

The Royal Air Force

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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, public services and care
- Engineering
- Transportation operations and maintenance
- Information and communication technology (ICT)
- Retail and commercial enterprise
- Arts, media and publishing
- Business, administration and law

Inspectors did not inspect the provision for ICT users based at RAF Boulmer and DISC Chicksands.

Description of the provider

1. The Royal Air Force HQ 22 Training Group is responsible to HQ Air Command for the provision of appropriately trained military and civilian personnel. HQ 22 Training Group role is to determine policy and provide guidance and support to all flying and ground training establishments. Within this role they set the RAF Apprenticeship policy and strategy that provides the strategic guidance for the delivery of apprenticeship programmes. Funding is through the LSC's National Employers' Service and is separate from the central government funding for the UK's armed forces.
2. The Apprenticeships Management Team (AMT) is part of 22 Training Group, and responsible for the management and overall performance management of the apprenticeship programme. The AMT has ten staff and is based at Quedgeley near Gloucester with a further 119 dedicated accreditation staff located at GTS and Main Operating Bases (MOBs). A total of 1,420 learners are in learning, 48% of whom are apprentices and 52% advanced apprentices. Just over 840 learners are at GTS and around 580 learners are located across 38 MOBs in the UK and overseas.
3. Apprenticeships are offered in Health, public services and care (333 Learners); Retail and commercial enterprise (121), Transportation operations and maintenance (160), and Business administration and law (28). Advanced apprenticeships are offered in Engineering and manufacturing technologies (501); Information and communication technology (254) and Arts, media and publishing (23). Male learners account for 85% of the total, and minority ethnic learners account for 2.2%. Approximately two-thirds of learners are aged 19-24.
4. Learners are recruited through a UK-wide network of Armed Forces Careers Offices. Learners' prior educational qualifications on entry to the RAF range from none to first degrees. Minimum entry criteria vary significantly between trades.

Summary of grades awarded

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

Sector subject areas

Health, public services and care	Good: Grade 2
Engineering	Satisfactory: Grade 3
Transportation operations and maintenance	Good: Grade 2
Information and communication technology	Good: Grade 2
Retail and commercial enterprise	Good: Grade 2
Arts, media and publishing	Good: Grade 2
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision and leadership and management are good. Equality of opportunity is satisfactory. The quality of provision in Health, public services and care, Transportation operations and maintenance, Information and communications technology, Retail and commercial enterprise, Arts, media and publishing and Business, administration and law are good. The quality of provision in Engineering is satisfactory.

Capacity to improve

Good: Grade 2

6. The RAF's capacity to improve is good. Success rates have improved progressively over the past two years, in some cases to 100%. Most local management and leadership in GTS are good. Over the past two years, the AMT has significantly improved and expanded the range of quality improvement and performance management systems and applied them to productive effect. AMT's profile in the management, coordination and development of the programmes has improved. Good strategies have been developed to work with the different chains of command at GTS and MOBs and overcome the traditional limitations of seniority and authority imposed by rank.
7. AMT's Apprenticeship Strategic Management Group (ASMG), formed in 2005/06, continues to provide good supervisory oversight, target-setting and monitoring of the programmes. The inclusion of officers commanding GTS in the ASMG has successfully strengthened decision making and raised the profile of the apprenticeship programme. A new Centre Managers' Forum (CMF) is now used well at GTS level to share best practice, evaluate programme performance, address standardisation issues and discuss improvements to the programme. The AMT uses its own and others' audits of provision well to evaluate quality, although these are much more compliance-orientated than evaluative in approach.
8. Self-assessment is satisfactory. AMT produced a useful strategic-level self-assessment report (SAR) drawing on the individual SARs produced by each GTS. Many inspection strengths and areas for improvement were identified correctly in the GTS and strategic SARs. The SAR process was sufficiently inclusive of staff and learners' views. Each of the GTS SARs is satisfactory in respect of scope and broad judgements, but all are insufficiently evaluative. The SAR process is not sufficiently integrated in the wider quality improvement process of the provision at GTS level. The overall coordination and quality management of the self-assessment process and self-assessment reporting by AMT is not effective.

Key strengths

- Very high overall success rates on most programmes
- Good development of learners' practical skills
- Very good resources to enhance and develop learning on most programmes
- Particularly good welfare and vocational support for learners
- Good strategic planning, co-ordination and performance management of the apprenticeship programmes

Key areas for improvement

- Insufficient planning of teaching and learning for learners' varying skills and needs
- Insufficient progression opportunities for all learners
- Ineffective strategic coordination and quality management of self-assessment

Main findings

Achievement and standards

Good: Grade 2

9. Achievement and standards are good. This was identified in self-assessment. Overall success rates significantly exceed national rates on all programmes. On some programmes, overall success rates are outstanding, at or around 100%. Timely success rates are good on most programmes, except for engineering which has the largest number of learners, and where the timely success rate is historically and currently low. In 2008, around 400 engineering learners were up to 24 months past their advanced apprenticeship completion dates but over the past six months this has been reduced to around 30.
10. Learners develop good practical skills. They quickly become competent at using sophisticated equipment, in real or highly realistic environments. Technical resources to enhance and develop teaching and learning are very good in most GTS. Minority ethnic learners perform slightly better than non-minority ethnic learners and female learners better than males although the data identifying this difference was only produced at the end of 2008.

Quality of provision

Good: Grade 2

11. The quality of provision is good. Teaching and learning are satisfactory. This was not identified in self-assessment. In the better sessions, instructors provide clear briefings on session aims, prompt feedback to learners and use a good range of teaching practice. Learning is reinforced well through verbal and written questions and practical exercises. Learners are actively involved in lessons through questioning and discussion. The less successful lessons, generally in classroom settings, are poorly-paced with too much reliance on text-based presentations read out by the tutor, to passive learners. Insufficient planning of teaching and learning is undertaken to take account of learners' aptitude, prior knowledge or attainment. Individual learning plans and progress reviews do not take sufficient account of the differing needs of each learner, in either approach or content. Assessment practice is sound.
12. Very good resources enhance and develop learning. This was identified in self-assessment. Engineers work on real aircraft and aircraft components. Transportation learners use the technical equipment used in airfield control towers. ICT learners use a very good range of test equipment and specialist tools in the workplace. Practical training for warehouse and storage learners includes tasks in a good simulated stores environment. The kitchen and service areas for caterers are equipped to a high standard. Photography learners have very high-specification digital cameras. Personnel support learners use a fully-functional simulated personnel administration registry. Some GTS classrooms are well

equipped with appropriate ICT equipment and interactive whiteboards, but others have few such facilities.

