

West Yorkshire Learning Providers

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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 and manufacturing technologies
- Business, administration and law

Description of the provider

1. West Yorkshire Learning Providers (WYLP) is a non-profit making membership based organisation formed in 2004 through funding from the LSC. A 12 strong strategic board includes WYPL members together with non-executive representation from regional stakeholders. The organisation holds Investors in People, Customer First and the Matrix standard.
2. WYLP has a Train to Gain prime contract through the West Yorkshire LSC. All provision is subcontracted to 34 consortium members. Currently 1,400 learners are following programmes in literacy and numeracy; health, public service and care; engineering; construction; information and communication technology; retail and commercial enterprise, and business, administration and law. WYLP also manage European Social Fund (ESF) provision, which is used to support training and qualifications not eligible for Train to Gain funding.
3. The region's working age unemployment is at or about the national rate, apart from Bradford where the rate is 2% higher. Bradford is a very cosmopolitan borough and, at 24% compared with 13% nationally, has a high population of minority ethnic groups. WYLP works in some of the most deprived areas in England. Bradford, ranked 52 out of 354 districts in the deprivation index of local authorities, is the most deprived authority in the consortium, whereas Calderdale, ranked 119, is the least deprived.
4. As health, public service and care; engineering and manufacturing technologies, and business, administration and law make up 80% of WYLP's Train to Gain contract, only consortium members providing this provision were visited. In selecting the providers to visit, particular attention was placed on those training providers who had never been inspected, learner numbers and the geographical spread of the sample. Training providers who had recently been inspected were not revisited. Training providers new to the consortium were visited to inspect WYLP's quality assurance and induction processes.
5. The following table shows the providers associated with the WYLP consortium.

Consortium members	Numbers of learners	Visited on inspection
A&R Training	8	
Bradford Distributive Training Services	7	
Best Training	73	
Bradford Metropolitan Council	70	*
B-Skill Ltd	42	

BTAL (UK) Ltd	46	*
Careskills	0	
Care Training Services	22	*
CMS Vocational Training	24	
Derwent Training	0	*
General Physics (UK) Ltd	111	*
Harrogate Training Services	0	
HKR Training	5	*
JHP Training	25	
Key House	23	*
Key Training	8	
Kirkdale Industrial Training Services	19	
Learning Innovations Training Team Ltd	12	
Leeds Training Trust	32	*
Mark Betts	0	
Mike Long Associates	0	
M.S. Training	0	
National Business College	3	
North Lancashire Training Group	105	*
S&S Training Services Ltd	7	
Spring Field Training	10	*
Temple Hewitt Partnership	0	
The Academy Hair and Beauty	0	
The Business Training Company	155	
The Virtual College	0	*
T.M.S. Training	214	*
Wakefield Adult Education	87	*
YMCA Training	164	*
Zodiac Training	80	*

Summary of grades awarded

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

Sector subject areas

Health, public services and care	Good: Grade 2
Engineering and manufacturing technologies	Good: Grade 2
Business, administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. WYLP's overall effectiveness of provision is satisfactory. WYLP has successfully established the Train to Gain contract. Achievement and standards are good. Overall success rates are high and learners develop particularly good skills, increased confidence and take more responsibility at work. Timely success is low with a minority of learners engaged in learning significantly beyond their training end dates. Quality of provision is good overall. Teaching and learning is broadly satisfactory. Some learners benefit from a wide range of well-planned training and assessment activities that take full account of learners work roles. Social and educational inclusion is satisfactory. Programmes are particularly responsive to learners, employers, local needs and national priorities. Good and established partnerships between providers and employers provide good support for learners. Information, advice and guidance is good with good arrangements in place from provider or specialist staff. Leadership and management are satisfactory, as is equality of opportunity.

