

Acacia Training and Development 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' monitoring 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:

- Health and social care
- Hairdressing and beauty therapy
- Business, administration and law

Description of the provider

1. Acacia Training and Development Limited (ATD), was previously inspected as Commercial Education Training Services (CETS), in September 2004. ATD currently hold contracts with Devon and Cornwall Learning and Skills Council (LSC), to provide work-based learning and Train to Gain for young people and or adults. The company offers provision in health, care and public services, business administration and the law and retail and commercial enterprise, similar to that inspected in 2004. Most learners are on health and social care programmes. Courses are offered full time from levels 1 to 4. All provision is LSC funded.
2. A chief executive has overall responsibility for the company, which has three main centres at Taunton, Plymouth and Heathfield. Each has a centre manager who is responsible to the regional operations manager. The provision is delivered and monitored by 10 training managers, 19 internal verifiers and 112 assessors.
3. The total population as of 2006 for the regions of Somerset, Devon and Cornwall is 1,784,000. Unemployment as a proportion of economically active residents in the south west is 3.8% compared with 5.3% nationally. The proportion of economically active adults with an National Vocational Qualification (NVQ) 2 or equivalent qualification is 82.5%. The proportion of people from a minority ethnic group is significantly less than the national average and less than for south west as a whole.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Work-based learning	Contributory grade: Satisfactory: Grade 3
Train to Gain	Contributory grade: Good: Grade 2
Quality of provision	Contributory grade: Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Health and social care	Satisfactory: Grade 3
Hairdressing and beauty therapy	Good: Grade 2
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

Work-based learning Train to Gain

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

4. The overall effectiveness of provision is good. Achievement and standards are satisfactory overall. ATD are successful at improving success rates. Train to Gain success rates are high and these have been maintained and improved over three years. Overall apprenticeship success rates are satisfactory and improving. Learners are motivated and enjoy their learning. The achievement of key skills and technical certificates are good. Learners now make good progress towards completing frameworks. Learners attain good workplace and social skills. Timely success rates for health and social care and early years and playwork are low.
5. The quality of provision is good. Teaching and learning are satisfactory. On-the job training is good and off-the job training is satisfactory. Assessment practice is good. The quality of progress reviews and individual learning plans are satisfactory at supporting learning but target-setting is insufficiently individualised. ATD identify learners' needs and provide satisfactory additional support. ATD are good at meeting the needs and interests of learners. They provide learners with well established and supportive employers. ATD are good at providing a range of support. Advice and guidance provided to a range of learners from different social backgrounds is particularly good.
6. Leadership and management are good. ATD set clear direction strategically and are successful at improving the quality of provision. They evaluate their provision well. Social inclusion is good, equality of opportunity overall is satisfactory.

Capacity to improve

Good: Grade 2

7. ATD has demonstrated that it has good capacity to improve. ATD has effectively taken steps to make improvements since the previous inspection. They have maintained high Train to Gain success rates and successfully implemented actions to improve overall apprenticeship success rates.
8. Inspection grades have improved for business administration, hairdressing and leadership and management but remain the same for health and social care. ATD has successfully tackled most weaknesses identified in the previous inspection report although the weakness on planning and co-ordination of training has not been fully resolved. A large number of improvements have been successfully implemented, which have had a significant impact on learners since the previous inspection and especially within the last year. The company have successfully implemented actions to improve initial assessment, induction and advice and guidance.
9. The self-assessment process is good and is part of a well established annual plan. Productive consultations take place with the relevant managers and staff and feedback from employers and learners is included. Staff are involved at all stages of the report and

the final draft is submitted for internal validation. The final report is endorsed by the regional operations manager. Data is used to make appropriate judgements about success rates and retention. The self-assessment report is critical and inspectors agreed with many of the judgements in the report but gave some sector subject areas higher grades. The strengths and areas for improvement focus on the impact on learners. The quality improvement plan is comprehensive, well laid out, identifies the reasons for and impact of action to improve provision and includes specific target dates.

