

# Sysco Business Skills Academy Limited

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**Inspection date**

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321566

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## Background information

### Inspection judgements

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

#### Key for inspection grades

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

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

### Scope of the inspection

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

- Hospitality and catering
- Employability training
- Business, administration and law

## Description of the provider

1. Sysco Business Skills Academy Limited (Sysco), formerly known as Sysco Training, was established in 2001 to provide training services previously delivered by a related company known as Sysco Management Consultants Limited. The head office and administrative centre is in Liverpool city centre.
2. Sysco contracts with Greater Merseyside LSC to provide programmes in business, administration and law, hospitality and catering and employability training. Currently 204 learners are following apprenticeship and advanced apprenticeship programmes and 233 learners are on Train to Gain programmes. Sysco operates across the north west region and much of the provision is subcontracted from other providers. Sysco provides entry to employment (E2E) programmes for 93 learners at its city centre premises and with partner organisations in the Merseyside area. Sysco also provides training for 42 learners in information technology and a small number of learners following programmes in warehousing and team leader qualifications. In addition, Sysco uses European Social Fund (ESF) funding to provide literacy, numeracy and other programmes for adults. These programmes were not inspected.
3. The director of training and an operations manager are supported by a human resources manager/quality manager, business services manager, customer development manager and a sales team of three. Four product managers are responsible for teaching, training and learning. In total Sysco employs 59 staff.

## Summary of grades awarded

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

## Sector subject areas

<b>Hospitality and catering</b>	<b>Good: Grade 2</b>
<b>Employability training</b>	<b>Good: Grade 2</b>
<b>Business, administration and law</b>	<b>Good: Grade 2</b>

## 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 the provision is good. Leadership and management are good as are the arrangements for equality of opportunity and quality improvement. Provision is good in business administration, hospitality and catering and employability training. Train to Gain provision is good.

### Capacity to improve

#### Good: Grade 2

5. Sysco has demonstrated a good capacity to improve. Success rates on most programmes have improved. Timely success rates continue to improve. Actions to improve quality are detailed and have realistic timescales. Monitoring is thorough and involves all staff. Sysco has resolved the areas for improvement identified at the previous inspection.
6. Strategic planning is strong and responsive to the needs of the region. Sysco works well with partners to further its strategy for expansion of its service in priority fields.
7. The self-assessment report is too descriptive in some areas and insufficiently illustrates the effectiveness of measures taken to improve provision. However, the self-assessment process is thorough and very inclusive. The main findings of the self-assessment report are broadly in line with the judgements of the inspection team.

## Key strengths

- High and improving success rates
- Good strategic direction
- Good partnership working
- Good quality improvement arrangements
- Highly responsive programmes

## Key areas for improvement

- Insufficient promotion of progression opportunities
- Insufficient use of initial assessment results in catering and hospitality

## Main findings

### Achievement and standards

#### Good: Grade 2

Work-based learning  
Train to Gain

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

8. Achievements and standards are good. Overall success rates for advanced apprentices and apprentices have increased over the last three years and in 2006/07 were high at 63% and 70% respectively. Timely success rates have increased over the same period and are high at 61% and 67% respectively. Advanced apprentices and apprentices have made very good progress in 2007/08 and in-year data suggests that overall and timely success rates continue to improve.
9. Train to Gain learners make very good progress. In year data indicates overall and timely success rates are high at around 83%. For E2E learners achievement and standards are satisfactory and have improved since the previous inspection. The number of learners who successfully achieve their key objectives is steadily improving and is satisfactory. Overall progression rates for the first ten months of 2007/08 are satisfactory.
10. All learners develop good employment related skills, improved professional competence and increased self-confidence. Hospitality and catering learners gain a range of other useful qualifications.

