Quality and Standards in Post-16 Education and Training in Wales

A Report on the Quality of Work-Based Learning and Jobcentre Plus Programmes

in

Associated Community Training (ACT) Limited

October 2006

by

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community-based learning;
- youth support services;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies; and
- the education, guidance and training elements of Jobcentre plus.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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Introduction

Estyn inspected Associated Community Training (ACT) Limited as part of a six-year (2004-2010) national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of work-based learning and Jobcentre Plus Programmes, and the learning options available.

All inspections conducted under the arrangements apply the following principles:

• the use of a common inspection framework which is common to all sectors of education and training in Wales;

• an emphasis on the provider’s evaluation of its work;

• the involvement of a provider nominee who worked with the inspection team; and

• the inspection of a sample of provision.

The inspection took place from 16 to 20 October 2006. A team of Her Majesty’s Inspectors from Estyn, a statutory body independent of, but funded by the Welsh Assembly Government, undertook the inspection. The team included additional inspectors and peer assessors released from other work-based learning providers in Wales.

The team was required to report on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the company provides value for money.

Grade descriptors

The five-point scale used to represent all inspection judgements in this report is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>good with outstanding features</td>
</tr>
<tr>
<td>Grade 2</td>
<td>good features and no important shortcomings</td>
</tr>
<tr>
<td>Grade 3</td>
<td>good features outweigh shortcomings</td>
</tr>
<tr>
<td>Grade 4</td>
<td>some good features, but shortcomings in important areas</td>
</tr>
<tr>
<td>Grade 5</td>
<td>many important shortcomings</td>
</tr>
</tbody>
</table>

The Learning and Skills Act 2000, requires the company to prepare a written statement of the action that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.
The nature of the provider

1 Associated Community Training (ACT) Ltd is a small privately owned company based in the centre of Cardiff. It delivers publicly and privately funded youth and adult training across south-east Wales. Partnership working with a wide range of businesses and schools is a key element of its success. The company has offices in Cardiff, Bridgend and Caerphilly.

2 ACT specialises in learners achieving national vocational qualifications (NVQs) in the following learning areas:
   - Teaching Assistants;
   - Foundation for Work;
   - Information Communications Technology;
   - Retail and Customer Service;
   - Animal Care;
   - Business Administration;
   - Management and Business Improvement; and
   - Key Skills.

3 ACT employs 59 staff and five directors. It is organised in four departments:
   - Training and Assessment;
   - Schools Assist;
   - Learn About; and
   - Business Development.

4 ACT has delivered government-funded training for young people and adults since 1988. In addition it has commercial training contracts with local and national organisations. At the time of the inspection, ACT had 1058 learners undertaking Welsh Assembly Government training funded through the Assembly’s Department of Education, Lifelong Learning and Skills (DELLS).
The number of learners in training across the areas of learning inspected is shown in the table below:

<table>
<thead>
<tr>
<th>Area of learning</th>
<th>Teaching Assistants</th>
<th>Foundation for Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of learners</td>
<td>408</td>
<td>170</td>
</tr>
</tbody>
</table>

Almost 70% of the training on offer is for learners on Foundation Modern Apprenticeship programmes or Modern Apprenticeship programmes. The other learners follow the Skillbuild or Skillbuild Plus training routes.

Types of inspection

Under the current inspection arrangements, there are three types of inspection available to Estyn for the inspection of providers of work-based learning. These are full, standard and short inspections.

The designation of a particular type of inspection is based on clear criteria that determine the level of risk presented by the provider. The criteria are set out in the Work-Based Learning Guidance Handbook on the Estyn website (www.estyn.gov.uk). As a result of the application of these criteria, ACT was identified as requiring a short inspection. During a short inspection, inspectors are required to evaluate and report on:

- all seven key questions across the provider; and
- a sample of about 25% of the areas in which training is provided.

The areas for inspection in ACT are:

- Education and Training: Teaching Assistants; and
- Preparation for Life and Work: Foundation for Work.

The provider’s priorities and targets

ACT’s core purpose is:

‘To make a difference by helping people raise and realise their aspirations through providing outstanding learning programmes’.

The objectives for work-based learning in the company’s strategic plan for 2006-2011 are to:

- obtain a first class reputation as Wales leading provider of training and employment opportunities;
- be an award winning training organisation with excellent facilities for staff and learners;
- offer outstanding and competitive training within niche markets or sectors in line with the needs and priorities of the local community;
• continue to develop and maintain strategic partnerships with referral organisations, employers and sub-contractors;

• secure other funding streams in order to improve ACT’s profitability;

• develop a top class workforce with the highest rewarded staff in the sector; and

• have superb marketing and publicity to ensure ACT are well known and well respected throughout south-east Wales’.

