

Ministry of Defence - Army

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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
- Agriculture, horticulture and animal care
- Engineering and manufacturing technologies
- Information and communications technology
- Retail and commercial enterprise

Description of the provider

1. The Ministry of Defence (MoD) Army apprenticeship programmes are managed through the Directorate of Educational and Training Services (Army) DETS(A). The contract for this provision is with the LSC's National Employment Service and started in 2007/08. Previously, Army establishments had their own contracts with local LSCs. LSC funding represents less than 1% of the Army's total training budget. Funding is provided for assessment, review and any gaps between military training and the apprenticeships.
2. Apprenticeship training is managed strategically by Headquarters DETS(A), and operationally by the Army's individual Arms and Service Directors (A&SD). They represent each of the Army's corps and services and make the connection between military training and the apprenticeships. This group is responsible for the quality of Army apprenticeships. Training establishments within the Army are under the Army Land Forces Recruiting and Training Division and outside the DETS(A) chain of command.
3. The Army offers a broad range of provision including public services, agriculture, engineering, ICT, retail and commercial enterprise, construction, business administration and learning and development. Most learners are soldiers employed by the MoD. Between 65% and 70% of soldiers attend work-based learning programmes in their first three years of service. At the time of the inspection 12,330 learners were on trade related apprenticeship programmes, and 1,005 were on Train to Gain NVQs. Seventeen hundred learners were suspended from learning on while on operations.
4. Eight subcontractors provide assessment, reviews and training to augment the military training. They are Defence Logistics Trust, Defence Food Services (DFSS), Nord Anglia, PDM, Royal Artillery Centre for Personal Development (RACPD), VT Training, Wilts and Somerset College Partnership (WASP), Royal Engineers Vocational Education and Training Trust (RECPD).

Summary of grades awarded

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

Sector subject areas

| | |
|--|-----------------------|
| Health, public services and care | Inadequate: Grade 4 |
| Agriculture, horticulture and animal care | Outstanding: Grade 1 |
| Engineering manufacturing technologies | Good: Grade 2 |
| Information and communications technology | Good: Grade 2 |
| Retail and commercial enterprise (Driving) | Satisfactory: Grade 3 |
| Retail and commercial enterprise (Hospitality) | Satisfactory: Grade 3 |

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

5. The overall effectiveness of provision is satisfactory. Achievement and standards are good and most learners make very good progress, achieving work based skills well above those expected for apprenticeship programmes. The Army provides good opportunities for learners to gain skills for life qualifications, civilian qualifications and develop interpersonal skills. Access to, and achievement of, key skills is good. However, operational duties prevent some learners from completing their qualifications on time.
6. The quality of provision is good. Teaching, coaching, instruction and learning are satisfactory. Learners have particularly good support to help improve their skills for life, interpersonal and communication skills. The Army provide excellent resources which give learners the opportunity to practice skills in training and demonstrate their effectiveness in operations. Army learning centres are generally well resourced and provide effective support for all learners. The range of activities and programmes are good and meets the needs of learners and the Army. Guidance and support is good.
7. Leadership and management, and the promotion and reinforcement of equality and diversity, are satisfactory. The Army recognises the importance of 'whole life development' and provides trade training for all soldiers and training to build their confidence. Most trade groups offer apprenticeships if they are available. Strategic managers provide clear direction for continuous improvement. Operational managers improve staff and learners' performance, developing learning and providing excellent resources.
8. Quality assurance is good and much has been done in a short period of time to ensure that policies and procedures are correctly followed. However, quality improvement arrangements are new and not yet driving improvement. Provision in one sector skills area is outstanding, in two it is good, and in two it is satisfactory. One area is inadequate.

Capacity to improve

Good: Grade 2

9. The Army's capacity to improve is good. Since it took responsibility for provision from the earlier individual LSC contracts, DETS(A) has successfully managed, monitored, and quality assured provision and is now in a good position to consolidate its quality improvement arrangements. Good systems are in place to manage and monitor subcontracting training providers and improve the effectiveness of training. Good leadership and management have established a culture where making improvement is seen as a matter of routine for all levels of staff. The Army takes good steps to rectify areas for improvement when they are identified. Its self-assessment report gives a good, accurate strategic view of

provision. Learners' achievements are good, at 82% in 2007/08, and improving. Overall success rates on Train to Gain programmes are high, at 87%. The Army has maintained a steady improvement in success rates over the past three years at the same time as considerably increasing the number of learners participating.

10. The Army recognises its improvement needs. A strong and effective management team recognises and understands the importance of driving improvement across the varied areas of learning. The strategies it has implemented have been effective in developing the capacity of Arms and Service Directors to take responsibility for their learners and the delivery of assessments by training providers.
11. The self-assessment process is satisfactory and inspection grades closely match those in the self-assessment report. Unit self-assessment reports link training providers and A&SD and provide a firm foundation for effective improvement. However, there is insufficient focus on learning in all the self-assessment reports. The Army and local self-assessments reports are too descriptive and long.

Key strengths

- High overall success rates
- Outstanding provision in equine
- Very good development of learners' skills
- Particularly good resources in many areas
- Good support for Skills for Life

Key areas for improvement

- Inadequate security apprenticeship provision
- Timely success rates
- The focus on quality improvement
- Monitoring and target-setting for learners to improve learning and assessment
- Strategies to enable assessments during operations
- Involvement of learners in collating NVQ evidence and portfolios
- Sharing of good practice

Main findings

Achievement and standards

Good: Grade 2

12. Achievement and standards are good. Overall success rates are good and improving, as identified in the self-assessment report. The proportion of learners who complete their programme within the planned period is improving. However, learners on operational duties have insufficient access to assessment.
13. Key skills' achievements are good on most programmes. The early completion of key skills provides a good foundation for learners' further development.
14. Learners develop particularly good interpersonal, team and social skills. Their communication skills, self-esteem and self-confidence improve during training. The self-assessment report identified this strength.
15. Learners develop good vocational skills. Their practical training and service on operations enables them to develop proficient skills and to use these skills in a range of different working conditions. NVQ portfolios and evidence collection are satisfactory, however learners are often not sufficiently involved in recording and collating evidence in their portfolios.

