

Access Training Centres Ltd

Inspection date

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Inspection number

331668

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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 and social care
- Construction crafts
- Literacy and numeracy

Apprenticeship programmes were not inspected as part of this inspection as they are recent additions to the provider's portfolio.

Description of the provider

1. Access Training Centres Limited (ATC) is based in Gateshead and was founded in May 2002 as part of the Executive Care Group. ATC contracts with the LSC to provide Train to Gain and apprenticeship programmes. The first Train to Gain contract was in the North East in August 2006 followed by new Train to Gain contracts in the North West and East of England in August 2008. Work-based learning apprenticeships were introduced in April 2008. The organisation also operates a private training arm that provides a range of short courses directly to employers and acts as subcontractor for other providers.
2. The company is managed by the chief executive of the parent group, the training director and the contracts and quality manager. ATC has 39 staff of whom 27 carry out training, assessment and internal verification. It offers training for 593 Train to Gain learners in construction, 238 in health and social care and 169 in Skills for Life. ATC has 243 apprentices in total.
3. Skills for Life are a key local issue with a significant proportion of the working age population having literacy and numeracy skills below government benchmarks. For example, 20.5% have literacy skills below level 1 compared with 18.3% in Tyne and Wear, 22.1% across the region as a whole, and 16.2% nationally. Numeracy skills give rise to even greater concern with 30.5% of the local population below entry level 3 against a sub-regional average of 26.8%, a regional figure of 27.8%, and a national level of 21.4%.

Summary of grades awarded

| | |
|----------------------------|---|
| Effectiveness of provision | Good: Grade 2 |
| Capacity to improve | Outstanding: Grade 1 |
| Achievement and standards | Good: Grade 2 |
| Quality of provision | Good: Grade 2 |
| Leadership and management | Good: Grade 2 |
| Equality of opportunity | Contributory grade: Satisfactory: Grade 3 |

Sector subject areas

| | |
|------------------------|-----------------------|
| Health and social care | Good: Grade 2 |
| Construction crafts | Outstanding: Grade 1 |
| Literacy and numeracy | Satisfactory: Grade 3 |

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of provision is good. Leadership and management are good and arrangements for equality and diversity are satisfactory. Achievement and standards are good, as is the quality of provision. Provision is outstanding in construction, good in health and social care and satisfactory in Skills for Life.

Capacity to improve

Outstanding: Grade 1

5. ATC has an outstanding capacity to improve. Provision in construction is outstanding and the good practice in teaching and learning is being shared across the organisation. The other occupational areas are very newly established; neither has a full year of achievement data. However, early indications suggest that the very good arrangements for quality improvement are already beginning to affect achievement and standards and produce very high pass rates in external tests and very high success rates overall. Performance management is particularly good and is very effective in targeting staff development needs.
6. The self-assessment process includes all staff and provides a realistic, accurate view of the provision. Planning at all levels is very good and action plans are planned and managed very well. Detailed feedback from learners and employers is used effectively to bring about improvements. Data management and use are particularly good. The systems for managing the learning and improving quality are particularly extensive and thorough, especially in the context of a relatively new provider offering mainly Train to Gain provision.

Key strengths

- High success rates in all areas
- Good development of learners' skills
- Outstanding provision in construction
- Good teaching and learning
- Good support for learners
- Particularly effective management planning
- Good performance management
- Particularly good management and use of data
- Comprehensive and effective quality improvement arrangements
- Successful actions to widen participation

Key areas for improvement

- Insufficient qualified staff in Skills for Life provision
- Poor quality of reviews in health and social care
- Insufficient reinforcement of equal opportunities at programme level

Main findings

Achievement and standards

Good: Grade 2

7. Overall success rates are very high. In 2007/08, both overall and timely success rates on Train to Gain provision stand at 83%. Pass rates for external tests on Skills for Life provision are exceptionally high at 91% to date.
8. The standard of learners' work is excellent in construction and good in health and social care. Skills development in these areas is particularly good. Learners in construction operate high value plant and machinery safely and effectively in a demanding and hazardous environment.
9. In health and social care, many learners have grown in self-confidence and take responsibility for a wide range of tasks in the workplace. They carry out their work to a high standard and produce good written work in their portfolios.
10. Many learners have low prior attainment and significant barriers to learning. No groups of learners achieve and better or worse than other groups.
11. The self-assessment report identified the strengths and areas for improvement but over-estimated the grade.

Quality of provision

Good: Grade 2

12. Teaching and learning are good. All learning is carried out in the workplace at times and locations to suit the learners. All sessions observed were graded good or better, except one session which was satisfactory. Learners benefit from well planned individual coaching or group sessions.
13. Assessment is good overall. Assessment is fair, accurate and reliable. Individual assessments are planned well and make best use of all available evidence in the workplace. Feedback is generally supportive and helps learners to progress. Internal verification provides suitable quality assurance of the process.
14. Arrangements for meeting learners' and employers' needs are particularly good. Many learners benefit from additional training and extra qualifications.
15. Support for learners is good, particularly in construction. All learners receive good initial and diagnostic assessments and literacy and numeracy support is available for all who need it. Personal support from tutors is good. Most assessors use their occupational skills effectively to help learners produce good evidence. Employers are involved in the process and provide learners with good support.
16. The recording of progress in Skills for Life is insufficient and reviews in health and social care are weak.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

17. Leadership and management are good. Strategic and operational planning are particularly effective. The strategic plan is a clear statement of direction and company priorities which is shared with staff and facilitates their personal and career planning. The plan sets out five strategic aims which are considered carefully and influenced by appropriate factors such as labour market information and LSC priorities. It fits well with operational planning. The strategic plan is supported effectively by a three year business plan and a one year operational plan. These plans present a set of strategic objectives and set out operational targets that link individual staff targets to the company strategy clearly.
18. Performance management is good at all levels within ATC. The chief executive monitors all aspects of the business effectively through regular and detailed reports and weekly meetings with the training director and attendance at various staff meetings. Similar meetings are held between managers and staff at all levels. Staff performance is discussed in detail in a constructive and supportive atmosphere. Staff account for their performance against targets using key performance indicators. Managers ensure that staff have the resources and support to achieve their targets. In addition, a formal annual appraisal system is in place that supports staff and rewards good performance. Appropriate and realistic targets are set for achievement and standards, quality improvement and occupancy. Staff receive excellent support from their managers and new staff are carefully introduced to the company through good staff induction.
19. The use and management of data is particularly good. Achievement and standards are monitored by simple and effective software developed by ATC. Data is accurate, timely and used effectively across the organisation for purposes ranging from self-assessment to strategic planning. A range of targets derived from and monitored by the data is used very effectively to drive improvements. Targets are linked to key performance indicators, again driven by data, which are instrumental in improving achievement and standards, quality and, in particular, in widening participation.
20. External partnerships are particularly good. ATC maintains very good relationships with employers and is particularly effective in engaging them in the training. Formal partnerships with other providers benefit learners by allowing ATC to refer learners to other provision when necessary.
21. Quality improvement arrangements are particularly effective. Comprehensive arrangements are in place to monitor the quality of important aspects of the provision. These include observations of key processes in training, eliciting and acting upon learners' and employers' feedback, action planning and the use of data. The self-assessment process includes contributions from staff at all levels. The report is clear, concise, analytical and critical. It is an accurate assessment of the strengths and areas for improvement of the provision.

22. Equality of opportunity is satisfactory. The range of provision offered allows learners, who would not otherwise have the opportunity, to benefit from training. Many of the learners have low attainment on entry. All are assessed thoroughly and receive good advice and guidance on how to benefit from the learning opportunities on offer. A full Skills for Life programme is available for all learners from all sector subject areas.
23. ATC makes considerable efforts to widen participation and meets with some success. The actions it takes to broaden its provision are planned thoughtfully, implemented carefully and effective. Recent activities include purchasing commercial databases to enable the targeting of hard to reach employers. Appropriate targets are agreed with the funding body and have been exceeded for the last two years. Recent marketing activities have successfully increased training in the number of care homes dealing with drug misuse, mental health, physical disabilities and learning difficulties.
24. Some assessors and managers are always alert to opportunities to promote equality and diversity. For example, in a recent visit to an employer in construction, discussion with the director revealed a staff shortage in lift-truck drivers. ATC persuaded the director to train three female administration staff to drive the vehicles.
25. ATC provides good role models to promote gender equality. Female assessors are employed in construction and male assessors in health and social care, all of whom are enthusiastic about encouraging others into the profession and promoting equality and diversity.
26. Appropriate policies and procedures are in place and reviewed and updated regularly. Arrangements for safeguarding young and vulnerable learners are documented well and appropriate staff training is ongoing. ATC meets its obligations under the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 2005.
27. Equality and diversity are promoted insufficiently at programme level. Training in equal opportunities in induction is basic. A learner questionnaire on equality and diversity are not assessed properly nor is appropriate feedback given following the assessment. Not enough attention is given to equal opportunities at the learner reviews.

What learners like:

- Assessors being easy to contact and getting good support
- 'It's not like going to college or school'
- 'It's interesting, you are learning, bettering yourself'
- 'Feedback after observation makes you feel good'
- 'I enjoy learning so much'
- 'I'm pleased to be getting a qualification, I've never had one'
- The flexibility of the training
- The knowledge and skills of the assessors
- Very supportive provision, lots of support throughout the training
- The fact that assessments are on-site, on their own equipment
- Assessors always being available and at short notice
- Attending special sessions away from employers' premises
- The opportunity to practise taking tests
- The friendly staff

What learners think could improve:

- 'Not to have to buy my own textbook'
- 'Nothing, I am happy, can't think of anything'
- 'I would like a mathematics tutor to visit me at work'

Sector subject areas

Health, public services and care

Good: Grade 2

Context

28. ATC offers training and assessment in social care awards. Currently 238 learners are enrolled, of whom 137 are working towards an NVQ at level 2 in social care, 83 are working towards an NVQ at level 3 in social care and 18 learners are working towards an NVQ at level 2 in support services in health care. Off-the-job training takes place in the workplace. Currently 13 assessors and five internal verifiers provide the social care programmes.

Strengths

- Good development of personal and workplace skills
- Good teaching and learning
- Effective programme management which meets employers' and learners' needs

Areas for improvement

- Ineffective use of individual learning plans and progress reviews

Achievement and standards

29. Achievement and standards overall are good. Timely success rates are exceptionally high but most learners are still working towards this qualification and it is too early to assess whether this high pass rate will be maintained.
30. Learners are developing good vocational knowledge and skills. Many have grown in self-confidence and take responsibility for a wide range of tasks in the workplace. They carry out their work to a high standard. Learners produce good written work in their portfolios. Many learners have low prior attainment and significant barriers to learning.
31. Attendance is good and learners are making satisfactory progress. Learners enjoy their training and most achieve their goals. The self-assessment gives an accurate account of achievement and standards within the organisation.

Quality of provision

32. The quality of provision is good, as identified in the self-assessment report. Teaching and learning are good. Very good coaching and helpful professional discussions are provided to ensure the knowledge requirements for the NVQ are met to a good standard and supported by good written materials. The overall pace of coaching sessions promotes learning and maintains learners' interest. Assessors give clear explanations and instruction to learners who are encouraged to contribute and participate in all activities. Questions are used effectively to

consolidate and confirm learning. Assessors make very good links between experience, knowledge, theory and practice. Assessors and learners work together well. Learner surveys confirm a high degree of satisfaction with the training.

33. Assessment is good, as noted in the self-assessment report. Assessment plans are detailed and specify the methods and activities to be used for each assessment. Most assessors use appropriate and thorough assessment methods. Direct observations are recorded well and referenced to several NVQ units. Learners receive good verbal and written feedback, which is positive and constructive. Learners receive good support with portfolio building and collecting evidence. Assessors are confident in their role and knowledgeable in the subject area. A very small minority of assessors are over reliant on a single assessment method and accept an absolute minimum of evidence of competence.
34. Programmes are managed effectively to meet learners' and employers' needs, as identified in the self-assessment report. Learners are recruited and assessed for the appropriate course level at induction. They identify clearly their career goals and personal aims at the start of the programme. These are recorded fully on their individual learning plans. Programmes are socially inclusive and are delivered flexibly by assessors. The Train to Gain programme meets the statutory requirements in the health sector effectively. Staff have gained the confidence of an extensive network of employers, often when other providers have not responded to requests adequately. Assessors are highly respected by learners and employers who repeatedly nominate and support more learners to complete an NVQ with ATC. Many learners have progressed from level 2 to level 3 qualifications.
35. Support and guidance for learners are good. All learners receive appropriate initial and diagnostic assessments in literacy and numeracy and support where needed. A detailed analysis of skills on entry identifies the most appropriate NVQ units and training required for each learner. Timely advice and support are readily available. Assessors provide sensitive support to learners to overcome social and personal barriers to learning. Assessors are easily accessible, responsive, work flexibly to meet learners' needs and visit learners at least once every two to three weeks, but more often if needed. They encourage learners to contact them by telephone, text messages and email about any subject specific difficulties they experience and for more general support needs. Assessors provide useful information about opportunities for future development for learners who wish to progress to level three or higher.
36. Induction is satisfactory. The programme is structured well and provides a good foundation for learners' programmes. Learners are made aware of the equal opportunities policy and some basic principles of equality and diversity. They know the appeals and complaints procedures.
37. Learner reviews are weak, as identified in the self-assessment report. Some progress reviews have very few or no clear targets that measure learners' progress and achievement. Not enough detail is recorded on the review form and some comments are vague and describe the discussion or activity rather than

identifying what learners need to do to progress through their award. Individual learning plans are not routinely updated and used to record dates of reviews.

Leadership and management

38. Leadership and management are good overall. The team is organised well and the style of leadership is supportive while giving clear direction that ensures the quality of the programme is maintained. Internal verification is effective in assuring the quality of assessment. Managers and assessors have a good overview of the provision.
39. Equality of opportunity is satisfactory and promoted well across the provision. Staff fully understand learners' diverse cultural backgrounds and needs.
40. The self-assessment report is written well and includes contributions from staff at all levels. It identifies most strengths and areas for improvement.

Construction crafts

Outstanding: Grade 1

Context

41. ATC provides an NVQ level 2 Train to Gain programme in plant operations and plant operator qualification. Currently 593 learners are on the programme. Learners can join the programme at any time. All learners are employed. Reviews of progress, NVQ assessment and training are carried out in the workplace by ATC's assessors.

Strengths

- Very high success rates
- Excellent learners' skills development
- Good teaching and learning
- Very good NVQ assessment practice
- Excellent arrangements for meeting employers' and learners' needs
- Very good support for learners
- Excellent vocational knowledge and experience of assessors

Areas for improvement

- Insufficient reinforcement of equality and diversity

Achievement and standards

42. Achievement and standards are outstanding. Most learners develop excellent practical skills and produce a high standard of written work. All are working on construction sites or engineering installations with very modern, high-value capital equipment carrying out difficult work in a very hazardous environment. Learners develop excellent health and safety knowledge and apply it in the workplace.

43. Overall and timely success rates for Train to Gain learners are exceptionally high. In the period 2006/07, 72% of learners completed their programme successfully, and this rose to 83% in 2007/08 for both overall and timely success rates. Current learners are making outstanding progress at 97% success during the first seven months of the 2008/09 period.

Quality of provision

44. The quality of the provision is good with many outstanding features. All training is carried out on-the-job. Training is very good. Sessions are planned well and supported by excellent resources for both theory and practical aspects. Practical demonstrations and training often immediately follow the theory and are carried out on employers' own plant. This is usually the plant that the learners normally operate. All observed sessions were good or better.

45. Assessment practice is excellent. Assessment is fair, accurate and reliable and is carried out in the workplace regularly. Assessments are thorough and the questioning of learners' theoretical knowledge is good. Learners display very good knowledge when questioned. They are often working in situations where assessment opportunities are readily available. Many have collected good photographic evidence. Observations are detailed and excellent constructive feedback is given to the learners promptly followed by a detailed written summary. Internal verification provides particularly good quality assurance of assessment and is helpful in sharing good practice.
46. Arrangements for meeting learners' and employers' needs are excellent. Each learner has an individual training programme agreed between ATC, the learner and employer. NVQ units are selected carefully and the programmes are matched effectively to learners' and employers' needs. The range of work available in the workplace is appropriate to the NVQ requirements. Many learners take additional NVQ units to the four that are required to obtain the qualification. This benefits both learners and employers by increasing learners' skills and qualifications. Employers often request training and assessment on additional equipment to enable learners to widen their work opportunities. This is arranged and delivered quickly. High standards of health and safety are continually promoted. Employers support the Train to Gain programme effectively and support the learners to become qualified.
47. Support for learners is very good. All learners' literacy and numeracy needs are assessed as part of an initial assessment. Learners' with identified needs are offered support. Of those identified with low literacy and numeracy skills, none have requested any formal assistance, however, much informal support is provided by assessors.
48. Initial advice and guidance clearly explains the range of options available to employers and learners. This includes the NVQ in plant operations, additional qualifications, skill updates and specialist programmes designed to provide a competent workforce. The trainer/assessors provide the main source of information to learners, with good quality, informative leaflets and handouts about the courses available and the NVQ.
49. Individual support for learners is very good. Assessors routinely provide flexible support to take account of work patterns and shifts. Visits to learners on-site are very frequent, and training is readily tailored to learners' needs. Assessors regularly arrange to see candidates out of normal working hours, and at locations which may be some distance away. Although no level 3 programme in plant operations is available, learners are made aware of other possibilities, for example, the supervisory route at this level. Learner and employer surveys confirm the high level of satisfaction with the support available.

Leadership and management

50. Leadership and management are good. Training is managed well and quality improvement is effective. Communications and teamwork are good. Staff are set clear targets and receive very good support from their managers to achieve them.

51. All assessors have excellent specialist vocational knowledge and skills. They benefit from good staff development which maintains the currency of their knowledge and experience.
52. Training resources are excellent. Training takes place in the workplace using an excellent mix of resources which belong to employers and ATC including data projectors, laptops and DVDs.
53. Equality and diversity are reinforced insufficiently at course level. During the induction period, learners are questioned on their knowledge of equality of opportunity and diversity. The results of this process are not routinely checked to ensure that learners have gained the appropriate level of understanding required. Some gaps exist in the knowledge of assessors and learners in this area. ATC has identified this and is putting training in place to improve the experience of learners.
54. The self-assessment report is inclusive and broadly accurate. Inspection findings, while agreeing with the identified strengths, added further strengths. The areas for improvement identified by ATC were judged to have a minimal adverse affect on the learner. However, the issue of learners' understanding of equality and diversity during induction and reviews was not identified by ATC, although it did identify that training for staff was required.

Literacy and numeracy

Satisfactory: Grade 3

Context

55. ATC provides training in NVQs at level 2 and 3 in health and social care and level 2 construction across three regions. Learners on these programmes with literacy and numeracy needs can also be entered for a Skills for Life qualification. Currently 169 learners are enrolled on this programme, of whom 146 are working towards achieving an adult literacy qualification and 23 towards an adult numeracy qualification at level 1 or 2 in addition to the NVQ. Training takes place at the centre and on employers' premises. The programme is delivered by a co-ordinator who delivers support to individual learners and small groups while supporting the NVQ assessors who also provide support to their NVQ candidates. Learners meet with their assessor and with the Skills for Life trainer at a time convenient to them and their employer.

Strengths

- Very high pass rates
- Very thorough initial and diagnostic assessment
- Good specialist Skills for Life teaching
- Flexible and responsive provision

Areas for improvement

- Insufficiently thorough progress monitoring
- Insufficient contextualized learning materials
- Insufficient qualified and experienced staff

Achievement and standards

56. Overall, achievement and standards are satisfactory. Pass rates for the 35 learners entered for the national tests in literacy and numeracy at levels 1 and 2 to date are very high at 91%. However, most learners are still working towards this qualification and it is too early to assess whether this high pass rate will be maintained.

57. The standard of learners' work is satisfactory, with some learners producing well written evidence for their NVQ portfolios.

58. Learners develop much confidence from working on improving their literacy and numeracy skills. They are motivated well and intend to use these skills to progress onto further training.

Quality of provision

59. The quality of provision is satisfactory overall. The initial and diagnostic assessment of learners is very thorough. Assessors make good use of appropriate

Skills for Life materials to identify whether learners have a literacy or numeracy need. If a need is identified, they make effective use of a diagnostic toolkit to identify the specific literacy or numeracy skills learners need to work on. The Skills for Life co-ordinator uses this information to produce very detailed learning plans. Learners' strengths and areas for development are shown using a traffic light system. This pictorial feedback is helpful for learners. Additional comments and targets on learning plans, however, are not always expressed in a language accessible to learners or assessors who are supporting them.

60. Specialist Skills for Life teaching and learning are good. Sessions are planned well. Learning materials are prepared and presented well. They provide a good prompt for discussion on topics relevant to learners' occupations and the NVQ. Good use is made of questioning to enable learners to reflect on their practice. In individual sessions, learners are given clear explanations of numerical concepts. They are sufficiently confident to practise using these while working independently. Independent learning is strongly encouraged. However, only 20 out of 169 learners receive this specialist support.
61. ATC does not have sufficient learning materials to meet learners' needs. Most learners are given workbooks and packs to work on independently by their assessor. These are not linked sufficiently to the tasks they need to perform in the workplace neither are they directly relevant to the NVQ. Many assessors place too much reliance on a narrow range of published materials.
62. Progress monitoring is insufficiently thorough. Each month, assessors record the tasks completed by learners in the management information system. However, this does not give the Skills for Life co-ordinator sufficient and accurate information on the progress learners make in developing their identified literacy or numeracy skills for new targets to be set on the learning plan. Learning plans are not always amended following reviews.
63. The provision is very flexible. Arrangements to meet employers' and learners' needs are good. ATC makes special arrangements for learners to receive training, assessments and practise tests both on employers' premises and at the centre at a time suitable to them and to their employer. Assessors provide support to learners on shift work, including those on night shift. Employers respond to this by treating assessors as members of their staff team.
64. Support for learners is satisfactory. Assessors provide career advice and guidance during the exit review. All assessors are working towards NVQ accreditation in information, advice and guidance. Staff clearly emphasise to learners that gaining qualifications in literacy and numeracy is important to progress onto higher level training opportunities.

Leadership and management

65. Leadership and management are satisfactory. Internal communications are good and informal liaison between assessors and the Skills for Life co-ordinator is effective. However, meetings and discussions are not recorded. Partnership arrangements with other local training providers and networks are good. This

enables the sharing of good practice and the development of marketing materials for employers and potential learners. Staff have good access to continuous professional development. All assessors have completed initial teacher training.

66. ATC does not have sufficient qualified and experienced Skills for Life staff. Only one member of staff is qualified to deliver literacy and numeracy support to more than 100 learners. ATC has identified this and has advertised additional posts. However, no appointments have yet been made and a recently appointed member of staff is not qualified to deliver support or sufficiently experienced in this specialist area. Although assessors receive good support from the co-ordinator, they do not have the expertise to provide specialist literacy and numeracy tuition to their learners. However, as result of the support they receive from the Skills for Life co-ordinator, some are now motivated to take further training to become qualified in this specialist skill area.
67. The self-assessment process includes contributions from staff at all levels and the report is accurate in identifying strengths and areas for improvement. However, the proposed grade does not match the inspection grade.

Learners' achievements

Success rates on work-based learning Train to Gain programmes managed by the provider 2005 to 2008

| Programme | End Year | Success rate | No. of learners* | Provider NVQ rate** |
|---------------|----------|--------------|------------------|---------------------|
| Train to Gain | 2005/06 | overall | 38 | 94% |
| | | timely | 36 | 39% |
| | 2006/07 | overall | 234 | 72% |
| | | timely | 234 | 63% |
| | 2007/08 | overall | 184 | 83% |
| | | timely | 184 | 83% |

* 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'