Key strengths

- High Train to Gain success rates
- Good employer responsiveness
- Good advice and guidance
- Particularly effective strategic planning and management of change
- Effective use of management information

Key areas for improvement

- Low timely success rates for health public services and care
- Insufficient planning and co-ordination of learning
- Skills for life strategy

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning

Contributory grade: Good: Grade 3

Train to Gain

Contributory grade: Good: Grade 2

10. Achievement and standards are satisfactory. Overall Train to Gain success rates are high. ATD have successfully improved overall apprenticeship success rates, and these are now satisfactory. Timely success rates have significantly improved in hairdressing. Success rates for learners with additional support needs and or disabilities have improved significantly and are now satisfactory. Learners attain good workplace skills. Learners enjoy their work-placements and make productive contributions. Learners develop good personal skills and have the confidence to progress to higher levels where they need to be more independent in their learning. Key skills and technical certificate achievement is good. The standards of work overall are satisfactory. The self-assessment report is accurate and has a specific emphasis on improving the success rates for all learners. Timely success rates have improved but remain low, particularly in health and social care and early years and playwork

Quality of provision

Good: Grade 2

Work-based learning

Contributory grade: Good: Grade 2

Train to Gain

Contributory grade: Good: Grade 2

11. The quality of provision is good. The ATD self-assessment report for the sector subject areas is generally accurate. Teaching and learning are satisfactory. On-the-job training overall is good. Off-the-job training is very effective in business administration and in hairdressing but satisfactory in health, care and public services the largest proportion of provision. Assessment planning is particularly good in social care. Assessment practice provides a good learning experience and test of learners' background knowledge and skills. ATD insufficiently plan and co-ordinate learning and target-setting is insufficiently individualised.
12. ATD meet the needs and interests of learners and employers well. The provider matches learners' aspirations skilfully. ATD provides a range of relevant training programmes that meet the needs of employers. Hairdressing programmes are well designed. Partnerships with employers are good, they are established and ATD provide good flexible job opportunities and work-placements for unemployed learners. Learners enjoy their learning and the opportunities to progress to higher level training programmes. Progression opportunities have been particularly effective for many learners who are returning to work with few qualifications.
13. Advice, guidance and support are good. ATD advise learners well about their learning options. They provide clear information that is well understood by learners. ATD are good at responding to learners concerns and seek to improve the quality of the service through the evaluation of learner exit interviews. Support generally is good but pastoral and learning support is particularly purposeful in care. The organisation has good working relationships with connexions. The provider has successfully trained staff specifically to

improve expertise in providing advice and guidance. Learners with additional support needs are given satisfactory support.

Leadership and management

Good: Grade 2

Work-based learning
Train to Gain

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

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

14. Overall, leadership and management are good. Senior managers are committed and supported well by the company's board who take a keen interest in the company's training provision. ATD has implemented particularly effective strategic planning and management of change. The company has maintained or improved the quality of services to learners. A large number of implemented changes have been successful despite the complex acquisition and amalgamation of a number of companies. This included CETs, Horizon, the existing Somerset Care training unit and a newly acquired work-based learning provider where success rates were very low. The board successfully implemented a detailed recovery plan for one of the training centres and invested a large amount of resources including support from other centres.
15. The company has successfully restructured. Communication between senior managers is improved and the company has a clear common purpose and set of values which all ATD staff share and understand. ATD are better at sharing good practice and work to similar procedures in assessment and monitoring in all sector subject areas. The overall company strategic plan for 2008 to 2013 identifies a range of core objectives, key performance indicators as well as key priorities for the company.
16. Managers use management information well to improve performance. Detailed reports on both financial profiles and learners' progress and achievement are effectively used. Information is used well to identify learners who need additional support to achieve their learning targets. Examples of good practice and areas of concern are used for improvement in the delivery and assessment of provision between the centres. Company bulletins provide ATD staff with good performance information.
17. ATD's quality assurance manual is comprehensive and implemented well. Areas for improvement identified in the self-assessment report are effectively incorporated into the company's quality improvement plan. Reviews of the plan take place every six months and most actions are completed effectively within their target date. However, senior managers insufficiently prioritise actions.
18. Overall, equality of opportunity is satisfactory. ATD successfully promotes social inclusion. The overall apprenticeship success rates of learners with a learning difficulty or disability have significantly improved and are now satisfactory. ATD sensitively plan and support women who are returning to work, learners who have maternity leave and learners with childcare responsibilities. The equal opportunities policy is satisfactory and includes some useful guidelines and practical examples. A booklet used well at induction reinforces learners' understanding of equality and diversity. A series of well planned questions used during progress reviews encourages learners to discuss equal opportunities with their

assessor. Equality of opportunity training is mandatory for staff. ATD adequately evaluate, review and set targets for the recruitment and achievement of female and male learners of different social and cultural, backgrounds. However, there is no specific action plan to identify how targets will be met. A working group has recently been reinstated to evaluate the company's strengths and areas for improvement in equality and diversity. Although detailed management information is available, currently analysis to compare the progress and achievement of learners with additional learning and/or social needs is not available.