Quality of provision

Satisfactory: Grade 3

16. The quality of provision is satisfactory. Training is good and planned well. Tutors lead sessions well, and make effective use of well structured learning materials designed to meet individual learners' needs. Assessment is satisfactory and makes use of a good variety of evidence of learners' competence. However, assessors take too much control of portfolio building. They give insufficient guidance to learners to help them take responsibility for their own learning and assessment.
17. Training resources are good. In most cases training is done on the same equipment as that used by the Army. Military trainers provide recent knowledge of operational conditions and prepare learners well for their trades. Many learners practice and demonstrate their skills on operations in places such as Iraq and Afghanistan.
18. Provision to meet learners' skills for life is good. Training is particularly effective in supporting learners who failed to achieve at school. Minimum criteria are set for speaking, listening, literacy and numeracy. Learners are tested on several occasions to monitor their progress and as they settle in to Army life. Targeted support is available after initial training for infantrymen at entry level 1 and entry level 2. Army education centres provide effective support for all learners in the

Field Army. However, insufficient information on learners' initial assessment completed in recruitment and training are not always made available to the training providers. Some infantry soldiers with skills below entry level 2, or with poor English language skills, do not always receive the support they require before starting their NVQ.

19. Induction arrangements are satisfactory. Learners complete an initial assessment of their skills at the start of their Army careers. Training providers make effective use of this to support most learners' needs. Army learning centres provide good support to learners in the Field Army.

20. Programmes are very effective in meeting the needs and interests of learners and the Army. They provide learners with a qualification and the skills and understanding to work in an operational environment. All learners have timetabled, structured physical training while they are in training. Particularly good recreation and leisure facilities are provided for all learners.

21. Support for learners is satisfactory. Training establishments provide wide and varied support and access to appropriate welfare networks. Training provider staff are also close at hand to provide support for qualifications.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

22. Leadership and management are satisfactory. The Army has a clear strategic aim to ensure that every soldier has the opportunity to study for an apprenticeship or NVQ. Programmes are planned around learners' trades and enable them to gain civilian qualifications alongside their trade skills. There are some gaps in provision but these have been recognised by the Army. Financial management is satisfactory and overall success rates are high. Inspectors judged value for money to be satisfactory. Operational communications between training providers and the units in the Field Army are good in most areas.

23. Strategic leadership is the responsibility of the Army Apprenticeship Scheme (AAS) management board. The group meets monthly and is chaired by the programme executive officer. Operational management is the responsibility of the commanding officer groups (COG). Designated officers representing A&SD for each military trade provide key links between training providers and the Army.

24. Quality improvement is satisfactory. AAS management board and COG meetings focus strongly on audit and compliance. The board makes good use of data from DETS(A) to quality assure the performance of subcontracted training providers. The Army is responsive to the need for change and has a clear understanding of the need for improvement. It has been effective in improving success rates since it took over responsibility for provision, and during a period of significant

expansion. However, the Army and COG do not yet pay sufficient attention to improving the quality of teaching and learning or the reinforcement of equality and diversity. Some newly appointed designated officers within COG have yet to receive formal training for their roles. However, they are well supported by four quality mentors. These mentors provide very effective advice and support for A&SDs and providers. They are changing the purpose of the group and its meetings from audit and compliance to quality improvement. For example, A&SDs are beginning to make better use of providers' information on observations of teaching and learning to monitor and improve their quality.

25. The self-assessment process is satisfactory. The self-assessment report produced by AAS management board correctly identified many of the strengths but did not identify some areas for improvement. Many of the local self-assessment reports are too long and descriptive. The Army has been slow to develop quality improvement plans in response to self-assessment which were still being developed at the time of the inspection.
26. The Army makes insufficient use of targets to help improve provision. It has not routinely set targets for providers, although some training providers set their own. Key performance indicators have been identified in developing the Army quality improvement plan. However, at the time of the inspection, it was too early for any meaningful monitoring to have taken place.
27. Quality mentors identify good practice during provider visits but do not regularly share this among providers. When training providers meet, their discussions focus on improving learner success. They do not routinely use these meetings to share examples of good practice.
28. Procedures for safeguarding meet current government requirements. Criminal Records Bureau (CRB) checks are in place for staff in seven of the eight subcontracting training providers. Checks on staff in the remaining provider had not been completed at the time of the inspection. The MoD has been slow to carry out CRB checks on those of its instructors who provide apprenticeship training. Military staff in some establishments have been CRB checked while others have not. Insufficient training on safeguarding has been provided in some subcontractors.
29. Arrangements for equality and diversity are satisfactory. The Army has an equality and diversity policy and expects all its staff to follow this policy. All subcontractors have their own policies. The Army has recently identified four equality and diversity impact measures but no monitoring has yet taken place. All service personnel are given annual training in equality and diversity. The complaints procedure is clear and well understood although there is little evidence to show that it is used. Most soldiers have access to apprenticeships or NVQ training. However, soldiers in the infantry have less access to these opportunities. Some effective work was carried out in November 2008 to investigate access to training, and the factors that impacted on learners' achievement, across the Army as a whole. The Army has recently begun to

analyse data on the performance of different groups of learners but it is too soon to see any patterns. Equality and diversity is poorly promoted and reinforced in most learner reviews.

What some learners like:

- The good opportunities to gain qualifications
- 'I am 30 years old and really appreciate the opportunity to get a qualification'
- 'The qualification is very important to me. The Army has helped me to get the skills that school did not give me'
- 'Getting a qualification which is useful for promotion in the Army and in civvy street'
- 'Working on aircraft and vehicles'
- 'The way we are assessed – it works and fits our work patterns. All I need to do is read the daily orders'
- 'The assessor and my sergeant talk to each other to ensure they both understand what needs to be done'
- 'I've really enjoyed working in the realistic environment with grade 1 chefs – like the real thing'
- 'Tutors are very good at explaining things; they are all ex-military so they understand the Army'
- 'It's providing a challenge and I'm learning skills'
- 'I have really improved my communication skills which helps me in my job'
- 'Equipment is state of the art!'