Capacity to improve

Satisfactory: Grade 3

7. WYLP has a satisfactory capacity to improve. The provider has successfully introduced the Train to Gain programme, increasing learner numbers and consortium members. Learners' overall success rates are good in most areas but timely success rates remain low. The standard of learners' work is high and skills development by learners is good. WYLP now has an adequate quality improvement plan, which sets clear targets with responsibilities and timescales, but the measures by which progress is judged remains too vague in some instances. Aspects of quality assurance are unsatisfactory. WYLP acknowledge that the quality assurance arrangements are too focused on compliance against LSC requirements and insufficiently monitors performance of particular groups of learners. WYLP collects and uses feedback from learners through questionnaires but this information is aggregated at too high a level to provide meaningful guidance on how provision could be improved or how improvement measures could be prioritised. It does not sufficiently monitor and assure the quality of the learners' experiences. The provider failed to identify key areas for improvement in timely success rates; nor do these feature in the quality improvement plan.
8. The self-assessment process is satisfactory. Self-assessment includes the views of all staff, and takes some account of the self-assessments and previous inspection reports of consortium members. However, consultation with other stakeholders including brokers, learners and employers is insufficiently direct. The report is appropriately structured and reasonably critical, but still contains too much background narrative. It focuses on retention and achievement rather than success rates as a measure of performance. The report does accurately identify areas for improvement in quality assurance and equality of opportunity. The inspection found the report to be broadly accurate in the grades identified but it was overly cautious in grading the quality of the provision in health, public services and care. Sector subject area self-assessment reports partially identify the key strengths but omit key areas for improvement.

Key strengths

- Good overall success rates
- Very good development of personal and workplace skills
- Very effective programmes to meet the needs of learners and employers
- Particularly good collaborative partnership working to access funding and support

Key areas for improvement

- Low timely success rates
- Insufficient use of management information systems to evaluate performance
- Underdeveloped quality improvement arrangements

Main findings

Achievement and standards

Good: Grade 2

9. Achievement and standards are good and is a grade higher than WYLP self-assessed. In 2007/08, overall success rates are good at 70%. Success rates in health, public services and care and engineering are good at 72% and 84% respectively. Success rates are also

good in construction and teaching and training programmes at 70% and 83% respectively. Overall success rates on other programmes are satisfactory.

10. Learners are particularly well motivated and enjoy the programme. Workplace and personal skill development is good. Learners have improved confidence and a greater understanding of how their work practices contribute to the organisations quality of service or product. Many employers benefit from their learners taking increased responsibility and progressing onto further training.
11. Timely success is low. The timely success rates in 2006/07 and 2007/08 are 34% and 47% respectively. The progress of learners who remain after their expected end date is slow, with 26% still in learning beyond six months. Although not recognised as part of self-assessment, WYLP have taken appropriate action to improve progress.

Quality of provision

Good: Grade 2

12. Quality of provision is good, which is a grade higher than WYLP's own evaluation. The inspection findings matched WYLP's self-assessment that teaching and learning is satisfactory. Individual learning and assessment plans are sufficiently detailed, identifying occupational and personal targets and take good account of learners work roles. Training is well co-ordinated through well established and productive provider and employer relationships. However, in business management some line managers insufficiently assist or support learners. In engineering, many learners experience a rich learning environment through well resourced workplaces and good off-the-job facilities. Generally, learning resources are satisfactory. Some assessors use information and communication technology (ICT) such as powerpoint, voice recording equipment and e-learning. Regular learner reviews effectively monitor learner progress against pre-set targets. Arrangements for additional support are effective. Learners benefit from specialist agency staff or receive appropriate support from provider staff.
13. The wide range of provision is very effective in meeting the needs of learners and employers. Training providers take positive actions and considered support when helping employers identify their staff training needs. They provide good guidance on qualifications and training to help improve employers' productivity and working practices. Learners receive good meaningful support from employers and training providers. Programmes are effectively planned to incorporate work activities. Some employers extend learners' responsibilities to better match assessment. Provider staff visit frequently, many employers plan training and research time into learners work responsibilities. Learners' personal learning and development has a very positive effect on their self-esteem. Information, advice and guidance are good. Learners have a clear understanding of the requirements for the qualification and the units they will achieve. Training providers and employers provide clear ongoing advice and guidance to help learners improve practice. All learners complete initial literacy and numeracy assessments at the start of the programme. Good arrangements are in place to provide learners with specialist support. However, some delays have occurred in receiving specialist support for some learners in business management.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