12 ACT’s business aim is to achieve their mission ‘to offer a unique, groundbreaking range of accredited training and employment services to young people and adults in Wales’. 
Summary

Table of grades awarded

13 The inspection team judged the provider’s work as follows:

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How well do learners achieve?</td>
<td>1</td>
</tr>
<tr>
<td>2 How effective are teaching, training and assessment?</td>
<td>1</td>
</tr>
<tr>
<td>3 How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>1</td>
</tr>
<tr>
<td>4 How well are learners cared for, guided and supported?</td>
<td>1</td>
</tr>
<tr>
<td>5 How effective are leadership and strategic management?</td>
<td>1</td>
</tr>
<tr>
<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
<td>2</td>
</tr>
<tr>
<td>7 How efficient are leaders and managers in using resources?</td>
<td>1</td>
</tr>
</tbody>
</table>

Standards

14 Overall, standards achieved in each of the areas inspected are as follows:

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Teaching assistants</td>
<td>1</td>
</tr>
<tr>
<td>14 Foundation for Work</td>
<td>1</td>
</tr>
</tbody>
</table>

15 Overall, the standards of learners’ achievement are outstanding. Almost all learners develop very good practical skills and show a clear understanding of their progress towards completing their individual learning programmes (ILPs). ILPs usually include a National Vocational Qualification in the learning area that the learner is pursuing, relevant key skills and a technical certificate to demonstrate their practical competence. Successful completion results in a full qualification framework award for the learner.

16 The rates at which learners successfully complete their full qualification framework or ILP are excellent. In the teaching assistants learning programme ninety per cent of learners achieved their full qualification framework. Very few learners leave their training programme without a qualification or a job. All current learners are making very good progress towards attainment of their full qualification frameworks. Many are well ahead of the targets set out in their ILPs.
The quality of education and training

17 The quality of teaching, training and assessment in the sessions inspected is as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>66%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

18 Overall, the quality of education and training is very good, and often outstanding. All of ACT’s training staff plan the learners’ off-the-job training elements of learner’s ILPs very well. Trainers set clear aims and objectives for learners at the start of every off-the-job training session. Trainers regularly check learners’ understanding of what they are expected to do and to achieve during these sessions. Almost all of the sessions observed were interesting and stimulating.

19 All trainers encourage learners to self assess their progress in achieving their ILP and to decide their own learning goals. In the teaching assistant programme trainers meet regularly with learners to plan assessment activities in the learner’s workplace.

20 Through the broad range of training offered ACT meets the needs of learners, many of whom are from very diverse backgrounds, very well. Learners can select a training route to meet their needs from the broad range of options available including, animal care, business administration, and retail and customer service.

21 The provider has very good links with a wide range of employers and local organisations. These include Careers Wales, local higher education establishments and three other training providers, Fresh Baked; Ysgol Hen Felyn and Trinity Fields School. The provider uses these links very well to make sure that the training provides learners with progression to other learning or a job.

22 ACT plans the delivery of key skills for learners very well. Its staff integrate all key skills into all aspects of the learners’ programmes. Overall, learners’ key skills attainment is very good. This makes an important contribution to the very high attainment of full framework qualifications by learners.

23 All of the provider’s managers and staff provide an excellent level of support and guidance to learners.

24 ACT has effective and appropriate policies for equal opportunity and diversity, guidance and training for learners and staff. ACT ensures that learners and staff develop a very good understanding of equality of opportunity issues. The provider’s outreach work, Learn About, effectively targets the needs of a significant number of young people who are not in education, employment or training. Learn About staff use their very good links with other organisations, such as agencies that support the homeless and lone parents. These good links help to provide a high standard of learning within local community-based centres across south-east Wales.
The quality of leadership and management

ACT’s leadership and management are very good. The company’s directors and senior managers provide very good strategic leadership to staff. Managers set clear and realistic targets for themselves and for staff. There is a sharp focus across the company of improving the progress of learners and making sure that they achieve their goals. Staff appraisal is very good and is an important part of the company’s programme of continuous professional development. Managers encourage all staff to review their own performance and evaluate how their work contributes to the aims and objectives of the company.

ACT is committed to improving the quality and standard of learners’ achievement throughout its provision. There is a good balance between ACT’s monitoring of its contractual targets with DELLS and the targets it sets for the quality of training it delivers and the outcomes achieved by learners. ACT’s quality management group regularly reviews issues which impact on the quality of provision. This work is having a positive impact on improving consistency and sharing of good practice across training in all of the training programmes.