19. The procedures for safeguarding learners meet current government requirements. The child protection policy is comprehensive and includes detailed procedures for staff to follow as well as information to support them. Ongoing child protection training will be complete by the end of September 2008.
20. The planning and co-ordination of training was identified as a weakness at the previous inspection and some improvements have taken place. However, the detailed initial planning of training for those learners who have most of their training in the workplace is insufficient. Little information is shared about what is delivered by for example employers and assessors.
21. The skills for life strategy is incomplete. Recently developed procedures to support additional learning needs include a comprehensive initial assessment process. However, the company have an insufficient overview about what is required to improve skills for life, its implementation review of support or qualifications needed for staff involved in the delivery of literacy and numeracy. Specialist staff are well qualified and use appropriate techniques and a wide range of up-to-date resources. Assessors support their learners in the workplace well but are not always fully aware of specialist learning support techniques or resources.

What learners like:

- 'My assessor explains things in a way that makes it easier to understand'
- 'I like the regular and frequent visits at work and I can see the progress I make'
- 'It drew out qualities I did not know about myself'
- 'Individual help and support from my employer and the provider'
- 'I like the positive feedback on my work'
- 'Free resources to use at work (hairdressing learners) which include workbooks, a training head and disposable cameras'
- 'Happy with everything'
- 'Tutors help you catch up if you miss anything'
- 'Assessor is available any time by email or 'phone'
- 'I like learning in small groups'
- 'Assessors are very flexible, they will visit around shift patterns even at weekends'
- 'Key skills support is good and is flexible'
- 'I really enjoy the course – it's not like school'

What learners think could improve:

- 'Having to do key skills'
- 'Better and more theory training at work'
- 'More information on other training that ATD offer'
- 'To be kept better informed about any assessor changes'

Sector subject areas

Health and social care

Satisfactory: Grade 3

Context

22. Currently, 622 learners are on health and social care programmes, of these 409 are apprentices and 213 adults on Train to Gain. ATD manages training and assessment from centres in Plymouth, Taunton and Heathfield. All learners are employed in the health and social care sector. Most training is provided in the workplace by assessors. ATD have 56 assessors, 10 of these are based in the workplace.

Strengths

- High success rates in Train to Gain
- Good assessment planning
- Particularly effective support for learning

Areas for improvement

- Low timely success rates for apprentices
- Insufficient emphasis on target-setting

Achievement and standards

23. Achievement and standards are satisfactory. Train to Gain overall success rates are high and improving, currently at 81%. Overall apprenticeship success rates are improved and now satisfactory. Technical certificate and key skills achievement however, is good. The standard of learners' work is satisfactory. Learners on all programmes are generally motivated and committed. They enjoy their training and assessment. Learners attain good skills in the workplace during their training. Learners now make satisfactory progress towards completing frameworks. Timely apprenticeship success rates are low but improving.

Quality of provision

24. The quality of provision overall is satisfactory. Teaching and learning are satisfactory overall. During on-the-job training, learners benefit from good assessment planning. Assessors negotiate successfully with employers to provide good opportunities for workplace observation. This often involves careful planning in rearranging learners' work schedules. Some assessors are based in the workplace and are available to make regular, relevant observations of learners' practical work and provide useful timely guidance. Assessment practice is supportive and effective. In some instances learners develop the confidence to skilfully negotiate their learning with managers and colleagues. Assessors use good judgement in their assessment practice. Employers value the assessment decisions and the resulting background knowledge that learners gain from assessment. Assessors show learners how to improve their skills by demonstrating different work techniques and methods in personal care and hygiene and in emergencies when service

users require immediate assistance. Assessors monitor learners' progress well and maintain high standards of care practice.