14. Leadership and management are satisfactory. Consortium members value the impartial and transparent approach to subcontracting. A very committed strategic board have effectively positioned WYLP in readiness for the impending changes to funding and contracting. Business planning effectively identifies market openings and risk assesses the affect on the organisation. However, performance monitoring of the Train to Gain contract at strategic board level is insufficient.
15. WYLP has developed some highly responsive partnerships. Very successful collaborative initiatives allow providers to access a wide range of continued professional development. As partners in other funding applications, consortium members are able to provide a more complete training offer to employers. The effective integration of ESF funding, collaborative working with skills for life specialists, skills brokerages and West Yorkshire Careers extends the entitlement offer to learners and the support available to providers.
16. Consortium members benefit from good and responsive support to enquiries and concerns. Quarterly consortium meetings are well attended. Minutes are detailed and sent to all members. Financial management is satisfactory, as are arrangements to promote and raise learners' awareness of health and safety. The procedures for safeguarding learners meet current government requirements.
17. WYLP's use of management information systems is incomplete. Data is insufficiently evaluated to monitor performance at sector subject level, by qualification, provider or by diversity. This is partially recognised in the self-assessment report. Recent improvements include a more thorough and ongoing monitoring of unit achievements, but it is too soon to judge if this will improve WYLP's poor timely success rates.
18. WYLP's quality manual details the corporate quality policy and identifies operating procedures. The quality co-ordinator carries out thorough audits of all consortium members' paperwork to ensure they meet LSC requirements. WYLP also collects and analyses questionnaires relating to health and safety, and equality and diversity. Although these audits are effective in ensuring paperwork is of a required standard, they are insufficiently detailed to evaluate the quality of the provision. WYLP have implemented very effective systems for providers to access qualified skills for life professionals. However, sharing of good practice on other aspects of delivery is insufficient. Insufficient use is made of providers' existing quality assurance processes to audit teaching and learning and the learner experience. Learner feedback is analysed, but the aggregated data is too general to identify key areas for improvement within individual providers. All providers currently experience the same level of audit irrespective of their inspection history. A recently established quality group has developed a quality improvement cycle but it is too soon to judge its affect.
19. Equality of opportunity is satisfactory. WYLP has a suitable range of policies and procedures promoting equality and diversity, with adequate arrangements for annually updating in line with relevant legislation. A nominated officer with identified

responsibility for equal opportunities is active in several equality and diversity networks and committees in the region. WYLP ensures that all providers have an equal opportunities policy and a complaints policy, and it issues an equality and diversity questionnaire to providers annually. However, the questionnaire is not well structured and does not monitor fully a provider's commitment to equality and diversity. WYLP recognise that there has been little recent staff training and now has plans for staff to access future training.

20. WYLP have good links with schools, which are used well to reach under-represented groups. Well produced marketing materials contain positive non-stereotypical images.
21. WYLP's working premises are from the first floor of modern offices with elevator access to all floors. They also have access to meeting rooms on the ground floor if necessary. The premises have suitable ramps for access with automatic doors to ensure they are fully accessible for people who have restricted mobility.
22. WYLP collect learner data with respect to equal opportunities, in line with LSC requirements, but it is insufficiently analysed to monitor performance of particular groups of learners or identify under-representation within specific providers. WYLP do not sufficiently assure the quality of inductions or learner reviews to ensure that learners receive a thorough introduction to equality and diversity. In engineering, reinforcement of equality of opportunity at learner reviews is insufficient.

What learners like:

- Improved understanding of how individual job roles benefits the organisation
- 'I enjoyed completing the qualification and have not felt under any pressure'
- Assessors enthusiasm, always available and very approachable
- The ability to achieve a recognised qualification in work time
- Training staff's understanding of the work role, taking the organisation's and my needs into account
- Improved confidence to take on new and challenging tasks in the workplace
- 'I have gained more confidence and intend to do more training'
- Well planned tasks, grabbing your attention, making learning interesting
- The assessors ask challenging questions
- 'I wanted to do this to prove it to myself and others that I can be successful'

What learners think could improve:

- Insufficient involvement from line managers
- Limited time with the assessor
- Insufficient opportunities to learn computer skills in the workplace with the assessor

Sector subject areas

Health, public services and care

Good: Grade 2

Context

23. Currently 13 providers offer a range of qualifications within care and related services. At the time of inspection 301 learners were following health and social care programmes; 23 housing; 43 cleaning and support services; five library information services, three waste management operations and 45 childcare at levels 2 and 3. During the inspection inspectors interviewed key staff and learners from Wakefield Adult Education; Care Training Services Limited; Bradford District Metropolitan Council (Skills for Work); Springfield Training, YMCA and Key House. All learners are employed in appropriate workplaces in the Yorkshire and Humberside area.