13. The initial assessment of additional learning needs and the provision of additional learning support is a particular strength for RAF Regiment learners on Public Services programmes, but are otherwise satisfactory.
14. Programmes and activities meet the needs and interests of learners and the RAF well. Programmes are very closely matched to RAF job roles and learners' aims. Learners receive a challenging and healthy programme of physical and adventurous training as part of their courses. Developmental opportunities are not sufficient for all more able or qualified learners, particularly to follow higher level programmes or attain key skills above level 2.
15. Welfare and vocational support for learners is particularly good. This was identified in self-assessment. The RAF system for welfare and duty of care is extensive and provides learners with good personal support at any time it is required. Professionally, instructors routinely give learners additional tuition and support as needed to help them progress through the course.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

16. The planning, co-ordination and performance management of the apprenticeship programmes by AMT are good. This was identified in self-assessment. At GTS level, performance management is also good. AMT staff have been particularly adept at negotiating the complexities of the various chains of command, and senior ranks within GTS and MOBs, to ensure that AMT is perceived and welcomed by senior officers as adding good value to the overall training process.
17. AMT's Apprenticeship Strategic Management Group (ASMG), formed in 2005/06, continues to provide good supervisory oversight, target-setting and monitoring of the programmes. Membership of ASMG has been expanded successfully to include the active involvement of officers commanding GTS. ASMG has been instrumental in maintaining a high profile for the apprenticeships programme. A new Centre Managers' Forum (CMF) is now used well by GTS to share best practice, evaluate programme performance, address standardisation issues and discuss improvements to the programme. AMT undertakes effective monthly reviews of GTS performance against set criteria. The findings and action points are disseminated promptly to GTS. Data is used well to monitor performance, and record and manage learner information.
18. AMT uses a good range of formal quality improvement arrangements to monitor and improve the provision. Regular scheduled visits by AMT staff to GTS produce concise, summary performance evaluation reports, which are used well to focus

on improvement. AMT has access to, and makes adequate use of, GTS evaluations such as observations of teaching, and learner surveys. Annual evaluation audits of GTS by AMT, and separately by 22 Training Group, provide a well-structured overview of the overall performance of GTS. However, most audit activity focuses too much on assessing compliance to policies rather than evaluating the quality of delivery.

19. Equality of opportunity is satisfactory overall. Six of the seven sector subject areas are judged satisfactory for equality of opportunity. The majority of learners succeed in their programmes despite very varied levels of prior education and qualifications. The RAF has made significant efforts to improve staff understanding and awareness of equality and diversity since the previous inspection. Much good service-wide work has been undertaken including the development of standardised training materials, and mandatory annual equality and diversity training for all staff. Good training in equality and diversity has been undertaken by 160 apprenticeship and programme staff in an NCFE Level 2, programme.
20. Learners have an adequate understanding and knowledge of equality and diversity issues but the subject is only briefly discussed at formal reviews. Equality and diversity themes are not contextualised into training programmes, with the exception of key skills themes at the secretarial school. AMT has only very recently used data to identify the relative performance of different groups of learners, including by ethnicity and gender. The procedures for safeguarding learners meet current government requirements.
21. Self-assessment is satisfactory overall. AMT produced a useful strategic-level self-assessment report drawing on the individual SARs produced by each GTS. Many inspection strengths and areas for improvement were identified correctly in the GTS and strategic SARs. Each of the GTS SARs is satisfactory in respect of scope and broad judgements, but all are insufficiently evaluative. The SAR process is not sufficiently integrated into the wider quality improvement process of the provision strategically or at GTS level. The overall development, co-ordination and management of the self-assessment process and self-assessment reporting by AMT is not effective.

What learners like:

- 'The programme makes me more employable'
- 'I like the range of instructors' styles'
- 'Its 100% worth doing'
- 'It's all just really good'
- 'The staff 'pick you up when you are feeling low'
- 'Staff are knowledgeable, experienced and extremely positive'
- 'The adventurous training was really good and helped develop my confidence'
- 'resources and facilities get better every year'
- 'The NVQ is good – it is easy to keep track of how you are doing'
- 'The NVQ connects very well to the training course'
- 'The £2,000 bonus helps you focus to complete'

What learners think could improve:

- The size of classrooms: 'Many of the classes are too big for the classrooms'
- The equipment they receive: 'As a female in the RAF I was not given enough kit in basic training to cope with the exercises we do here – I do not have enough boots'
- The waiting time before training begins: 'I have been waiting to re-trade since early November and nothing has happened'
- 'There is too much repetition in Engineering'
- 'More continuity amongst the instructors would be good'

Sector subject areas

Health, public services and care

Good: Grade 2

Context

22. Apprenticeships are offered in Providing Security Services and in Public Services. The largest programme is Public Services, currently with 227 RAF Regiment (Regiment) learners based at RAF Honington in Suffolk; a further 17 Regiment learners follow the Providing Security Services programme. The Defence College for Policing and Guarding (DCPG) in Southwick Park, Hampshire has 89 learners undertaking the Providing Security Services (PSS) apprenticeship. The PSS programme at Southwick Park accounts for around 15% of the RAF's Health, public services and care learners annually. All learners complete their programmes as an integral part of their overall military training.

23. RAF Regiment learners undertake all their training at RAF Honington. The DCPG apprenticeship programme learners complete their initial recruit training at RAF Halton before moving to DCPG at Southwick Park.

Strengths

- Very high framework success rates
- Good development of vocational skills
- Good teaching and learning
- Highly effective support for learners' additional learning needs and welfare
- Good local management of the Regiment programme

Areas for improvement

- Insufficiently personalised process for progress reviews
- Poor management of the programme at DCPG
- Insufficiently evaluative self-assessment

Achievement and standards

24. Achievement and standards are good. This was not recognised in the GTS's self-assessment reports. Overall framework success rates are very high at 95% in 2006/07 and 96% in 2007/08. Timely success rates are very high and have improved over time from 70% in 2006/07 to 85% in 2007/08. Framework success rates by DCPG learners were lower in 2006/7 at 79%, but progress in-year is now good.

