

Seleta Training and Personnel Services Ltd

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Contents

Background information	3
Inspection judgements	3
Scope of the inspection.....	3
Description of the provider.....	4
Summary of grades awarded	5
Overall judgement.....	6
Effectiveness of provision	6
Capacity to improve	6
Key strengths	6
Key areas for improvement.....	7
Main findings	8
Achievement and standards	8
Quality of provision.....	8
Leadership and management	9
Equality of opportunity	9
What learners like	11
What learners think could improve.....	11
Sector subject areas.....	12
Engineering and manufacturing technologies	12
Information and communications technology	15
Business, administration and law	18
Learners' achievements	3

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:

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

Description of the provider

1. Seleta Training and Personnel Services Ltd (Seleta) was established in 1968 as the South East London Training Group. Seleta has a contract with London South LSC to provide programme-led apprenticeships, advanced apprenticeships and Train to Gain programmes. It provides training for 118 learners in engineering, including 102 in specialised plant and machinery operations (lift truck). It also provides training for 76 learners in information and communications technology (ICT), both for users and practitioners. The company provides training for 75 learners in business, administration and law, more specifically in administration, management and customer service. Seleta also provides foundation training through an Entry to Employment (E2E) programme and has recently started a national vocational qualification (NVQ) programme in cleaning.
2. A managing director and a small management team run the company, which employs 18 staff. Seleta operates from two sites. The head office at Blackheath is the location of the engineering training and support services. Training in ICT and the administration training is located at the Kenley training centre.
3. Inspectors looked at the areas of engineering and manufacturing technologies, ICT and business, administration and law during the inspection. They did not inspect the E2E programme and cleaning.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject areas

Engineering and manufacturing technologies	Good: Grade 2
Information and communication technology	Good: Grade 2
Business, administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Leadership and management are satisfactory, as are the arrangements for equality of opportunity. Provision is good in engineering and manufacturing technologies, good in ICT and satisfactory in business, administration and law.

Capacity to improve

Satisfactory: Grade 3

5. Seleta has a satisfactory capacity to improve. The company has sound strategic leadership. Data for the 2007/08 year shows that overall success rates have recently improved and are now satisfactory in many areas and good in some. Timely success rates remain well below the overall rates and indicate some slow progress by learners. Continued investment has been made in staff training, and in developing the management structure to meet the current and future needs of the business and learners. Managers do not make sufficient use of accurate and plentiful data to manage and monitor performance. The company has plans in place to overcome the detrimental impact of recent senior staff departures. Arrangements for quality improvement are satisfactory.
6. Steps taken to improve the provision since the previous inspection are satisfactory. Seleta's managers have addressed most weaknesses identified at the previous inspection with the exception of the insufficient monitoring of equal opportunity. The introduction of Train to Gain programmes at Levels 2 and 3 has been carefully and successfully managed.
7. Self-assessment is unsatisfactory. The process is insufficiently inclusive. Managers do not use data sufficiently well to support judgements. Regular reviews of the report do not always result in improvement as no directly related action or development plan is in place. The self-assessment report is broadly accurate but insufficiently self-critical, particularly in curriculum areas and in identifying areas for improvement. Inspectors considered some strengths to be no more than normal practice or having only a normal effect on learners.

Key strengths

- Good development of practical skills
- Good teaching and learning
- Good support for literacy and numeracy
- Good deployment of staff and resources

Key areas for improvement

- Slow progress by some learners
- Insufficiently effective and inclusive self-assessment
- Insufficiently effective analysis of management information

