

Weir Training Ltd

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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:

- Retail and commercial enterprise
- Business, administration and law

Description of the provider

1. Weir Training Ltd, established in 2000, is a privately-owned training provider based in Chertsey, Surrey. The company provides vocational training at work for learners in a variety of business sectors across a wide geographical area in Surrey, Berkshire and London South. The company currently has 395 learners following employer responsive programmes for apprenticeships, advanced apprenticeships and NVQ programmes. Eight learners are in information and communication technology, 45 in retail and commercial enterprise and 342 in business, administration and law. Training is funded largely by Surrey Learning and Skills Council (LSC) together with a small work-based learning contract with London South LSC. In addition, the company works in partnership with Four S to train staff of local schools, mostly teaching assistants, as part of the Support Work in Schools programme. In 2008, the company was awarded Training Quality Standard status with excellence in retail.
2. Weir Training has three directors; for operations, sales and finance. It employs over 20 staff including an operations manager, training manager, training specialists, two business development advisers and administrative staff. The training specialists visit learners at work providing learning support, assessment and review of learners' progress. During the past year the company has grown significantly, almost doubling the numbers of its staff and learners.
3. Surrey is socio-economically advantaged with unemployment levels consistently lower than those nationally. Surrey has a low percentage of young people not in education, employment or training (NEET). Over 80% of young people stay in education and training and achieve higher than national levels for level 2 and 3 qualifications. The economy is dominated by knowledge and service industries with 21% of the workforce in managerial roles. Surrey's population of 1.098 million is 94% white.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Outstanding: Grade 1
Quality of provision	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Sector subject areas

Retail and commercial enterprise	Outstanding: Grade 1
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

Work-based learning
Train to Gain

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

4. The overall effectiveness of Weir Training is good. Overall, achievement and standards are good with those for Train to Gain programmes being outstanding. The quality of provision and leadership and management are good. Arrangements for equality of opportunity are good. Provision in retail and commercial enterprise is outstanding. Provision in business, administration and law is good.

Capacity to improve

Outstanding: Grade 1

5. Weir Training's capacity to improve is outstanding. The company has strong leadership and directors set clear strategic directions. Staff are well managed and committed to quality improvement. Improvements in services have been achieved since the previous inspection. For example, significant improvements have been made in the use of management information to monitor performance, and in communication with employers. Target setting for learners, identified as poor in the previous inspection report, is now good. Arrangements for quality assuring training at work are excellent. Detailed agreements, signed by employers, enable strong management control by the company. Directors have taken appropriate action in response to the company's recent and rapid expansion through the employment of new staff and redefining job roles to meet company needs. Good investment has been made in acquiring good quality premises and the company has invested well in improving the industry-relevant skills of its staff. Aims and objectives of the company are sharply focused on achieving recognition through national quality awards and Weir Training holds awards for Investors in People, Matrix and Training Quality Standard with excellence in retail. Appropriate action has been taken to improve achievements of learners and success rates have steadily improved to be above the national averages.
6. Arrangements for self-assessment are satisfactory. The annual process is inclusive and all company staff contribute to the self-assessment report during planned workshops. Good systems are in place to gather and use feedback from learners and employers. Action taken to improve provision in response to quality assurance procedures and feedback is prompt and appropriate to learners' needs. The company, however, does not have a single plan providing company-wide coherence for its quality improvement activities. The self-assessment report is narrowly focused on the company's strengths and insufficiently evaluative of aspects of provision that are satisfactory. Much of the quality improvement action taken is not recorded in the self-assessment report or development plan. Robust procedures, however, are in place for monitoring performance and actions taken to improve provision are effective.