25. Learners develop good vocational skills including the use of specialist equipment. Learners' portfolios are of a good standard demonstrating a thorough and

systematic approach to evidence gathering. Technical certificates and key skills themes are closely related to the training course.

Quality of provision

26. The quality of provision is good. Teaching and learning are good. Instructors in the Regiment provide good initial briefings of sessions' aims, immediate feedback to learners and good remedial instruction. Tutors use good questioning techniques throughout sessions and exercise good classroom management to include all learners. In a team building session for the Regiment, instructors used good "ice-breakers", entertaining exercises such as passing messages between peers, obstacle courses and trust exercises. Learners clearly enjoyed the session, quickly gaining confidence and learning to present to the group. Just over 85% of the lessons observed by the Regiment Training Validation Cell were assessed as good or better. No reference is made to the standard of teaching in the DCPG self-assessment report.
27. Support for additional learning needs is highly effective in the Regiment. A well-qualified and highly experienced specialist tutor provides good support for all learners with additional learning needs. Learners attend a minimum of 30 hours extra support or diagnostic assessment sessions. Instructors undergo awareness raising training during their own induction and receive a set of very useful guidelines to help them identify, refer or support learners who may have dyslexia, dyscalculia or dyspraxia. The specialist tutor gives individual detailed, learner-specific guidance to instructors about effective strategies to support learning.
28. Resources for teaching and learning are satisfactory overall. Resources are generally fit for purpose at the Regiment but a few classrooms are not large enough to accommodate all learners comfortably. Two new classrooms are planned with facilities for up to 50 learners and two interactive whiteboards. A range of purpose-built facilities provides good real work environments at DCPG. Interactive whiteboards are available in most classrooms but not all are connected or usable and tutors have not received sufficient training in how to use them. Not enough attention is paid to health and safety in the DCPG computer suite. Computer screens are not adjustable for height. Many chairs in the suite do not have casters and do not move.
29. Assessment practices are satisfactory. Regiment learners' progress reviews and records do not sufficiently reflect or take account of individuals' needs, ability or aptitude. Comments in learners' files are identical for several learners. Files are all completed to a standard format, lack detail of skills acquired and contain no specific or time-bound targets. At DCPG, tutors' comments on learner feedback do not provide the learner with sufficient detail to improve performance and no meaningful targets are agreed or set for the learner.
30. Learners' needs are met well. Apprenticeship programmes are cross-referenced very closely to the military training courses and integrated well with vocational sessions. Most Regiment learners clearly understand the relevance of the

programme and value the opportunity to gain a qualification. DCPG learners complete key skills Communication at Level 2, above the Level 1 requirement of their framework. Regiment learners are only able to pass Key Skills at Level 1 even though some have prior academic qualifications well above this level.

31. Guidance and support for learners are good. Regiment learners receive good information, advice and guidance throughout all phases of training. Very effective welfare support is available to support all learners, 24 hours a day. Learners aged under-18 have fortnightly welfare reviews.

Leadership and management

32. Leadership and management are good. The Regiment apprenticeship programme is led and managed well. The internal verification system is well-structured and includes good training and standardisation induction for all assessors, including external agency staff. Strategies for assessment, internal verification and observations of assessment are well-developed. The Regiment's system for the observation of teaching and learning is good. Annual, graded observations lead to individualised development and training for instructors. The ratio of staff to assessors in key skills sessions is inadequate. Recent intakes have seen up to 60 learners split between only two tutors.

33. Management of the apprenticeship programme at DCPG is poor. Succession planning to ensure that experienced instructor staff work at DCPG is ineffective. Up to 60% of staff at DPS are only recently qualified. Arrangements to monitor standards of teaching and learning are ineffectual. Learners do not receive sufficient information about DCPG before arrival from phase 1 training. Some subsequently decide against a career in the Police.

34. Equality of opportunity is satisfactory overall. Learners have a reasonable understanding of equality and diversity but reinforcement and promotion during the programme are not sufficient. Instructor staff have received equality and diversity training.

35. Self-assessment is satisfactory. Each GTS produced a detailed report. However, many of the reports were insufficiently evaluative, although they identified most of the principal strengths and areas for improvement.

Engineering

Satisfactory: Grade 3

Context

36. Currently, 501 learners follow advanced apprenticeships in aircraft engineering at the Defence College of Aeronautical Engineering (DCAE) Cosford. These programmes are also provided for learners who do not attract funding and to international partners. RAF learners commence their apprenticeship training after a period of basic training and familiarisation with the operating environments and technologies at training sites and MOBs. This is generally a period of more than 30 months. The advanced apprenticeship consists of 15 months off-the-job training at DCAE where learners complete their Key Skills and Technical Certificate and a further period at an MOB where they start and complete the NVQ element of the framework.

Strengths

- Very good overall framework achievement for 2007/08
- Excellent standards of practical work and safe working practice
- Very good resources to enhance and develop learning
- Good mentoring and support for learners'

Areas for improvement

- Low timely success rate
- Insufficient flexibility in course structure to accommodate individual learner needs
- Insufficient use of local management information to improve the provision
- Insufficiently evaluative self-assessment

Achievement and standards

37. Achievement and standards are good. Overall success rates are high and have risen significantly over time. In 2007/08, the success rate was 88%, significantly above the national average. In 2006/07, the rate was 64%. A distance learning scheme has been particularly successful in re-engaging learners who had not completed their technical certificates before being posted back to their MOBs. Retention and attendance rates continue to remain high with very few learners leaving the scheme.

38. Learners' acquire excellent practical workplace skills and produce work of a very high standard both at DCAE and at MOBs. They work with competence, confidence and maturity using complex tools and equipment on modern, front line aircraft. Learners often work in highly pressured operational military environments. Trade instructors at DCAE set challenging, realistic practical

exercises that encourage learners to work with skill, diligence and excellent standards of safe working practice.

39. The achievement of key skills is satisfactory. Most learners' complete their key skills while at DCAE but only Level 2 is offered. More able learners do not have the opportunity to extend and develop their existing skills.
40. The timely success rate is low, and has remained low since the previous inspection and reinspection in 2005 and 2006. Currently only 28% of learners are achieving in a timely manner. In 2006/07, the timely success rate was only 18% and in 2007/08, 43%. Following an intensive project by the local GTS team a very large number of learners who were up to two years past their completion date have very recently completed their programmes.

