracy and language. RTL meets the learners' wider support requirements.

99. The reviews of learners' progress are good. The reviews are well planned and take place every eight weeks with the full involvement of the workplace supervisor. RTL sets the learners clear and achievable short- and medium-term targets. The company checks actions to achieve previous targets. It pays appropriate attention to health and safety in the workplace. Learners are required to demonstrate their understanding, for example by pointing out the exact location of a first-aid kit, rather than simply answering questions. RTL makes good use of illustrations to initiate a brief discussion about aspects of equality of opportunity.

100. Arrangements for the assessment of learners are satisfactory. Few of the employed learners attend RTL's centres for off-the-job training. However, assessors make fortnightly visits to the workplace and, during these visits, they provide satisfactory individual training as well as assessment. Assessors make good use of evidence that arises while learners are carrying out their everyday jobs. Those learners who are on work placement usually attend one of RTL's centres for one day each fortnight. Some learners are compiling electronic portfolios, which give an accurate indication of the state of progress towards framework completion. However, not all learners are able to use the system easily while at work to view their portfolio of evidence.

101. The range of courses is satisfactory. The choice of options within the framework reflects the needs of employers as well as the work of the learners. Many learners work in companies that offer appropriate resources well suited to the requirements of the NVQs, such as well-equipped modern offices, and the employers are supportive.

102. Resources to support learning in customer service are insufficient. Most of the employed learners do not attend any of RTL's training centres. Although they benefit from frequent assessors' visits, they do not have sufficient access to learning resources to assist their learning and development between these visits. Some useful resources are available within the centres, but, in practice, the employed learners do not use them. In its self-assessment report, RTL identified a weakness in relation to access to resources to support customer service learners working towards their technical certificate.

Leadership and management

103. The management of the area is satisfactory. Communications are good. Regular meetings focus on learners' progress, and the activities of assessors are closely monitored. There is satisfactory liaison between assessors at different sites. Staff are appropriately qualified, and they have good access to staff development opportunities. The resources within the training centres are satisfactory. Effective actions have been taken to ensure greater consistency of assessment practice. Internal verification is thorough.

104. The self-assessment report for business administration accurately identified the strengths of the provision but it overstated some. The judgements in the draft self-assessment report for the year 2006, incorporating customer service, contribute to a more realistic set of bullet points. The self-assessment process involved all members of staff.