What some learners think could improve:

- 'We wasted many opportunities when we were in Iraq to complete the NVQ, if only more people could have assessed us'
- 'I've been on 2 operational tours and it has taken me 4 years but I have still not finished the NVQ'
- 'It is great to get the qualification, but I am not sure I have really earned it. The assessor really does the writing up, I just show him I can do my job'
- 'I would like personal tuition rather than computer instruction'
- 'The Arborfield course was too long with things like computer programming we don't use'
- 'To recognise previous qualifications and not to have to repeat things'
- 'Make it clearer from the start how long it takes'
- 'There are some long gaps between phases in training'
- 'I would like more time on key skills to improve my levels even further'
- 'Try not to take us away from key skills training to do other unimportant tasks'

Sector subject areas

Health, public services and care

Inadequate: Grade 4

Context

30. An apprenticeship programme in providing security services is offered to infantrymen who are not on other apprenticeship programmes. On completion of their initial military training, soldiers are posted to battalions where their apprenticeship programme begins. Delivery of the programme takes place over a period of twelve months, during which a two week block of time is allocated for the completion of key skills. Many soldiers join the infantry with very low levels of prior attainment. Currently, there are 679 apprentices on the programme. Of these, 5.4% are from minority ethnic groups. There are 79 learners on Train to Gain programmes. Of these, 27% are from minority ethnic groups. Due to operational commitments 148 learners are currently suspended from learning.

Strengths

- High success rates in Train to Gain
- Good development of skills
- Good promotion and reinforcement of equality and diversity

Areas for improvement

- Low overall and timely success rates on the apprenticeship programme 2007/08
- Insufficient development of learners' independent learning skills
- Inadequate reviews of learners' progress
- Insufficient priority given to ensure that planned learning happens in some battalions

Achievement and standards

31. Achievement and standards are inadequate. This was identified in the self-assessment report. Success rates on Train to Gain programmes are high. In 2007/08 the overall success rate was 86% for 15 learners and 94% for 18 learners to date in 2008/09. The timely success rate for 2007/08 was 80%. However, overall and timely success rates are low for the high number of learners on apprenticeship programmes. In 2007/08, the overall success rate was 49%, with a timely success rate of 41%. The qualification success rate to date in 2008/09 indicates an improvement to 71%.

32. Many soldiers join the infantry with a history of low prior attainment. During training they develop effective personal skills, gain self-confidence and a range of practical security skills associated with guard duties, patrol of premises, control of entry and exit points, searches of persons and vehicles and control of security incidents. Learners confidently manage conflict situations on patrol and in dealing

with colleagues and civilians. Many improve their ICT skills and confidently complete key skills in application of number. Although their apprenticeship requires communications key skills at level 1, 19% of learners achieving their key skills award in 2008/09 gained it at level 2.

Quality of provision

33. The quality of provision is satisfactory. Military training is carefully mapped against the requirements of the NVQ. To minimise time away from other military training, apprenticeship training is provided whenever battalions are settled in camp. The training programme is well planned and structured, with session plans that make reference to initial assessment results and accommodate learners' different needs. Teaching and learning are satisfactory. Presentations are informative and involve learners in a range of activities. Key skills training is delivered effectively to those who attend the workshops. They are purposeful and include relevant tasks appropriate to life as a soldier, providing learners with calculations and text which is related to their work. This is particularly effective in maintaining learners' interest. The standard of learners' work in key skills portfolios is good, although heavily reliant on worksheets with few examples of work done solely by learners.
34. Classroom resources are satisfactory. They include lap top computers, portable training materials and good quality work books. The subcontractor uses resources in a highly effective and flexible way to meet the needs of learners in the Field. For example an appropriately equipped mobile classroom is used to supplement training facilities in establishments where classroom space is limited.
35. Most assessment takes place in the workplace. The range of evidence in most NVQ portfolios is satisfactory and includes witness testimony, observation reports, photographs and incident reports, sketches to illustrate evidence found during searches and patrols and digital recordings of answers to questions to check learners' knowledge and understanding. However, assessors' records on observation documents do not give sufficient information on what learners were doing, and how, to substantiate their competence. They are insufficiently involved in the development of their portfolios
36. Reviews of learners' progress are inadequate. Many learners do not have a clear understanding of the purpose of the reviews. Comments recorded during reviews are often brief and lack specific information to help learners make progress on their apprenticeships. Targets and achievement dates are insufficiently specific, or absent, and do not help learners to take more responsibility for their learning.
37. The range of provision is satisfactory for those who receive it. It meets the needs of both learners and the Army. Learners develop effective security, interpersonal and skills for life, and gain a qualification that is recognised in civilian life. However, the programme is available to only approximately 3% of infantry soldiers.

38. Support for learners is satisfactory. Learners receive good additional individual support for skills for life that builds on training provided at the end of their initial military training. Additional learning is encouraged and promoted by Regimental Careers Management Officers and Army learning centres. The Army provides a good and effective welfare support network for soldiers in all training establishments. Extensive advice and guidance is available on wide range of problems such as bereavement, relationship problems, housing, or debt management.

Leadership and management

39. Leadership and management are satisfactory. The reinforcement of learners' understanding of equality and diversity is good. All soldiers are given an equality and diversity induction in initial training and again when they join an operational unit. This is augmented with mandatory annual training and specialist pre-deployment training. Equality and diversity is discussed in detail during learners' progress reviews. Topics include managing sensitivities during religious festivals, or searching men and women in Muslim countries.

40. Quality assurance processes are effective in ensuring that policies and procedures are properly followed. Provision is regularly monitored. Support for the apprenticeship programme at Arms & Services Directorate (A&SD) is satisfactory but its commanding officer group has placed insufficient emphasis on quality improvement. It has taken insufficient action to improve success rates. The subcontractor completes observations of assessments and training and the Army completes observations of training. However, information from these observations is not analysed by A&SD to identify patterns and trends in provision. It has not taken action to improve teaching and learning or manage tutor development. A quality improvement plan has been prepared and is in the early stages of implementation.

41. Insufficient priority is given to ensure that planned learning happens in some battalions. A&SD's strategic planning, to enable the training provider to access learners in battalions, is inadequate. Battalion staff are given insufficient information on the importance of apprenticeship training. In some cases 30% of apprenticeship training courses have been cancelled. Learners are often redeployed on to other tasks at short notice.

