

# Rochdale Training Association Limited

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**Inspection date**

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**Inspection number**

316810

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Engineering and manufacturing technologies
- Information and communication technology
- Business, administration and law

## Description of the provider

1. Rochdale Training Association (RTA) is a training provider with charitable status formed in 1984. It is located in central Rochdale and works with over 100 local companies. RTA is employer-led through a management board of up to eight trustees elected from member companies. The chief executive reports directly to the board. Currently 21 staff are employed. RTA uses 19 associate consultants on a regular basis.
2. RTA contracts with Greater Manchester LSC for a range of work-based learning programmes including apprenticeship, advanced apprenticeship and Train to Gain. Some 196 learners are enrolled on a range of Train to Gain programmes including healthcare, engineering, construction, information and communication technology (ICT), business administration and management. Currently 114 learners are on apprenticeship programmes including engineering, business administration, customer services and ICT. Health and social care and construction are delivered through local subcontractors and were not included in the scope of this inspection.
3. Rochdale Metropolitan Borough is one of the districts that make up Greater Manchester. In 2001 the population was 205,375. In 2007, the unemployment rate was 5.8% compared with 5.3% nationally. Around 13.9% of the local population are from minority ethnic groups. In Rochdale in 2006, the percentage of pupils gaining five GCSEs at grades A\*-C was 50.3% compared with a national average of 59.2%.

## Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Satisfactory: Grade 3

<b>Achievement and standards</b>	<b>Satisfactory: Grade 3</b>
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Leadership and management</b>	<b>Inadequate: Grade 4</b>
<b>Equality of opportunity</b>	<b>Contributory grade: Inadequate: Grade 4</b>

## Sector subject areas

<b>Engineering and manufacturing technologies</b>	<b>Inadequate: Grade 4</b>
<b>Information and communication technologies</b>	<b>Good: Grade 2</b>
<b>Business, administration and law</b>	<b>Good: Grade 2</b>

## Overall judgement

### Effectiveness of provision

#### Inadequate: Grade 4

4. The overall effectiveness of the provision is inadequate. Achievement and standards and the quality of provision are satisfactory overall. Leadership and management and equality of opportunity are inadequate. Provision in business, administration and law and ICT are good. The provision in engineering is inadequate.

#### Capacity to improve

#### Satisfactory: Grade 3

5. RTA has demonstrated a satisfactory capacity to improve. Since the previous inspection, RTA has successfully implemented good actions to secure growth and financial viability. These include an increase in learner numbers, a broader range of programmes and the recruitment of additional delivery staff. Financial performance has improved. Success rates have also improved over recent years, however, RTA was unfamiliar with new measures for success and their data up to 2006-07, reconfigured by the LSC, was clarified during the inspection. The amended data reflects the national average for Train to Gain learners and advanced apprentices. RTA has successfully completed many actions to monitor individual learner's progress on a regular basis and to check the progress against internally set and agreed benchmarks.
6. RTA has contracted with an external specialist to provide staff training in equality and diversity. However, this training has had limited success in developing skills and confidence and did not highlight to managers the requirements of recent equality and diversity legislation. A senior manager is revising and rewriting the quality procedures and policies. Quality assurance procedures are not yet sufficiently thorough or systematically established. The effectiveness of steps taken by the provider to promote improvement since the previous inspection are satisfactory. The provider has made progress on most of the weaknesses identified at previous inspections and has resolved most of the areas for improvement identified in previous self-assessment reports.
7. The self-assessment process is satisfactory. RTA consults with staff and employers during the process and gathers the views of learners via questionnaires. Individual teams produce a report which are then integrated by the chief executive into the final report. The self-assessment report is sufficiently self-critical and well written. Inspection findings confirmed some of the grades given in the report, but judged that the provider had graded engineering and manufacturing, leadership and management and equality of opportunity too generously.