All staff have a very good understanding of the company’s self-assessment process. The company involved all staff in the self-assessment approach through a series of workshops. ACT’s self-assessment report takes a critical and honest approach of its performance. However, managers did not fully evaluate learners’ performance data in each separate department or with the partners involved in the delivery of ACT’s training programmes.

The company has sufficient staff to deliver its training programmes. In the off-the-job training sessions, the ratio of staff to learners is good. This ensures that learners have a high level of individual support.

All learners benefit from an excellent range of learning and teaching resources provided by both ACT and its partners. These include a music recording studio and film making facilities. ACT also makes very good use of external funding, such as the European Social Fund, to support its strategic objectives.

Most accommodation is of a very good standard. It provides a stimulating learning environment for learners. Overall, ACT provides very good value for money.
31 In order to improve, ACT needs to:

R1 fully embed all quality processes and procedures across the company and with partners;

R2 formalise systems to share good practice in all aspects of training and assessment, particularly in its teaching assistant programme;

R3 make better use of performance data from its separate departments and partners to inform its planning for improvement; and

R4 make sure that all training rooms provide an appropriate setting for the delivery of all training activities.
Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

32 The standards of achievement in the sessions observed are as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>53%</td>
<td>41%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

33 Overall, standards achieved in each of the areas inspected are as follows:

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Teaching Assistants</td>
<td>1</td>
</tr>
<tr>
<td>14 Foundation for Work</td>
<td>1</td>
</tr>
</tbody>
</table>

Their success in attaining their agreed learning goals

34 Overall, standards of attainment in the Teaching Assistants and Foundation for Work inspection areas are outstanding.

35 All learners achieve very good standards of work in all of their learning areas. Learners develop a high standard of practical skills and knowledge in their subject. This helps them progress into or develop further in their job roles. All learners on the Skillbuild programmes have a very good understanding of what they need to do to complete their ILP. Learners use the advice given by training staff, after initial assessment to help them choose their learning goals and to decide on appropriate qualification aims from the wide range available.

36 The rates at which learners on the Teaching Assistants programme complete their qualifications are outstanding. The rate of successful ILP attainment for learners following the Foundation for Work programme has improved substantially over the last three years.

Their progress in learning

37 All current learners are making excellent progress towards their learning objectives. Learners achieve very high standards in their knowledge, understanding and skills in their learning area. All learners understand that they have to meet targets set by the tutor, in order to progress on their training programmes. Learners participate fully in their assessment planning and reviews and know what they have to do to achieve their qualifications.

38 All learners make good progress in improving their basic and key skills. Nearly all learners who leave the Skillbuild programme attain either key or basic skills qualifications.

39 In both inspection areas, all learners take great pride in their work. Their work is of a very high standard and well presented in their NVQ evidence portfolios.
Development of personal, social and learning skills

40 Almost all learners are well-motivated and enthusiastic in their learning. On the Skillbuild programme, a few learners lack commitment when they begin their courses. Tutor support and encouragement helps these learners soon to become engaged in learning. All learners training to become teaching assistants are highly motivated and committed to achieving their qualifications. Work colleagues in schools value them and learners make an important contribution to the effective support of children in the school.

41 All learners understand the need to be punctual and attend work or the training centre regularly. Learners have a good awareness of health and safety in the work place. All learners have a good understanding of equality of opportunity and of diversity relating to their work.
The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

The quality of teaching, training and assessment in the sessions inspected is as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>66%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Overall, teaching, training and assessment is very good, and often outstanding in both of the learning areas inspected. One quarter of the sessions observed had very good or outstanding features. None of the sessions inspected were unsatisfactory.

Almost all trainers plan off-the-job training sessions for learners very well. They set clear aims and objectives at the start of every session. During the session trainers share these with learners and regularly check learners’ understanding of what they are expected to do and to achieve.

Teaching and training sessions

Trainers deliver a wide range of effective, well planned off-the-job workshop sessions for learners. The workshops are designed to meet the different learning needs of all learners. ACT takes these sessions to the learners by holding them at local training centres and at flexible times to suit learners’ needs. As a result the majority of learners attend these sessions regularly. The variety and quality of workshops and resources available for learners, particularly in ICT is excellent.

All trainers work very well with learners. The high quality of trainers’ teaching and training activities means that many learners fully engage in formal learning activities often for the first time. Most learners progress far beyond those targets initially identified in their learning plans. Many of the Foundation for Work learners achieve beyond their expectations, as they often have no confidence in how much they can achieve. Many Teaching Assistant learners continue their formal learning in their school, after they have left their programmes.