42. Self-assessment is satisfactory. The Infantry's self-assessment report was largely accurate and identified strengths and areas for improvement for all infantry programmes. However, it was often difficult to determine which of these related to the security programme. Although it identified some specific security concerns, its strengths and areas for improvement did not always match those of inspectors.

Agriculture, horticulture and animal care

Outstanding: Grade 1

Context

43. Apprenticeships and training in equine care are provided for soldiers in the Household Cavalry Mounted Regiment Horse Royal Armoured Corps. Apprenticeship training consists of an initial period of 12 weeks of training at Windsor Barracks in London. Learners completed three units of their NVO at level 2 by the end of this period. On passing out they move to a four week period of military training at Knightsbridge Barracks after which they are signed up as apprentices with Wilts and Somerset College Partnership (WASP). Learners complete their remaining units during the following twelve months. All assessments are completed in the workplace. At the time of the inspection there were 76 learners on apprenticeship programmes, one learner on an advanced apprenticeship and two learners on Train to Gain programmes leading to NVO at level 2. In addition there were 33 non-funded learners on NVO programmes at Windsor. A small programme at the Kings' Troop Royal Artillery was not inspected.

Strengths

- High success rates on all programmes
- Outstanding development of workplace skills
- Outstanding teaching and learning
- Very good resources to support training and learning
- Good guidance and support for learners
- Very good leadership and management of programmes

Areas for improvement

- None identified

Achievement and standards

44. Achievement and standards are outstanding. Overall and timely success rates have been high since 2006, at 100% for advanced apprenticeships and at 100% and 84% for apprenticeships. Data for 2008/09 indicates that these high success rates are sustained.

45. Learners rapidly develop high levels of skill in both riding and horse care and make good use of these on ceremonial and guard duties. They are highly motivated and particularly enthusiastic. Their self-confidence, discipline and good inter-personal skills improve rapidly during the programme. Learners are confident about asking for help from tutors when they do not understand the topic or require further clarification and direction. High demands are made of

learners during their royal and state duties. The skills they develop are relevant to their future employment and enable them to take responsibility on guard duty and for other recruits and horses. These strengths in achievement and standards were identified in the self-assessment report.

Quality of provision

46. The quality of the provision is outstanding. Teaching and learning are outstanding. The development of learners' background knowledge is managed well. Learners are very well supported in small groups and are taught well. Teaching staff use good quality learning materials and effective questioning. Teaching staff take effective action to consolidate learning during lessons. Learners enjoy their lessons, are responsive to their tutors and interact well with them. Instructors at Windsor and Knightsbridge barracks are highly competent and effective in developing learners' skills to a high level. Learners make very good progress, enabling them to participate in ceremonial and guard duties at an early stage in their programmes. Expectations of learners, and the way in which they present themselves, are very high. Feedback on their performance is prompt and effective.
47. Resources are very good and are used well to develop learners' skills and knowledge. Classrooms are well equipped with learning resources, and good access to computers and information technology support. Practical work is carried out in very well equipped stable yards and tack rooms. Learners have good access to additional facilities including farriery forges, a horse walker, riding areas and outside riding. Staff make good use of suitable horses and intensive tuition in purpose built indoor and outdoor schools to provide good instruction in horse riding.
48. Assessment and monitoring of learners' progress are very good. Assessment takes place in the workplace and is managed carefully to ensure that learners' skills are assessed fully. Feedback to learners following assessment is thorough and detailed. Internal verification and assessment practices are planned and documented well and provide an effective audit trail of learners' progress.
49. Learners have a review of their progress every twelve weeks. Reviews are thorough and well planned. Learners' progress is documented effectively and they know exactly what they need to do to complete their awards. They are given encouragement to tell assessors when they are ready for assessment.
50. Provision of key skills is well organised and relevant to learners' work and vocational skills development. Learners are given good support for their development during carefully delivered individual sessions. They gain good understanding of these skills and a clear sense of achievement.
51. Arrangements to meet the needs and interests of learners are good. Programmes are also effective in meeting Army needs. Military training is closely mapped to

the NVQ. Learners gain a civilian qualification for their specialist military training that recognises the high levels of horsemanship skills they achieve.

52. Support and guidance for learners is good. Army and training staff recognise the importance of supporting learners. Behaviour, equality and diversity, health and safety are monitored carefully and discussed as part of the review process. Learners are encouraged to adopt healthy and safe lifestyles.
53. These strengths in the quality of provision were identified in the self-assessment report.

Leadership and management

54. Leadership and management are good. Apprenticeship programmes have been designed well to meet the challenges of learners on operational duties. Training programmes are well managed and structured. They focus clearly on developing competent soldiers with high levels of workplace skill. Expectations of training are high and staff work together very effectively to achieve this. Actions to improve and develop programmes and to improve success rates have been very effective.
55. Equality and diversity are promoted well during induction and learners' progress reviews. Learners are asked detailed, searching and challenging questions to test their understanding and behaviour in a range of situations associated with equality and diversity.
56. Self-assessment is satisfactory. The Household Cavalry and Royal Armoured Corps self-assessment report was largely accurate. The areas for improvement identified had been rectified by the time of the inspection. However, the overall Army report did not present an accurate picture of this area of provision.

Engineering and manufacturing technologies

Good: Grade 2

Context

57. Engineering is delivered to seven corps by four training providers. Training begins in trade training schools. Most assessments are completed in the Field Army. At the time of the inspection, there were 2,641 learners on apprenticeships, 1,437 learners on advanced apprenticeships and 274 learners on Train to Gain programmes in engineering and manufacturing technologies. These learners account for approximately one third of the total provision. Military training is primarily delivered by VT Land. The Royal Electrical and Mechanical Engineer (REME) apprenticeship training is provided by VT Training. The Royal Engineers Vocational Education & Training Trust provides training for Royal Engineers. The provision of apprenticeships for the Infantry and Royal Armoured Corps is contracted to the Wilts & Somerset College Partnership.