## Key strengths

- Good success rates on Train to Gain
- Good success rates in business and information and communication technology
- Highly supportive employers
- A clear strategy for financial growth and recovery

- Good partnership working to raise the profile of work-based learning

## Key areas for improvement

- Poor timely achievement of engineering frameworks
- Insufficiently systematic and thorough quality improvement arrangements
- Weak management of health and safety
- Weak promotion and monitoring of equal opportunities
- The non-compliance with equality and diversity legislation

## Main findings

### Achievement and standards

#### Satisfactory: Grade 3

8. Achievement and standards are satisfactory. As identified in the self-assessment report, success rates for Train to Gain learners are good and timely across all areas. Framework achievements are good in business and ICT. In engineering, the success rates for advanced apprentices are satisfactory overall. For apprentices in engineering, framework achievement are poor but with an improving trend in 2006-07. However, in engineering, framework achievement is slow for apprentices and advanced apprentices overall. Achievement on apprenticeships was over-estimated in the self-assessment report.
9. All current learners are making satisfactory or better progress. The development of workplace skills is good in business and ICT. These learners improve their confidence, problem-solving skills and their professional approach to work. The standard of learners' work is satisfactory. The monitoring of learner progress is satisfactory in all areas.

### Quality of provision

#### Satisfactory: Grade 3

10. Teaching and learning are satisfactory. Initial assessment is satisfactory overall, but on Train to Gain it is insufficiently developed. Progress reviews and target-setting are satisfactory, but in business administration employer involvement in monitoring learner progress is insufficient. Resources are adequate and staff are appropriately qualified. Key skills are adequately integrated with the programmes. Workplace training is satisfactory. In the training centre, many sessions lacked pace and were uninspiring with trainers using a limited range of activities. The self-assessment report over-estimated the quality of training. In the engineering workshop, inspectors observed significantly poor health and safety practices.
11. Train to Gain programmes in ICT and engineering are highly flexible and meet learner and employer needs effectively. This was partially identified in the self-assessment report. For example, training officers and assessors visit learners on shifts, and an evening workshop is offered for learners who are unable to attend the centre during the day. Learners have satisfactory opportunities to gain additional qualifications.
12. Guidance and support for learners are satisfactory. The self-assessment report overstated support as good. RTA's tutors and assessors are flexible, committed and accessible. Most learners receive a high level of support from their employers. Satisfactory initial advice and guidance ensures learners are placed on the right programme. Induction is effective in helping most learners settle into their programme. It includes an extended induction period which is offered to some learners. Additional literacy, numeracy and language needs are met adequately through referral to a local specialist provider. Referral to external agencies for pastoral support is not sufficiently formalised across all subject areas.

### Leadership and management

#### Inadequate: Grade 4

**Equality of opportunity**

Contributory grade: Inadequate: Grade 4

13. As identified accurately in the self-assessment report, RTA has taken good strategic action to secure financial growth and recovery. This has resulted in a growth in learner numbers, a broader range of programmes and the recruitment of additional delivery staff. Financial performance has improved with the first financial surplus for seven years.
14. RTA works particularly well with partner organisations to promote work-based learning in the community and is a key partner in the local consortium to develop the local 14-19 curriculum. Partnership work was accurately identified as a strength in the self-assessment report. RTA has engaged in a wide range of activities to reach disengaged learners. However, many of these projects have transient funding arrangements and are frequently non-sustainable.
15. An appropriate range of quality procedures and policies are in place. However, the implementation of these procedures is not sufficiently systematic or thorough to promote continuous improvement. The self-assessment report identified this area for improvement accurately. There are too many inconsistencies in working practice, too little sharing of good practices and inaccurate judgements made on the basis of the teaching and learning observation scheme.
16. The management of health and safety in the training centre is weak. Health and safety incidents are reported regularly to the Board, however, senior managers and delivery teams do not include health and safety at their monthly meetings. The implications of changes to the premises or range of provision is also not fully considered. Management information is discussed at monthly management meetings and used effectively to monitor and set targets for many individual learners and some issues. For example, the delivery and achievement of key skills in engineering have been effectively addressed. However, data is not routinely and systematically used to identify performance trends in specific learner groups or to measure the impact of planned changes to the delivery programme.
17. The arrangements to promote and monitor equality of opportunity are inadequate. Equality of opportunity is covered during learner induction and reinforced during the progress reviews by using a standard set of questions. However, these discussions are insufficiently challenging to promote learner understanding. Equality and diversity training has been provided to support staff and build their skills and confidence. However, some of the detail discussed during this training was outdated in terms of legislation and little follow up training has taken place.
18. RTA does not have appropriate procedures in place to meet the requirements of recent disability and race relations legislation. No audit of building accessibility has been completed and no action plan has been developed to improve access. However, RTA has reacted positively in some instances, for example the provision of large computer screens and adaptive software for a visually impaired learner and ramps are available to provide access to two of the teaching rooms. Use of data to monitor the performance of different groups of learners is limited. Analysis of trends and actions designed to promote improvement and to address under-performance and/or under-representation have had limited success. No action plan is in place to address the requirements of the Race

Relations (Amendment) Act 2000. Marketing materials and the providers' website display appropriate information and images.

19. RTA does not have a child protection policy or procedures in place. It does not have a designated child protection officer in relation to young learners from local schools that spend one day a week in the engineering workshop. While most staff have had a criminal records bureau check, three associate tutors have yet to receive clearance. Training has not taken place and understanding of the requirements of safeguarding policy and practice is poor.

## What learners like:

- Sessions at the centre are flexible
- ‘Assessors give you confidence’
- The chance to gain a qualification
- The help and support given in the training workshop
- Good atmosphere with friendly people
- ‘I learnt a lot of new skills’
- ‘I have gained confidence and now understand the jargon’

## What learners think could improve:

- The training workshop welding equipment is old and temperamental
- Some of the equipment is too worn to use
- The machine tools are old and not always reliable
- ‘We work alone at the centre a lot – no group work’
- ‘Choose better times for assessor visits based on how busy my company is’
- Too much writing
- The availability of tools for the machine tools are sometimes scarce

## Sector subject areas

### Engineering and manufacturing technologies

#### Inadequate: Grade 4

##### Context

20. Around 132 learners are following work-based learning programmes in engineering and manufacturing. Of the 91 learners on engineering programmes, 15 are apprentices and 76 are advanced apprentices. Currently 41 adult learners are on Train to Gain programmes in manufacturing, of whom 39 are on national vocational qualification (NVQ) level 2 programmes and two are on NVQ level 3 programmes. Some 14 women are enrolled in this area, including two advanced apprentices.
21. Currently one manager is responsible for off-the-job training, the training workshop and five full-time engineering trainers. The chief executive is responsible for two assessors employed as training officers who assess engineering learners in the workplace. An additional self-employed assessor visits Train to Gain learners in the workplace.

##### Key strengths

- Good and timely NVQ achievement rate on Train to Gain
- Highly flexible programmes
- Good employer support

##### Key areas for improvement

- Poor success rates for apprentices
- Poor timely achievement of frameworks
- Insufficient initial assessment on Train to Gain
- Significantly weak health and safety practices in the training workshop

##### Achievement and standards

22. Achievement and standards are satisfactory. The NVQ achievement rate on Train to Gain is good and is achieved in the appropriate timescale. During the two year period 2005 to 2007 the NVQ rate improved from 79% to 87%, with nearly 60% being within the planned timescale. The achievement rate for advanced apprentice frameworks is now satisfactory. Key skill achievement is satisfactory with an improving trend. This follows changes to the programme allowing greater flexibility in attendance and a greater focus on monitoring learners' progress in key skills.
23. Learners on the apprenticeship programmes have a poor rate of framework achievement. Over the three year period from 2003 to 2006 this has fallen from 67% to 40%. Data for 2006-07 indicates an improving trend. Progress in the overall achievement of frameworks is slow which has had an impact on success rates. Over the three years 2003 to 2006 the advanced apprenticeship timeliness rate has been consistently below 3%. For the same period, success rates for apprentices were below 40%. Provider data for 2006 to 2007 suggests an improving trend.

24. Some learners gain qualifications in addition to their framework requirements. This includes apprentices achieving additional level 2 units during off-the-job training and apprentices progressing to higher level technical certificates. The quality of learners' work is satisfactory.

### **Quality of provision**

25. Teaching and learning are satisfactory overall. Initial assessment of apprentices is satisfactory and includes basic skills assessments and specialist aptitude tests. On the Train to Gain programme, learners' basic skills are not assessed and little account is taken of prior achievements. Assessment and monitoring of learners' progress are satisfactory and includes assessment by direct observation on all programmes. However, the assessor carries out some of the cross-referencing of evidence for Train to Gain learners but this does not support learners' understanding or ownership of their programme.
26. Reviews take place regularly every four to six weeks for apprentices and every two weeks for Train to Gain learners. They are used satisfactorily to set appropriate targets and to review progress since the last meeting. Some learning takes place during reviews both with apprentices and Train to Gain learners. Employers are well informed of the results of reviews, although few take part in them directly. Safety in the workplace is satisfactory and is reinforced adequately during progress reviews through set questions with recorded responses.
27. Health and safety practices in the training workshop are significantly weak. Examples include insufficient supervision of learners in the milling section, a missing guard on a machine tool, inadequate monitoring of the use of protective equipment and welding equipment left in an unsafe condition.
28. The training programmes are highly flexible and meet employer and learner needs effectively. The Train to Gain programme has two-weekly reviews arranged flexibly to accommodate any work issues, including visits to meet shift patterns. The NVQ material has been written to reflect the age and vocational experience of the learners. Apprenticeship programmes have a range of modes of attendance for off-the-job training to accommodate both learners' and employers' preferences and requirements. RTA changed the NVQ level 2 route for some engineering apprentices to a more appropriate programme to promote achievement.
29. Advice, guidance and support are satisfactory. A satisfactory induction supports learners to settle well on their programme. Trainers and assessors are accessible to provide appropriate support. Pastoral support is not sufficiently formalised. Employers are very supportive of the training programmes and the trainees. They give time during the working week for apprentices to prepare their evidence for assessment. They arrange a change of department when an apprentice is unsettled or to provide appropriate learning experiences. Employers of Train to Gain learners provide time away from production for frequent review meetings and assessment activities.

### **Leadership and management**

30. Management of training is inadequate, particularly in relation to health and safety issues. Formal engineering team meetings are held quarterly, but health and safety is not a standing agenda item. Communications are satisfactory and staff are made aware of organisational issues. Communication with employers and subcontractors is also satisfactory.
31. Resources are adequate. The training workshop is satisfactorily equipped. Most of the machine tools are old but are of industrial standard. A few are computer numerically controlled. Apprentices have access to a computer-aided design software package.
32. Observation of teaching and learning is not sufficiently thorough or systematic to effectively promote continuous improvement. A process of peer observation of instructors is in place but this is not sufficiently objective to improve standards. The provider has no cross-organisational observation of teaching and learning or sharing of good practice. This was identified in the self-assessment report.
33. Internal verification is satisfactory overall. Targets are in place to ensure that all assessors, NVQ units and learners' work are verified in the course of a year. However, planning is poor to identify when these activities should take place and no cross-organisational verification or moderation activities take place.
34. Equality of opportunity is not promoted and reinforced adequately during progress reviews. Staff have received training in equal opportunities but are not comfortable with this role and lack the confidence to promote and reinforce this effectively in reviews. Currently two of the 88 apprentices and 29% of the Train to Gain learners are female. No learners from minority ethnic groups are enrolled.