Key strengths

- Outstanding provision in retail and commercial enterprise
- Outstanding achievement for Train to Gain learners
- Excellent support for learners with additional learning needs
- Good range of provision in business administration and law
- Particularly good development of external partnerships, especially with employers
- Strong leadership and management
- Particularly effective staff communication and team working

Key areas for improvement

- Insufficient planned and formal equality and diversity training for staff
- Incomplete arrangements for observing coaching in the workplace

Main findings

Achievement and standards

Good: Grade 2

Work-based learning
Train to Gain

Contributory grade: Good: Grade 2
Contributory grade: Outstanding: Grade 1

7. Overall, achievement and standards are good with outstanding achievement and standards for Train to Gain programmes. Weir Training judged achievements and standards to be outstanding across all programmes in its self-assessment report. In retail and commercial enterprise, achievement and standards are outstanding with success rates for apprenticeships maintained significantly above national averages for the past three years and improving. In its first year of delivering Train to Gain programmes in retail, the success rate to date is outstanding. Timely success rates for learners completing technical certificate examinations and key skills are very high for advanced apprenticeship and apprenticeship programmes.
8. Overall success rates for business, administration and law apprentices and advanced apprentices in the current year are good. Success rates for apprenticeship programmes continue to improve steadily and remain above national averages, while success rates for advanced apprentices have improved significantly from low levels in 2007/08. Success rates for technical certificates and key skills are excellent. Train to Gain success rates are good for the current year.
9. Learners are developing greatly improved work related skills and gaining a better understanding of their job roles. In warehousing, for example, learners demonstrate a greater understanding of health and safety and security matters. Learners in all programmes improve in confidence, self-esteem and improved effectiveness at work. Generally, the standard of learners' work is good with learners taking a real interest in compiling their evidence portfolios and completing set assignments. In retail in particular, learners complete written work to high standards of presentation.

Quality of provision

good: Grade 2

Work-based learning
Train to Gain

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

10. Quality of provision is good. This aspect of the provider is graded to high as outstanding in the self-assessment report, with no significant areas for improvement identified within the sector subject areas.

11. Teaching and learning are good. Planning of learning is particularly thorough and well focused on the requirements of learners and employers. The company works exceptionally well with employers to involve them in planning the learners' programmes. Training specialists give employers frequent verbal and written feedback during the four-weekly visits to all learners at work. These visits provide motivation and support for learners. In a few cases, insufficient account is taken of learners' prior achievement of skills in setting completion dates which are overly lengthy. Arrangements to initially screen learners to determine skills levels and identify possible literacy and numeracy support needs are effective.
12. Recording learners' progress by training specialists in the learning assessment records is excellent. Assessment of learners' competence is individualised and learners receive helpful verbal and written feedback. Training specialists' observation records of learners at work provide useful narratives of activities completed but, in some cases, the records are insufficiently evaluative to fully guide the learner.
13. Learners are able attend a well-planned interesting workshop to prepare them for their technical certificates. The company, however, offers little group training other than this one-day workshop to support learners. Training specialists support learning well at monthly assessment visits and provide coaching for key skills. In business, administration and law, learners with additional learning needs receive excellent individual tuition from a well-qualified specialist tutor.
14. The extent to which training programmes meet the needs of learners and employers is good. In business, administration and law, for example, the company provides an unusually wide choice of qualifications at levels two or three, to include team leading and management qualifications.
15. Support and guidance for all learners is good. Learners are given good information and advice before starting training. Induction, for learners and employers, is thorough. The company takes care to ensure learners are enrolled on programmes appropriate to their needs by completing checks on the new learner's job role against two possible qualifications.

Leadership and management

Satisfactory: Grade 2

Work-based learning
Train to Gain
Equality of opportunity

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

16. Leadership and management and the arrangements for equality of opportunity are good. The self-assessment report grades leadership and management and equality of opportunity as outstanding with no identified significant areas for improvement for equality of opportunity.