### Quality of provision

#### Good: Grade 2

Work-based learning  
Train to Gain

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

11. The quality of provision is good. Teaching and learning are good in E2E and training and coaching are good in customer service and business administration. Assessment is well planned, timely and relevant to the workplace. Learners have a good awareness of their progress and targets and receive useful feedback on these from training advisers. Internal verification is thorough and effective.
12. Resources are satisfactory. Sysco uses information technology well in teaching and assessment. Initial assessment is satisfactory but some of the results of assessment are not used fully to plan learning. Support for literacy and numeracy is satisfactory. A well planned and memorable induction prepares learners well for their programmes. Progress reviews are of very good quality and involve employers well. Targets set at reviews are clear and achievable with realistic timescales and effective monitoring.
13. The extent to which programmes meet the needs and interests of learners and employers is good. Sysco works well with partners across the region to provide a good range of programmes which are responsive to employers' and learners' needs. Support for learners is good. E2E learners receive excellent advice, guidance and pastoral support. For other

learners the quality of information, advice and guidance is satisfactory but some learners in business, administration and law do not have enough information on their future job or progression opportunities. Planning and promotion of *Every Child Matters* themes is good. Staff discuss outcomes regularly at team meetings.

## 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: Good: Grade 2

14. Leadership and management are good. Sysco has clear strategic direction to fill a regional skills gap. It uses national, regional and local intelligence well to plan its provision. It builds on the expertise of its partners and uses public and private funding sources well to raise learners' aspirations. The company chooses its partners carefully to further the strategy for expansion of its service in priority fields. Business planning is clear and realistic.
15. Sysco has a successful strategy to develop the potential of its staff. Staff turnover is low. Staff training is comprehensive and reflects Sysco's strategic direction. A high proportion of staff progress into more senior and responsible job roles. This is identified in the self-assessment report as a strength.
16. Internal communications are good. Meetings are frequent and purposeful, following set agendas. Actions are recorded clearly in meeting minutes. Monitoring of their implementation is thorough through measures which include individual interviews, standardisation meetings and team meetings. The company's intranet provides essential information and facilities to staff. It is comprehensive, clear and easy to use. Sysco provides staff with camera-phones and laptops with internet access to facilitate communication.
17. Sysco uses its partnership work well to improve learners' experience and to provide progression routes, a strength identified in the self-assessment report. Sysco chooses partners with expertise in areas that complement its own provision. Learners receive good quality, highly specialised provision, and benefit from Sysco's partners' networks when seeking suitable employment and further progression in learning.
18. Sysco has comprehensive, effective quality systems to audit and monitor performance against targets across its provision. A continuous improvement group, routinely following a set schedule, ensures implementation of actions is thorough. Learners benefit from the implementation of effective systems to support their learning. This strength is recognised in the company's self-assessment report.
19. The company has good operational leadership and management. Staff have a very good understanding of their roles and responsibilities. All training advisers are fully aware of the progress their learners are making, closely monitored by their line managers. Sysco effectively uses key performance indicators, frequent individual developmental interviews with managers and observations of all key processes to motivate staff. Management



information is used well to analyse performance overall, but is not used to monitor trends of comparative performance at the level of different groups of learners.

20. Mechanisms for identifying and meeting learners' additional support needs are satisfactory. Learners are assessed at the start of their programmes, and appropriate support is offered to those who need it. Arrangements for literacy, numeracy and language support are satisfactory. The company is working towards Matrix accreditation.
21. Focus on impact in the self-assessment report is insufficient. The report is too descriptive in some areas, and insufficiently illustrates the effect of measures taken by the provider to improve the provision. The self-assessment process is thorough and very inclusive. The company collects, analyses and responds to feedback using it appropriately to make improvements to the provision. All changes and improvements are fed back to staff illustrating the impact. The self-assessment report identifies this as a strength. The main findings of the self-assessment report are broadly in line with the judgements of the inspection team.
22. Equality of opportunity is good. Sysco works effectively with partners to enable those who would normally be underrepresented in learning to take up opportunities. Initiatives include a project for older people to help them return to learning and develop vocational skills and a collaborative venture to engage young people who would not otherwise be in education, employment or training. Several projects have been completed successfully and evaluated. In one project 24% of adult learners who started with no formal qualifications progressed on to work-based qualifications. This strength was identified in the self-assessment report.
23. Learners' understanding of their rights and responsibilities is satisfactory. Staff have attended a range of short training events to bring their knowledge of equality and diversity up-to-date.
24. Procedures for safeguarding learners meet current government requirements. Further training for staff is planned following a recent audit. A child protection officer and social workers are available on the premises.