Almost all of the sessions observed during the inspection, were interesting and stimulating for learners. This helped learners to become fully involved in their learning. In all cases trainers help learners to achieve, develop their skills further and to produce work of a high standard. All trainers nearly always challenge learners effectively. However, in the Teaching Assistants programme, in a very few instances, trainers do not always challenge the more experienced learners well enough to fully extend their knowledge and understanding of the values and culture important to their job roles.
Working relationships between trainers and learners

All trainers support learners very well, both in their learning and with personal issues. They visit learners regularly in their workplaces. Trainers work flexibly with learners often outside of their working hours. In the Foundation for Work programme some trainers provide extra support for their learners by acting as a mentor and working one-to-one with individual learners.

Equality of opportunity

ACT actively promotes the theme of respect and equality for all throughout its training programmes. All trainers have a high respect for their learners and the majority of learners reciprocate. Trainers address issues relating to equality of opportunity very well. In Foundation for Work programmes, off-the-job training sessions often start with a reminder of the importance of showing respect for peers. In the Teaching Assistant programme learners address issues of diversity and equal opportunity well as an important part of their programme.

Almost all learners on the Teaching Assistants programme choose to work through the medium of English. One Welsh speaking trainer supports the very few learners who have chosen to undertake their programme bilingually. A few trainers deliver conversational Welsh workshops to those learners on the Teaching Assistant programme who want to improve their Welsh language skills. In the Foundation for Work programme trainers teach and assess learners through the medium of Welsh if this is what they prefer. All trainers on the Foundation for Work programme provide learners whose first language is not English or Welsh appropriate support.

All trainers review learners’ progress towards their qualifications regularly. Trainers encourage learners to assess their own work and to decide their own learning goals. In the Teaching Assistants programme trainers meet regularly with learners to plan assessment activities in their workplaces. They encourage learners to take a full part in this planning and to set their own assessment targets.

All trainers give learners constructive and detailed oral and written feedback on how well they are doing. Trainers keep all employers fully informed about the progress of the learners who work for them, or have a work placement with them.
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

50 ACT delivers training which is a very good match to the needs of learners and the wider community, including community-based learning. Learners from a diverse range of backgrounds can select a training route to meet their needs from a broad range of options.

51 For many learners, the training at ACT provides their first chance to achieve success in education. All staff at ACT work hard to make sure that learners gain more than just qualifications from their training. They very successfully help learners to develop personal and social skills and to find employment.

52 ACT encourages learners to progress from Foundation for Work programmes onto Modern Apprenticeships. Overall, the progression of most learners is very good on all programmes.

53 The provider has very good links with a wide range of employers and local organisations. This includes Careers Wales, local higher education establishments and a successful working partnership with three other training providers, Fresh Baked, who specialise in delivering management qualifications; Ysgol Hen Felyn and Trinity Fields School who deliver the teaching assistants programme. ACT uses these links very well to make sure that training provides a progression for learners to other learning or a job.

54 When ACT cannot meet learners’ future training needs, its staff make sure that learners get good advice from Careers Wales to help them select an alternative provider.

55 ACT’s staff work well together to improve the basic skills level of all learners. Trainers accurately identify the basic skill needs of all learners. All staff draw up individual learning plans for learners which take very good account of learners’ basic skill support needs. Many learners who get support in basic skills make significant progress and gain basic and key skills qualifications.

Key skills and confidence building

ACT plans the delivery of key skills very well. Staff integrate all key skills into all aspects of learners’ programmes. This helps many learners to achieve level 1 key skill qualifications, instead of basic skills qualifications. All learners are involved in charity fund raising events, such as Children in Need, for local, national and international charities. Training staff arrange these events as projects that encourage learners to interact with other learners and members of the community. This has a significant impact on learners’ self-confidence. ACT also makes excellent use of the charity work to develop learners’ entrepreneurial awareness when they evaluate the financial success of their team. Learners’ involvement and experience gained in the charity projects contributes well to their attainment of key skills.
Many staff also organise many extra activities such as outward bound courses, project work, such as historical Welsh monuments and numerous visits to Welsh heritage sites. These successfully broaden and enrich learners’ experiences. Almost all learners take part in many community based projects. ACT plans this work so that learners develop research skills while increasing their community awareness.

Most employers work very well with ACT to plan very good learning experiences for the learners in their workplace. As a result, learners carry out a broad variety of tasks in their jobs and work placements. ACT has developed an extensive range of activities designed to enhance its delivery of work related education. This includes the introduction of formal job search qualifications and a range of presentations by visiting agencies and potential employers.

ACT has a comprehensive Welsh Language Policy. Those learners who request it get training and assessment through the Welsh language. Learners on all programmes take part in project work which develops their knowledge of cultural, economic, environmental and historical characteristics of Wales. Learners on the teaching assistants programme take part in workshops on the Curriculum Cymraeg and Welsh language lessons.

ACT encourages all learners to recognise the importance of recycling and learners take part in environmental initiatives. Learners on the Foundation for Work programme are successfully involved in local environmental landscaping projects.

**Social inclusion**

ACT’s outreach department, Learn About, takes learning to many disadvantaged communities in south-east Wales. The programme helps people to take part in learning by removing many of the barriers such as travel and a fear of an unknown environment. Learn About makes very good contribution to the local and Welsh Assembly Government priorities for lifelong learning and community regeneration.

This work very successfully widens participation. It engages over sixty learners from disadvantaged communities in training and employment. Many of the learners are young people who have dropped out of education and employment. These young people often also have significant social and personal issues. A considerable number of adult learners on the programme have mental health issues and basic skills needs.

ACT works closely with a number of strategic partners to meet the diverse needs of their learners on the programme. These partners include groups that support more vulnerable and marginalised learners, such as social services, housing and homeless services, the local youth offending team and the probation service.

The programme supports the social inclusion of these learners who have often not had any previous success in education very well. ACT is very successful in helping learners to take their first step onto the qualifications ladder.
Partnership work

The successful partnership between ACT in Bridgend and the local Llamau Housing Association brings considerable benefits to ACT’s learners. Llamau’s Learning for Life (L4L independent living) programme operates from the ACT premises. The programme offers a range of opportunities for Llamau’s tenants to develop independent living skills.

Due to the close proximity of the two providers, learners from each provider take advantage of the opportunities within each. This allows learners to access formal and informal learning opportunities at their own pace. This approach engages many learners who may not have otherwise taken part.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

60 All managers and staff provide an excellent level of support and guidance to learners. As a result of the support and guidance learners often achieve beyond their expectations. Many of the learners are from disadvantaged backgrounds. ACT’s clear strategies focus on ensuring that support is very responsive to the individual needs and aspirations of learners, regardless of their circumstances.

61 Staff provide very helpful information, including ‘how to behave in the training centre’, details of support agencies for alcohol abuse and housing, to learners during induction programmes. The effective induction helps learners to get off to a very good start on their training programme.

62 ACT’s staff provide a lot of learning support through initial assessment, individual learning plans and regular progress reviews. The staff match learners’ training programmes to learners’ preferred style of learning. This makes sure that all learners make very good progress. Staff work very closely with learners to help them to identify clear goals in relation to their future employment and progression onto higher qualifications. In a very few cases, particularly on shorter work preparation courses, trainers do not set specific enough goals for learning. This can sometimes make it difficult to measure learners’ progress.

63 The provider’s initial assessment of learners takes very good account of all the wider circumstances affecting learners, such as being homeless. As a result, learners receive very good and often outstanding support in a wide range of areas that may have an impact on their achievement.
### Personal support

Learners receive high quality personal support through the services of a specialist counsellor. The counsellor visits ACT’s Cardiff centre every week and spends a considerable amount of time with learners who are experiencing personal problems which impact on their progress.

The counsellor and another member of ACT staff have received training in an anger management programme operated by Leeds Youth Offending Team. They use the knowledge and skills gained from this training to give specialised support to learners who have difficulties in managing their own behaviour. To date, the impact on learners’ behaviour has been encouraging to the extent that all learners will have access to this course within the next few months.

64 All ACT’s managers and staff have very good links with other organisations, such as Careers Wales, Jobcentre Plus and the YMCA. They use these links to access high quality professional advice and support for learners. The advice and support covers issues such as sexual health, homelessness, drugs, self harm, and healthy living. In addition, learners make well informed decisions about their future through regular access to careers advice.

65 ACT uses clear policies, guidance, and training to make sure that staff and learners develop a very good understanding of equality of opportunity issues. The provider records appropriate statistics on the background of learners and staff in order to analyse trends and respond to any issues in relation to equality of opportunity.

66 ACT’s relationships with employers are very good. The provider encourages employer involvement in the development and support of learners. The provider is currently reviewing its practices, to make sure every employer is involved in the review process.

67 ACT’s staff closely monitor the punctuality and attendance of learners and address any problems very promptly. Staff pass on a very strong work ethic to learners. Staff make sure that learners are clear about their responsibilities in their training. This results in a focused and supportive learning environment that is very successful in engaging individuals who have not responded well to other educational settings.