Strengths

- High overall success rates for most learners
- Good development of learners' practical skills
- Well developed key skills provision
- Good quality training
- Well managed training programmes

Areas for improvement

- Insufficient use of target-setting in learners' reviews
- Incomplete implementation of arrangements for monitoring teaching and assessment
- Insufficient reinforcement of equality and diversity during training and reviews

Achievement and standards

58. Achievements and standards are good. This was identified in the self-assessment report. Overall success rates on advanced apprenticeship programmes have improved from 44% in 2006/07 to 78% in 2007/08. Overall success rates on apprenticeship programmes have also improved from 68% in 2006/07 to 77% in 2007/08. The timely success rate for all apprenticeship programmes in 2007/08 was satisfactory at 70%. However, learners in the infantry and REME make much slower progress, with timely success rates in 2007/08 of 32% and 15% respectively. Overall success rates in 2007/08 for most Train to Gain learners are very high and between 93% and 96% in most corps. However, for learners in the Royal Logistics Corps (RLC), they are only satisfactory, at 60%.

59. Many learners enter the service with low, or no, academic qualifications. During training they develop effective personal skills and gain self-confidence. They

quickly develop a range of good practical skills in real working environments. Learners effectively apply these skills, with decreasing supervision, on complex vehicles and aircraft, often in a war zone. However, some REME learners on advanced apprenticeships make slow progress.

Quality of provision

60. The quality of provision is good. Learners are given good training which is carefully matched to military training requirements and the NVQ requirements. Formal, well taught, classroom training is supplemented by very effective mentor support from training provider staff and experienced soldiers. Presentations are well structured and informative. Learners extend their knowledge and practical skills on a wide range of vehicles and machines. For example, RAC learners are trained as vehicle commanders, gunners and drivers. Classroom learning resources are generally good. Practical resources are particularly good and trainers use them well to support provision. The good quality of resources was identified in the SAR.
61. Initial assessment and provision to meet learners' literacy and numeracy support needs, are good. Programmes make effective use of Army Learning Centres, and include the extensive use of individual support from tutors. However, in some instances information on the outcomes of learners' assessment, carried out in Army Careers offices and during their initial training, is not passed to training providers.
62. Provision for key skills is good and makes effective use of learning materials that are relevant to learners' work. Many learners complete key skills at a level above that required by their apprenticeship framework. Most learners enjoy completing their key skills and many express pride in their achievement, having performed poorly at school.
63. Assessment is satisfactory and carried out during training or once learners are deployed to operational units. Learners' portfolios contain assessment evidence from witness testimonies and observations by assessors. Although assessors travel on exercises with learners, opportunities for assessment are limited and often exclude learners in operational zones. Learners are given insufficient encouragement to take responsibility for their own development and assessment. They do too little work on their portfolios, as assessors identify evidence and cross reference this to the standards. Portfolios' contents meet the minimum requirements for achievement of the NVQ but are sparse. Internal verifiers ensure that appropriate assessment and verification standards are maintained.
64. Although some learners' reviews are well structured and good, most reviews place insufficient emphasis on targets for improvement. They do not identify clearly what learners need to do to improve their progress. Learners' line managers are often not involved in the review process. The need to develop the review process was identified in the self-assessment report and recognised by the training provider as an area for improvement.

65. Provision to meet the needs of learners is good. Training is flexible and its provision adapted to minimise disruption and meet individual learners' and Army needs. This was identified in the self-assessment report. In the infantry and RAC, learners have insufficient opportunity to progress through to advanced apprenticeships or NVQ programmes at level 3.
66. Guidance and support for learners are good. A Regimental Careers Management Officer, in liaison with learners' line managers, provides learners with effective advice and guidance, encouragement and support to take up additional learning opportunities.

Leadership and management

67. Leadership and management are satisfactory. Experienced and well qualified staff, many with military experience, provide a range of training opportunities and make good use of their personal experience to support training. Training is well planned and managed to meet the needs of learners and the requirements of the Army. Its structure enables learners to retake tests, or the entire course, if necessary. Learners may choose from a range of career options. Staff make every effort to retain learners, however, the structure has no clear strategies to ensure that assessments can continue when learners are on active duty. Opportunities for assessment are often missed, delaying learners' achievement.
68. Quality assurance and improvement processes are incomplete. Training providers carry out observations of teaching, learning and assessment but AWBL does not formally analyse the results or use them to improve the quality of provision. Military observations focus on ensuring that sessions cover the lesson objectives and pay insufficient attention to the quality of teaching and learning. This audit process does not identify and address learning needs.
69. Equality and diversity are insufficiently reinforced during training and reviews. Providers' promotion of equality and diversity at induction is perfunctory and does not challenge learners' inappropriate use of language. The reinforcement of equality and diversity during training relies too heavily on the military mandatory training and testing. Providers pay insufficient attention to equality and diversity during reviews. Discussion is often limited to 'yes or no' answers to a small selection of questions from a prepared list. It does not adequately cover topics relating to equality of opportunity.

Information and communications technology

Good: Grade 2

Context

70. Five subcontractors provide training and assessment in information and communications technology (ICT) for nine Army corps. Approximately 75% of the provision is an apprenticeship programme for junior soldiers at the Army Foundation College (AFC) during their 42 weeks of initial training. Learners complete the IT user programme at level 2. Learners on advanced apprenticeships in the Field Army complete programmes at level 3 in communications technologies either as practitioners, service or operator maintainers. Approximately 95% of these learners are in the Royal Signals. At the time of the inspection there were 1,634 learners on apprenticeship programmes, 967 learners on advanced apprenticeships and 68 Train to Gain learners. About 20% of learners on advanced apprenticeships are suspended from the programme while on operations.

Strengths

- High success rates for IT user apprenticeships
- High standards of learners work
- Good training and support for learners at AFC

Areas for improvement

- Low timely success rates on advance apprenticeship programmes
- Insufficient learner involvement in the development of portfolios
- Insufficient understanding of the importance of the apprenticeship by some military staff
- Insufficient focus on quality improvement

Achievement and standards

71. Achievement and standards are good, as recognised in the self-assessment report. Overall success rates on advanced apprenticeships and apprenticeships are good. Most junior soldiers who complete their initial training achieve their apprenticeship. In 2007/08, the overall success rate on apprenticeship programmes was 81% and the timely success rate was 77%. The overall success rate on advanced apprenticeship programmes is high, at 82% in 2007/08. However, the timely success rate was low at 46%. Key skills achievement in application of number is good and in communications is satisfactory. Learners make good use of their developing ICT and key skills in their military work. Those learners at the AFC who complete the NVQ programme early are also able to complete units of the European Computer Driving Licence.