Quality of provision

41. The quality of provision is satisfactory. Teaching and learning are satisfactory. Very good teaching resources enhance and develop learning. These include real aircraft components and equipment employed to illustrate key learning points during theory sessions. In practical sessions significant numbers of modern aircraft are very effectively used. Many theory sessions are supported by well written support materials. Too few sessions are good or better. Too much teaching consists of tutors talking from notes and learners listening passively. Instructors employ insufficient variety of teaching strategies in the sessions to extend the more able learners or accommodate those who are struggling. Tutors rely too heavily on text-based electronic presentations. Individual learning plans do not reflect or take account of individuals' differing needs, ability or aptitude.
42. Assessment practices are satisfactory. During the off-the-job phase effective monitoring of progress by assessors ensures smooth transitions from one NVQ unit to the next. NVQ assessment is good, with a significant amount of direct observation. Assessors closely monitor progress. Most learners make good progress but too few formal reviews of off-the-job training take place. Dates for completion of NVQs do not take account of the learners' prior experience or ability. The progress of some learners is slow.
43. A recently appointed member of staff now provides specialist support for learners with additional learning needs. New practices are being established but are yet to be implemented. The outcomes of initial assessment from early phases of training are recorded but not made available to the support and delivery staff. No systematic arrangements are in place to ensure all learners receive appropriate literacy and numeracy support, although in practice few need support.
44. Programmes and activities satisfactorily meet the needs of learners and the RAF. Qualified apprentices are able to undertake the engineering tasks expected of them in and out of combat conditions. However, the course structure and delivery arrangements are not flexible enough to accommodate individual learner needs. Many learners enter the RAF with qualifications significantly above the expected

minimum and many also have relevant engineering experience. This information is not effectively used to plan individuals' learning. Learners are in training for up to 30 months before being registered for the advanced apprenticeship and for some learners this invalidates their exemption for the key skills examination.

45. Guidance and support are good. Mentoring and support for learners at MOB's is good, particularly while they are developing their higher level technical skills and collating evidence for the NVQ at level 3. Support staff know the learners well, visit them regularly and communicate their technical expertise well to promote the learners' rapid progress into becoming highly skilled technicians. Learners work alongside very skilled and helpful personnel and benefit from the guidance they receive. Learners are supported well by Training Development Co-ordinators (TDCs) who provide pastoral support whenever it is required, day or night. However, no formal individual interviews are scheduled where TDCs can formally discuss the additional needs of individual learners.

Leadership and management

46. Leadership and management are satisfactory. Leaders and managers have a clear vision of the role and purpose of training which they effectively communicate to delivery staff. Data collection and monitoring systems are good. Sufficient, suitably qualified staff are in place to deliver the programmes. Clear strategic plans exist to increase staff numbers to meet a significant planned growth in learner numbers. DCAE makes insufficient use of local management information, particularly data, to improve the provision. Achievement data available locally does not match that held by either AMT or the LSC.
47. DCAE's self-assessment process and self-assessment report are satisfactory. The process is inclusive of staff and learner views. Many of the key strengths identified during the inspection are identified in the SAR, but some areas for improvement were not identified. The SAR is insufficiently evaluative.
48. Equality of opportunity is satisfactory. Learners' understanding of equality and diversity is satisfactory. Learners have several suitable teaching sessions on equality of opportunity and diversity during initial training, and annually thereafter. Staff receive appropriate training. Equality and diversity issues are covered in a brief manner during progress reviews.

Transportation operations and maintenance

Good: Grade 2

Context

49. A hundred learners are following apprenticeships in Providing Aviation Operations on the Ground at the Central Air Traffic Control School (CATCS), RAF Shawbury and a further 60 learners are also following apprenticeships in Providing Aviation Operations on the Ground at the Defence Movements School (DMS) at RAF Brize Norton. The planned programme duration is eighteen months. Learners are further assessed at their MOBs by qualified RAF assessors with appropriate trade experience following trade training.

Strengths

- Outstanding success rates
- Good training
- Excellent training resources
- Good support for learners
- Good local management of the programme

Areas for improvement

- Poor planning and monitoring of internal verification and assessment
- Insufficiently evaluative self-assessment

Achievement and standards

50. Achievement and standards are good. Learner achievement is particularly good. Overall and timely success rates for apprentices are outstanding. Across both GTS they rose from 83% in 2004/05 to 100% in 2007/08. Timely success rates were low at 46% for CATCS learners in 2005/06 but rose to 98% in 2007/08. Timely success for DMS learners improved from 67% in 2005/05 to 100% in 2007/08.

51. Many CATCS learners achieve key skills qualifications at level two, higher than the level 1 required for the apprenticeship. Similarly, all DMS learners achieve three wider key skills qualifications additional to apprenticeship requirements at Level 2. The standard of learners work is satisfactory.

Quality of provision

52. The quality of provision is good. Teaching and learning are good. Learners receive good training. Instructors are highly experienced in their respective trade areas. They develop a particularly good rapport with and level of response from learners during lessons. Instructors' teaching and delivery of technical topics are clear and concise. Learners are actively involved in lessons through questioning and

discussion. Training sessions are stimulating, and varied methods of instruction enable learners to take in and understand a wide range of often complex information in a short time. Learners receive additional support from instructors where required.

53. Training resources are excellent. Learners are provided with a very high standard of technical equipment for training and assessment in a realistic working environment. Technical equipment for CATCS training exactly matches that found in airfield control towers, as do the aircraft mock-ups provided for DMS learners' training in the Provision of Airside Ramp Services. ICT resources for training sessions and learners' own use are good, including interactive white boards in all training rooms. Comprehensive hand-outs and handbooks for learners match learning session presentations for technical training and key skills. However, one set of training hardware and software for cargo handling operations is clearly outdated. The RAF has developed new software, but has not yet installed it for technical reasons.
54. The initial assessment of learners' literacy, numeracy and language skills is satisfactory. Assessment takes place during initial training at RAF Halton, and the results passed on to training schools for their information. Due to resource constraints, only those most in need of literacy or numeracy support receive it while at RAF Halton. Further assessment of learners' basic and key skills abilities takes place at the GTS. Tutors and specialist staff provide appropriate support.
55. Initial advice and guidance is satisfactory. Induction to the apprenticeship programme is satisfactory. All learners have an adequate awareness of their programme's components.
56. Assessment practice is satisfactory. Learners are aware of the frequency and nature of assessment activities. Their portfolios contain records of observations and questioning. Assessment takes place on a consistent basis during initial training and the early stages of learners' on-the-job work when posted to MOB.
57. The planning and monitoring of internal verification activity and assessment is poor. Sampling of assessment decisions and learner portfolios is not planned in a structured way. The observation of assessors carrying out assessment and review activities is not planned in advance to ensure it is carried out systematically, or with the aim of quality improvement. Some NVQ documents are not completed consistently by assessors. Witness testimonies of line managers often contain too little depth or detail. Targets and learner progress recorded in review documents lack both detail and timescales.
58. The apprenticeship programme meets learner and employer needs well. The training is a sound basis for their operational job roles. Line managers are clear that new graduates from the apprenticeship programme meet their operational needs. The apprenticeship gives learners a very good basis for their RAF careers.