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17. Weir Training has strong leadership. Directors have set clear strategic directions through the three-year business plan and these are fully supported by managers and staff. The company is efficiently managed and has a clear organisational framework in which job roles and responsibilities are well defined. The company is managed well and good guidance is provided to all staff through well documented policies and procedures. Target setting is used well to quality assure services. All staff are set targets and their progress towards achieving these is monitored through frequent review meetings with line managers. However, business plans, development plans and target setting sharply focus on meeting corporate needs rather than those of the learners.
18. Communication across the company is particularly effective with frequent staff meetings at all levels providing good opportunities to share information, exchange ideas and monitor performance against set targets. Team working between staff members is strong. Staff work well and cohesively to provide an effective workforce. They are mutually supportive and have a good understanding of each other's roles. Staff feel valued and well supported by their managers and monthly performance reviews are used well to identify staff training needs. Annual appraisal for staff is well established and this links to planned continuing professional development. The company has effectively supported staff wishing to up-grade their skills and qualifications.
19. Weir Training's partnerships with external organisations are particularly good. The company works well in conjunction with Skills South East and Business Link to further employer engagement. Through its membership of the Association of Learning Providers Surrey, the company networks well with other providers to share good practice. Partnerships with employers are strong and productive. Weir Training is highly responsive to employers' needs. Particular care is taken to provide full and clear information to employers and to involve them in all aspects of training. Signed employer agreements give the company good management control of the training and its quality assurance.
20. Quality improvement procedures are effective. Management information systems have been developed specifically to meet the needs of the company and these systems are used well. Monitoring procedures for contract management are thorough and performance data is collected and analysed routinely as part of quality assurance. Quality improvement is established within management procedures although the company does not have a quality plan providing coherence across all activities with directors and managers sharing responsibilities. Quality improvement through observation does not extend fully to all aspects of learners' training at work.
21. All staff are fully involved in the self-assessment process and contribute meaningfully to the findings in the report. The report identifies well the company's strengths, but judgements are almost exclusively related to good practice. The report fails to identify areas for improvement and the associated development plan is brief and planned action for improving satisfactory aspects of provision is not included.

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22. Arrangements for equality of opportunity are good. This aspect of provision was graded as outstanding in the self-assessment report with no identified areas for improvement. Thorough assessments are completed by two business development advisers for all new employers. The company makes clear its own commitment to providing learning environments free from discrimination and through its written employer agreement ensures all employers provide the same. Weir Training has a comprehensive set of policies and procedures for equality and diversity matters which are used well to ensure the company meets its statutory requirements. Policies and procedures are reviewed and revised annually. Good initial attention is paid by training specialists to raising learners' awareness and understanding of equality and diversity. Learners complete two workbooks for equality and diversity and legislation at work in the first few weeks of training. These provide an interesting basis for discussion of topics with training specialists. Generally, learners have a good understanding of issues. The workbooks, however, contain reference to out-of-date legislation. Learners' understanding of equality and diversity matters is reinforced as part of training on employers' rights and responsibilities and during the 12-weekly review meetings with the training specialists.
23. Staff have received training in disability awareness but formal staff training for more general equality and diversity matters and safeguarding is not routinely planned. In some cases, staff are vague about equality of opportunity issues and learners' errors in some completed workbooks have been ticked as correct.
24. Levels of recruitment of learners from minority ethnic groups and those with disabilities are in line with local community profiles. Equality and diversity data is collected routinely but the company has not fully developed strategies to narrow the gap for potential under-represented and under-performing groups. Information on opportunities for training are, however, well publicised at places of employment and a 'training for all' approach is emphasised by the business development advisers during initial presentations to prospective learners in the workplace.
25. The procedures for safeguarding learners meet current government requirements. The company routinely checks all staff through the Criminal Records Bureau. However, information on checks and records of training for staff are not held in a single document. Learners are well provided with a contact email helpline address within Weir Training and contact information for external specialist support agencies.

What learners like:

- 'I enjoyed the technical certificate day and being able to talk to other trainees'
- 'The training has given me so much more confidence and made me think about what I do and how I do my job'
- 'I get really good advice and support from my assessor'
- 'My manager at work helps me a lot with my course'
- 'The course has enabled me to review my job role in much greater depth'
- 'I think I'm better at my job since I started training'
- Improved understanding of mathematics
- The Equality and Diversity workbook
- 'The emphasis on the good I have done, not on targets'

What learners think could improve:

- 'Having more time at work to complete assignments'
- 'I keep asking my supervisor questions about my course and this causes tension'
- 'Some of the coursework is written badly and too repetitive'
- 'It's difficult at times being on your own for learning'
- 'At first I found it stressful because I didn't realise how much work was required'
- 'I felt I could have completed the course in a much shorter time'
- 'More workshops to exchange ideas with learners from other industries'

Sector subject areas

Retail and commercial enterprise

Outstanding: Grade 1

Context

26. Weir Training offers retail and warehousing training to employed learners. Currently, 45 learners are on retail and warehousing training programmes of which, 31 are working towards a level 2 qualification. Of these, 18 are apprentices and 13 are on a Train to Gain programme. Numbers of level 3 learners are low with currently 13 advanced apprentices and one warehousing Train to Gain learner. Learners are invited to attend a support workshop for their technical certificate. Coaching for key skills is delivered via one-to-one sessions during the monthly workplace visits. Additional support is provided in the workplace by a specialist basic skills tutor. In November 2008, the company gained the Training Quality Standard (TQS) with excellence in retail.

Strengths

- Particularly good overall success rates
- Particularly thorough planning of learners' programmes
- Effective engagement and partnership working with employers
- Excellent learning assessment records
- Well established quality assurance systems

Areas for improvement

- Some insufficiently evaluative observation records

Achievement and standards

27. Achievement and standards are outstanding. This was identified in Weir Training's self-assessment report. Overall success rates are particularly good. For apprenticeships, success rates are significantly above national averages for the past three years. Current success rates are 89% and these have improved significantly from 72% in 2007/08. This is the first year Weir Training has delivered Train to Gain in this occupational area and the overall success rate to date is outstanding at 92%. Timely success rates are good for all apprentices. The first-time pass rate for learners completing technical certificate exams on apprenticeship programmes is particularly high at 98% for level 2 learners and 100% at level 3. Key skills are completed with very high success rates at early stages on advanced apprenticeship and apprenticeship programmes. The provider has not yet compared the achievement of different groups of learners.

28. Learners develop excellent work-related retail and warehousing skills and develop better understanding of their job roles and the importance of good customer service. In warehousing, learners demonstrate a greater understanding of health and safety, security matters, stock management and route management. The level of learners' product knowledge is excellent. Managers recognise the improved confidence and self-esteem of learners following training programmes.
29. The standard of learners' work is particularly good with learners taking a real interest in completing their learning workbooks and undertaking work related case studies. They take pride in completing their written work to high standards of presentation; detailed, neat and well articulated.

Quality of provision

30. The quality of provision is good. This was judged to be outstanding in the self-assessment report with no identified areas for improvement.
31. Teaching and learning in all learning programmes are good. The planning of learners' programmes by training specialists is particularly thorough and focused on learners' needs. Arrangements for induction meet the needs of learners and employers well. Learners and employers attend a detailed presentation and receive a comprehensive information pack clearly explaining all aspects of the learning programmes. Learners and employers review the current work role against two possible qualification pathways to ensure that the final choice of programme best suits their needs. Arrangements to initially screen learners to determine skills levels and identify possible literacy and numeracy support needs are effective. Findings are incorporated into learners' individual learning plans.
32. Training specialists engage well with employers and the learners to plan learning, agree initial key work-related performance indicators and to review and evaluate learners' progress and needs. Employers attend sessions held every 12 weeks to review all learners' progress and contribute meaningfully to discussions. Employers have good awareness of the progress of the employees through frequent verbal and written feedback from the training specialist. Employers are frequently involved in the two-hour sessions for learners' during their four-weekly visits by training specialists. The visits are effective in providing motivation and support for learners and they value them highly. For a few retail learners, however, prior achievement of skills is not sufficiently taken into account when setting completion dates and some elements of the programme could be completed by learners in a shorter time.
33. Recording learners' progress by training specialists in the learning assessment records (LARs) is excellent. The LARs are completed in detail at each visit and commentaries focus on the learners' achievements as well as recording specific targets for completion in the next four weeks agreed with the learner. Targets are clear and learners make good progress between visits to complete set work and targets. Training specialists effectively use workplace observation, case studies, pre-set questions and witness testimonies to confirm the learners' competence. Assessment activity is individualised for each learner with well-structured verbal and written feedback.