Strengths

- Good overall success rates
- Good development of new skills and knowledge
- High standards of provider and employer training and assessment
- Particularly effective arrangements to support provider access to funding

Areas for improvement

- Low timely success rates

- Insufficiently developed quality assurance arrangements to monitor provider performance

Achievement and standards

24. Achievement and standards are good, as recognised in the self-assessment report. In 2007/08, 72% of learners successfully achieved their qualification aim. Learners currently on programme are making good progress towards completion.
25. Learners demonstrate good development over a wide range of new skills. Newly acquired care skills, such as using specialist equipment safely and appropriately, has a positive affect on client care. Learners develop a high regard for health and safety. Better teamwork and administrative skills improve the learners' overall workplace productivity. Increased confidence, self-esteem and significantly raised aspirations are significantly reducing staff turnover for many employers. Newly acquired study skills motivate many learners to progress to higher levels of training or education.
26. Timely success rates are low. In 2007/08, only 38% of learners successfully completed their programme by their planned end date. A significant number of learners remain on programme for a further six months passed their planned end date before achieving their qualification. Timely success rates remain low in the first three months of 2008/09. Poor timely success was not recognised as an area for improvement during self-assessment.

Quality of provision

27. The quality of provision is good. Teaching and learning are good. Providers and employers develop particularly well planned programmes of learning focused on meeting the needs of individual learners. Many providers link the observation of teaching and learning to detailed performance standards and thorough quality improvement arrangements. Training and assessment takes very effective account of qualification requirements and learners' workplace responsibilities. Teamwork between providers and employers is good and effective. The best providers set challenging targets, ensure learners' progress is thoroughly monitored and make frequent workplace visits. Assessors discuss learner progress regularly with employers effectively utilising workplace opportunities for assessment. The high standard of learning and assessment support from providers and employers is not recognised as a significant strength in the self-assessment report.
28. The range of provision is good. Programmes are particularly responsive to local needs and national priorities. This is particularly valuable to learners employed by local voluntary organisations that provide housing and care for vulnerable members of the community. Small businesses, such as doctor's surgeries and domiciliary care agencies benefit through the availability of funding to update the skills and knowledge of their workforce. WYLP use other funding sources well in providing additional qualifications and skills updating to extend the experience of already qualified staff. WYLP's active and valued provider consortium enables many providers to offer employers additional qualifications from consortium providers such as administrators, information technology and team leader awards. Learner support and guidance are satisfactory. Procedures for safeguarding learners meet current government requirements. All learners have an entitlement to information, advice and guidance and many take full advantage of the service.

29. Support for learners is good. Learners have a good induction to the national vocational qualification (NVQ) programme. Many newly employed learners have a particularly thorough introduction, including short introductory courses in a range of related subjects such as hygiene, manual handling and communications. Throughout their learning, learners receive good advice and guidance on how to improve practice. WYLP ensure that providers are fully aware of the importance of initial assessment. All learners have an appropriate initial assessment of their literacy, numeracy and, where appropriate, language skills. Assessors have sufficient knowledge and skills to identify barriers to learning and progress. Arrangements for additional support are effective. Learners benefit from specialist agency staff or receive appropriate support from provider staff. Assessors effectively monitor and amend individual learning plans through regular learner progress reviews.

