

# Age Concern Training

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301563

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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](http://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](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment 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
- Retailing and wholesaling
- Entry to employment programmes

Inspectors also examined evidence from programmes in early years and playwork, and business administration, which were not reported on separately, to support judgements in leadership and management.

## Description of the provider

1. Age Concern Training (ACT) is the training and work division of Age Concern England, a national registered charity. Its mission is to maximise the role of Age Concern as a provider of quality services which improve the quality of life for older people, now and in the future. ACT's national head office is in Hexham, Northumberland. There are several training centres located across England, and one in Ebbw Vale, Wales which deliver government funded training programmes. The company provides work-based learning programmes, including apprenticeships and Train to Gain. There are 1,033 learners. Of these 525, including 79 learners in Wales, are taking qualifications in health and social care, 80 in retailing and wholesaling and 139 are undertaking entry to employment (E2E) courses. In the two sector subject areas not being inspected there are 220 learners in early years and playwork, and 69 in business administration. With the exception of the provision in Wales, all of these programmes are funded by the LSC. Lancashire LSC is the lead funding body with other LSCs feeding in. Currently 61% of ACT's business is funded by the LSCs. ACT also delivers training relating to **learnirect**, and several European Social Fund (ESF) funded programmes. ACT is a subcontractor for Black County Training Group and TBG Learning, and subcontract some of their provision to Electric Palace and St Thomas Community Network.
2. ACT is strategically led by a director. The training and its quality is the responsibility of an operations manager. Additional staff including regional managers, centre managers and trainers also contribute to the management, delivery and administration of the programmes.
3. The locations of the training centres are diverse, as is the social and economic data. For example, unemployment in the Ebbw Vale area is 4.7%, compared with 2.6% across Derbyshire. In Bradford, black and minority ethnic groups account for 21.7% of the population, but in Wakefield this figure is 2.2%. The number of older people within the population is growing as a whole across both England and Wales.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Good: Grade 2</b>
<b>Capacity to improve</b>	<b>Good: Grade 2</b>
<b>Achievement and standards</b>	<b>Good: Grade 2</b>
<b>Quality of provision</b>	<b>Good: Grade 2</b>
<b>Leadership and management</b>	<b>Good: Grade 2</b>
<b>Equality of opportunity</b>	<b>Contributory Grade: Good: Grade 2</b>

## Sector subject area

<b>Health and social care</b>	<b>Good: Grade 2</b>
<b>Retailing and wholesaling</b>	<b>Good: Grade 2</b>
<b>Entry to Employment</b>	<b>Good: Grade 2</b>

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## Overall judgement

### **Effectiveness of provision**

#### **Good: Grade 2**

4. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision and leadership and management, including equality of opportunity, are all good. Provision in health and social care, retailing and wholesaling and E2E is also good.

### **Capacity to improve**

#### **Good: Grade 2**

5. ACT has demonstrated good capacity to improve. Clear strategies to enhance quality have been implemented. Staff are committed to and very focused on the continuous improvement of quality, and regard self-assessment as an important tool. The self-assessment process is inclusive, and most staff have the opportunity to contribute to the process and report. The self-assessment report is well written, evaluative and identifies accurately many of the strengths and areas for improvement found by inspectors. Most quality assurance arrangements are comprehensive and effective in bringing about improvements. Analysis is rigorous, actions are prioritised, and action plans are detailed and well monitored. Many of the strategies introduced since the previous inspection have had a significant impact on the success rates. Success rates for apprentices and Train to Gain learners are good. Success rates for advanced apprentices are satisfactory and are improving in most sector subject areas. Most learners are making good progress. There is good leadership with a clear focus on improving the learners' experiences. Resources are used very well to provide a good learning environment and improve the quality of provision.

## Key strengths

- Good success and achievement rates
- Good teaching and learning
- Particularly effective support for learners
- Good strategies to improve success rates
- Particularly effective management information system
- Good partnerships and links with external organisations
- Good promotion of equality of opportunity

## Key areas for improvement

- Under-developed quality assurance arrangements

## Main findings

### Achievement and standards

#### Good: Grade 2

6. Achievement and standards are good. Overall success rates for apprentices in health and social care in England are good and improving, and for advanced apprentices in care they are satisfactory and improving. In Wales success rates for all learners in care is outstanding. There are consistently high success rates for Train to Gain learners in care. Overall success rates are good for apprentices and Train to Gain learners in retailing and wholesaling. Achievement for E2E learners is good, and progression is satisfactory. In the two sector subject areas not being inspected overall success rates show a mixed picture. For all learners in early years care and playwork, overall success rates are good, but in business administration overall success rates are satisfactory. All current learners are making good progress, and most learners are developing good work related skills. The self-assessment report also identified achievement and standards as good and improving in most sector subject areas.