34. Records of observations of learners at work completed by training specialists are extremely detailed and provide useful narratives of activities completed. In some cases, however, records do not fully capture the achievement or recognise the quality of the learner's work. These records are largely descriptive and do not contain sufficient evaluative judgements of learners' competence to provide the learner with a full record of their performance levels.
35. The extent to which programmes and activities meet the needs and interests of learners is good. They are fully engaged and take great pride in completing their qualification. The programmes are clearly matched to their career aspirations. Support and guidance for learners are good. Learners requiring additional support for literacy or numeracy are well supported by a specialist tutor in the workplace.

Leadership and management

36. Leadership and management are good. Effective quality assurance systems are established. Internal verification is thorough and includes monthly sampling of all aspects of assessment activity and programme delivery to include field observations of training specialists on visits. Staff are well qualified for the programme areas they support. Appropriate professional development takes place at monthly team meetings and monthly one-to-one meetings with line managers to monitor performance against set targets. All staff contribute to the development of the self-assessment report by attending group workshops.
37. Good attention is given to raising learners' awareness of equality of opportunity matters by using workbooks at induction for equality and diversity and legislation. Learners find these booklets useful and value the explanations provided by the training specialist for topics they do not fully understand.

Business administration and law

Good: Grade 2

Context

38. Most of Weir Training's learners fall into this sector subject area. Of the 342 learners, 170 are apprentices, and 113 advanced apprentices. The remaining 59 learners are on Train to Gain NVQ programmes, 8 at level 3 and the rest at level 2. The most popular programme is customer service, with 67 apprentices, 61 advanced apprentices, and 27 Train to Gain learners. Fifty-two apprentices are following team leading programmes, 41 are in business administration and 10 apprentices are on sales programmes. Thirty learners are following advanced apprenticeships in business administration and a further 22 are in management. Of the Train to Gain learners, 14 are in business administration, 15 in team leading, two in management and one in sales. All learners are already employed when they start training. Most of the employers, which Weir Training works with, are large well-established companies.

Strengths

- Good workshops for technical certificate preparation
- Excellent support for learners with additional learning needs
- Excellent joint working with employers to support learners' progress
- Good range of provision to meet learners' and employers' needs
- Excellent technical certificate and key skills pass rates

Areas for improvement

- Not enough training available to support learning
- Incomplete arrangements for observing coaching in the workplace

Achievement and standards

39. Achievement and standards are good. Success rates for apprentices and advanced apprentices in the current year are good with the overall success rate for apprentices at 80%. Success rates for apprenticeship programmes have improved steadily over the last three years and remain above national averages. Success rates for advanced apprentices show a significant improvement on the previous year's figures, which were unsatisfactory. For advanced apprentices, the current overall success rate is 81% compared with 48% in 2007/08. The provider has not identified the poor performance in 2007/08 for advanced apprenticeships in the self-assessment report. Technical certificate and key skills pass rates are excellent, as noted in the self-assessment report. Train to Gain success rates are good at 78% for the current year.

40. The quality of learners' work is, in most cases, good. Most learners progress at a satisfactory rate, although some have been adversely affected by the long-term

sickness of a previous assessor. The provider has not yet compared the achievements of different groups of learners.

Quality of provision

41. The quality of provision is good. Teaching and learning are good. For example, learners can attend well planned interesting workshops to prepare them for their technical certificates. The strength of the workshops was identified in the self-assessment report. Training specialists support learning well at monthly assessment visits and provide coaching for key skills. Learners with additional learning needs receive excellent individual tuition from a well qualified specialist tutor. Weir Training works exceptionally well with employers to involve them in planning the learners' programmes, and employers usually participate in the review process. Training specialists and supervisors discuss appropriate work and learning objectives with the learners. In many companies, supervisors and managers are also working towards NVQs. The unusually strong employer involvement was identified as a strength in the self-assessment report.
42. The company offers little training to support learners working towards their NVQs. This area for improvement was not identified in the self-assessment report. A well planned and managed one-day workshop for technical certificate preparation provided for apprentices and advanced apprentices is the only opportunity for group learning. Learners participate fully in these and value them. Small numbers of Train to Gain learners have also attended the workshop to develop the knowledge needed to gain this qualification additional to their NVQ. There are no materials to teach learners the theory behind their qualifications, although learners are able to access past papers for technical certificates and key skills tests on the company's website.
43. The extent to which programmes and activities meet the needs and interests of learners is good. Weir Training provides an unusually wide choice of qualifications within the business administration and law sector subject area. As well as the usual choice of administration or customer service NVQs at levels two or three, the provider offers team leading and management qualifications. The company always checks the new learner's job role against two possible qualifications to enable the learner to make the appropriate choice suited to their skills and employment needs.
44. Support and guidance for learners is good. All learners and employers receive detailed and comprehensive information on training options and the work requirements for each programme. Training specialists are particularly supportive and encouraging of learners during monthly scheduled visits at work. They readily respond to learners' requests for support and promptly make additional visits, as appropriate. Employers support learners well.

Leadership and management

45. Leadership and management are good. Leaders and managers set a clear direction, and have improved learners' achievements significantly over the last year. They have provided useful workbooks to cover employment legislation and

equality and diversity issues. Learners complete these and their work is marked, however, no training is provided to prepare them for the workbooks. The workbooks are out of date and marking is inconsistent. Staff are well qualified and experienced in their vocational areas and have credibility with employers and learners. However, only half of the training specialists have so far gained a teaching and learning qualification although plans are in place for the other half to achieve their qualification.

46. Procedures for line-managers to observe teaching and learning are used to assure the quality of the technical certificate workshops. However, observation procedures do not cover all the other activities completed by the training specialists, for example, coaching and supporting learning in the workplace. Present procedures do not fully quality assure and improve the interactions between the training specialists and learners, apart from those concerned with assessment, which are covered through a well planned and thorough internal verification process. There are plans to extend the observation of teaching and learning to include coaching in the workplace and the review process, but these have not yet been put in place. This area for improvement was not identified in the self-assessment report.

Learners' achievements

Success rates on retail and commercial enterprise apprenticeship programmes managed by the provider/college 2006 to 2009

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	06-07	overall	1	0%	49%	0%	43%
		timely	1	0%	34%	0%	30%
	07-08	overall	-	-	-	-	-
		timely	-	-	-	-	-
	08-09	overall	9	89%	57%		
		timely	8	64%	37%		
Apprenticeships	06-07	overall	14	71%	59%	71%	56%
		timely	14	71%	44%	71%	42%
	07-08	overall	32	72%	64%	72%	62%
		timely	32	72%	51%	72%	50%
	08-09	overall	9	89%	62%		
		timely	11	64%	44%		

Note: 2008-09 data is 'part year' only and is representative of the first 9 months 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

** College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on retail and commercial enterprise Train to Gain programmes managed by the provider/college 2008/09

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain ***	2008/09 (9 months)	overall	12	91.70%
		timely	Not Available	Not Available

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

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

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

*** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'

Success rates on business, administration and law apprenticeship programmes managed by the provider/college 2006 to 2009

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	06-07	overall	22	77	69	73	65
		timely	22	77	56	73	53
	07-08	overall	42	48	74	48	71
		timely	45	44	60	44	58
	08-09	overall	31			81	72
		timely	35			63	48
Apprenticeships	06-07	overall	73	67	68	67	65
		timely	70	60	54	60	53
	07-08	overall	67	73	71	72	69
		timely	66	68	57	67	56
	08-09	overall	83			80	71
		timely	94			67	48

Note: 2008-09 data is 'part year' only and is representative of the first 9 months 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
- ** College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on business, administration and law Train to Gain programmes managed by the provider/college 2007/08 to 2008/09

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain ***	2007/08	overall	1	100.00%
		timely	Not Available	Not Available
	2008-09 (x months)	overall	23	78.30%
		timely	Not Available	Not Available

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

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'
- *** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'