## **What learners like:**

- 'It's better than school'
- 'The tutors are like friends'
- 'It's good to get qualifications'
- 'It's helping me get a job in the army'
- City centre site is easy to get to
- 'We're treated like adults'
- Flexible programmes fitting round work
- 'I'm making quick progress'
- Seamless training enhances job role

## **What learners think could improve:**

- Some of the work is too easy
- Longer dinner break
- Supervisors should be better involved at initial stages

## Sector subject areas

### Hospitality and catering

**Good: Grade 2**

#### Context

25. Currently 158 Train to Gain learners are enrolled on national vocational qualification (NVQ) food and drink level 2 awards. Sysco subcontract the provision to CPL training company (CPL). Learners choose one of three routes: drink service, food service or food and drink service. The Train to Gain programme is planned to last between six and eight months. All assessment is in the workplace. Learners are employed in a range of bars and restaurants throughout the Merseyside area. CPL has six full-time and five part-time staff associated with the programme. A manager from Sysco monitors quality and subcontracting arrangements. Of the learners, 110 are female.

#### Strengths

- High success rates
- Good additional qualifications for learners
- Highly effective support for learners
- Good leadership and management

#### Areas for improvement

- Insufficient use of initial assessment results

#### Achievement and standards

26. Achievements and standards are good. Programmes started less than a year ago and many learners are still in learning. Overall success rates, measured month by month, are very good at between 83% to 93%. This rate is being maintained, with many learners making good progress. In-year data for 2007/08 indicate timely success rates at around 83%.
27. All learners gain good, useful additional qualifications in programmes highly relevant to their work. Learners develop good bar maintenance and service skills.

#### Quality of provision

28. The quality of provision is good. Teaching and learning are satisfactory. Materials concerning bar and cellar operations and the sale of alcohol are good. Other materials are satisfactory overall. Assessors carry out satisfactory assessments and training in the workplace. However, teaching and learning do not provide learners with sufficient information to help them in progression to further study. The content of learners' portfolios of evidence is primarily confined to records of assessment.
29. Resources are employed effectively to support training and assessments. Training advisers make good use of audio recording technology. Each assessor is provided with a digital audio recorder and laptop computer to record learners' oral reports of their workplace

performance. The range and diversity of learners' work settings allow them to demonstrate fully the range of competences needed to meet the requirements of their NVQ.

30. The range of programmes is good. In addition to the NVQ the provider offers a range of qualifications responsive to the needs of learners and employers. These include the personal license certificate, health and safety, first aid at work and basic food hygiene qualifications.
31. Support for learners is highly effective. Assessors are highly flexible in their availability for learners, including during the evenings when many learners are at work. Visits are regular and frequent. Assessors identify those learners at risk of leaving the programme due to closure of businesses or movement to new employers and often help learners find new jobs when needed. Advice and guidance for learners is good. Assessors have a good working relationship with learners helping them to develop improved confidence.
32. Monitoring of learner attainment is good. However, target-setting at reviews of learning, is insufficiently detailed. Induction for new learners is satisfactory.
33. Initial assessment of learners' literacy and numeracy needs is satisfactory. Where this identifies needs, support is satisfactory although informal. However, results from initial assessment of individual learning styles and personal and social needs are not used systematically in planning learning to contribute to planning for learners' progression and development needs. Initial advice and recruitment procedures are thorough and ensure that learners work towards the award that best fits their job role.