72. Learners improve their confidence and communication skills and develop good team working skills. Royal Signal Corps (RSC) Learners on advanced apprenticeships and Train to Gain programmes have pivotal communications roles as part of their jobs on operations, and are required to work accurately under significant pressure. All are highly motivated soldiers dealing with technical, sometimes complex information. The programme is effective in improving learners' competence in using a wide range of equipment from small tactical radio communications equipment, to large satellite dishes linking continents.

Quality of provision

73. The quality of provision is good. Teaching and learning on all programmes are good. This was identified in the in the self-assessment report. Training is well structured and planned. Trainers make good use of a range of good quality telecommunications equipment to support learning.

74. Civilian and military training staff provide good training and are effective in motivating junior soldiers. Staff at the AFC participate in learner excursions including a 'reality of war' tour to European battle Fields. These trips are effective in developing team spirit among learners and staff, and provide experiences for discussion during taught sessions. Detailed and thorough step-by-step training manuals provide good learning and skills development. Tutors use clear, detailed teaching plans with objectives matched to learners needs.

75. An initial assessment of learners skills for life is carried out at the AFC and the results used effectively in lesson planning and to identify additional support requirements. Tutors make effective use of informal end of session reviews to provide additional support for learners. Staff are sensitive to the needs of learners whose first language is not English. They take care to ensure that these learners understand the information they are given and make appropriate progress. The support offered by tutors is particularly effective in helping learners with a history of poor educational achievement make good progress. Key skills provision on all ICT programmes is relevant and meaningful to the life of a soldier. For the Royal Signal Corps (RSC) in the Field Army, training providers provide key skills teaching and assessment in intensive blocks of study, when learners are available.

76. Assessors at the AFC carry out regular assessments and make effective records of the results. Assessment of RSC learners on advanced apprenticeships is carried out in the Field. Assessments are satisfactory and meet the minimum awarding body standards. The assessment of key skills is particularly effective. Learners prepare detailed and well presented key skills portfolios. Trade group task books are used effectively to verify that learners working towards Telecommunications at level 3 have reached the required level. Some portfolios contain good descriptions of learner tasks with integrated photographs and clear assessor written explanations. However, evidence collation is carried out by assessors, and is over-reliant on checklists. Learners are insufficiently involved in portfolio

construction. They do not take sufficient responsibility for cross referencing and collating portfolio evidence.

77. Although some reviews are well structured, many are primarily concerned with NVQ progress and do not include performance on other aspects of the apprenticeship. They are not helpful in providing learners with guidance on specific work to be completed or performance targets to improve their progress. Line managers are insufficiently involved in the review process. Equality and diversity questions are asked during reviews. However, questions to advanced apprentices do not reflect their supervisory roles.
78. Arrangements for meeting the needs and interests of learners are good. Tutors are responsive to the needs and interests of learners, are flexible and willing to spend extra time with learners to ensure they make good progress. Learners appreciate being treated as adults and respected by the tutors.
79. Guidance and support are good. Learners are particularly well supported at the AFC. During induction they are made aware of the support that is available. Learners know where to seek help and they make good use of it. Tutors and staff are particularly effective in supporting learners with a history of poor educational achievement and enabling them to make good progress.

Leadership and management

80. Leadership and management are satisfactory. Training is well structured and planned, and makes good use of equipment in the Field Army. Communications are good. Training providers work closely with the AFC and Field Army units. Civilian and military staff are well qualified and experienced.
81. Quality assurance and improvement processes are incomplete. The timing of learners' progress reviews is regularly monitored, as is the implementation of training provider policies and procedures. However, processes to improve quality and make improvements have yet to be fully implemented. The Royal Signals have recently appointed a new A&SD who has not received training in this role.
82. Some military instructors and officers have insufficient understanding of the importance of the apprenticeship programme. The instructors who teach military skills do not always appreciate the relevance of the apprenticeship programme or how it fits into soldiers' overall training programmes. Learners on advanced apprenticeships, and who are working in the Field have insufficient access to assessment. The Army recognises this shortage of assessors.
83. Equality and diversity are promoted effectively at induction. AFC's promotion and monitoring of equality and diversity is satisfactory. However, learners in the Field Army have insufficient reinforcement or development of their understanding of equality and diversity during training. Their progress reviews are not used effectively to reinforce their understanding of equality and diversity topics. The

Army relies too heavily on mandatory annual training to develop learners' understanding.

84. Self-assessment is satisfactory. The AFC and Royal Signals' self-assessment reports were broadly accurate. The overall the Army report also presented a broadly accurate assessment of ICT provision. Most of the strengths and areas for improvement matched those of inspectors.

Retail and commercial enterprise (Driving)

Satisfactory: Grade 3

Context

85. Most initial training for Army drivers is provided by the Defence School of Transport (DST) LeconField and by the Royal Artillery in Larkhill. Learners begin their apprenticeship programmes during training and complete them once they join the Field Army. At the time of the inspection, 1,972 learners were on apprenticeship programmes, 443 learners were on advanced apprenticeship programmes and 238 on Train to Gain programmes. The planned duration of apprenticeship programmes is 60 weeks. Some assessments are completed during the training phase, but most are carried out in the workplace by qualified assessors with occupational experience. Currently, 2,151 learners are on programmes leading to driving goods vehicle qualifications and 502 on programmes leading to carry and deliver goods qualifications.

Strengths

- High overall success rates in Train to Gain
- Good achievement of additional qualifications and skills
- Very good use of technology to record and assess evidence
- Very effective observation of Army teaching and learning at Defence School of Transport
- Good support for programmes within the Field Army

Areas for improvement

- Low timely achievement on apprenticeships
- Insufficient learner involvement in portfolio building
- Inadequate progress reviews

Achievement and standards

86. Achievement and standards are good. Overall success rates on the Train to Gain programme are good. On the driving goods vehicles programme, they have improved steadily from 75% in 2006/07 to 85% in 2008/09. Timely success rates have also improved from 26% in 2006/07 to 65% in 2008/09. Timely success rates on advanced apprenticeships in carry and deliver goods have also improved significantly to 89% over the period from 2007/08 to 2008/09. Success rates on apprenticeship programmes are satisfactory at 69% in 2007/08.