## **Information and communication technology**

### **Good: Grade 2**

#### **Context**

35. Currently 77 learners are on work-based ICT programmes, of whom 71 are on Train to Gain and six are on apprenticeship programmes. RTA offers NVQ programmes in contact centre operations and information technology users to learners on Train to Gain programmes. All learners are employed in a range of companies. RTA offers an ICT qualification to all apprentices as an additional qualification and to adults as an evening course.
36. On Train to Gain programmes 54% of learners are male and 7% are from minority ethnic backgrounds. Currently one learner is under eighteen.

#### **Key strengths**

- Good success rates
- Good development of workplace skills
- Highly flexible programmes that meet employers' and learners' needs

#### **Key areas for improvement**

- Insufficient use of data to monitor equality and diversity
- Ineffective teaching observation scheme

#### **Achievement and standards**

37. Achievement is good. Success rates are good and above the national average. In 2005-06 the success rate on the Train to Gain programme was 80% and 100% for the apprenticeship programme. Data for 2006-07 for Train to Gain indicates an improving trend. The standard of learners work is satisfactory.
38. Learners acquire good workplace skills. They gain confidence and are able to apply the skills well and develop an ability to complete more complex tasks. For example a Train to Gain learner has developed a complex spreadsheet to manage the training programmes of employees in their organisation.

#### **Quality of provision**

39. Teaching and learning methods are appropriate and satisfactory. Trainers and assessors provide effective support to learners in the workplace to develop their skills and confidence. Assessors make regular visits to train learners, to carry out reviews and to assess progress. They support learners well between visits by email and telephone. Standard monitoring systems are used satisfactorily by all assessors. In most cases learners are given appropriate short term targets at the end of each session. Employers are briefed well on the progress of learners at the end of each visit. In the training centre, learning resources are satisfactory and include a range of books for learners to use in

taught sessions. An e-learning platform is under construction that will allow staff and learners to access resources from home and at work.

40. All learners attend a comprehensive induction session that includes a briefing on equality and diversity and health and safety. Initial assessment is mostly satisfactory and apprentices have their basic skills assessed at their recruitment interview. An appropriate individual learning plan is developed at the induction session. This includes adequate detail including an outline programme and target completion date. Satisfactory reviews take place regularly.
41. Highly flexible programmes are established to meet learner and employer needs. Employers and learners value the high degree of flexibility that the Train to Gain programme offers. For example, a group induction allowed a small organisation to design a training programme that included the use of email for all employees, but tailored other parts of the programme to meet the needs of individual employees. Apprentices are offered the opportunity to take a satisfactory range of additional qualifications including first aid and a national ICT qualification. They also attend workshops on drug awareness.
42. Information, guidance and support are satisfactory. Pastoral support is satisfactory and department staff have established informal links with local support organisations. A range of material about ICT courses at RTA is available for potential learners. Visits are made to local schools and to local post-16 careers events to promote apprenticeships at RTA. Visits are made to local firms to provide appropriate information and guidance about the Train to Gain programme.

### **Leadership and management**

43. Management of learning is satisfactory. Communication is satisfactory and regular team meetings are held with the business administration team who form part of the same section. Part-time members of the team are contacted regularly via email and in individual meetings as required.
44. Resources are satisfactory. A dedicated ICT suite at RTA has space to work away from computers and includes one machine with a large screen and software for visually impaired learners. Access to the ICT suite is slightly restricted but portable ramps are available. An e-champion has recently been appointed to develop the use of information learning technology within the organisation.
45. Trainers and assessors have appropriate qualifications and experience. Access to professional development and updating is satisfactory. The number of assessors to cover the number of learners based in the workplace is sufficient. The internal verification strategy is appropriate and well-established. Portfolios are reviewed regularly and recommendations are made to improve the effectiveness of the process.
46. Equality of opportunity arrangements are satisfactory. Most learners have a satisfactory understanding of equality and diversity through their induction and review. However, data is not used effectively to monitor equality and diversity. The numbers of learners from a minority ethnic background are under-represented at 7%. The figure for the Rochdale area is 13%. Local and internal data is not used in the quality review process to inform planning and marketing of programmes.