### **Leadership and management**

34. Leadership and management are good. Programmes are well structured. Staff are well-informed and up-to-date on systems and procedures. Individual and team meetings to monitor progress and performance are regular and useful. Meetings to standardise assessments are used effectively to share good practice and agree improvements. Managers provide good support to assessors. Working relationships are good. Provision and take up of continuous professional development is good.
35. Arrangements to promote equality and diversity are satisfactory. Sysco ensures learners have a satisfactory knowledge of equality and diversity, and their own rights in the workplace. Internal verification is used effectively to monitor progress of assessors and learners. Feedback to assessors is constructive and recorded for quality improvement. Arrangements to observe assessment practice are appropriate. Analysis of data is completed on a regular basis to check the timeliness of achievement and attainment.
36. Managers at the subcontractor produced their own self-assessment report and development plans for the provision before the inspection. However, the report is too descriptive and contains too few judgements to identify the impact of the quality improvements they have made.

## **Employability training**

### **Good: Grade 2**

#### **Context**

37. Sysco is the lead provider of a consortium in the Merseyside area providing E2E programmes for 93 learners. Learners attend between 16 and 30 hours per week for up to 22 weeks, following a programme of vocational workshops and training sessions on literacy and numeracy, key skills and personal and social development. Sysco provides on-the-job training in business administration, information technology and customer care. At present three partners provide programmes in health and social care, early years, dental nursing and performing arts. Other partners provide short vocational introductory programmes in construction, sport and land-based trades. A manager oversees the work of partners in the consortium and leads a team of seven full-time staff and two trainee social workers.

#### **Strengths**

- Good development of learners' personal skills
- Good teaching and learning
- Particularly effective flexible programme to meet learners' needs
- Excellent advice, guidance and pastoral support
- Good management to ensure quality of provision

#### **Areas for improvement**

- None identified

#### **Achievement and standards**

38. Achievement and standards are satisfactory and have improved since the previous inspection. Learners progress into further training, education and a good range of sustainable employment. Overall progression rates for the first ten months of 2007/08 are satisfactory. The proportion of learners who successfully achieve their key objectives is steadily improving and is satisfactory.

39. Learners' development of personal skills is good. Despite low levels of confidence on entry, most learners demonstrate good levels of communication skills and knowledge about their career aims. During their programme learners become very aware of the impact of their use of expressive and receptive language. They use a simple scale to rate their initial self-confidence and then review the improvement at a later date. Learners demonstrate useful knowledge and understanding of vocational skills.

40. Attainment of individual learning outcomes and additional qualifications is satisfactory. Most learners who stay the full length of their programme complete at least one key learning objective.

#### **Quality of provision**

41. The quality of provision is good. Teaching, training and learning are good. In the best sessions, explanations are clear, activities are relevant to a vocational or life-skills context and learners express themselves confidently. Learners enjoy the sessions and develop good skills in areas such as anger management. Sessions covering personal and social development are particularly imaginative and responsive to individual learners' needs. They are planned around topics relevant to the modern life of young people and make the most of multimedia, drama and role-play activity. Specialist agencies provide additional input on sexual health, substance misuse and healthy eating. Although attention is paid to individuals' learning styles, some sessions have an insufficient range of activities. Some resources rely too heavily on the written word. However, overall the use of resources, including information technology is satisfactory. Sysco's city centre site is conveniently located for learners. Staff are well qualified for their roles.
42. Arrangements for additional learning support and provision for literacy, numeracy and key skills support are satisfactory. Support is arranged through small group sessions or on an individual basis. Learners with skills levels below entry level 2 are referred to other more specialist providers. Assessment practice is satisfactory. The setting of learning targets at reviews is satisfactory and much improved since the previous inspection.
43. A good range of programmes and activities meets learners' needs well. As noted in the self-assessment report Sysco provides a particularly effective and flexible programme to meet learners' needs. The individualised timetable changes each week. Learners gradually increase their hours as the programme progresses and quickly move into work experience when job-ready. Through its partnerships, Sysco provides a good range of vocational options and short introductory programmes.
44. Support for learners is outstanding. Two postgraduate trainee social workers complement very effectively the support of key workers to provide excellent practical, pastoral care and expert interventions in behaviour management. Support is very well planned, and highly responsive to learners' individual needs. It caters sensitively to the needs of learners in their transition to adulthood. Learners benefit from particularly thorough information, advice and guidance before they start their training, clearly setting out the options on offer. Tutorial support is strong and monitored effectively by managers.