### Quality of provision

#### Good: Grade 2

7. The quality of provision is good. Teaching and learning are good in both health and social care and E2E provision. In the best sessions learners are effectively engaged and well challenged. Key skills are well integrated with vocational areas. For health and social care, and retailing and wholesaling, learners' key skills and technical certificates are completed early in the programme helping to motivate learners and improve success rates. Progress reviews and target-setting are particularly effective. In Wales learners benefit from outstanding resources.
8. Learners enjoy some varied enrichment activities and opportunities for additional learning. For example learners in health and social care undertake additional training in dementia awareness, autism awareness and infection control. Learners in retailing and wholesaling have the opportunity to undertake courses in first aid and basic food hygiene.
9. The quality of work placements and engagement of employers is good. ACT is responsive to employers and has good community links. For E2E learners ACT takes care to ensure learners are placed on the right programme and with suitable employers. All employers are vetted in relation to health and safety and equal opportunities. Learners receive good support from their employers.
10. Support for learners is very good. Staff are flexible, committed and available. Effective initial advice and guidance ensures learners are placed on the right programme level. Initial assessment is very effective in identifying and meeting additional literacy and numeracy needs. Ongoing support is sympathetically supplied by well qualified staff.
11. Many of the positive features of provision have been improved through the self-assessment report and action plans.

## Leadership and management

**Good: Grade 2**

### Equality of opportunity

Contributory Grade: Good: Grade 2

12. The strategies introduced to improve success rates are good. All reports contain detailed action plans that are focused on improving success and quality. Realistic and measurable targets are agreed with learners to encourage their progress, and discrete learner support units provide good individualised learning support. Programme development groups and task and finish groups have been established to address specific issues and actions, and to share information, resources and best practice across the centres.
13. The management information system is particularly effective. Data is accurate and timely, and the system allows good quality information and meaningful reports to be made available. Information is used well to monitor the progress of learners and manage the performance of staff. 'ACTivate' complements the management information system. It records organisational activities and cross references these to local and/or national aims and objectives. All staff have access to this web-based resource and management tool which effectively informs staff about organisational developments.
14. Partnership activities and links with external organisations are good. ACT staff collaborate effectively with schools and other training providers to develop work-based provision. Staff contribute well to meeting the needs of the local and regional community, and to promoting social inclusion. Good links with partners and community groups help to widen participation for disadvantaged and/or disaffected learners and learners from a range of backgrounds including ethnic minority groups. In Wales very good support is provided to Welsh first language learners. Staff work productively with employers and organisations like Skills for Care, to improve communication and the quality of work placements. However, not all employers fully understand and value apprenticeships. ACT collaborates effectively on projects focused on lifelong learning and employment for older people. They have produced good distance learning materials with Strathclyde University to manage age diversity in employment. ACT is particularly good at producing resources that can benefit learners, staff and employers, and influence policy makers.
15. The promotion of equal opportunities is good. A named ambassador for equality and diversity is located in each centre helping focus activity. Equality and diversity data is well used and understood by staff. ACT is currently meeting its national targets for learners from under-represented groups. Awareness raising is carried out with employers regarding the benefits of a mixed age workforce. ACT runs mobile training facilities for older learners. These mobile units have specific adaptations including keyboards and monitors to support older learners and learners with a disability. All staff have recently had refresher training on equality and diversity. For most learners equal opportunities issues are explained effectively and reinforced during reviews. ACT's

grievance and complaints procedure is insufficiently detailed and does not clearly explain how to complain.