47. A quality review process is in place and is used to develop the self-assessment report. The self-assessment report is broadly accurate although some key strengths identified in the report were merely satisfactory.
48. The observation of teaching and learning scheme insufficiently promotes the sharing of good practice and quality improvement. Feedback from observers often concentrates on the use of paperwork rather than the promotion of good teaching and learning. Grading of observations is inconsistent. In many cases the grade awarded does not reflect the comments made by the observer. Action plans are brief and focus on the administrative process rather than improvement in training. In most cases there were few recommendations for quality improvement or for continuous professional development.

## **Business, administration and law**

### **Good: Grade 2**

#### **Context**

49. Currently 89 learners are on work-based learning programmes, of whom 72 adult learners are on Train to Gain programmes. Of the remainder, four are on the business administration apprenticeship programme and seven are on the advanced apprenticeship programme, one learner is on the customer service apprenticeship programme and five are on the advanced programme. All learners are employed and work in a range of organisations. These include retail units, department stores, manufacturing companies and leisure and entertainment centres. Learners complete an initial assessment, an induction and an occupational skills analysis. Apprentices undertake taster sessions as part of an extended induction period.
50. RTA has three training rooms where learners attend day release or an evening session to complete their technical certificate, key skill qualifications and portfolios. A range of additional courses include a national ICT qualification, first aid and drug awareness.

#### **Key strengths**

- Good success rates
- Good development of workplace and personal skills

#### **Key areas for improvement**

- Insufficient employer involvement in reviews
- Ineffective teaching observation scheme

#### **Achievement and standards**

51. Achievement and standards are good. Success rates for all programmes are good. In 2004-05, from 21 starters, 76% completed the apprenticeship qualification in good time. This improved in 2005-06 with 93% of learners achieving timely completion. The number of learners following the advanced apprenticeship qualification was very small in the years 2003-04 and 2004-05. However, in 2005-06, all 14 learners joining the programme completed and 86% achieved the full framework. Of the 133 adult learners who started the Train to Gain programme in 2005-06, 83% completed successfully with 68% achieving timely completion. In 2006-07, data indicates an improving trend. Some learners progress from level 2 to level 3 courses. Learners' portfolios are well organised and professionally presented. Learners at risk of leaving before completing the programme are identified at an early stage and effective steps are taken to retain them.
52. Learners develop good workplace and personal skills. The standard of learners' work is generally good and of a commercial standard. Learners demonstrate good practical skills in the workplace and display an increased knowledge and understanding of their role at work. Employers greatly value the increased skills and comment positively about learners' improved team working, telephone skills and customer liaison techniques. All learners enjoy their work and are highly motivated.

## Quality of provision

53. Teaching and learning are satisfactory overall. In the workplace, assessors provide good support for learning with effective vocational advice which promotes the development of good workplace skills. This enables learners to achieve and make good progress. Employers recognise that learners have improved their presentation skills and effectiveness in completing more complex tasks. Weekly sessions are delivered at the training centre to support the NVQ and additional qualifications. However, trainers delivering these sessions use a limited range of strategies to deliver topics and most of the teaching observed was uninspiring and lacked pace. Resources are satisfactory. Training rooms provide a satisfactory environment for sessions to take place. The number of computers with relevant software is appropriate. Learning materials are appropriate for learners.
54. Assessment is generally satisfactory. Assessors visit all learners regularly in the workplace to monitor learning. Between visits, assessors are easily accessible by email and telephone. Assessors have developed satisfactory relationships with local employers. Most employers are involved in an initial meeting to identify the most appropriate programmes to meet both learner and organisational needs. RTA are flexible in meeting employer and learner needs in their programme design. A range of assessment methods are used including professional discussion. Initial assessment is satisfactory overall. Arrangements to identify additional learning needs are satisfactory, as are the arrangements to refer learners for additional support. Reviews take place regularly and are mostly satisfactory. However, most employers are not involved in the review process, which takes place between the assessor and learner. Not all employers are involved in target-setting for the learner or planning opportunities for on-the-job training.
55. Advice, guidance and support are satisfactory. Learners on all training programmes are given appropriate advice and guidance in relation to their courses and career plans. The induction process is satisfactory overall. Apprentices undertake an extended induction period which helps to develop their understanding of the framework requirements. Assessors have a good rapport with learners and provide appropriate on-programme and personal support for learners throughout the duration of their programme. Learners value this support. Most employers provide good support.

## Leadership and management

56. Management of learning is satisfactory. Communication between staff is satisfactory although much is informal. Formal team meetings between business administration and ICT assessors take place on a regular basis. Discussions at meetings generally focus on paperwork procedures and programme processes. Meetings do not focus sufficiently on learning. The internal verification strategy is satisfactory.
57. The observation of teaching and learning scheme does not have sufficient focus on improving teaching and learning. Feedback to trainers is insufficiently structured or does not focus on promoting improvement in teaching and learning. Observation grades appear to be generous compared with observations carried out during inspection. The scheme

does not provide the relevant information for trainers to reflect on their performance and consider improvements in their teaching and learning.

58. The quality review process is used satisfactorily to develop the self-assessment report. The self-assessment report is broadly accurate, however, some of the key strengths identified in the self-assessment report, were considered satisfactory.
59. Equality of opportunity is satisfactory. Most learners have a satisfactory understanding of equality and diversity through their induction. However, learners' wider understanding is not always developed sufficiently through extended discussion at review. An adequate strategy is in place to encourage under-represented groups to enrol on courses. This involves working with a large number of community groups and working with Rochdale Council to offer short skill based courses. However, there is an under-representation of minority ethnic groups across all courses.

## Learners' achievements

### Engineering and manufacturing technologies

Success rates on **work-based learning apprenticeship programmes** managed by the provider 2004 to 2006

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	18	50	57	33	45
		timely	12	8	34	0	27
	04-05	overall	13	62	56	46	47
		timely	14	0	33	0	26
	05-06	overall	33	58	55	53	49
		timely	37	5	34	3	30
Apprenticeships	03-04	overall	3	10	48	67	32
		timely					
	04-05	overall	5	67	52	0	42
		timely	7	29	26	0	19
	05-06	overall	5	40	57	40	51
		timely	5	0	37	0	32

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on **work-based learning Train to Gain programmes** managed by the provider 2006 to 2007

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	05/06	overall	30	87
		timely	17	57
	06/07	overall	58	79
		timely	26	55

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

\*\*\* Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'

## Information and Communication Technology

Success rates on **work-based learning Train to Gain** programmes managed by the provider 2006 to 2007

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	05/06	overall	41	80%
		timely		
	06/07	overall	71	44%
		timely		65 still in training

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

\*\*\* Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'

There was no LSC data for ICT apprentices

## Business, Administration and Law

Success rates on **work-based learning apprenticeship** programmes managed by the provider 2004 to 2006

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	3	100%	46%	100%	28%
		timely	5	60%	30%	20%	18%
	04-05	overall	4	75%	47%	0%	32%
		timely	4	25%	34%	0%	23%
	05-06	overall	14	100%	59%	86%	51%
		timely	13	85%	44%	62%	37%
Apprenticeships	03-04	overall	6	50%	51%	33%	38%
		timely	9	11%	25%	11%	18%
	04-05	overall	21	76%	56%	76%	46%
		timely	17	47%	35%	47%	29%
	05-06	overall	15	93%	63%	93%	58%
		timely	15	87%	44%	87%	41%

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

## Business, Administration and Law

Success rates on **work-based learning ‘Train to Gain’** programmes managed by the provider 2006 year to 2007 year

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	05/06	overall	133	83%
		timely	90	68%
	06/07	overall	131	92%
		timely	96	73%

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* College and national qualification success rates are calculated using LSC published data derived from the ‘Individual Learning Record’

\*\*\* Includes ‘Train to Gain’ long course NVQ provision, but not ‘skills for life’