59. Support for learners is good. A duty instructor provides CATCS learners with technical training support outside classroom hours on request. DMS learners receive similar out-of-hours support and help from school staff. GTS staff are approachable and helpful. A good level of personal and pastoral support is available to all learners from GTS staff, specially-qualified RAF personnel and a range of welfare agencies 24 hours a day.

Leadership and management

60. Leadership and management of apprenticeship programmes at GTS level are good. The programmes are well-structured and managed. Trade training schools and NVQ training teams maintain close, effective working relationships. Communication between instructors and assessors is good. Staff have a clear understanding of their roles and responsibilities.

61. Quality improvement and performance monitoring are satisfactory overall. However, the system for observing teaching and learning is ineffective. It is not formally planned. Some instructors have not been observed for over a year.

62. The self-assessment process and self-assessment reporting are satisfactory. SARs for CATCS and DMS were largely descriptive and insufficiently evaluative or self-critical, but both contained many of the strengths and areas for improvement identified at inspection.

63. Equality of opportunity is satisfactory. Training for staff is adequate. Staff have recently attended appropriate training programmes. Learners have a basic understanding of equality and diversity issues including complaints and appeals procedures. The promotion and reinforcement of equality and diversity during reviews is cursory. Equality and diversity is not contextualised into training programmes.

Information and communication technology

Good: Grade 2

Context

64. The No. 1 Radio School (No. 1 RS) at the Defence College of Communication and Information Systems (DCCIS) is based at Cosford in the West Midlands. It provides apprenticeships in Communication Technologies Professional Level 3 and Practitioner Level 2, and key skills in application of number, communications, and information communication technology at Levels 1 and 2. Currently 245 apprentices are on the programme. They complete half of their NVQ in a realistic work environment at the GTS and half at MOBs.

Strengths

- High and improving success rates
- High standard of learners' work in the workplace
- Very good range of test equipment and tools in the workplace
- Very good learner support and development in GTS
- Good local leadership and management

Areas for improvement

- Insufficient planned use of lesson observation outcomes to improve teaching and learning
- Insufficiently evaluative self-assessment

Achievement and standards

65. Achievement and standards are good. Success rates are high and improving over time. In 2007/8, the overall success rate was 75% and the timely success rate, 67%, well above national averages. In year success rates are currently above 90%.

66. Learners make good progress in the workplace. All current learners are on target to complete within their planned timescale. A significant number of learners on a previous programme were making slow progress. The GTS put in place a focused programme of vocational support and assessment and these learners have now completed their programmes.

67. Learners demonstrate a high standard of skills in the workplace. For example, one learner used good dexterity and precision in the disassembly and reassembly of complex satellite communications equipment. Very effective diagnostic skills were applied to identify the reason for failure, the unit repaired and returned to service. Learner portfolios are of a high standard with a wide range of suitable evidence.

68. Learners make good gains in their personal and learning skills. They develop practical skills well in a realistic work environment at the GTS. They develop confidence in their role and expertise, work as teams, and safely under pressure. They have a good regard for health and safety practice.

Quality of provision

69. The quality of provision is satisfactory. Teaching and learning are satisfactory. All learners have a thorough induction which provides them with a good understanding of the RAF environment and the planned programme. Vocational teaching and learning delivers appropriate knowledge, understanding and skills. Learning materials are well structured and comprehensive. A salary increase on completion motivates learners to complete their apprenticeship programme.

70. Practical skills teaching and learning in the workplace are good. Learners use a very good range of test equipment and specialist tools in the workplace. Each learner is provided with an excellent, comprehensive hand-tool kit.

71. Classroom-based theory sessions are uninspiring and insufficiently challenging for learners. The pace of lessons is not sufficiently varied, with too little checking of learning. Lesson planning focuses too rigidly on progressing towards learning objectives. The approach to classroom teaching and learning takes insufficient account of each individual's aptitude, experience and ability.

72. Teaching and assessment staff in GTS and MOBs are well qualified with relevant vocational, teaching and assessment qualifications and experience. Internal verifiers hold appropriate qualifications. Progress reviews are satisfactory and undertaken regularly at the GTS and MOBs. An initial assessment programme at the GTS effectively identifies learners' literacy, numeracy and communications needs and appropriate specialist support helps each learner successfully complete the apprenticeship programme.

73. Programmes meet learners' and employers' needs well. The programmes have changed well in response to the changing requirements of the RAF. On-the-job training programmes are regularly reviewed by GTS staff to ensure they meet current operational needs while maintaining conformance with awarding body requirements. All learners have good opportunities to achieve additional qualifications.

74. Support for learners is good. A designated training and development coordinator (TDC) actively supports learners in all aspects of pastoral care and personal development throughout their GTS programme. TDCs are available at all times. Additional support personnel specifically monitor and support learners under 18.

Leadership and management

75. Leadership and management are good. The programme is well managed locally. Overall performance monitoring and the tracking of learners' progress are good. Effective use is made by GTS staff of networked databases to track learner progress and plan NVO assessments. Learners' progress is regularly reviewed. The outcomes of reviews are added to the databases and prompt action taken to ensure learners' continued progress. The database is used well to support the planning of assessments in MOBs. The databases are accessible and used effectively by the Apprenticeship Management Team, GTS and Regional NVO teams in the MOBs.
76. Quality improvement is thorough, although focused much more towards audit than an evaluation of the quality of delivery. The quality cycle includes monthly reviews of performance. Data is used well to identify progress. External and internal audits adequately identify conformance to programme specification and aspects of the quality of delivery. Learner and line manager feedback is sought by GTS staff formally through end-of-course critiques and informal discussion sessions to identify improvement actions.
77. The self-assessment process and self-assessment report are satisfactory. The GTS SAR is primarily descriptive, although useful as an overall briefing document and summary of key aspects of the provision. The SAR process was sufficiently inclusive. Quality improvement actions are identified in a satisfactory quality improvement plan. However, the SAR is insufficiently evaluative or critical. While some evidence is provided to support key judgements, it is often sparse. Judgements partially reflected those of inspectors. The SAR process is not sufficiently well integrated into the overall quality improvement process although the GTS recognises this and improvement actions are in hand.
78. The process to plan and monitor lesson observations is satisfactory, but lesson observation outcomes are not used sufficiently to improve the standard of teaching and learning. There is no process to moderate the observation grades awarded or a system to share good practice and support continuous improvement of teaching and learning.
79. Equality of opportunity is satisfactory. Staff have good access to equality and diversity training and all have recently attended training sessions. All learners are supported well to achieve. Learners receive adequate equality and diversity information at induction to the RAF and at subsequent inductions. Learners' understanding of appropriate behaviours and how to recognise and deal with equality issues is adequate. The promotion and discussion of equality and diversity at reviews is brief.

Retail and commercial enterprise

Good: Grade 2

Context

80. Apprenticeships are offered in Warehousing and Storage and Hospitality and Catering. Some 76 learners are following Warehouse and Storage programmes and 52 learners Hospitality programmes. Of these, 23 are chefs and 29 caterers.

81. The Supply and Movements Training Wing (SMTW) at RAF Halton provides initial ground training for Warehouse and Storage learners. The Logistics and Supply Training Squadron (LSTS) provides basic supply training and advanced trade training in supply procedures. Caterer apprentices and chef apprentices spend 13 and 17 weeks respectively on a concentrated vocational course at Catering Training Squadron, RAF Halton and are then posted to a main operational base where the apprenticeship programmes are completed.

Strengths

- Very high success rates
- Good skills development
- Good resources to support and enrich learning
- Very good support for learners
- Very effective working relationships between GTS and MOBs
- Good local management of learning for Hospitality and Catering learners

Areas for improvement

- Ineffective individual learning plans
- Insufficient resources for teaching and learning for warehouse and storage learners at SMTW
- Ineffective quality improvement arrangements for the warehouse and storage programme
- Insufficiently evaluative self-assessment

Achievement and standards

82. Achievement and standards are good. Overall success rates for all retail and commercial enterprise learners are very high. They have improved from 70% in 2006/07 to 87% in 2007/08. Timely success rates are also high. They have improved from 49% in 2006/07 to 73% in 2007/08. Success rates for Hospitality and Catering learners are very high. Between 2005/06 and 2007/08, the overall success rate improved from 86% to 100% and the timely success rate improved to 85%.

83. Warehouse and Storage learners achieve additional NVO units or qualifications such as lift truck, advanced trade training in supply procedures and supply training courses in explosives. Hospitality learners have achieved considerable success in a number of competitions in both food service and cookery.

84. Hospitality learners develop good practical skills in food preparation and cooking, and food and drink service while at the Catering Training School (CTS) and their MOBs. All learners are confident and well-motivated.

Quality of provision

85. The quality of provision is good. Teaching and learning are good. Good resources support and enrich learning.

86. Warehouse and Storage learners benefit from a very broad range of professional and challenging working environments. Practical training includes tasks in a good simulated stores environment, physical training and team interaction training. Tutors reinforce learning well through verbal and written questions and practical exercises. Learners enjoy a variety of training methods including theory, practical work, group working sessions and visits to other RAF units. MOBs are highly suitable working environments for learners, with industry-standard storage and transit facilities, communications and computer systems. However, resources for teaching and learning at the SMTW are poor. No interactive white boards are available in the main training centre. Intranet facilities are poor. Computer hardware and software systems are of low capacity. Intranet and internet bandwidth is not sufficient to play video clips.

87. Hospitality and Catering lessons are well planned and structured. Skills training is good. The CTS training kitchen and food and drinks service areas are equipped to a high standard for skills development. Classrooms are well appointed with appropriate ICT equipment and interactive white boards.

88. While instructors are fully aware of the abilities of their apprentices, the planning of learning does not fully cater for the differing abilities and aptitudes of each learner. Individual learning plans in Hospitality and Catering do not sufficiently take into account individuals' prior knowledge, ability or aptitude. Frequent reviews support learners' progress but do not clearly identify short term targets for learners to achieve. They concentrate too much on unit achievement.

89. The initial assessment of and support for learners' literacy and numeracy skills is satisfactory. Overall, the assessment of learning is satisfactory. Assessment is thorough and structured; assessors give feedback to learners verbally and record action points for future visits. They review apprentices' work well, indicating clearly what they need to do to improve. Some learners are not sufficiently involved in the appraisal process.

90. Programmes satisfactorily meet the needs of learners. Qualifications and training have been designed to meet the specific needs of the RAF and, where possible,

outside industry. Learners enjoy and take part in a wide variety of physically challenging and recreational activities in the GTS, which contribute to their achievement. However, learners are only offered level 2 programmes, despite the high prior qualifications of many.

91. Guidance and support are very good. The range of and access to 24 hour welfare support is good, particularly at GTS. Main operating bases are supportive of learning and release learners to attend training. Flexible work schedules readily accommodate the gathering of portfolio evidence. Assessors visit warehouse and supply learners regularly and are very patient and supportive. On entry CTS assigns each learner a mentor who works closely with them both during formal lessons and outside of the classroom. A second, specialist mentor supports under-18 learners.

Leadership and management

92. Leadership and management are good overall. Local management of Hospitality and Catering programmes is good. Well-structured programme review meetings by GTS staff cover all aspects of the programme and improvement opportunities are identified and agreed upon. The quality of the content and delivery of lessons is closely monitored. All instructors are observed twice a year with relevant actions plans developed according to need.

93. In Warehousing and Distribution specifically, clear objectives for training are effectively monitored and evaluated by GTS staff. Action plans for improvement are agreed and monitored regularly. Productive working relationships are maintained between the GTS and the MOB. The apprenticeship programme has improved and developed well since the previous inspection.

94. Self-assessment is satisfactory. Each GTS produced individual reports, but not a single overview of the sector subject area. The Warehousing and Storage SAR is highly descriptive, lacks evaluation but includes most strengths and areas for improvement identified by inspectors. The Hospitality and Catering SAR provides a comprehensive description of the provision, identifies most of the strength and weaknesses at inspection, but is not sufficiently evaluative.

95. Quality improvement arrangements to improve teaching and learning in the SMTW are ineffective. The system for observing and assessing the quality of teaching and learning, apprenticeship reviews and assessments is poorly developed. Most lesson plans do not include any recognition or planning for learners' differing aptitudes, experience or learning styles.

96. The promotion, monitoring and reinforcement of equality and diversity is satisfactory. Staff training in equality and diversity is good. All staff have recently attended equality and diversity training sessions. All learners receive adequate information on equality of opportunity during induction. During reviews, learners' are prompted to discuss aspects of equality and diversity but this is cursory.

Learners' overall knowledge and understanding of equality and diversity is satisfactory.

Arts, media and publishing

Good: Grade 2

Context

97. The Defence School of Photography (DSOP) based at RAF Cosford in the West Midlands offers an advanced apprenticeship in Photo Imaging, the only apprenticeship of its kind in the UK. Currently 23 learners follow the programme. Seven are from the RAF and the remainder from the Army and Royal Navy. RAF learners enter the programme directly following initial training whereas learners from the other services often have substantial experience of military life, including front line operations. The programme lasts 24 months, but it is anticipated to reduce to around 12 months. Learners undertake 90% of the qualification while at DSOP and complete their final assignment after posting to their MOBs.

Strengths

- Outstanding success rates
- Good practical skills development
- Very good support for learners
- Good performance monitoring and management

Areas for improvement

- Insufficiently varied or individualised classroom teaching and learning
- Insufficient opportunities to develop key skills above Level 2
- Insufficiently evaluative self-assessment

Achievement and standards

98. Achievement and standards are good. Overall and timely success rates are outstanding at 93% in 2007/07 and 100% in 2007/0. The number of RAF learners was very low in these periods; four in 2006/07 and six in 2007/08. Success rates were judged outstanding at the previous inspection in 2005.

99. Learners' practical skills development is good. Learners create good examples of work for their portfolios. Some good examples of student work are displayed throughout DSOP, including non-military assignments and projects.

Quality of provision

100. The quality of provision is good. Teaching and learning are good. Learners' skills development is focused very closely on the clear, functional and unambiguous framing and lighting of military settings and scenes, equipment, technologies and people.

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101. Practical teaching and learning out of the classroom are good. This accounts for two-thirds of training activity. Practical teaching methods are varied and stimulating. Instructors are highly experienced and communicate their expertise and knowledge well to learners. Instructors encourage active learning, discussion and group and personal critique in the field. Instructors' feedback is prompt and focused on individual skills development.
102. Too much classroom teaching is no better than satisfactory. Classroom theory and software teaching are often dull and uninspiring. Too much teaching relies too heavily on text-based presentations. Learners are passive. Little account is taken of learners' individual learning styles or prior learning to plan or deliver a variety of teaching techniques in lessons. Lesson content and delivery is insufficiently flexible. RAF learners are much younger than Army and Navy learners. They are generally less confident about being involved in classroom discussions or question and answer sessions. Tutors do not have effective strategies to encourage RAF learners to participate in classroom discussions or question and answer sessions. Off-the-job training is satisfactory, consisting of a visit to learners at their MOB's to assess final projects.
103. Teaching and learning resources are satisfactory overall. Cameras are of a very high professional quality. The Cosford site is extensive and varied in its range of technologies and activities. Its many settings are used well to give learners real-world experience such as photographic assignments, including VIP visits, photographing front line aircraft, intricate components, high-level engineering and telecommunications equipment.
104. Classrooms and learning environments are physically appropriate for purpose, but shabby. Computers are networked locally and run appropriate software. DSOP does not have a virtual learning environment to extend teaching and learning and no access to or use of interactive learning technologies is available. However, it has well-established plans to make use of a web-based software teaching resource.
105. The overall planning and execution of assessment and internal verification are thorough, and satisfactory. Formal progress reviews are satisfactory. Reviews take place at 12 weekly intervals. The recording of learners' progress towards targets is sparse. Individual learning plans are ineffective and do not include targets for progress or achievement which reflect the individual learner's aptitude and ability.
106. Programmes and activities satisfactorily meet the needs and interests of learners. The programme content and NVQ specification cater well for learners' professional aspirations and provide effective motivation. Many learners have studied or practiced photography at some level before the course and are enthusiasts. The programme closely matches the RAF's requirements from photographers in intelligence, security or media settings. Learners are encouraged to enter events and DSOP awards schemes. No additional qualifications are available as part of the learners' programme. Learners have insufficient

opportunities to develop their key skills above Level 2, despite many learners being already qualified to at least this level or much higher on entry to the programme.

107. Learners receive very good personal and professional support. Pastoral welfare arrangements for all learners are extensive and accessible 24 hours a day. Professional support is good, and provided through extensive mentoring and additional training support from instructors in and out of the classroom setting. Learners are well-motivated and confident. They have a sound professional relationship with and respect for their instructors.

Leadership and management

108. Leadership and management are good. Performance monitoring and quality improvement activities at the GTS are thorough and effective. The effectiveness of each course is formally evaluated by the DSOP team. Data, instructors' and learners' views are canvassed at the end of each course and used well to paint a detailed picture of what worked well and what did not. Action planning for improvement is good, and communicated well to all staff. Overall, the evaluation of performance is well-documented, planned and structured. The system for observing and assessing the quality of teaching and learning is good. Grades awarded for sessions reflect the judgements recorded by observers. Six out of ten sessions observed in the past year were graded satisfactory. The range of improvement actions identified is good but too recent to judge impact. Staff are adequately qualified and experienced although too few have teaching qualifications.
109. DSOP's self-assessment process is satisfactory. Many of the strengths and areas for improvement in the SAR match those inspectors identified but the overall grades awarded at inspection were lower. The SAR is insufficiently evaluative.
110. Equality of opportunity is satisfactory. Equality training for all staff takes place annually and equality of opportunity advisors are now in post. At station level, the recording of complaints is good, irrespective of the level of resolution. Learners have a satisfactory understanding of equality and diversity issues, but this understanding is not further promoted sufficiently during reviews. Equality and diversity themes are not contextualised in teaching and learning activities.

Business, administration and law

Good: Grade 2

Context

111. Apprenticeships are offered in Business administration. Currently 29 trainee personnel administrators follow an 18-week intensive off-the-job training programme at the RAF School of Administration (RAFSA) in MOD Southwick Park, Hampshire. All learners are posted to operational units for a period of on-the-job training. The programme is run by a centre coordinator, supported by eight instructor/assessors from civilian and service backgrounds.

Strengths

- Outstanding success rates
- Very good facilities and resources for teaching and learning
- Good support and guidance for learners
- Good local management
- Good integration of on-and-off the job training

Areas for improvement

- Insufficient use of initial assessment results in planning individual learning
- High staff turnover
- Insufficiently evaluative self-assessment

Achievement and standards

112. Achievement and standards are good. Success rates are outstanding and have improved significantly since the previous inspection. For the past two years, all learners have successfully completed their frameworks within the planned timescale. Current learners are achieving the technical and key skills certificates quickly, and are making good progress towards their NVQ. All learners are expected to complete their frameworks within the planned timescale for 2008/9. The standard of work in portfolios is good.

113. Learners develop good personal and professional skills. They demonstrate competent personnel administration skills and quickly make a contribution in the workplace. Learners use specialist personnel information software confidently and are knowledgeable about relevant sources of reference. They often advise new colleagues on the up-to-date processes they have learned. Learners' confidence, initiative, interpersonal and teambuilding skills are good. Learners' morale is high.

Quality of provision

114. The quality of provision is good. Training, teaching and learning are satisfactory.
115. On-the-job training is good. Line managers provide well-structured individualised training. In classrooms, instructors rely too much on reading out text-based presentations at the expense of more interactive methods of teaching and learning. Learners are passive.
116. Resources and facilities for teaching and learning are very good. Training rooms are spacious and well-equipped with modern audio-visual equipment, interactive whiteboards and individual workstations with access to the internet. RAFSA has a fully functional realistic working environment, giving learners ready access to their own simulated personnel administration registry.
117. Arrangements for monitoring learners' progress are satisfactory. Reviews take place regularly and include checks on health and safety aspects and learners' understanding of equality of opportunity. Targets for achievement and target-setting in individual learning plans do not sufficiently reflect learners differing needs and abilities. Tutors take too little account of learners' preferred learning styles or ability in planning and delivering individual training. All learners work at the same pace regardless of their individual needs, and for some learners the pace is too fast. All learners are expected to complete components of the framework at the same time and planned end dates are identical for all learners.
118. Assessment and internal verification are satisfactory. The range of assessment methods is sufficiently varied. Assessors provide constructive feedback to learners. They make effective use of CCTV for assessment purposes in the realistic working environment. They use workplace testing well to provide evidence of competence. Internal verification is satisfactory.
119. Insufficient use is made of the results of initial assessment to plan learning which takes account of learners' individual needs. The initial assessment for literacy and numeracy undertaken in basic training is thorough but the results are not always passed through to RAFSA when learners commence their apprenticeship. However, RAFSA carries out a further assessment of literacy and numeracy skills during induction training, and learners receive appropriate support as needed.
120. Programmes meet the needs of learners and the RAF well. The programmes closely match job roles. Achievements are celebrated well at graduation events attended by senior officers, family and friends. All learners take part in mandatory health and safety and fire emergency training. Learners enjoy the challenging and healthy programme of physical and adventurous training within the course. Learners make a useful contribution to the community through projects with charities. The response to employer needs is good. Learners' have insufficient

access to higher level key skills qualifications. Many of the learners have good grade GCSEs and some have university degrees, but all follow Level 1 application of numbers and Level 2 communication in key skills.

121. Advice, guidance and support are good. Learners receive clear advice and guidance before starting the apprenticeship. Learners have the opportunity to transfer to a different apprenticeship if they subsequently wish to train for a different career path. Learners are advised of progression routes as the programme proceeds. Staff, who are readily accessible in person or by email or telephone, support learners well. Learners have good access to a wide range of welfare services on site and are sometimes referred to specialist external agencies for counselling. All learners under 18 have weekly contact with a mentor. Mentors and line managers give good support in the workplace.

Leadership and management

122. Local management and leadership of the programme are good. Strategies to improve overall and timely achievement since the last inspection have been very successful. Staff development is good and new staff are supported well. Staff team working is effective. Regular team meetings are used well to disseminate information and share practice. Communications with the area management team are effective. The centre co-ordinator keeps staff well informed of current policies.

123. Off- and on-the-job training is well-integrated. Service personnel advisers provided professional input to the design and content of the 18-week off-the-job training course. The course is challenging and prepares learners well for their first posting. Learners' transition to the workplace is well-managed.

124. Equality of opportunity is good. It is reinforced well with current learners during reviews, and through equality and diversity projects they carry out as part of their key skills assignments. Learners have a good understanding of a wide range of related issues.

125. Quality improvement measures are satisfactory. Feedback from stakeholders is sought and used. Training staff are observed in the classroom twice a year, but observations focus too much on teaching and content and insufficiently on learning. Self-assessment is satisfactory overall. The self-assessment process was sufficiently inclusive. The self-assessment report is insufficiently evaluative, although it contains most of the principal strengths and areas for improvement inspectors identified.

126. Continuity of expertise at the GTS is lost through high staff turnover. The speed with which improvements can be implemented is impaired as new staff take time to develop expertise and understanding. For example, measures to apply more interactive teaching techniques with learners are developing very slowly.

Annex

Learners' achievements

Success rates on work-based learning apprenticeship programmes managed by the provider 2004 to 2008

Programme	End Year	Success rate	No. of learners*	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04/05	overall	991	83.6	35.2
		timely	1085	20.7	21.7
	05/06	overall	1292	76.7	44.4
		timely	1214	22.2	27.2
	06/07	overall	947	76.9	57.7
		timely	968	23	37.4
	07/08#	overall	878	85.9	62.8
		timely	180	36.1	44.4
Apprenticeships	04/05	overall	770	76.4	39.9
		timely	798	37.8	22.7
	05/06	overall	1134	86.4	53.1
		timely	940	62.1	34.4
	06/07	overall	389	83	63.1
		timely	278	64.7	43.9
	07/08#	Overall	705	94.3	64.4
		timely	689	86.5	50.1

* 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