87. Achievement of additional qualifications and skills is good. During 2008/09, 76% of all learners at DST achieved key skills at level 2. A further 129 RAF learners have also achieved key skills qualifications in ICT. One third of DST learners also

achieved a qualification in handling hazardous materials. Of the Royal Artillery learners participating during the last year, 50% have enhanced their skills through a 'safer driver' training programme and 75% of these have gained Institute of Advanced Motorists membership in addition to their success on the apprenticeship programme.

Quality of provision

88. The quality of the provision is satisfactory. Strengths and areas for improvement in the quality of provision were accurately identified in the self-assessment report.
89. Teaching and learning are satisfactory. DST makes very good use of technology to assess and record evidence of learners' competence. It has recently introduced a new electronic portfolio to record and collate learners' evidence. This enables learners' activities and the questioning carried out by their assessors to be captured on video and held on a secure website. The system is highly portable and helps learners retain evidence as they move between operational units.
90. Learners receive good training in driving military goods vehicles. Tutors make good use of question and answer techniques to check learners' understanding and prior knowledge. They use slide presentations and prepared examples in most sessions. However, some tutors rely too heavily on these presentations and do not involve learners effectively. Learners do not participate sufficiently in these training sessions.
91. Initial assessment and provision to meet learners' literacy and numeracy needs are satisfactory. However, in some instances information on the outcomes of learners' initial assessment is not given to training providers.
92. Resources to support learning are satisfactory. Classrooms are adequately equipped with appropriate displays on the walls and additional information to support learning. Vehicles are in good condition, well maintained and cover the range of military vehicles soldiers can expect to drive. Staff and instructors are well qualified with appropriate Army and industry experience. However, a shortage of driving instructors has delayed progress for some learners.
93. Although the new electronic portfolio helps learners retain evidence, learners are not given sufficient encouragement or guidance on how to gather evidence or build their portfolios when they are deployed to combat zones. Assessors identify evidence and cross reference this to the standards. The content of portfolios meets the minimum requirements of the qualification but is sparse. Internal verification is satisfactory.
94. Learners' progress reviews are inadequate. Many learners do not have a clear understanding of the purpose of the review process. Comments on review records are too brief and do not give sufficient information on learners' progress. Targets and achievement dates are often vague or missing. Reviews do not record any discussion or meaningful promotion and reinforcement of equality of opportunity.

95. Provision to meet learner and employer needs is satisfactory. Training is flexible and adapted to meet learner needs. For example, evening study sessions are available at some locations to enable learners to work on their key skills. Military and apprenticeship training are closely matched to ensure they meet NVQ requirements and Army trade roles. Army personnel and learners value the provision of civilian qualifications alongside military training.
96. Guidance and support for learners are satisfactory. Learners value the considerable help they receive from staff. The Army provides good and effective welfare support for learners in all training establishments. Regimental Careers Management Officers provide effective advice and guidance to promote and encourage additional learning by learners.

Leadership and management

97. Leadership and management are satisfactory, as identified in the self-assessment report. Communications and working relationships between the Army and training providers are good. Overall management of information is good, and data on analysis of learner programmes is readily available. However, it is not yet used effectively to manage learner performance and improve provision. Although steps have been taken to improve success rates, most have only been taken recently.
98. Quality assurance is satisfactory. Provision is regularly monitored to ensure that policies and procedures are properly followed. A&SD support for the apprenticeship programme is good. Senior officers clearly recognise the importance apprenticeship training. DST uses a sophisticated observation process to monitor the quality of training sessions. Observers routinely use an evaluative document to record the quality of sessions. Learners record their evaluation of each lesson. A well structured process provides for further development and support of instructors. Summary reports also provide data and trend analysis for broader quality improvement purposes. However, the process has not been sufficiently successful in improving the quality of teaching and learning, which remains satisfactory.
99. Other arrangements for improving the quality of provision have only recently been developed. Performance targets related to apprentice achievement have been introduced. An initial meeting has also been held to identify ways of improving the retention of learners on programme. These have yet to have an impact on provision.
100. The Army's overall self-assessment report made good use of data to evaluate learners' achievement. However, it over-estimated the quality of the provision. The unit's self-assessment reports were more detailed and in some cases more evaluative and accurate.

101. Equality of opportunity is satisfactory. Learners have equality and diversity training at induction and mandatory annual training. However, there is insufficient discussion or meaningful promotion and reinforcement of equality of opportunity.

Retail and commercial enterprise (Hospitality)

Satisfactory: Grade 3

Context

102. The Army Defence Food Services School (DFSS) provides apprenticeship programmes in professional cookery and hospitality supervision and NVQs in these sector areas for Train to Gain learners. After initial training, learners are posted to an operational or Field unit to complete their programme. Initial training on the apprenticeship programme takes 16 weeks and on the advanced apprenticeship takes 7 weeks. Learners on apprenticeship programmes complete some NVQ units, key skills and additional qualifications during their initial training. Assessments are completed within the Field Army. The planned duration of programmes for learners at level 2 is 2 years, and for learners at level 3 is 18 months. At the time of the inspection, there were 221 learners on apprenticeship programmes. There were 79 advanced apprentices all of whom recently started in training. Learners from minority ethnic groups make up 46% of the total learners on hospitality programmes.

Strengths

- High success rates in Train to Gain
- Excellent key skill achievement
- Good teaching and learning to support skills development
- Excellent resources

Areas for improvement

- Low timely success rates on apprenticeship programmes
- Poor target-setting in reviews in the Field Army
- Insufficient use of information to improve teaching and learning
- Incomplete quality improvement arrangements

Achievement and standards

103. Achievement and standards are satisfactory on apprenticeship programmes and good on Train to Gain provision. Overall success rates are high on the Train to Gain programmes. The qualification success rate to date in 2008/09 is 93% and the timely success is 73%. On apprenticeship programmes, the success rate has varied. It declined to just below the national rate in 2006/07. Qualification success rates to date in 2008/09 are good at 77% and well above the national rate, a good improvement from overall success rates in 2006/07. However, timely

success rates on apprenticeship programmes are low at 38%. This was identified in the self-assessment report. They have been consistently low for the previous two years.