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Main findings

Achievement and standards

Satisfactory: Grade 3

8. Success rates for Train to Gain learners are satisfactory. Seleta has substantial numbers of Train to Gain learners who started or expected to complete their training programmes in 2007/08. Overall success rates for Train to Gain learners are good on lift truck training, although timely success rates remain well behind. Only a small number of Train to Gain learners are enrolled on ICT programmes and their progress to date is slow. A significant number of Train to Gain learners on business, administration and law programmes have made satisfactory progress. Self-assessment recognised the improvement in success rates but not the slow progress in some areas. Learners on Train to Gain achieve good skills. Employers cooperate well with Seleta's engineering assessors and are often engaged in facilitating learners' training and assessment. Train to Gain learners in business, administration and law make reasonable progress.
9. Success rates of engineering apprentices have been poor. Recent data indicates that Seleta staff have stabilised the programme and that overall and timely success rates have improved significantly in 2007/08. Apprentices in ICT achieve high standards in practical work, taking pride in accuracy and neatness, but it is too early to judge the success rate of the provision. Early results of the apprenticeship in business, administration and law show satisfactory achievement. The small number of remaining engineering apprentices are developing good practical skills and working to demanding industry standards. Apprentices in ICT quickly become confident in technical language, and of costing alternative solutions to hardware requirements.

Quality of provision

Good: Grade 2

10. Teaching and learning is good in engineering and in ICT. It is satisfactory in business administration. The Kenley training centre is resourced with well-equipped classrooms. Tutors make good use of a wide range of teaching aids and equipment. Knowledgeable and enthusiastic staff plan lessons well and use appropriate learning materials.
11. Lift truck instructors provide good quality instruction in learners' workplaces. They are well qualified and experienced, providing clear and calm instructions that give learners confidence. Instructors work well to ensure that learners achieve maximum benefit from the training session while recognising the pressures of a busy working environment.
12. Support for learners with literacy and numeracy needs at the Kenley training centre is very good and recognised in the self-assessment report. A specialist tutor provides good individual support for learners who exhibit a wide range of learning needs. In addition to initial testing for literacy and numeracy needs, the tutors complete diagnostic testing for those learners in need and also provide intensive key skills support to those learners referred by key skills tutors. Resources to support the full range of activity are good. Learners agree short-term targets and monitor their progress through weekly and monthly progress reviews. The tutor maintains very good records of progress within a computer-based monitoring system.

13. Assessors give work-based learners good personal and training support. They use their occupational and professional skills well to help learners produce good practical evidence and for their portfolios. Assessors and tutors have provided support for learners outside official working hours on many occasions.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

14. Seleta has clear business strategies and planning. Two-year development plans are reviewed annually and form the basis of a well prepared three-year strategy and development plan. All business plans include demanding improvement indicators and headline targets for achievement. Good planning has enabled the company to change the focus of provision to employability skills, and to bring key skills and technical certificates to an early stage of the programme. Business planning activities have been usefully incorporated and linked to the company's quality processes as a basis for determining improvements. Managers have identified a number of significant improvements achieved in recent years, but have not linked them directly to the self-assessment process. An external consultant has worked with staff and managers to facilitate useful and challenging sessions on forward thinking and business planning.
15. Seleta managers have used staffing and teaching resources to good effect. Staff training and development are good. A thorough formal annual appraisal process takes place that usefully encourages staff to maintain a self-evaluation record for review and discussion. Many staff have substantial service in the company and are well qualified and experienced through a programme of continuous professional development. New staff have a well-planned induction and are encouraged to obtain training and assessment qualifications if they do not hold them already. Managers have recruited staff with good experience and potential which has enabled them to reorganise the company structure efficiently following the loss of some senior staff. Teaching and accommodation resources in the Kenley centre are good. Classrooms are well equipped with a good selection of equipment and learning materials. Tutors use interactive whiteboards well to access online resources. Practical activities use a good range of tools and hardware. When working on employers' premises, instructors ensure that training areas are clean, well laid out and suitable for the purpose. The quality of tuition and instruction is good.
16. Good management of additional learning needs takes place through the appointment of a specialist tutor at the Kenley training centre. A qualified tutor supports learners very well in literacy and numeracy. Those apprentices who are not based at the training centre, and all of the Train to Gain learners, are able to access this additional support, although travelling distances prevent many from doing so. Assessors actively support those work-based apprentices with additional needs by linking with this specialist support.
17. The procedures for safeguarding learners meet current government requirements. The company has good links with a local London borough that provides criminal record bureau (CRB) checks and all appropriate staff have clearance. Staff have not had recent updating training on this topic.
18. Seleta management has not been sufficiently active in addressing the need to improve timely success rates. Evidence exists of slow progress by some learners in two of the three

sector subject areas where timely success rates remain substantially behind overall rates or face the prospect of poor timely success rates. Self-assessment has recognised the need for timely achievement only in business administration and not in the areas noted by inspectors. No detailed or measurable plans are evident to address improvements in these rates.

19. The promotion and monitoring of equal opportunity is satisfactory. Seleta has a comprehensive and updated equal opportunity policy and related procedures. The company actively and successfully encourages young people from under-represented groups to enrol. It promotes all its programmes through a range of activities, such as visiting schools and colleges, meeting with careers advisors and probation services, as well as advertising its training programmes in media aimed at minority ethnic readers. It has been less successful in recruiting female learners to the engineering and ICT programmes.
20. Many of Seleta's apprentices have complex social needs and learning difficulties. The company provides very good levels of support that enable learners to overcome the obstacles to learning that many of them experience. Tutors will make arrangements for flexible attendance for some learners when appropriate. The Kenley site is accessible to wheelchair users and has lift access to the first floor training rooms. The training accommodation has a hearing loop. The company purchases specialist aids if learners require them.
21. The company provides regular staff training to update awareness of equality of opportunity. The company also collects data about learners' gender, ethnicity and disability status. Seleta sets demanding targets for the recruitment of learners from under-represented groups, however, it does not use its data to systematically monitor and analyse their success rates according to gender, ethnicity and disability status. This is an area for improvement mentioned the previous inspection report but not acknowledged in the self-assessment report.
22. All learners receive some training on equality of opportunity and health and safety during induction. Staff promote equality of opportunity well at this stage and often reinforce it during progress reviews of apprenticeships. Assessors in engineering have a bank of relevant prepared questions on equality and diversity to use in discussions with apprentices, but they are not always used. Apprentices' progress reviews in ICT clearly show a range of discussions on equality and on health and safety. Instructors on lift truck Train to Gain programmes do not monitor learners' awareness and understanding of equal opportunity, and Train to Gain reviews in ICT have only tick boxes and record no information about the issues discussed. Assessors in business administration do not sufficiently reinforce learners' roles and responsibilities in relation to equality and diversity during reviews.

What learners like:

- Helpful and approachable staff
- The opportunity to gain a qualification
- Learning in working time without disruption to work
- Tutors and assessors take time to explain things
- Lots of practice with tools and equipment
- 'When I started I was very frightened and I have conquered my fear'
- 'We learn something new each day'
- 'Getting the A+ tells an employer we can do the job'
- 'It was a good experience, makes you aware of things you sometimes forget are important'
- 'Lots of jobs to apply for'
- 'My assessor is very informative, goes at my pace and has a good sense of humour'

What learners think could improve:

- Rooms are sometimes too hot at the Kenley training centre
- More frequent visits from an assessor
- Key skills are too basic
- Insufficient work time to write up
- Increase variety of work to meet NVQ standards
- More learning assignments to improve skills
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Sector subject areas

Engineering and manufacturing technologies

Good: Grade 2

Context

23. Seleta provides training in engineering and in lift truck operation. Nine advanced apprentices and seven Train to Gain learners are training in engineering, and 102 Train to Gain learners are on the lift truck programmes.
24. Each of the nine apprentices is employed. All learners have a test of their literacy, numeracy and language skills and their suitability is assessed by interview. Induction takes place at the training centre or other suitable venues. Learners are employed across a range of companies based in central, south and east London.
25. Assessors visit the apprentices, and instructors visit Train to Gain learners, in the workplace to provide training and assessment and to review progress. A team of five full-time vocationally-experienced assessors and two internal verifiers provides support to all programmes.

Strengths

- Very good success rates on Train to Gain programmes
- Good development of practical skills in apprenticeships and Train to Gain programmes
- Good lift truck training
- Good working relationships with employers

Areas for improvement

- Poor success rate on the advanced apprenticeship
- Insufficient promotion and monitoring of equality and diversity

Achievement and standards

26. Overall success rates on the Train to Gain programmes are very good. Of the 68 learners who planned to complete the lift truck programme in the year 2007/08, two left in the first six weeks, seven are still in learning and 56 achieved their qualification, 38 of them within the planned time for the qualification.
27. The success rate on the advanced apprenticeship is poor and has been declining. The overall success rate has fallen from 26% in 2004/05 to 8% in 2006/07. The timely success rate has fallen from 15% in 2004/05 to 6% in 2006/07, which is well below the national average. After this series of disappointing years, Seleta managers and staff have stabilised and rectified the declining performance. Advanced apprentices now develop good practical skills and in many cases work to demanding industrial standards with the minimum of supervision. The provider's data indicate that overall and timely success rates on advanced apprenticeships are improving significantly in 2007/08.
28. Learners develop good practical skills. Train to Gain learners develop a good understanding of lift truck driving and of health and safety relevant to working in a busy

industrial area. They work well to ensure that workplaces are safe and properly organised. Seleta's trainers on the Train to Gain programme help learners appreciate the business operations of their employers, particularly how delays in distribution can cause problems in many other areas. The programme successfully improves learners' confidence and self-esteem in many cases. Most Train to Gain learners have few prior achievements, but now make good progress towards improving their career goals.

Quality of provision

29. Lift truck training is good. It takes place on employers premises using both reach and counterbalance trucks. Training areas are mostly clean, spacious, well laid out and suitable for the purpose. The quality of instruction is good. Most instructors are well qualified and experienced, and are calm and supportive during instruction. They give clear directions and advice about lift truck positions and manoeuvres. There are suitable pauses in instruction for reflection and guidance, and instructors ensure that they pace sessions appropriately. They increase opportunities to learn and extend the range of experience through the use of a variety of lift truck equipment. Instructors always reinforce learning through demonstration. Learners engage well and their interest is sustained as they demonstrate improved skill levels. Employers comment very positively on the long-term value for their companies of developing the learners' skills.
30. Seleta staff provide good support for the wide range of skills needed by advanced apprentices including basic electrics, hydraulics and pneumatics. Many employers provide experienced mentors for the apprentices to offer support in fundamental tasks and a range of additional skills. Apprentices develop confidence from increasing skill development and often take additional responsibility within the workplace. The evidence presented in learners' portfolios is diverse and of a good standard. It demonstrates improving literacy and numeracy skills. However, progress reviews record insufficient information, particularly in the setting of short and medium term vocational targets.
31. Seleta has good working relationships with employers. Many employers have a strong commitment to training and readily provide training and assessment opportunities for learners. Seleta's managers and staff manage the relationships with employers well, through good, effective communication links. For example, instructors work around production schedules to provide time for assessment and portfolio building. Normal working conditions provide practice and a wide range of diverse evidence for the qualifications. In many cases however, employers are not sufficiently involved in reviewing learners' progress and performance.

Leadership and management

32. Management of the engineering programmes is satisfactory. Staff work effectively as a team and use programme review meetings to discuss and agree improvement opportunities. Particularly good reinforcement of health and safety takes place, and most of the client companies are very safety conscious. Quality improvement is satisfactory and clear objectives are in place for both training programmes which managers regularly monitor. Staff have personal targets that are reviewed regularly and meetings have recorded action points.
33. The promotion and monitoring of equality and diversity on Train to Gain programmes is insufficient. All learners receive some training on equality of opportunity and health and safety during induction. Assessors have a bank of relevant, prepared questions on equality and diversity to use in discussions with apprentices, but they are not always used. Instructors on Train to Gain programmes do not monitor learners' awareness and understanding of equal opportunities.
34. The judgements in the self-assessment report are insufficiently detailed. Inspectors identified a number of additional strengths and areas for improvement. Most staff did not contribute to the self-assessment report and are unaware of its content or of the self-assessment process.