16. Learning environments are safe, secure and healthy. *Every Child Matters* concerns are displayed and explained to learners. Learners are encouraged to take exercise and eat healthily. While the every child matters policy identifies the need for a designated worker to be responsible for safe-guarding and child protection, ACT has not yet implemented the wider policies and procedures on safeguarding.
17. Business planning processes are thorough. National 'critical success factors' are closely linked to both local planning and the setting of individual staff targets and objectives. Staff are well managed through effective appraisals and regular planning and performance meetings. Staff training is satisfactory and helps to keep staff informed and professionally up to date. Staff are involved in programme development groups, and access a range training opportunities. Communication between the geographically dispersed centres is effective. Communication with and arrangements to monitor the provision provided by subcontractors are robust. The intranet has been redesigned to better share information, resources and good practice and to celebrate learner success. Most centres are very well resourced.
18. ACT has very detailed and comprehensive quality assurance procedures to control, amend and improve provision. Internal audits to check quality assurance arrangements are working effectively. Any trends in non-conformity are summarised and reviewed by management. The self-assessment report and action plan are used effectively to improve quality. However some quality assurance arrangements are under-developed. Although peer observation is completed for all aspects of the learners' experience, there is no exchange of observers between the different centres, and no sharing of best practice. Quantitative feedback from learners and employers is collected and used, but very little qualitative feedback is obtained to inform quality improvements. Good literacy and numeracy support is provided for learners, but the effectiveness of this support is not fully evaluated.

## What learners like:

- 'Improving my care skills'
- Learning to be independent
- Looking after service users
- Learning more about the job
- Very supportive and welcoming staff
- 'I can talk confidentially to tutors about problems'
- 'It's not like school'
- 'Nice canteen with good food, especially breakfast'
- Different activities every day

## What learners think could improve:

- The opportunity to progress beyond level 3

## Sector subject areas

### Health and social care

#### Good: Grade 2

#### Context

19. ACT offers work-based learning programmes in health and social care for 446 learners. The programmes range from apprenticeships for young people, Train to Gain and modern skills diploma awards. All programmes are offered across the national centres and Ebbw Vale in Wales. Learners have the opportunity to attend off-the-job training in their local centres or in the workplace. There are currently 142 health and social care apprenticeships and 104 advanced apprenticeships for young people, of those 9% are from minority ethnic groups and 5% are males. ACT has 200 Train to Gain and 26 modern skills diploma award learners (registered managers award in Wales).

#### Strengths

- Good success rates for apprentices and Train to Gain learners
- Good teaching and assessment practices
- Very good support for learners

#### Areas for improvement

- None identified

#### Achievement and standards

20. In England overall success rates for apprentices and Train to Gain learners are good. Success rates for apprentices have increased from 22% in 2003-04 to 54% in 2005-06. Of the current learners 68% have already achieved their frameworks. Success rates for Train to Gain learners have been consistently good or better. In 2005-06 they were 85%, and for current learners they are 81%. For advanced apprentices overall success rates are satisfactory. Over a three year period they have increased from 23% to 45%. For current learners this improving trend is continuing. In Wales the rate at which learners achieve their qualification is outstanding at all levels.
21. The overall standard of work in learners' portfolios is good. Most learners are making good progress and developing effective occupational skills. Appropriate integration of the national vocational qualification (NVQ), technical certificate and key skills has also assisted in learners' progress and success. Learners are very committed to learning and develop high levels of practical skills. In Wales progress is very good, and learners' professional skills, competence and understanding of important principles central to their work role are very well developed.

#### Quality of provision

22. Good teaching and assessment practices benefit learners at ACT. Trainers challenge learners to extend their learning and expectations. There is a consistent and professional

approach to delivery supported by the production of standardised training packs. These are adapted and used to meet the specific needs of individuals or groups of learners and used creatively by trainers. In the best sessions learners are effectively challenged and engaged. In Wales the overall planning of training is good. However, in Bradford and Wakefield lesson planning is insufficiently differentiated. Robust and effective assessment practices assist learners in demonstrating competence and preparing well written evidence within their portfolios. Assessment is well planned and learners show a clear understanding of the evidence requirements for their programme. Assessors make good use of available evidence and opportunities to gain evidence of practical skills when they arise. Internal verification takes place regularly and detailed feedback is given to assessors on judgements made. All awarding body requirements are completed and carried out effectively. Resources and equipment are satisfactory to meet the needs of learners. In Wales resources to support learning are outstanding. In Wakefield training accommodation is of a very high standard.