68 ACT provides learners with a ‘standards card’ which outlines responsibilities and its expectations of them. As part of ACT’s healthy living focus, this card also gives learners discounts on healthy meals from a local café.

69 ACT has comprehensive safeguarding procedures in relation to both children and vulnerable adults. All existing staff have undergone an enhanced Criminal Records Bureau (CRB) check and new staff are subject to a CRB check prior to the start of their employment. All learners employed as teaching assistants have a CRB check carried out by the school. Learners following the Skillbuild Plus programme for teaching assistants have a CRB check carried out by Cardiff LEA before starting their training.
Learners are clear about how to make a complaint. The procedure is covered during induction and is available as part of their induction pack. Staff appropriately record grievances or complaints and there is an effective investigation process.
Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

71 ACT’s managing director is responsible for setting the strategic direction of the business. Together with senior managers, he has established a staffing structure and framework of processes and procedures. These provide ACT with a good overview of the performance of the business and help them to make informed decisions for future planning. Directors and managers communicate the core values and aims of the company effectively to all staff through away days and meetings. There is a strong focus within the organisation on delivering high quality training and education for learners.

72 The company has a business plan with clear objectives for the delivery of training across the organisation. The objectives take good account of the DELLS regional statement of needs and priorities as well as those of the Welsh Assembly Government’s Annual National Learning and Skills Assessment. Directors, managers and staff see work-based learning as key to meeting local skills needs and widening participation. This is working particularly well through the Learn About community based work.

73 All managers set clear and realistic targets for themselves and for staff. There is a sharp focus across the company on improving the progress of learners and making sure learners achieve all of their goals. Staff are enthusiastic and very committed to maximising the potential of all learners.

74 Communication at all levels within the company is very good. The directors hold an annual meeting with all staff. At this meeting, they share the success of the company in the past year; discuss the targets set out in its contract with DELLS for the coming year; and consider how all staff will work towards achieving them. This approach is very effective in motivating staff in their work. Managers meet regularly with each other and with teams to share information and discuss operational and strategic issues.

Inclusive management

All managers use annual appraisals very effectively with staff to identify staff’s strengths and development needs. They encourage all staff to review their own performance and evaluate how their work contributes to the aims and objectives of ACT particularly in relation to the learner and the impact that their performance has had on the outcomes of learners. The culture of the company is open and honest. Equally they give staff good support where staff have made mistakes or had problems in their work. The company place a high value on staff’s work-life balance, such as offering flexible working hours and additional holiday entitlement. The company motivates its staff through ensuring that they have the necessary resources that they need to do their job, for example the provision of mobile phones, company cars, good IT hardware and software and ready access to appropriate training.
The company has a detailed overarching plan for staff training and development. Managers effectively link staff training and development planning to company and national priorities. For example, the company is well on the way to its target of all training staff to become qualified teachers by 2008. All staff are encouraged to work towards further qualifications. The directors and managers are committed to promoting and supporting a culture of lifelong learning by supporting staff who wish to study towards further qualifications.

In addition, the company have given senior managers a sound structure with which to manage a significant growth in the number of learners, while maintaining secure quality systems.

Directors have very good links with other work-based learning providers. They use these links well to work together on common issues, such as key skill development. The directors have recently been involved in supporting another provider to help it to improve quality and standards.

### Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

**Grade 2: Good features with no important shortcomings**

ACT is committed to improving the standards of learners’ achievement and the quality of its provision. All managers are self-critical and use regular staff meetings to promote improvements in training and support for learners.

Managers strike a good balance between monitoring DLAND’s contractual targets and those which relate to the quality of training and the outcomes of learners. There are a good range of formal quality processes in place. These include standardisation of work across all departments and working partners; peer observations and quality audits. However, occasionally, there are inconsistencies in the quality of learners’ records.

The provider’s quality management group regularly reviews the quality of its provision. This has a positive impact on improving consistency and sharing of good practice across training programmes. The group does not yet include members from all of ACT’s departments and working partners. However, ACT communicates well with its working partners about the quality of their delivery.

In addition to the quality management group, a quality assurance team, made up of training staff, carries out robust observations of training. These provide critical evaluations of the quality of sessions, with actions for follow up where needed. For example, when an observation identifies a development need for a trainer, the team arranges for them to shadow a more experienced trainer. The process is new in some of ACT’s provision. As a result, some staff do not have enough formal opportunities to share good practice in the delivery of training.