Information and communications technology

Good: Grade 2

Context

35. Seleta has provided training for 37 apprentices in ICT for practitioners and for 14 apprentices in ICT for users since August 2007. In addition, 14 apprentices remain on a computer maintenance programme and three on a programme of using ICT, both of which commenced prior to 2007. Before this, most ICT learners enrolled on an NVQ in performing engineering operations. Eight learners are based with employers and are enrolled on Train to Gain ICT for users programmes. Programme-led apprentices base their activities at the Kenley centre and work on internal networks before gaining experience with employers.

Strengths

- Good development of learners' practical skills and confidence
- Very good teaching and learning for apprentices
- Particularly flexible and practical approach to developing learners' employability skills
- Very good support for apprentices' literacy and numeracy skills

Areas for improvement

- Slow progress by learners on the Train to Gain programmes
- Insufficient detail in records of learners' progress reviews
- Insufficient exposure for apprentices to the ICT industry
- Insufficiently effective operational management of the Train to Gain programme
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Achievement and standards

36. Achievement and standards are satisfactory. Learners develop good practical skills and confidence. Apprentices achieve high standards in their practical work, taking pride in its accuracy and neatness. They quickly become confident in using technical language, and in discussing characteristics and costs of alternative solutions to hardware requirements. Some Train to Gain learners have used their skills well to automate processes at work.

37. It is too early to judge the qualification success rates. Key skills achievement is excellent at 100%. Many apprentices are exempt from the key skills tests and are encouraged to attempt higher level qualifications. Of the 22 ICT for practitioner apprentices who left in 2007/08, 15 completed their framework and are awaiting confirmation from the awarding body. All 12 apprentices who took the optional industry-standard computer maintenance exam, passed. Of the 11 apprentices, four have completed their ICT for users framework.

38. Progress by learners on the Train to Gain programmes is slow. Many learners starting some time ago have achieved little and are well past their expected completion date. Assessment for some learners was significantly delayed, and this was recognised in the self-assessment report.

Quality of provision

39. The quality of the provision is good. Teaching and learning for apprentices are very good, a strength recognised in the self-assessment report. Knowledgeable, enthusiastic tutors plan well-paced lessons to support a wide range of learning styles. They constantly reinforce learning through verbal and written questions and practical exercises. Rooms are well equipped and welcoming, though occasionally cramped. Tutors use an interactive whiteboard to good effect to access online and local resources. Session plans often integrate numeracy well. Tutors manage key skills very well to motivate learners to succeed.
40. Support for apprentices' literacy and numeracy is very good. Comprehensive initial screening identifies their needs. Learners below the required level, or needing specific subject help, receive extra key skills support. Those with greater needs receive excellent individual tuition from the learning support tutor. This is well planned, lively, and uses a good range of techniques and resources very creatively. Well-focused explanations and discussions help learners to negotiate a highly personalised study programme. They receive constant positive feedback on their progress. The provider recognised this in the self-assessment report.
41. Learners' progress review records contain insufficient detail. Tutors monitor progress on the NVQ each month and record on detailed monitoring sheets in the portfolio. Tutors also enter a record of progress on a monitoring programme that can be analysed extensively. However, targets set for learners in the two-monthly reviews are often too vague. Written reviews record some qualitative progress information but contain insufficient detail to be useful. Few of them are evaluative or describe areas of significant progress or concern. The company did not identify this area for improvement in self-assessment.
42. Programmes meet learners' and employers needs and interests well. A particularly flexible and practical approach develops learners' employability. Tutors structure the programmed apprenticeship very well to reinforce good working practice. Timed practical activities effectively simulate commercial pressures using a good range of tools and hardware. Key skills in team working and problem solving enhance core learning. Excellent use of simulation software allows learners to practise system configuration with minimum risk to employers' servers. Well-managed work experience, in supporting and maintaining Seleta's own systems, develops real skills and a record of solving customer problems.
43. ICT for users training programmes are flexible to suit job roles. Carefully chosen options match apprentices' aspirations. Assessors work flexibly with apprentices on placement and with Train to Gain learners to accommodate employers' schedules and working environments.
44. Support is satisfactory. Induction covers a good range of topics which are then regularly reinforced with apprentices. Prominent displays promote healthy lifestyles and advertise a range of local services. People from external agencies make frequent visits to advise on personal issues such as safe sex and money management. Learners know how to get help if needed. Training centre staff support apprentices to develop curricula vitae and to develop jobsearch skills. A careers adviser regularly visits apprentices, with particular reference to those with disabilities.
45. Learners have insufficient exposure to the practical aspects of working in the ICT industry. No company visits or industry practitioner talks from take place. Learners have little awareness of purpose and support that can be obtained from professional bodies.