Leadership and management

30. Leadership and management are satisfactory. WYLP's strategy of engaging training providers with little previous knowledge of government funding has played a significant role in increasing work-based learning in sectors of care previously unable to invest in staff training. WYLP gives invaluable support in understanding and dealing with complex funding issues such as paperwork, eligibility criteria and access to further qualifications. Provider's value the standard documentation developed by WYLP. Communications between providers and WYLP are excellent. WYLP staff answer telephone calls and emails promptly and providers have confidence in the advice and guidance they receive. WYLP did not identify the importance of their role in providing good funding support to providers as a key strength in their self-assessment. Equality of opportunity is satisfactory. Provider staff adequately integrate equality and diversity related topics within the learning programme and during learners' progress reviews.

31. WYLP has insufficient arrangements to support providers' quality assurance processes. Providers who are new to public funding have an insufficient understanding of the role quality assurance plays in developing systems. WYLP has not provided sufficient support to enable them to develop thorough quality assurance procedures such as self-assessment, observations of teaching and learning and setting targets to improve success rates. Some new providers have insufficient experience to take full advantage of the meetings and other events WYLP organise. More established providers have many aspects of good practice. However, too few opportunities exist for these to be identified and shared. Learners who are dissatisfied with their programme and who have received unsatisfactory responses to complaints are unaware of the help WYLP can give to resolve issues.

Engineering and manufacturing technologies

Good: Grade 2

Context

32. Currently 744 learners follow 23 engineering and related programmes with seven providers in the consortium across Yorkshire and Humberside. The largest proportion of learners are on engineering maintenance; business improvement techniques at levels 2 and 3; performing manufacturing operations at level 2; machining at levels 2 and 3, and steel assembly at level 3. The inspection visited six of the consortium members, including BTAL who provide qualifications in general engineering; North Lancashire Training Group whose qualifications include general engineering, food manufacturing and warehousing; Leeds Training Trust who provide qualifications in business improvement techniques, and TMS training whose qualifications include steel erection and assembly. The inspection team also visited two new members of the consortium, The Virtual College, and Derwent Training.

Strengths

- Good and improving overall success rates
- Very good development of personal and workplace skills
- Good resources to support learning
- Good support from employers and training provider

Areas for improvement

- Ineffective promotion of equal opportunities

Achievement and standards

33. Achievement and standards are good. Success rates in 2007/08 are 84%. Early indications are that overall success rates remain good in 2008/09 but it is too soon to make a judgement. Timely success rates in 2007/08 are good at 72%, as recognised in the self-assessment report. Early returns for 2008/09 show a decline in timely success, but of the learners who remain on programme after their expected end date, 90% achieve within the first three months.

34. Learners develop very good personal and workplace skills. They gain high levels of confidence, increase their levels of concentration, improve their completion of written records and extend their practical skills. Learners on a business improvement techniques programme have effectively implemented new monitoring processes based on agreed standards, activities and actions to improve workplace practices. Another learner on a support for engineering activity level 2 programme, went on to complete health and safety qualifications and has a new role as a safety adviser. Learners find Train to Gain an enjoyable experience, and many valued the renewed contact with learning. The good development of skills experienced by learners was not identified in the engineering self-assessment report.

35. All learners interviewed are progressing well. Learners' prior attainment is used effectively to develop learning targets. Well structured portfolios contain a wide range of evidence including good use of drawings, photos, health and safety documents, and written responses to questions. Clear evidence exists of the application and transfer of learning.

Quality of provision

36. The quality of provision is good. Teaching and Learning are satisfactory. Training is effectively planned, making good use of learners' work roles. Well constructed individual learning plans include both NVQ and personal development targets. Plans are regularly updated, clearly identifying any training completed. A thorough briefing at the start of their programme informs learners of assessor visit schedules. Resources provided to support learning are particularly good. Learners experience a rich learning environment through well resourced workplaces and good off-the-job facilities. A wide range of facilities, including ICT, exists to support learning. Where learners make good progress they are provided with extension exercises to further develop skills. Highly experienced assessors provide particularly good support, helping learners to progress and achieve. Assessors have established very good working relationships with employers and learners. Assessment planning is effective, fully involves the learner and takes good account of work related activities and job roles. Progress reviews effectively analyse learner progress against pre-set targets, taking good actions and setting effective targets to maintain or improve learners' progress. Well phrased questions challenge learners' existing knowledge and any questions insufficiently answered are set as research targets for the next meeting.