23. ACT provides very good support for learners. Learners feel they are well supported both personally and vocationally. They find assessors extremely flexible and available at all times, including evenings, early mornings and weekends. Most learners are visited fortnightly while those with additional learning needs are visited weekly. Both learners and employers value this close contact. Individual learning plans are kept up to date and are very detailed. Some Train to Gain learners have worked in health and social care for a number of years and appreciate the opportunity to gain a qualification and value the one to one support they receive. There is a comprehensive initial assessment process for all learners. Integrated and/or discrete basic skills support is very effective. Employers are fully engaged in the review process and are aware of where each learner is on their programme of learning. The regular, documented support visits and the 'traffic light' monitoring system successfully identifies learners at risk.
24. A thorough induction effectively emphasises to learners the holistic approach to their NVQ, technical certificate and key skills. The key skills and technical certificate are delivered early on in the programme and are cross-referenced with learners' NVQs. Assignments and key skills delivery is effectively linked to practice. The established approach to the completion of the framework motivates apprentices to succeed. Detailed individual learning plans are reviewed regularly.
25. At the Bradford, Wakefield and Wales centres there is good use of 'value added' enhancement for learners. Sessions focus on dementia awareness, autism awareness and infection control. Learner achievements are very well celebrated to enhance motivation and confidence. Effective links are maintained with employers and community groups through regular contact with trainers.

### **Leadership and management**

26. Effective leadership and management are supported by a strong team approach. A programme development group is particularly effective at disseminating good practice across the centres. All staff are experienced and well qualified. Good staff development is effectively linked to an annual review scheme. Staff keep updated in their practice by attending external meetings and undertaking opportunities for professional updating. Equality of opportunity is well promoted and effectively reinforced with learners. Regular observation of teaching, learning and assessment takes place. This is

undertaken within training teams and not across centres. Inspectors judged the self-assessment report to be generally accurate in relation to key strengths, but did not confirm the area for improvement. Front line staff are not sufficiently involved in producing the self-assessment report.

## Retailing and wholesaling

### Good: Grade 2

#### Context

27. There are 80 learners on work-based learning programmes in retailing and wholesaling working towards qualifications at levels 2 and 3. Of these, two are advanced apprentices, 46 are apprentices and 30 are on Train to Gain programmes. Two learners are on Programme Led Pathways. Many learners have additional learning and/or social needs. Learners are either employed or in placements with a variety of local employers and large national employers. All learners undergo an initial assessment for key skills, literacy and numeracy, and additional testing is carried out to establish support needs through the induction. Off-the-job training takes place in the training centres by qualified staff. Learners are reviewed and assessed in the workplace by ACT staff.

#### Strengths

- Good success rates for apprentices and Train to Gain learners
- Good employer involvement in training
- Very good support for learners

#### Areas for improvement

- Ineffective reinforcement of equality of opportunity in reviews

#### Achievement and standards

28. Overall success rates are good for apprentices and Train to Gain learners. The last two years have seen good success rates for apprentices in retailing and wholesaling, and for current learners it is 63%. In 2005-06, 89% of Train to Gain learners achieved their qualification. Of the current learners, 81% have been successful.
29. Learners progress quickly through their frameworks. Key skills and technical certificates are achieved mostly within the first six months of the programme. Learners on placement with local employers are being prepared for full-time jobs and many move into permanent employment before they have completed their apprenticeship.

#### Quality of provision

30. The involvement of employers in training is very good. They are involved in the initial selection of units for the NVQ. The on-the-job training that employers deliver is mapped into the NVQ at the beginning of the programme. This is constantly updated and changed to meet the needs of the learners. Many employers alter the job roles of their learners to ensure they are able to collect enough evidence for their NVQ. Employers are available for all reviews, and contribute effectively to target-setting, making sure the work is continuing to be tailored to the NVQ. Employers also invite ACT staff to their in-house training sessions so that they are able to better relate to the needs of the learners in the workplace.