Leadership and management

46. Leadership and management are satisfactory. Staff in the training centre work well as a team. Tutors are occupationally well qualified and are working towards teaching and assessment qualifications. Arrangements to promote health and safety are satisfactory.
47. Quality assurance is satisfactory on apprenticeships. The self-assessment report lacks detail but accurately identifies strengths and most areas for improvement. The programme-led apprenticeships have developed well in a short time. The practitioner apprenticeship is particularly well co-ordinated and planned. Early signs indicate that success rates are improving steadily.
48. Managers give insufficient direction to the Train to Gain ICT for users programme. Little strategic oversight of the qualification takes place. Assessors rarely meet to share ideas and practice is inconsistent. Some assessments lack detail or are insufficiently specific about what was measured. Data about progress on this programme are poorly co-ordinated.
49. Staff promote equality of opportunity well at induction and reinforce it during progress reviews of apprenticeships. Apprentices' reviews clearly show a range of discussions on equality and on health and safety. Train to Gain progress review records have only tick boxes and record no information about what was discussed.

Business, administration and law

Satisfactory: Grade 3

Context

50. Currently 75 learners are following programme-led apprenticeship and Train to Gain programmes. Five are apprentices and 70 are Train to Gain learners. Seleta provides training in the occupational areas of business administration, customer service and management at Levels 2 and 3. Recruitment of learners is through direct marketing to employers, adverts in the local newspapers and referrals by Connexions and employers. The focus of recruitment on Train to Gain programmes has been to target local medical centres and general practices. Training and assessment takes place in the workplace and all learners are employed. Two assessors provide training and assessment in the workplace.

Strengths

- Good support for key skills on programme-led apprenticeships

Areas for improvement

- Inadequate arrangements for standardisation of assessment practice

Achievement and standards

51. Train to Gain learners make satisfactory progress towards achievement of their NVQ, however it is too early to judge the success rates. Assessors set clear targets and tasks for each learner during monthly assessment visits and work well to encourage learners to complete on time. As they become more experienced in meeting qualification aims, Train to Gain learners become more focused on the range of tasks involved and the importance of following correct procedures and processes.
52. Apprentices make satisfactory progress. Provider data for 2007/08 indicates that six of the 11 learners have completed their frameworks. The remaining five apprentices continue to develop relevant vocational and employability skills in the providers own training centre. They undertake a wide variety of tasks and the standard of their work is satisfactory. Most are motivated to learn to work independently as they gain experience and become more confident. They recognise the importance of good work ethics and of showing respect to colleagues as well as to customers.

Quality of provision

53. Teaching and learning are satisfactory. Apprentices undertake a comprehensive induction programme during which they are able to familiarise themselves fully with the elements of their framework. Tutors provide good support to introduce the world of work and provide sound training in a range of ICT packages, telephone skills, health and safety and equal opportunities. For Train to Gain learners, induction introduces the programme of learning. Assessors work carefully to explain the training and assessment process and hold an initial briefing and training session, either on an individual basis or in small groups. Assessors emphasise the key elements of commitment to the programme by both learners and

employers. Learners' recall of induction topics covered is poor and later opportunities to reinforce these areas are not fully utilised.

54. Seleta staff use initial assessment to assist assessors in planning an individual programme of learning for each apprentice. Individual and group training sessions take account of initial assessment and staff plan well to include relevant practical learning activities and to incorporate employers' priorities. In later stages of the apprentices' programmes, on- and off-the-job training is carefully integrated. Learners are able to make clear links with the training they receive at the training centre and how to use it in the workplace. Workplace supervisors are encouraged to provide additional coaching while closely monitoring learners' work and progress. Tutors and assessors provide appropriate advice and guidance to assist learners in achieving their qualifications.
55. Good support for key skills linked to apprenticeships exists, with learners being taught in small groups across areas of learning. Classrooms are well resourced with computers, electronic whiteboards and a good selection of learning materials. A well-qualified specialist tutor supports individual learners, taking account of their individual learning style and pace. Good use of humour and examples that learners can relate to ensures that they are fully engaged. The tutor works well with learners to practice and demonstrate their understanding before moving on to further stages of their key skills qualification.
56. Programmes meet the needs of learners and employers satisfactorily. Sound working relationships exist between assessors and employers' supervisors on the Train to Gain programme. Assessors give regular feedback on learners' progress and most employers offer realistic support for on-the-job learning. Assessors give regular individual support to learners and, depending on the initial assessment of literacy and numeracy, arrange referrals to specialist staff at the training centre or providers with the expertise and resources to support skills development. Learning resources allocated to the Train to Gain programme are satisfactory.
57. Support for learners is satisfactory. Assessments and progress reviews are well planned and employers ensure sufficient staff cover is in place to allow the learner time with the assessor. Assessors use regular checks to ensure that learners are ready for assessment and understand the process. Most learners are aware of their own progress and their short term targets. Seleta staff provide useful support for learners' personal needs including compact discs for self-study of a European qualification in the use of computers.

Leadership and management

58. Leadership and management are satisfactory. Staff employed by Seleta, and contractors used on a freelance basis, are qualified and experienced and have good occupational competence to assess across a wide range of NVQs. Seleta offers staff good opportunities for undertaking professional development activities. Work loads are allocated taking location and travelling time into account, but case loads for both assessors are high.
59. A useful computer-based progress monitoring system is in place to measure learners' progress and success rates. Assessment and internal verification arrangements are satisfactory and meet awarding body requirements. No arrangements are in place for standardisation of assessment practice and methods. No opportunity exists for assessors and internal verifiers to meet and discuss good practice and develop common understanding of standards and assessment decisions.

60. Equal opportunities training forms a useful part of learners' induction. Assessors do not sufficiently reinforce learners' roles and responsibilities in relation to equality and diversity during reviews, and learners lack understanding about the wider aspects of diversity.
61. The self-assessment report is not sufficiently evaluative and critical. Many of the strengths identified in the self-assessment report are normal practice. Neither of the areas for improvement was identified through self-assessment.

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** in engineering and manufacturing technologies managed by the provider **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/c college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04/05	overall	19	26	55	26	46
		timely	20	15	32	15	26
	05/06	overall	18	17	52	17	47
		timely	21	24	34	14	30
	06/07	overall	13	8	68	8	65
		timely	16	6	43	6	40

Success rates on **work-based learning apprenticeship programmes** in business, administration and law managed by the provider **2004 to 2006**

Programme	End Year	Success rate	No. of learners*	Provider/c college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Apprenticeships	04/05	overall	5	40	55	0	45
		timely	5	0	34	0	28
	05/06	overall	3	67	62	33	57
		timely	2	50	44	0	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

** College/provider and national qualification success rates are calculated using LSC published data derived from the Individual Learning Record (ILR)

When available and validated by the LSC