37. The range of provision is good, taking good account of learners and employers needs. Learners and employers value the benefits of additional training. Many learners sustain their increased motivation and involvement in learning after completing their Train to Gain qualification.

38. Learners receive good support from employers and training providers. Employers are actively engaged in monitoring and supporting their learners. Provider staff visit frequently, supporting learners in line with their shift patterns. Employers, provide paid time to learners to attend additional sessions on training provider premises. Employers arrange work roles and responsibilities to provide good learning, assessment and evidence opportunities.

39. Information, advice and guidance are good. Training providers and employers provide clear ongoing advice and guidance to help learners improve practice. Companies provide good facilities for review and assessment sessions. Both the training provider and employers provide good and very effective training materials. All learners complete initial assessment to identify their literacy and numeracy levels with very appropriate arrangements made to provide support in the workplace. In addition, all learners benefit from vocationally established activities that draw on and develop literacy and numeracy skills. Good support for learners was only partially recognised in self-assessment.

40. Health and safety is satisfactory. A suitably strong focus is placed on safe working practices. A health and safety module is included during induction and reinforced throughout training, assessment and during progress reviews. Working with and valuing

colleagues is established in the programme. However, the wider aspects of equality of opportunities are insufficiently reinforced during learners' progress reviews.

Leadership and management

41. Leadership and management by WYLP of training providers are satisfactory. An effective initial evaluation of potential consortium members takes account of inspection outcomes and awards such as Investors in People and Matrix standards. The clear focus on initial advice and guidance ensures that programmes meet the needs of learners and employers. WYLP has recently improved its standard documentation in response to training provider feedback.
42. The monitoring of training providers is satisfactory through regular visits to evaluate compliance of documentation and contracts. Learner progress is adequately monitored at the start, midpoint and towards the end of their programme. Learners who exceed their planned end dates are identified for additional action. While compliance quality assurance is effective, quality improvement processes are incomplete. Self-assessment is broadly inclusive and accurate, with training providers able to make comment as the report was developed.
43. WYLP uses its partnership links well to promote and enhance learning. The consortium includes several large group training associations. These associations have many members, which allow WYLP to access employers and learners in a very wide range of vocational areas and across a wide geographical area.

Business, administration and law

Satisfactory: Grade 3

Context

44. Currently 20 partners in the WYLP consortium deliver training across Yorkshire and Humberside. The inspection team visited five providers, General Physics UK Ltd; BTAL UK Ltd; Zodiac Training, North Lancashire Training Group and HKR Training. Currently, 391 learners are enrolled onto NVQs which include 57 on Business Administration; 131 on Customer Service; 54 on Supporting Teaching and Learning in Schools; 97 on Team Leading and 26 on Management. Planned programmes are for nine

or twelve months. Each partner provides all elements of training, assessment and verification. Learners are employed in a range of organisations varying from small businesses to multi-site national organisations. All learners have their suitability assessed and carry out an initial assessment for literacy and numeracy. Assessors visit the learners in their workplace at least every four weeks to complete coaching, assessment and to review progress.

Strengths

- Good development of workplace knowledge and skills
- Very effective programmes to meet learner and employer needs
- Good communication and support for providers from the lead partner

Areas for improvement

- Low timely success rates
- Insufficient involvement of some line managers
- Insufficient quality assurance processes by the lead partner

Achievement and standards

45. Achievement and standards are satisfactory. Learners develop good background knowledge of their work roles. They gain a better understanding of organisational policies and legislation as well as an increased awareness of the skills required in the workplace. Learners are well placed to make changes to their roles. Learners improve their performance during the training programme. Employers benefit from the improvements and better team working. Employers confirm noticeable improvements in learners' confidence and motivation.
46. The overall achievement rate is satisfactory at 59% in 2007/08. Early indications show an improving trend in 2008/09, but it is too early to judge if this will be sustained. The timely success rate is low at 42% in 2007/08. During 2008/09, timely success remains low. However, 55% of learners have achieved in the first three months after their expected end date.

Quality of provision

47. The quality of provision is satisfactory. Coaching, training and assessment are satisfactory, as are teaching and learning resources. Some assessors use ICT such as powerpoint, voice recording equipment and e-learning. However, others rely too much on paper-based learning materials. Assessors visit the learners at least every three to four weeks for individual coaching and skills development, assessment and guidance. These sessions are well-planned, focused and purposeful, and are arranged to meet the needs of the business and the learners. Some assessors use recorded discussion, which effectively speeds up the assessment process. Learners have very good working relationships with provider staff. Feedback from assessors is regular, clear and supportive. Assessors are suitably qualified and competent. Learners' individual learning plans are mostly sufficiently detailed to identify long term targets with dates suitably amended and updated. Action plans and reviews for short and long term targets and progression are

satisfactory. However, some training plans contain insufficient detail to enable learners to know what training is to take place.

48. Programmes are very effective in meeting learner and employer needs. Many employers actively identify organisational needs and use this effectively to develop appropriate programmes with the providers. Employers are proactive in promoting the training provision and are very keen for their staff to become involved. Employers can identify performance improvements resulting from the training programmes, even when only recently implemented. Programmes meet local needs and contribute to operational growth in some areas. Partners deliver training over a wide geographical area and in some instances, for employers with sites outside of the region. Learners are particularly highly motivated and engaged and are determined to complete their learning programmes. Personal learning and development has had a positive affect on learners' self-esteem and confidence. Programmes are well-matched to learners' current work roles and their future progression. Learners can access a range of qualification routes.
49. Advice, guidance and support for learners are satisfactory. Learners have a clear understanding of the requirements for the qualification and the units they will achieve. Most learners' recall of induction topics is satisfactory. Most learners are permitted time during the working day to gather evidence. All learners complete a timely initial assessment of literacy and numeracy and other individual needs. Learners can access appropriate support where required, including individual support by assessors. When necessary, learners are referred to specialist provision. However, some learners who identified a development need in their initial assessment eight months previously are still awaiting appropriate support.
50. Most line managers are keen for the learners to embark on a training programme. However, they are insufficiently involved in the training and assessment planning and in the learner review process. Some managers insufficiently support and assist learners in identifying suitable opportunities for evidence.

Leadership and management

51. Leadership and management are satisfactory. The lead partner provides good communication and support for the consortium partners. Partners are kept fully informed of strategic developments at national, regional and local levels. They are provided with opportunities to access funding for value added activities such as skills for life training through ESF funding, staff development and the achievement of A1 and V1 units. WYLP inform the partners of any research and areas of development in the sector saving them valuable time and resources.
52. Each of the partners uses management information and data satisfactorily to monitor learner progress. Most partners set staff targets for learner recruitment and achievement, which are discussed at monthly meetings with their managers. However, WYLP do not provide sufficient analysis of data for providers to make improvements to their provision.
53. Equality of opportunity and health and safety information is covered at induction and most learners' understanding of their roles and responsibilities in these areas is increased

as a result. However, learners' understanding is not always checked appropriately during reviews.

54. The delivery partners' overall programme management is effective. Internal verification processes are thorough. Provider teams quality assure learner processes through systems such as observation of tutors and checking the completion of documentation. Evaluation of learner and employer feedback demonstrates good levels of satisfaction. Assessor caseloads are well-managed and enable assessors to make regular visits to the workplaces.
55. The lead partner's quality assurance processes are insufficient. They carry out an annual audit, which ensures contract compliance. However, they do not monitor the providers' observations of sessions of key learner processes to include induction, training, coaching and review, or for consistency of quality assurance and continuous improvement practice between the providers. The quality assurance of programme related provider documentation is insufficient. Not enough for networking and sharing of good practice at operational level within the consortia takes place.
56. The self-assessment report is accurately graded. However, it fails to identify all of the strengths and areas for improvement. Some delivery partners did not actively contribute to the preparation of the self-assessment report.

Learners' achievements

Annex

Success rates on **work-based learning** and **Train to Gain** programmes managed by the provider **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain	2006/07	overall	0	0
		timely	157	34%
	2007/08	overall	237	70%
		timely	1605	47%
	2008/09 (3 months)	overall	1415	12%
		timely	1427	84%

Note: 2008/09 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

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