31. Staff at ACT provide very good support for learners. Many of the learners have additional learning and/or social needs and these are assessed at induction. A thorough programme of support is put in place which is fully documented in the learner files and continually assessed for suitability. Initial contact is designed to introduce the learners to the NVQ. This is done well and assists them in relating the NVQ to their job role. Specialist staff from ACT are used to address the learning needs. They plan visits to the learners in conjunction with the NVQ trainers. For learners with additional social needs, trainers are flexible with their visits, offering increased visits where necessary and making sure that the learner is able to meet them even if this requires a change of venue from the employer's premises or the training centre. If severe needs are identified, trainers liaise with Connexions staff to ensure specialist help is brought in. The frequency of the reviews is increased to ensure all learners are progressing positively through their NVQ and are continuing to be motivated. Employers are involved and kept informed of all support given. Both learners and employers value highly the commitment of ACT staff to making sure the learners achieve.
32. All learners go through a comprehensive interview and initial assessment. This is flexibly delivered to take into consideration the diverse needs of many of the learners. Induction is satisfactory and is carried out at the centres or in the workplace if the learners are employed. The induction is in-depth and prepares the learners well for the programmes.
33. Effective off-the-job training is provided at the centres and is tailored to meet individual needs. There are good resources at the centres including books, audio books, computer software and DVDs. These resources are available for all ages and abilities and have been developed to help the learners progress through their NVQs. Resources are effectively used in off-the-job training, making sessions varied and interesting. All learners have access to the resources and many have made use of them.
34. The reinforcement of equality of opportunity is ineffective through the review process. Some very good work is carried out at induction to ensure learners have an awareness of equal opportunities but this is not built upon or reinforced through the review process. Trainers ask one question, which is often superficial, but this is not discussed in any depth and does not help the learners to understand the impact of equal opportunities on them in the workplace.

### **Leadership and management**

35. Staff are well supported to develop in their roles. Staff observe each other on a regular basis and record actions for development. The internal verification process is robust and ensures assessment practices are monitored effectively. Communications between the different staff is often informal but this does not have an adverse impact on the learner. Staff are involved in the production of the self-assessment report through the programme development group meetings. Some staff contribute to the self-assessment process and report by identifying strengths and areas for improvement and commenting on the text. The targets in the quality improvement plan are linked to the individual

objectives that are agreed with staff. Monthly meetings between staff and line managers contribute to the thorough management of staff performance.

## **Entry to Employment**

### **Good: Grade 2**

#### **Context**

36. ACT offers entry to employment programmes in centres in Greater Manchester, Walsall, Chesterfield and Preston. The Walsall centre subcontracts some of their learners to two local providers. Learners have individualised programmes and most learners have work placements of between one and four days. There are a total of 139 learners, of which 40% are male, 15% are from minority ethnic groups and 14% have a disability. Most learners are referred by Connexions and come from disadvantaged educational and social backgrounds. An increasing number of learners are ex-offenders.

#### **Strengths**

- Good learner achievement
- Good teaching and learning
- Particularly effective personal and vocational support
- Effective programme management

#### **Areas for improvement**

- None identified

#### **Achievement and standards**

37. Learner achievement is good. Learners increase their confidence and communication skills significantly and value this highly. They enjoy their time on the programme, work effectively in teams and are supportive of each other. At ACT's Preston centre, learners make good progress in developing their independent living skills. Attendance and punctuality are monitored well. Standards of work are high, particularly in key skills and skills for life.
38. Achievement of qualifications is good overall. The number of learners taking literacy or numeracy qualifications has increased significantly in the current year. Of these, 71% achieved a level 1 qualification in literacy and 86% achieved a level 1 qualification in numeracy. A minority of learners achieved level 2 in these qualifications. Achievement is supported by a thorough and accurate initial assessment for literacy and numeracy. Key skills achievement is good. In the current year, learners have access to a wider range of accredited awards based on individual vocational needs with a high level of achievement.
39. Progression to further training, education or employment is satisfactory. In 2005-06, the progression rate for 222 leavers was 52%. ACT's data indicates a similar rate so far in 2006-07. A pilot E2E construction group was started in February 2007. Of the 10

learners in the first group, six achieved jobs within the industry. The planning for progression is managed well with a clear focus on promoting improvement.