All managers have recently introduced a system to analyse learner outcomes and to monitor the performance of current learners. This new system splits the analysis of performance data into the various departments and partners. Middle managers are beginning to make good use of the breakdowns for target setting.
All managers use questionnaires to gather the views of learners and employers. However, the response rate is sometimes low. ACT carries out an overall analysis of learner and employer feedback to identify and act on areas in need of improvement. For example, ACT amended the induction programme for learners in response to issues emerging from this analysis.

Before the inspection, ACT’s senior managers produced an overall self-assessment report across all the provision. The process involved all staff through a series of workshops. As a result, ACT staff have a very good understanding of the self-assessment process. They are able to clearly identify areas where they need to improve.

The grades awarded by the senior management team are a very good match with the grade judgements of the inspection team. The self-assessment report takes a self critical and honest approach. However, not all managers fully evaluated learners’ performance in each separate department and working partner.

ACT’s quality development plan places the highest priority on areas which impact directly on the experiences of learners, such as attainment of qualifications. Management meetings provide a good focus for the effective monitoring of the progress towards action points in the plan.

The provider’s separate departments and partners also have their own quality development plans. These plans support the overall priorities of the company. However, the lines of responsibility for monitoring these plans are not always clear.

ACT has made good progress in meeting the recommendations of the previous Estyn inspection report in 2001. Since the last inspection, the company has maintained the grade for Foundation for Work at a Grade 1.

**Key Question 7: How efficient are leaders and managers in using resources?**

<table>
<thead>
<tr>
<th>Grade 1: Good with outstanding features</th>
</tr>
</thead>
</table>

ACT and its partners have enough staff to deliver all their training programmes. In off-the-job training sessions the good number of staff to learners’ ratio ensures that learners have a lot of individual support. This support helps learners to make very good progress in their learning.

All ACT’s staff are generally very well qualified and experienced. Nearly all of the training staff are qualified teachers or are working towards teaching qualifications. Many staff have specialist qualifications such as mentoring and youth work.

All staff have detailed job descriptions which reflect their current responsibilities. They have a good understanding of their job roles. All new staff undertake a very effective induction programme. Newly appointed staff have a mentor to support them. They also have many opportunities to shadow more experienced staff. This helps them to successfully take on their new roles.
92 All ACT’s staff take part in a wide range of good training and development activities. These activities have a clear link to the company’s strategic objectives of continuing to improve the learner’s experience. Examples of current staff development include coaching and mentoring, anger management and managerial skills. There are detailed staff development plans for all departments.

93 Whilst ACT is currently able to provide bilingual support and training for Welsh learners it continues to try and increase the number of training staff who have these skills. For example, three staff have registered on a Welsh Assembly funded programme which supports the development of bilingual skills for staff working in education and training.

94 Learners benefit from a very good range of learning and teaching resources provided by both ACT and its partners. For example, learners have access to up-to-date ICT based equipment and online and visual learning resources. Resources available at centres in the community include a music recording studio, art and design studios, drama and film making facilities. These high quality learning resources give learners very good opportunities to develop and extend their skills.

95 ACT also makes very good use of its strong links with external organisations such as the Army and the RISE\(^1\) network. These links help learners to access many specialist resources for training, support and enrichment experiences for learners.

96 The company also makes very good use of external funding to support its strategic objectives. For example, through Learn About its community subdivision, ACT made a successful bid for European funding. This funding helped it to set up a state-of-the art digital laboratory for learners utilising its Learn About community training.

97 ACT has two main training centres for the delivery of its programmes in Cardiff and Bridgend. In addition, it uses five centres in the community and the three centres managed by its partners. ACT has an appropriate focus on health and safety arrangements.

98 Most accommodation is of a very good standard. It provides a stimulating learning environment. However, on occasions the training rooms in the Cardiff centre are overcrowded. This sometimes makes it difficult for one-to-one training activities. This issue has been addressed by the company and work is in progress to make the necessary changes to its premises in order to provide larger training rooms. Where access to upper floors is difficult for learners with disabilities, staff make good alternative arrangements on the ground floor.

99 All managers monitor the cost-effectiveness of all training programmes. They make sure that staffing and spending decisions meet learners’ needs and the priorities of the company. The results of a Welsh Assembly Government pilot to benchmark services in post-16 education show that ACT provides high added value to learners at a lower cost than the sector average.

\(^1\) RISE is a strategic partnership of local authorities, CCETs, voluntary sector and further education and higher education institutions that operates across the five county borough areas of the former Gwent.
100 Senior managers have recently set up a quality management resources group. This group reviews existing internal resources and identifies future needs, such as increasing the bank of bilingual learning resources.