### **Leadership and management**

45. Leadership and management are good. Operational management of the programme is good. Staff are energetic and enthusiastic. Staff development is good. Sysco monitors and audits the work of its partners in the consortium thoroughly and regularly. Sysco uses very effective quality assurance measures to monitor key performance indicators including learners' progress and progression.
46. Since the previous inspection Sysco has improved its processes for recognising and recording progress and achievement (RARPA) especially in the setting of more specific learning targets. RARPA is now good.
47. Learners' awareness of equality and diversity is satisfactory. Promotion through personal and social development activity is effective, but insufficiently detailed at induction.

48. The self-assessment report contains a good analysis of most of the key strengths of the provision, but includes insufficient judgements on the quality of teaching and learning. It does not make use of readily available data on the outcomes of observations of classroom practice. Judgements in the self-assessment report are broadly in line with findings of the inspection team.

## **Business, administration and law**

### **Good: Grade 2**

#### **Context**

49. Currently 66 apprentices and 79 advanced apprentices are enrolled on business administration programmes and 37 apprentices and 22 advanced apprentices on customer service programmes. Train to Gain programmes are followed by 25 learners in customer service and 50 in business administration. Most learners are employed with the remainder on workplacement. Learning and assessment takes place in the learners' workplace at three week intervals. Workplaces are mostly in the service sector and vary in size from large government agencies to small, local businesses. Two training managers co-ordinate programmes assisted by 13 training advisers who provide support and assessment in the workplace.

#### **Strengths**

- High and improving success rates
- Good gains in personal and occupational skills
- Good training and coaching
- Particularly effective learner reviews
- Highly productive relationships with employers

#### **Areas for improvement**

- Insufficient promotion of progression opportunities

#### **Achievement and standards**

50. Achievement and standards are good. In work-based learning, overall success rates have improved steadily and consistently since 2004/05 and are high. In-year data for 2007/08 shows further, significant improvement. Success rates for those completing newly introduced Train to Gain programmes are high. Most of those still in learning are progressing well towards achieving their qualifications in a timely manner. Some have completed almost all their studies several months early.

51. Timely success rates on Sysco's apprenticeship training programmes are steadily improving in both customer service and administration. Current learners are making good progress and many are significantly ahead of schedule in their planned programme of activities.

52. All learners have a very clear and thorough understanding of the work they have completed, what remains to be achieved and how to complete their qualification as promptly as practical. They take pride in working quickly, accurately and efficiently.

53. All learners gain good workplace skills. They show significant improvements in professional competences. They carry out tasks such as advanced word processing, spreadsheet manipulation and handling complicated customer requests by telephone with greater confidence and professionalism. In customer service, many become considerably more adept at handling challenging customers. Learners' new skills are highly relevant to



their workplaces. Some learners gain additional recognition and promotion at work. They also develop greater confidence and skills at introducing improvements to working practices and procedures for their employers.

### **Quality of provision**

54. The quality of provision is good. Teaching and learning are good. Training and coaching in the workplace are highly personalised and responsive to learners' and employers' requirements. Training advisers arrange sessions at short notice to meet carefully identified gaps in learners' knowledge and skills. Training advisers typically work with one learner at a time to develop their computer skills and understanding of the principles of customer service. Some training takes place in small groups in larger companies and is well-planned and effectively delivered. Learners enjoy the training, often provided in short intensive sessions, and engage in lively discussions. A good mixture of well-chosen learning activities is used effectively to meet a range of learning styles.
55. Reviews of learners' progress are particularly thorough and frequent. Training advisers are very effective in encouraging learners to participate well in discussions about all aspects of their learning plans. Employers participate fully with the learner and training adviser in reviewing and re-negotiating new targets. A good shared understanding of progress and outstanding targets exists. Training advisers use video material effectively at reviews to reinforce learners' understanding of equal opportunities. They are particularly effective at giving positive feedback to learners and jointly celebrating their progress with employers.
56. Assessment is suitably thorough and effective. Training advisers make good use of digital audio technology to record learners' oral reports of their workplace performance. This overcomes some learners' fears about writing reports. Learners collate an appropriate range of other evidence including examples of their work and witness statements. They build good, well-organised portfolios of work. Training advisers carry out effective observations of learners as they work and use opportunities for assessment appropriately over a range of NVQ units.
57. Learners' literacy, numeracy and language needs are satisfactorily met. Each receives an adequate range of initial assessments and is supplied with appropriate learning materials.
58. The range of programmes is satisfactory to meet learners' and employers' needs. Sysco's marketing team work closely with employers to identify training requirements. Delivery of programmes is flexible to meet the needs of learners and employers.
59. Support for learners is satisfactory. Assessors build productive relationships with learners and make regular and frequent visits to them in the workplace. Induction is satisfactory in preparing learners for their programmes. Promotion of progression opportunities is insufficient. Some learners' needs for further information about other courses are only partially met. Many learners have an incomplete picture of the progression routes available to them. For example, some learners had not heard of foundation degrees and were not clear how gaining their qualifications could enhance their promotion prospects. Training advisers do not always give sufficient attention to learners' concerns about job security.

## Leadership and management

60. Leadership and management are satisfactory. Sysco staff develop highly productive relationships with employers within which well co-ordinated arrangements are agreed to support learning and assessment. Employers provide good resources such as accommodation and time off work to help learners complete their programme successfully. In some workplaces, successful ex-learners put their experience of similar work-based qualifications to excellent use in supporting current learners. All learners have access to good employer training in their specialist areas and most have good opportunities for career development and progression.
61. The planning of learning programmes is satisfactory. All staff are aware of the company's strategic direction and have a good understanding of data and performance. Targets are clear and well monitored. Staff development and training are satisfactory. Staff hold a good range of qualifications and have suitable industry experience.
62. Internal verification is thorough and includes a good range of monitoring activities. The provider's procedures for safeguarding learners meet government requirements. Learners have a good understanding of health and safety hazards and emergency procedures.
63. Training advisers continuously reinforce procedures for dealing with grievances and complaints. Learners have a satisfactory awareness of their own rights and responsibilities.
64. Sysco's self-assessment report accurately identified strengths in success rates although its other key findings reflect satisfactory performance. Sysco under-estimated its performance in training and reviewing learners' progress.

## Annex

## Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	2004/05	overall	64	38	48	17	34
		timely	62	29	31	13	22
	2005/06	overall	104	47	53	39	44
		timely	105	43	34	36	27
	2006/07	overall	82	66	64	63	58
		timely	80	63	43	61	37
Apprenticeships	2004/05	overall	253	58	51	39	39
		timely	261	40	29	26	22
	2005/06	overall	237	70	58	64	52
		timely	215	58	38	53	34
	2006/07	overall	148	71	65	70	61
		timely	148	68	47	67	44

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

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

Outcomes on **entry to employment programmes** managed by the provider **2005 to 2008**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	221	21%	52%
2006/07	227	28%	66%
2007/08 ( 10 months)	211	48%	57%

Note: 2007/08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period