### Quality of provision

40. Teaching and learning are good through the use of highly individualised programmes and the effective use of a wide range of practical projects and learning activities. Projects have a clear focus on developing learners' communication skills, information and communication technology (ICT), research and teamwork skills. Activities are managed well with appropriate preparation and a clear focus on health and safety. Learners' participate well, stay on task and follow the agreed ground rules effectively. Learning programmes include useful modules in social and personal development to raise learners' awareness of sexual health and drug and alcohol misuse as well as healthy eating and diverse religions. Literacy and numeracy skills are well integrated with activities. Literacy and numeracy teaching is good. Opportunities for work placement are highly individualised and clearly linked to learners' long term employment objectives and the development of employability skills. This is supported by a range of effective jobsearch activities.
41. Staff provide particularly effective personal and vocational support. They understand the needs of their learners and are good at identifying when additional support is needed. Effective use is made of external specialists to provide additional personal support, such as for benefits, housing and mental health. Individualised support effectively promotes the development of learners' interpersonal and employability skills. ACT also provides many learners with good personal support once they have left the programme. At the Preston centre, effective links with the local Connexions service supports a high level of individual careers advice and guidance. Information, advice and guidance at the Walsall centre are appropriately provided on an individual basis.
42. Learning programmes are highly individualised and the regular review process has a clear focus on managing the learner's programme and identifying relevant support. Progress and achievement are recorded adequately on the review form. The Preston centre has introduced a pictorial format of the learner journey which allows learners to identify and record the timely progress they have made. Many short term targets on the individual review form are clear and focus on improvement in identified areas; some are not sufficiently broken down or measurable in the short term.
43. Literacy and numeracy targets in the E2E Passport are clear and measurable; others are less specific. E2E initial assessment appropriately identifies learners' individual needs. Although links between the initial assessment and the E2E Passport are adequate, some assessment of learners' personal and social development needs is not used sufficiently to establish appropriate targets.
44. Most learning environments are of a good quality and the walls are adorned with attractive displays of learners' work and achievements. The E2E base in one subcontractor is in need of refurbishment. Learning resources are of good quality and appropriate use is made of the IT facilities. Tutors are appropriately qualified. ACT provides a satisfactory range of enrichment and sport activities. In the Walsall centre, good use is made of residential projects and outward bound activities to develop team work. Some learners achieve key skills qualifications through these activities.

## Leadership and management

45. Operational management is good at centre level and is supported by cohesive teamwork. Strategic management and the sharing of good practice are effective through the programme development group for E2E which operates across the centres. Monitoring of learner progress is well managed through monthly progress and planning meetings with staff and is well supported by good reports and actions. Weekly staff meetings clearly identify learners with additional support needs who are at risk of leaving the programme early or who are making slow progress. ACT has strong links with external agencies which benefit learners. Staff have appropriate qualifications and relevant experience and many staff are working towards higher qualifications. The annual appraisal process is thorough in identifying relevant objectives and areas of professional development. Equality and diversity are promoted effectively through the curriculum. Regular observation of teaching, learning and key processes takes place within centres but not across teams or centres. The Walsall centre manages the two subcontractors effectively through regular meetings and relevant action-planning. Inspection findings agree with most of the strengths identified in the self-assessment report. ACT overestimated their judgement on learner progression.

## Appendix

## Learners' achievements

Success rates on **work-based learning apprenticeship programmes** in England managed by Age Concern Training 2003-04 to 2005-06

## Health and Social Care

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	61	48	47	23	25
		timely	56	39	31	20	17
	04-05	overall	57	46	43	32	19
		timely	64	41	31	28	13
	05-06	overall	84	51	49	45	29
		timely	82	43	33	39	18
Apprenticeships	03-04	overall	178	43	39	22	15
		timely	157	24	16	13	5
	04-05	overall	105	49	38	40	19
		timely	110	23	18	20	9
	05-06	overall	126	56	48	54	38
		timely	134	34	24	31	18

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

Success rates on **work-based learning 'Train to Gain' programmes** in England managed by Age Concern Training 2006 to 2007

Programme	End Year	Success rate	No. of learners*	ACT NVQ rate**
Train to Gain ***	05/06	overall	209	85
		timely	76	50
	06/07	overall	228	79
		timely	84	38

\* 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 and national 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 **work-based learning apprenticeship programmes** in England managed by Age Concern Training 2003-04 to 2005-06

### Retailing and Wholesaling

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	1	100	21	100	13
		timely	1	100	10	100	5
	04-05	overall	-	-	-	-	-
		timely	-	-	-	-	-
	05-06	overall	4	75	30	75	26
		timely	5	20	20	20	18
Apprenticeships	03-04	overall	25	52	37	48	27
		timely	26	15	18	15	14
	04-05	overall	53	79	43	79	32
		timely	50	74	25	74	19
	05-06	overall	84	69	51	69	47
		timely	88	66	37	66	35

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

## Success rates on **work-based learning 'Train to Gain' programmes** in England managed by Age Concern Training 2006 to 2007

Programme	End Year	Success rate	No. of learners*	ACT NVQ rate**
Train to Gain ***	05/06	overall	34	89
		timely	16	82
	06/07	overall	18	95
		timely	2	12

\* 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 and national 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'

### Outcomes on **Entry to Employment programmes** in England managed by Age Concern Training 2004 to 2006

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
04-05	231	58	50
05-06	222	54	52

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period

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