104. Key skills achievement is excellent on the apprenticeship programme. Many learners enter the service with poor literacy and numeracy skills. They make excellent progress during their training and are currently achieving an 84% success rate in communication and 94% success rates in application of number in 2007/08. This success was identified in the self-assessment report.
105. Learners achieve a good standard of practical skills in training. Many have no previous kitchen experience and gain high levels of skills and knowledge. Skills learned during initial training are developed further during learners' time on Field cookery exercises. Learners appreciate the progress they make and the knowledge they gain during their time on the programme. Learners are particularly successful in national and international hospitality competitions. All learners successfully complete food safety and health and safety qualifications at level 2.

Quality of provision

106. The quality of provision is satisfactory. Teaching and learning are good. Lessons are well structured with clearly defined outcomes linked to expectations set by the Field Army. Initial assessment is effective in identifying learners' additional learning needs. Staff make effective use of the results of these assessments to plan learning. They prepare good action plans and support to meet learners' additional needs. Staff help develop learners skills and knowledge. Instructors provide good, accurate analysis of learners' performance to help them progress. Questioning is used well to improve individual and group performance. As they progress, learners are encouraged to make increasing use of self-evaluation to measure their own performance.
107. DFSS has recently relocated to new purpose-built accommodation which provides an outstanding resource for learning hospitality and catering skills. Practical areas are equipped to the highest standard and make good use of production kitchens to improve learners' experience. Learning materials are clear, well presented and support learning. Instructors are highly experienced and qualified. Experienced Army chefs make good use of their operational experience and up-to-date expertise to improve learners' understanding of their role in the Field Army.
108. The work in learners' portfolios is satisfactory and demonstrates the skills they have achieved in training and the Field Army. The monitoring of learner progress has improved. Learners' progress is now recorded appropriately and in a timely manner.
109. Target-setting during learners' progress reviews in the Field Army is poor. The targets set at these reviews do not provide clear and detailed information to help

learners progress. Most targets relate only to overall unit completion. Targets are not broken down into easily identified and achievable elements. Previous actions are not always followed up. The reinforcement of learners' understanding of equality and diversity topics is insufficiently reinforced during reviews.

110. Programmes to meet the needs and interests of learners are good. They provide good training for chefs in the Field Army and are monitored well to ensure Army standards are maintained. The introduction of the advanced apprenticeship improves the progression route for learners. A good range of advanced classes are managed well by DFSS staff. They are used effectively to link to progression and promotion in the service. Learners benefit from a wide range of additional training opportunities in areas such as pastry work, cake decoration, cold preparations and chocolate work. These are effective in adding to and improving the skills of learners, helping them to win national competitions.
111. Guidance and support for learners is good. Learners are fully aware of the range of support mechanisms provided for them by the Army. Welfare support is good, especially for learners in the new training facility. Learners have access to a good range of welfare agencies and to sports and healthcare facilities. Learners also have physical training sessions programmed into their daily training schedules.

Leadership and management

112. Leadership and management are satisfactory. Communication between all groups involved in the programmes is good. Roles and responsibilities are clearly understood by all staff. The Quality Assurance Co-ordinator and Quality Mentor within DFSS have improved attention to quality improvement. However, management information is not used effectively to review the performance of individuals or groups of learners, or the performance of staff at the locations where learners are posted.
113. Instructors are observed teaching twice a year. Observation records provide appropriate information on teaching during the session but observations are not graded to assess instructors' level of competence. Records give inadequate information on any actions that are needed for improvement, or to follow up previous observations of performance.
114. The promotion and reinforcement of equality and diversity are satisfactory. Learners are aware of complaints procedures, which are administered effectively. Within the DFSS training area there is an equality and diversity display that illustrates the range of learners within the area and helps to improve promote learners' understanding of equality and diversity in the Army.
115. The self-assessment report provides a clear overview of the provision. However, it is too descriptive and repetitive in places. Some areas for improvement identified during the inspection were not identified in the report.

The associated quality improvement plan is weak. It is insufficiently detailed to support the further development of the provision and improve its overall quality.

Annex A

Learners' achievements

Success rates on work-based learning apprenticeship programmes managed by the provider 2005/06 to 2007/08

| Programme | End Year | Success rate | No. of learners* | Provider NVQ rate** | National NVQ rate** | Provider framework rate** | National framework rate** |
|----------------------|----------|--------------|------------------|---------------------|---------------------|---------------------------|---------------------------|
| Advanced apprentices | 05/06 | overall | 494 | 77.7% | 52.3% | 64.6% | 42.9% |
| | | timely | 601 | 40% | 34.1% | 38% | 27.4% |
| | 06/07 | overall | 817 | 79.3% | 62.8% | 76.6% | 56.4% |
| | | timely | 875 | 53% | 42.8% | 52% | 37.9% |
| | 07/08# | overall | 963 | 82.9% | 67.8% | 80% | 62.8% |
| | | timely | 890 | 52% | 47.1% | 50% | 41.5% |
| Apprentices | 05/06 | overall | 2862 | 67.5% | 57.8% | 63.4% | 51.5% |
| | | timely | 2648 | 98% | 37.4% | 96% | 33.8% |
| | 06/07 | overall | 2936 | 75.2% | 64.9% | 69.9% | 60.2% |
| | | timely | 2589 | 63% | 47.1% | 58% | 44.4% |
| | 07/08# | Overall | 4225 | 82.2% | 66.8% | 73.9% | 64.4% |
| | | timely | 4248 | 68% | 49.9% | 63% | 46.2% |

* 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

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider 2005 to 2009

| Programme | End Year | Success rate | No. of learners* | provider NVQ rate** |
|-------------------|--------------------|--------------|------------------|---------------------|
| Train to Gain NVQ | 2006/07 | overall | 219 | 78% |
| | | timely | 99 | 31% |
| | 2007/08 | overall | 775 | 79% |
| | | timely | 647 | 63% |
| | 2008/09 (5 months) | overall | 597 | 87% |
| | | timely | 547 | 65% |

Note: 2008/09 data is 'part year' only and is representative of the first three 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection