

Access Training Ltd

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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.

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), 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 work-based learning and European Social Fund (ESF) provision in:

- Engineering and manufacturing technologies
- Retail and commercial enterprises
- Business administration and law

Provision including information and communications technology (ICT), learning and development and sport and leisure were not inspected on this occasion.

Description of the provider

1. Access Training Ltd (Access Training) is a private training provider established in 1989, following a management buy out of the English Estates Youth Training Scheme. Access Training contracts with the Tyne and Wear LSC to provide work-based learning in business administration, accounting, management, customer service, warehousing, manufacturing, engineering, sport and leisure, ICT and security systems.
2. It subcontracts delivery of the accounting, engineering, ICT, security systems and sport and leisure provision to other local training providers and general further education colleges. Access Training has two ESF co-financed contracts to deliver national vocational qualifications (NVQs) to employed adults working in the rail and textile sectors. These contracts are due to end in December 2007. Access Training also provides vocational training directly for employers delivered through Train to Gain and commercial contracts.
3. Access Training operates from a training centre in Gateshead. Much of its delivery takes place on employers' premises.
4. Unemployment in Tyne and Wear remains higher than the national average. In May 2006, the unemployment rate across Tyne and Wear was 3.5%, compared with a national average of 2.6%. Just under a third of those unemployed are under 25 years of age. The educational achievement of school leavers in four out of five local education authority (LEAs) areas within Tyne and Wear is lower than the national average. In 2005, the percentage of school leavers achieving five or more GCSEs at grade C or above ranged from 51.5% in Sunderland, to 65.5% in Gateshead, compared with a national figure of 57.1%. During 2005, performance tables including GCSEs in mathematics and English were introduced. These figures show all LEAs in the region to be performing lower than the national average.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
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Work-based learning	Contributory grade: Good: Grade 2
ESF	Contributory grade: Good: Grade 2

Capacity to improve	Good: Grade 2
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Achievement and standards	Satisfactory: Grade 3
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Work-based learning	Contributory grade: Satisfactory: Grade 3
ESF	Contributory grade: Good: Grade 2

Quality of provision	Good: Grade 2
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Work-based learning	Contributory grade: Good: Grade 2
ESF	Contributory grade: Good: Grade 2

Leadership and management	Good: Grade 2
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Work-based learning	Contributory grade: Good: Grade 2
ESF	Contributory grade: Good: Grade 2

Equality of opportunity	Contributory grade: Satisfactory: Grade 3
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Sector subject area

Engineering and manufacturing technologies	Good: Grade 2
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Retail and commercial enterprises	Good: Grade 2
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Business administration and law	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

Work-based learning
ESF

Contributory grade: Good: Grade 2
Contributory grade: Good: Grade 2

5. The overall effectiveness of the provision is good. Achievement and standards are satisfactory in work-based learning with success rates in business administration, the area with greatest number of learners, slightly higher than the national average. The other sector subject areas and ESF funded programmes have good achievement with high success rates. The standard of learners' work is good and many develop good workplace skills.
6. Teaching and learning are good overall. The range of programmes is good and meets the needs of both learners and employers. Learners on all programmes receive good guidance and support.
7. Leadership and management are good overall. Managers provide good leadership with a good focus on quality improvements. Communication is good with all staff involved in business development. Equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

8. Access Training has demonstrated that it has good capacity to improve. Since the previous inspection and over the last three years overall success rates have improved each year rising from 50% to 68%. Timely success rates have also improved rising from 25% to 61%.
9. Access Training has made good progress in addressing the key weakness identified at the previous inspection regarding the management of subcontractors. Managers carry out quality assurance procedures rigorously including the observation of key processes. Good systems have been developed to collect feedback from all the key stakeholders which Access Training uses effectively to improve the quality of its programmes. Managers identify and support staff development needs. Regular in-house training also takes place.
10. Self-assessment is a fully inclusive process involving all staff, partners and subcontractors. The self-assessment report is good and evaluates the quality of provision well. Good use is made of management information to monitor performance and to inform managers of progress in achieving their targets. All staff understand their own targets well and how they relate to the overall business objectives. The training manager monitors these targets closely through regular meetings.

Key strengths

- Good development of skills in the workplace
- Good collaboration with subcontractors
- Good management of training
- Good strategic planning

Key areas for improvement

- The insufficiently thorough learners' progress reviews

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning
ESF

Contributory grade: Satisfactory: Grade 3
Contributory grade: Good: Grade 2

11. Achievement and standards are satisfactory overall. In work-based learning achievements and standards are satisfactory. Most learners are on the apprenticeship programme in business administration. Overall success rates in business administration have improved from 55% in 2003-04 to 64% in 2005-06 and these are now similar to the national average. Timely success rates have also improved slightly from 30% to 39% over the same period. Success rates for the small number of learners on the customer service apprenticeship are high at 63% for advanced apprentices and 87% for apprentices compared with a national average of 43% and 57% respectively.
12. Achievement and standards on ESF funded programmes are good overall. Achievement on the ESF funded engineering maintenance programme and Train to Gain in retail and commercial enterprises is very high.
13. Since 2004-05, success rates in leisure, travel and tourism have improved from very poor to 21% in 2005-06. In the current year, 10 of 18 leavers successfully completed the full framework.
14. Standards of work are generally good and evidence in portfolios comes from a range of working practices. The development of individual and workplace skills is good on all programmes.
15. The latest self-assessment report is largely accurate for the smaller subject sector areas but overstates the achievement in business administration.

Quality of provision

Good: Grade 2

Work-based learning
ESF

Contributory grade: Good: Grade 2
Contributory grade: Good: Grade 2

16. The quality of provision is good overall. On-the-job training provided through Access Training and its subcontractors is good. Access Training closely monitors the off-the-job training provided by subcontractors. Good use is made of a range of feedback and evaluation methods to ensure that training meets the needs of both learners and employers. The flexible planning of assessment meets the needs of learners well with some assessors visiting outside of office hours. The self-assessment report is detailed and evaluative and provides a good template for driving improvements in the quality of the provision.

17. The range of programmes is good and meets the needs of learners and their employers. Programmes link to and provide good support for the job roles of the learners. Many employers enable learners to change jobs and roles to meet their training needs better.
18. Guidance and support are good. Regular meetings with Access Training staff provide learners with good support. Access Training has been very effective in arranging for learners to gain employment or change employers when needed. Staff pay good attention to all learners' needs. Good initial advice and guidance ensure that learners understand their job and employment requirements. Access Training has been successful in obtaining Customer First and Positive about Disability quality standards and is in the process of working towards the Matrix standard for initial advice and guidance.
19. Initial and diagnostic assessment for language, literacy and numeracy needs identifies additional learning needs satisfactorily. Very few learners have identified additional language or learning needs. Access Training has satisfactory arrangements in place with an external provider to meet these needs until its own staff have completed their training.
20. Progress reviews are insufficiently thorough. Progress reviews do not always reinforce or record learners' understanding of equality and diversity. Some do not record health and safety information. Short-term target-setting at some progress reviews is poor.

Leadership and management

Good: Grade 2

Work-based learning

Contributory grade: Good: Grade 2

ESF

Contributory grade: Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

21. Leadership and management are good. A very clear and detailed strategic plan presents a vision for the future development of the organisation. All staff have a good understanding of this plan and they are well informed about all aspects of the business.
22. The strategies to develop more partnerships with other organisations are well established and good. Access Training managers have taken a lead role in the development of a local consortium of training providers including other work-based learning providers and the local college and have been successful in achieving Centre of Vocational Excellence (CoVE) status in business management. Plans for the development of new joint premises are at an advanced stage. Some rationalisation of provision has taken place. Good protocols have been established to manage processes for communicating with potential customers. Access Training staff also make a good contribution to the Local Learning Partnership (LLP) that has resulted in the delivery of 14-16 taster sessions as well as the development of Young Apprenticeship programmes.

23. The management of staff is good. A reorganisation of the staffing structure has resulted in better team working. A range of meetings take place, many on a monthly basis and includes assessor, verifier and quality team meetings. An elected member of the trainer and assessor staff is a full member of the quality team. This team is particularly effective in ensuring staff involvement in key decisions regarding quality improvement. The training manager maintains a good overview of individual staff. Regular individual meetings review performance and progress against targets. Access Training staff receive training at level 4 in meeting learners language, literacy and numeracy needs.
24. Self-assessment is a fully inclusive process involving all staff and key stakeholders. A range of systems gather feedback to inform the process. The final report is evaluative, identifying strengths and weaknesses. The quality improvement plan incorporates these fully.
25. Equality of opportunity is satisfactory. Access Training maintains detailed policies and procedures to manage equality and diversity at all stages of the learners' experience. Managers regularly review a range of management information to monitor performance of all groups who participate in training. Effective strategies are used to widen the participation of some under-represented groups in the industries supported by Access Training. Access Training works with employers to develop their own understanding of equality and diversity and assists in the development of policies and procedures. A good quality leaflet provides information on equality and diversity which all employers receive and use. Training staff include equality and diversity at induction sessions and at learners' progress reviews.

What learners like:

- The support and excellent training
- 'An opportunity to achieve a qualification'
- 'Looking at my job differently'
- 'Good for my job'
- 'Improves my English conversation'
- The opportunity to do other jobs at work
- 'Revise my knowledge of mathematics and English'
- 'I would recommend this programme to anyone else'
- 'Very supportive assessor - especially out of hours'
- 'The assessor worked around our normal everyday activities'

What learners think could improve:

- The management of confidential issues
- The explanation of the NVQ process
- Access to information for NVQ knowledge requirements such as theory books

Sector subject areas

Engineering and manufacturing technologies

Good: Grade 2

Context

26. Access Training provides programmes for both engineering and manufacturing technologies and building services. At the time of inspection, 52 learners were on learning programmes. Twelve learners are working towards qualifications at level 2 in performing manufacturing operations, managed through Access Training itself. Of these, five are following an apprenticeship and seven learners aged 19 and over are funded through either ESF or Train to Gain programmes. Of the remaining 40 learners who are managed through two subcontractors, 21 advanced apprentices are following training and qualifications in security installation and 19 are working towards an NVQ at level 3 in engineering maintenance. All of the engineering learners have employed status in the rail industry. There are no female learners.

Strengths

- Very high success rates in engineering maintenance
- Good acquisition of practical skills in security installations
- Particularly good assessment support for engineering maintenance learners

Areas for improvement

- Insufficiently thorough learners' progress reviews

Achievement and standards

27. Achievement and standards are good. Success rates on engineering maintenance are very high. In 2005-06, the success rate was 85% and in 2006-07 it was 100%.

28. Learners acquire a good level of practical skills in security installations. Learners work on a variety of installations in many locations. Within the first 18 months of training, many are installing highly sophisticated systems with minimal supervision meeting current industrial standards.

29. Success rates in security installations are satisfactory. In 2005-06, the success rate was low. However, in 2006-07, of the 18 apprentice leavers 13 successfully completed the framework. Success rates on manufacturing programmes are satisfactory.

Quality of provision

30. Assessment support for engineering maintenance learners is particularly good. The assessor gives all learners his mobile telephone number and this enables easy contact so that assessments take place when routine maintenance is undertaken. This is often outside of normal train operating times or at weekends. Learners appreciate the flexibility of this approach as it provides increased opportunities for assessments to take place. Progress is good and learners achieve NVQ level 3 in good time. The standard of evidence in portfolios is good. Clearly indexed portfolios contain a good variety of evidence obtained from activities carried out at the workplace.
31. Teaching and training are good. The assessment of learners in manufacturing is thorough. Trainers and assessors discuss the assessment plan with the learner in advance of the assessment. During the assessment, the assessor collects evidence through observation and digital photographs. Staff record required knowledge questions and learners' responses on a digital recorder to link with the digital photographs taken. Learners index their own portfolios and employers provide time at work for learners to update their portfolios.
32. Support for learners undertaking security installation work is also effective. When they are at college, Access Training staff visit them every two weeks for an individual discussion and meet with the learners every 12 weeks to review their progress. These meetings take place in many locations such as at subcontractor sites, on-the-job and others at employers' premises.
33. Courses meet the needs and aspirations of learners and the demands of employers well. In rail engineering, the qualification links directly to either learners' railway signalling professional qualifications or to engineering maintenance qualifications.
34. Learners' progress reviews are insufficiently thorough. Progress review records provide little evidence of reinforcement or promotion of equality or diversity. Staff who conduct progress reviews do not challenge or extend learners' understanding of equality and diversity as it relates to them at work. Some progress review records do not document aspects of health and safety in sufficient detail. The forms do not record the questions asked or learners' responses in sufficient detail to indicate the level of their understanding. Short-term target-setting is poor and does not specify the targets to be achieved by the learner before the next progress review, or record a specific time for completion. Progress reviews do not record targets in sufficient detail to enable employers to support learners in achieving them. Not all learners receive copies of their progress review documents.

Leadership and management

35. Leadership and management are good. The management of subcontractors is good. Collaboration with the two subcontractors, Sunderland College and Performance Development Ltd is good. The contract manager holds frequent meetings with subcontractor staff and communicates regularly to monitor contract

performance. Collaboration with and the responsive management of the college that delivers the security installation subcontract has resulted in significantly improved success rates. Access Training has increased its contract in rail engineering with the local LSC by an additional 60 learners. All staff participate in an annual appraisal system. Individual performance targets are set which link directly to the business plan objectives. Staff meet regularly with their managers to discuss and review their performance against these targets.

36. The latest self-assessment report provides an accurate evaluation of this subject sector area. The report identifies many of the same strengths and areas for improvement identified during the inspection.

Retail and commercial enterprises

Good: Grade 2

Context

37. Access Training manages learning programmes in storage, warehousing and retail operations, for which they employ two assessors and an internal verifier. All learners work towards qualifications in distribution and warehousing, with four taking apprenticeships, and seven on NVQ level 2 programmes. Five learners are on work-based programmes, and six are on ESF funded courses.

38. Learners are employed in a range of businesses, from small local companies to large national organisations. Most training takes place on-the-job. Access Training provides some off-the-job training for equality and diversity, health and safety and key skills.

Strengths

- Very high success rates on Train to Gain
- Particularly good learning support
- Successful management actions to improve success rates on apprenticeships

Areas for improvement

- Insufficiently thorough learners' progress reviews

Achievement and standards

39. Achievement and standards are good. Success rates on the Train to Gain programme are very high. In each of the years 2005-06 and 2006-07 success rates were 100%. In 2004-05, the success rate was 78%.

40. Success rates in warehousing have improved year on year for each of the last three years and are now satisfactory. In 2004-05, the overall success rates for apprenticeships were 18%, rising to 50% in 2005-06. In 2006-07, 18 of the 24 leavers completed the framework successfully and most within the agreed timescale. All learners currently on programme are making satisfactory progress.

41. Learners develop good job and wider personal skills such as team working and managing their own workload. Some learners have gained additional responsibilities.

Quality of provision

42. Learning support is particularly good, especially in relation to key skills coaching. In addition, Access Training provides very effective support to learners whose first language is not English. Through questioning and discussion during NVQ assessments, these learners identify improvements in their conversational skills. Assessors develop a particularly good rapport with learners. They are readily

accessible and take particular care to ensure that all learners clearly understand the qualification requirements. Employers provide good on-the-job training and much practical support, including the use of workplace computers and time to collect NVQ evidence during working hours.

43. Teaching and learning are satisfactory. Access Training provides relevant off-the-job training in equal opportunities and key skills. Assessors are appropriately qualified with suitable occupational experience. Assessment practice is satisfactory, with some good use of digital photography and audio recording.
44. The qualifications meet learners' and employers' needs satisfactorily. NVQ standards match well with learners' job roles and employers' business needs. Some learners benefit from opportunities to work in other departments. The inclusion of health and safety units within NVQ standards reinforces learners' knowledge and understanding well and contributes to safer working practices.
45. Learners' progress reviews are insufficiently thorough. Learners' understanding of the content of their induction is very low, particularly in equality of opportunity. Progress review forms have space for recording the reinforcing of learners' understanding of equality of opportunity but the quality of recording is poor, often with only brief comments. Recording of other information on some progress review documents is incomplete, and often show no target dates for learners to complete actions agreed with assessors. Employers' involvement in progress reviews is variable.

Leadership and management

46. Leadership and management are good. Access Training managers have taken successful actions to improve the completion rates of apprenticeships. Some changes in staff have been made. Assessors have a clearer understanding of their role in setting individual targets for learners, which are monitored regularly. Improvements in key skills training and test preparation have resulted in learners using on-line testing regularly and more interactive group training sessions. Use of sector specific assignments to develop communication and application of number skills has also increased learners' motivation. They are based on storage and warehousing practice and provide direct links between key skills and typical work activities.
47. The company has well-established appraisal, training and development arrangements. Internal verification is satisfactory, with assessor observation and learner interviews taking place at appropriate intervals, and suitable records of verification activities maintained.
48. The promotion of equality of opportunity is satisfactory. Initiatives to widen participation are good. Access Training has become a partner in the Future Textiles project. This project encourages women to undertake qualifications in storage and warehousing. This has resulted in a number of females joining the programme and achieving qualifications. The company has also taken positive action to encourage learners from ethnic groups onto warehousing programmes.

49. The self-assessment report is satisfactory. It identified some strengths and areas for improvement, but did not identify fully the strengths and area for improvement found during inspection.

Business and administration and law

Good: Grade 2

Context

50. Access Training provides programmes in administration and law for 68 apprentices and 67 advanced apprentices. Of the apprentices, 45 are following programmes in administration, 11 in accountancy and 12 in customer service. Of the advanced apprentices, 29 are studying accountancy programmes, 24 in administration and 12 in customer service. Currently 22 learners are studying for a level 4 NVQ, 20 in accountancy and two in administration. There are 10 learners on Train to Gain programmes and 46 on ESF programmes. Four subcontractors, FTC Kaplan, Sunderland College, Gateshead College and Newcastle College, deliver off-the-job training for accountancy. Induction takes place in the training centre and at the workplace. All learners have employed status.

Strengths

- High success rates for accounting apprenticeships
- Particularly good development of occupational skills
- Good progression to other qualifications
- Good individual planning and target-setting
- Particularly effective matching of learners to employers
- Well-managed provision

Areas for improvement

- Insufficient reinforcement of learners' understanding of equality and diversity

Achievement and standards

51. Achievement and standards are satisfactory. Overall success rates for accounting apprenticeships are high at over 80% and for advanced apprenticeships satisfactory. Although the number of learners is low in customer service, overall success rates are good. The largest numbers of learners are on the business administration apprenticeship and advanced apprenticeship programmes where success rates are satisfactory. Technical certificate achievement is very good. Key skills pass rates are satisfactory. Although the number of learners is relatively low, Train to Gain and ESF funded programmes have high success rates with many at 100%.

52. The development of occupational skills is particularly good. Learners produce work of a high standard over a wide range of activities. Employers have given many learners some increased responsibilities or promotion. Most employers provide departmental rotation to increase the range of opportunities for learners to develop occupational skills. Carefully chosen optional units benefit both the learner and employer. Many learners also benefit from involvement in projects providing good opportunities for skills development and NVQ evidence. Some apprentices have few prior achievements, but now take pride in making good

progress towards their career goals. Employers confirm that some learners have significantly increased levels of confidence and personal esteem during the apprenticeship.

53. Most learners are making satisfactory or better progress and are on target to achieve their qualifications within the agreed timescales. Timely success rates across all programmes have improved each year and there is now little difference between overall and timely success rates. Timely success rates for administration apprentices due to complete in 2007-08 are already at 53%.

Quality of provision

54. Individual planning and target-setting is good. Short-term targets are detailed, fully understood by learners and clearly identify completion dates. Employers and learners are fully involved in the planning of training opportunities within the workplace to develop the learners' full potential. Progress reviews are effective in monitoring learners' progress and performance at work and in identifying any slow progress.
55. The matching of learners to employers is particularly effective. Most of the current apprentices applied to the provider as school leavers and initial advice and guidance effectively determined their aptitude and aspirations for career choices. Applicants were then referred to suitable employers for interview. Access Training works closely with employers to identify appropriate career development opportunities for those learners seeking to change career or move to the next step of their career.
56. Most learners progress to another qualification. For some this may be to another appropriate apprenticeship at the same level, for example from administration to customer service. In others, it is to the next level in the same occupational area. About 24% of apprentices have completed key skills portfolios to a level higher than that required by their frameworks.
57. Arrangements for literacy and numeracy support are satisfactory. Initial assessment is satisfactory and includes an initial interview, as well as assessment tests of learners' literacy and numeracy skills. Assessors apply appropriate accreditation of prior learning. Additional support is provided to assist learners with identified needs.
58. Overall assessment is satisfactory. Administration and customer service assessors visit learners at least every four weeks, with additional visits as appropriate. All NVQ training takes place in the workplace. A variety of assessment methods are used and portfolios contain appropriate evidence. However, some assessors when using oral questioning during assessment stray into coaching sessions. Written feedback following assessment is thorough and includes correction of spelling or grammatical errors on written evidence.
59. For accountancy learners, four subcontractors provide off-the-job training. A training officer monitors the subcontractors well and visits the learners in the workplace to carry out progress reviews. Learners with college subcontractors

have the opportunity to attend three-day revision courses run by another subcontractor before taking examinations.

Leadership and management

60. Leadership and management are good. Access Training manages the business administration and law provision well. Managers provide clear, strategic direction. Staff are well qualified with a good range of occupational experience. Physical resources are of a high standard. There are good partnerships with subcontractors. Access Training is the lead partner in the business and management CoVE. Good use is made of data to monitor learners' performance and manage staff performance. There is good recognition of improvements needed in the provision. Effective monitoring of the actions identified for improvement takes place. Overall and timely success rates have improved over the last three years.
61. Internal and external communications are effective. Staff meet regularly to review progress and to discuss areas for development. Access Training has developed a good network of employers, many of whom have been participating in programmes for many years.
62. Reinforcement of learners' understanding of equality and diversity is insufficient. All learners receive equality training as part of induction and some have attended a further one-day training event. Discussion of equality and diversity forms part of learners' progress reviews. However, progress review documents do not always record these discussions and where they do the comments are often superficial.

Learners' achievements

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

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	36	53%	48%	33%	31%
		timely	37	41%	30%	27%	19%
	04-05	overall	35	63%	48%	57%	34%
		timely	41	37%	31%	29%	21%
	05-06	overall	62	53%	53%	47%	44%
		timely	57	39%	34%	35%	27%
Apprenticeships	03-04	overall	150	70%	47%	55%	32%
		timely	136	38%	24%	30%	16%
	04-05	overall	122	60%	50%	48%	39%
		timely	136	34%	29%	24%	22%
	05-06	overall	151	67%	58%	57%	52%
		timely	147	36%	38%	33%	34%

* 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'

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	88	79%
		timely	67	89%
	06/07	overall	68	70%
		timely	50	64%

* 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'

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