25. Employers are fully involved in the assessment and progress reviews. The delivery and assessment of key skills is effective. Key skills are integrated well with learning and learners understand how key skills relate to their vocational training. Progress reviews are regular and reflect the assessment process well.
26. Initial assessment is satisfactory. Support for learners with additional learning needs is satisfactory. All learners are assessed well for their basic literacy and numeracy skills. Learners with additional learning needs are identified appropriately and offered effective support. When necessary, external services are used to identify relevant support programmes for learners with specific needs.
27. Individual learning plans and review records show an insufficient emphasis on target-setting. Targets are general and unspecific and do not take account of individual learner abilities. For example, learners often have the same target date for achieving individual units. Some progress review records are insufficiently detailed and others are sometimes hard to read because poor copies given to learners are illegible. Some learners are unclear as to which targets apply to them and are sometimes confused about how they can improve and progress.
28. ATD successfully meet the needs and interests of learners. They provide good work-placements with particularly experienced and supportive employers. Learners have good opportunities to develop their careers and progress to higher level programmes. Employers are very pleased with the standard of training and work well with assessors and learners to plan training opportunities. However, too few enrichment activities exist.
29. Overall, advice, guidance and support for learners are good. Support for learning is particularly effective. Assessors support learners and employers particularly well by planning visits at convenient times for all interested parties, which do not disrupt or interfere with learners' work schedules. In situations which require learners to be away from the workplace for extended periods, assessors continue to provide support and learning opportunities, sometimes visiting learners at their homes. Learners are very effectively supported where they may have difficulty in continuing with their learning programme. Learners confide in their assessors and trust their guidance. Learners are encouraged to ask staff for points of clarification with their learning and also for personal support. Good relationships exist between assessors, learners and employers. Learners receive satisfactory course information.

Leadership and management

30. Leadership and management are satisfactory. Quality assurance processes are satisfactorily implemented. Staff are accountable for performance targets. Communication is good between all staff. Support for staff is good. Assessors enjoy their work and benefit from flexible working arrangements. Equality of opportunity is adequately promoted. The self-assessment process is effective and the self-assessment report identified many of the inspection findings.

Hairdressing and beauty therapy

Good: Grade 2

Context

31. ATD provides work-based learning at NVQ level 2 and level 3 in hairdressing, across Devon, Cornwall and Somerset. Currently, 50 apprentices and 16 advanced apprentices are enrolled in learning. Most learners are female and all are employed. ATD works with 32 employers mostly in and around Newton-Abbot. Six employers are in Plymouth. Most training and assessment is at work. Some employers are responsible for all the training and some employers work with ATD to either assess or train apprentices. ATD employ three assessors who visit the salons and two internal verifiers.

Strengths

- Good attainment of skills
- Good progress improving apprenticeship success
- Particularly effective work based assessment
- Well designed provision that meets employer and learner needs
- Good development of learners' understanding of equality of opportunity and health and safety

Areas for improvement

- Insufficient planning of salon learning
- Insufficiently specific target-setting to appropriately challenge different learners' abilities

Achievement and standards

32. Achievement and standards are good. Overall success rates are improving and in 2006/07 were satisfactory. Timely success rates have significantly improved. Learners complete assessments effectively and make good progress towards their NVQ. Key skills achievement is good.

33. Learners achieve good skills in a variety of well chosen workplaces. Learners develop good technical and practical hairdressing and customer care skills. Skill development opportunities are good for all learners. Portfolios are comprehensive and include good quality evidence.

Quality of provision

34. The quality of provision is good. Teaching and learning is satisfactory overall. Work based assessment is particularly effective. Assessors add value to workplace learning. Assessors support learners' skills development well, visiting the workplace regularly and assessing learners skilfully. Assessors are good at supporting learners' progress. Off-the-job training is good and on-the-job training is satisfactory. Off-the-job training sessions are well planned and attended. The trainers provide good practical background knowledge for learners. Learners value the opportunity to attend occasional additional specialist training and meet learners from other salons. Initial assessment is satisfactory. Key skills

specialists work successfully with learners to ensure they achieve key skills within the planned time. Learning materials are meaningful and relevant.

35. Salon learning is insufficiently planned. Employers provide good, regular training but it is not sufficiently formally planned or recorded to compare with ATD training and assessment. It is difficult to identify where a learner may have already covered training relevant to the requirements of the NVQ such as perming hair or working on reception.
36. Target-setting is insufficiently specific to appropriately challenge different learners' abilities. ATD set a 'timeline' for all learners, which is used to monitor learners' progress. Generally learners are meeting these targets however; they do not sufficiently stretch more able learners or accommodate learners who may need more time to achieve NVQ units. Information on key skills records are not updated regularly enough to make progress more meaningful to learners and employers. The monitoring of target-setting was identified as a weakness by the provider in the self-assessment report.
37. ATD meet the interests of employers and learners well. ATD provides well designed flexible training programmes for learners including training at local venues, fortnightly ATD assessor visits or support for employers who wish to carry out training and assessments themselves. Learners are offered a variety of useful ways to complete key skills training and assessment including on-line testing at work. ATD successfully work in well established partnerships with a variety of hairdressing salons and are successful at either placing learners with salons or working with learners already employed.
38. Overall advice, guidance and support for learners are good. ATD and employers provide good support for learners. ATD are responsive to support both learner and employer needs. For example, ATD provides good off-the-job training support for example in providing flexible training times to support one apprentice with childcare needs. ATD provides good background knowledge support. For example, one learner had difficulties retaining knowledge gained in training. The parents and the employer worked with ATD to find useful strategies to improve the learners' learning skills. Employers, learners and assessors are systematically involved in the quarterly progress reviews. Additional support for learners is satisfactory.

Leadership and management

39. Leadership and management are good. Assessors manage training well and provide good development of learners' understanding of equality of opportunity and health and safety. Learners recall what they learnt about their rights and responsibilities during induction and understand some of the wider issues such as bullying and harassment.
40. Management information is used well by managers to devise and implement plans to improve provision. For example, assessors have a useful monthly report indicating the number of days left until the end of each learner's programme to ensure they prioritise assessments. Good communication is promoted well and exists between managers across centres.
41. Internal verification is planned, regular and effective. It meets awarding body requirements and assessment practice is shared well. Assessors are suitably qualified. Staff, learners and employers contribute well to the self-assessment report. Much work has been done to improve the issues of low achievement and monitoring of all training

identified at the previous inspection. The self-assessment report contained similar judgements to those on inspection although did not match the grade awarded.

Business, administration and law

Good: Grade 2

Context

42. ATD offer apprenticeships and Train to Gain programmes. Currently 40 learners are working towards accounting, 43 towards administration, 37 towards customer service and 18 towards management qualifications. Of the current learners, 70 are apprentices, 37 are advanced apprentices, and 31 adults are working towards NVQs. Learners are employed in a variety of private and public sector organizations in Devon and Somerset. Most training takes place on-the-job. All apprentices can attend weekly workshops for key skills. The provision is managed by three training coordinators and six assessors.

Strengths

- High success rates
- Good development of skills in the workplace
- Very effective off-the-job training in accounting
- Good responsiveness to employer needs
- Good management of change

Areas for improvement

- Insufficient planning and co-ordination of training
- Insufficiently detailed target-setting for learners

Achievement and standards

43. Achievement and standards are good. Overall success rates are high and have improved since the previous inspection. Currently, success rates are already well above national rates at 83% for advanced apprenticeships and 76% for apprenticeships. Timely success rates also exceed national rates and are improving.

44. Success rates for advanced apprenticeship accounting are very high at 93% in the current year. Pass rates in the external AAT exams are outstanding. Most accounting learners achieve frameworks within the planned time. Administration apprenticeship success rates are good and satisfactory for advanced apprentices. Pass rates for technical certificates and key skills are good. Achievement of NVQs by adults is outstanding at 100% for 2007/08, timely success rates are satisfactory

45. Most learners progress well from apprenticeships to advanced apprenticeships. Many accounting learners progress successfully to professional qualifications after completing NVQ level 4. Learners are all employed, and many achieve promotion during or at the end of their programme.

46. Learners develop good technical skills and knowledge quickly in the workplace. They become confident at communicating with customers and colleagues in different work situations. Many learners attend useful specialist courses specific to their job roles, further extending their expertise. Job roles are challenging, and employers appreciate learners' willingness to use their initiative and take on responsibilities.

47. The standard of work is good, reflected by diverse work-based evidence in portfolios, and positive comments by employers. Learners are enjoying their programmes, which they find challenging and interesting.

Quality of provision

48. The quality of provision is good. Teaching and learning are good. Off-the-job training for accounting is particularly effective. Sessions are well planned and delivered by qualified and experienced tutors who use their commercial experience well to motivate learners. Assessment practice is shared well. Tutors give learners extensive one-to-one support, and provide more challenging tasks for faster workers. Homework is set regularly and marked promptly and extra revision sessions are provided before exams. Learners enjoy sharing their experiences and use them to improve their own workplace practice. Resources and accommodation overall are satisfactory however, learners have good access to computers. Tutors make insufficient use of modern technology in teaching.

49. Initial assessment is satisfactory. A range of tools is used to determine the level of NVQ, learning styles and support needs. Good key skills support is given by specialist tutors either at the centre or in the workplace, and materials are appropriately relevant.

50. Assessment practice is satisfactory. Direct observation is used more extensively in all areas, including accounting. Most assessment planning is good, but is not always sufficiently individualised, and is often the same for every learner. Dates and signatures are often missed off evidence. Where holistic assessment is used, learners sometimes do not achieve any units for several months. E-portfolios are not used sufficiently.

51. ATD staff insufficiently plan and co-ordinate on- and off-the -job training. ATD do not routinely give employers a copy of the scheme of work for off-the-job training in accounting. Opportunities are missed for employers to reinforce skills through work based activities. On administration and customer service programmes, there is no integrated plan to show what training will take place at work and how assessors will cover any skills which the employer cannot develop. In reviews, workplace training is recorded retrospectively, rather than planned with the employer in advance.

52. Target-setting is insufficiently detailed. All units are planned for completion on the same date in individual learning plans, making progress difficult to measure. Dates and signatures are often missing. Targets in progress reviews are not always specific. Learners often do not achieve qualifications by the planned end date. Target-setting has improved recently.

53. ATD meets the needs of employers and learners well. Staff recruit good quality apprentices to meet employer needs, and this helps learners to settle into the job quickly. ATD support employers for example they organise case conferences with large employers to discuss learners' progress on a regular basis. Start dates and flexible assessment arrangements match learners different work hours well.

54. Support, advice and guidance for learners are satisfactory. Staff are available by email and telephone, and are friendly and approachable. Tutors give good one-to-one support in class, and assessors visit the workplace regularly. Staff make flexible arrangements for learners to continue when they have long term absences for sickness, etc. Induction is satisfactory.

Leadership and management

55. Leadership and management are satisfactory overall. ATD has managed a period of significant change well. Communications are good at all levels. Centre managers have an open door policy. Staff have been kept well informed of developments through emails, correspondence, bulletins and meetings. Staff are committed and enthusiastic and work well together. Information and good practice are shared at the regular cycle of meetings. New staff have been supported well through shadowing and mentoring. Staff development is good.
56. Many quality improvements have been made in recent months. Performance monitoring and support are good. Overall and timely success rates are improving. Internal verification is generally satisfactory.
57. The promotion and reinforcement of equality and diversity is satisfactory. Staff all take up-to-date training. Equality and diversity and health and safety are implemented well in learners' induction, and subsequently by questioning in progress reviews. Learners are aware of the complaints and appeals procedures and are treated with dignity and respect. Promotional materials are being redesigned to reflect the diversity of learners.
58. The self-assessment process is inclusive and involves all staff. The self-assessment report was broadly accurate.

Annex

Learners' achievements

Success rates on **work-based learning Train to Gain care NVQ programmes** managed by the provider **2005 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain ***	2005/06	overall	304	74
		timely	285	26
	2006/07	overall	204	76
		timely	171	52
	2007/08 (11 months)	overall	262	81
		timely	283	49

Success rates on **work-based learning Train to Gain business administration NVQ programmes** managed by the provider **2005 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain ***	2005/06	overall	46	91
		timely	44	64
	2006/07	overall	30	80
		timely	36	36
	2007/08 (11 months)	overall	38	100
		timely	32	44

Success rates on **work-based learning hairdressing apprenticeship programmes** managed by the provider **2005 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/c ollege NVQ rate **	National NVQ rate**	Provider/college framework rate**	National framework rate**
Apprenticeships	05-06	overall	26	42	55	42	52
		timely	28	11	38	11	36
	06-07	overall	36	58	61	58	59
		timely	31	39	47	39	45

Success rates on **work-based learning health and social care apprenticeship programmes** managed by the provider **2005 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/c ollege NVQ rate **	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	05-06	overall	101	49	48	31	29
		timely	107	29	34	16	19
	06-07	overall	47	60	55	53	45
		timely	33	30	38	30	31
Apprenticeships	05-06	overall	155	54	48	47	38
		timely	127	15	24	9	18
	06-07	overall	179	58	59	55	53
		timely	170	33	36	32	32

Annex

Success rates on work-based learning business administration apprenticeship programmes managed by the provider/college 2005 to 2007

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	05-06	overall	29	62	59	59	50
		timely	29	52	44	48	37
	06-07	overall	29	69	70	69	66
		timely	28	64	56	64	53
Apprenticeships	05-06	overall	63	73	62	73	57
		timely	62	53	44	53	41
	06-07	overall	97	74	69	73	66
		timely	87	66	54	64	52