101 Standards are very good and often outstanding in the two learning areas inspected. Overall, the number of learners who leave without any qualifications or a job is very low. In Foundation for Work, ACT adds substantial value to the achievement of learners who generally start their training with little previous success. Overall, ACT gives very good value for money.
Standards achieved by learners in the areas inspected

13 Education and Training: Teaching Assistants

Grade 1: Good with outstanding features

Summary of provision in Education and Training: Teaching Assistants

102 ACT delivers Teaching Assistant programmes in three centres, Ysgol Hen Felin and Trinity Fields School and its own, Schools Assist, department.

103 At the time of the inspection, 408 learners were working towards Teaching Assistant National Vocational Qualifications (NVQ) at level 2 Foundation Modern Apprenticeship programme or level 3 Modern Apprenticeship programme. All learners are employed in schools. Learners on the Work Based Learning for Adults programme, which provides opportunities for unemployed adults to work towards an NVQ and to find work, have good work placements in a variety of schools.

<table>
<thead>
<tr>
<th>Number of learners in training</th>
<th>Modern Apprenticeship</th>
<th>Foundation Modern Apprenticeship</th>
<th>Work Based Learning for Adults</th>
<th>Total learners in centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Assist</td>
<td>117</td>
<td>27</td>
<td>8</td>
<td>152</td>
</tr>
<tr>
<td>Ysgol Hen Felin</td>
<td>150</td>
<td>0</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>Trinity Fields</td>
<td>76</td>
<td>0</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td>Total learners</td>
<td>343</td>
<td>27</td>
<td>38</td>
<td>408</td>
</tr>
</tbody>
</table>

104 The qualification framework for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the table below:

<table>
<thead>
<tr>
<th>Framework</th>
<th>Application of number</th>
<th>Communication</th>
<th>Information Technology</th>
<th>Working with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 1</td>
<td>N/A</td>
</tr>
<tr>
<td>Modern Apprenticeship</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Success in attaining agreed learning goals

105 During the period 2005 to 2006, learners’ attainment of qualifications was outstanding. All of the Foundation Modern Apprentices and 90% of the Modern Apprentices who left the programme attained their full framework qualification. Learners’ attainment of NVQs on the Work Based Learning for Adults programme is very good. Seventy six per cent of learners achieved the goals in their Individual Leaning Plan. Ninety two per cent gained employment when they left their programme. Most leavers also achieved a variety of work-related short courses such as first aid, behaviour management and Incidental Welsh during their time on the programme.
106 All current learners are making very good progress towards achieving their qualification frameworks. Most learners are on target to achieve their qualification frameworks well within the agreed timescales. Twenty Modern Apprentices from the Trinity Fields Centre were waiting for technical certificates to arrive from the awarding body to complete their framework, and seven learners from Schools Assist were waiting for NVQ certificates.

<table>
<thead>
<tr>
<th>1 August 2005 to July 2006</th>
<th>New starters during this period</th>
<th>Total leavers this period</th>
<th>Leavers gaining full NVQ and no key skills</th>
<th>Leavers gaining full ILP</th>
<th>Leavers gaining part NVQ</th>
<th>Destinations of leavers who did not gain any qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Apprenticeship</td>
<td>194</td>
<td>49</td>
<td>5</td>
<td>44</td>
<td>0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Work-Based Learning for Adults</td>
<td>51</td>
<td>21</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>3 0 2</td>
</tr>
</tbody>
</table>

Progress in learning

107 All learners achieve very high standards in the knowledge, understanding and skills in their programme area. They understand that they have to meet targets set out in their ILP, in order to progress on their programmes. They participate fully with their training adviser in their assessment planning and reviews and know what they have to do to achieve their qualifications.

108 Almost all learners are proud of their work and have well organised, clearly referenced NVQ portfolios. Many carry out independent research in their specialist areas and describe the ways in which the programme has given them more insight into the individual needs of pupils, giving them greater work satisfaction.

109 Very few learners choose to work through the medium of Welsh. However, several learners benefit from the Incidental Welsh workshop where they can develop their Welsh language skills. Many learners gain additional key skills and work related short courses over and above the requirements of their qualification frameworks. All learners follow well-planned programmes of work.

110 All learners have very good working relationships with their trainers and assessors. They identify opportunities to gather evidence with their assessors and have ‘ownership’ of their learning and assessment.
Learner's comments

One group of learners on the Work Based Learning for Adults programme described the way in which the course and the opportunity to gain qualifications had increased their confidence in schools in which they worked.

'I hated school and left without any qualifications and never thought I would be working in a school helping children to read'.

'I never had the confidence to join in meetings. Now I speak out when I have something to say that could make a difference to the way the child's support is planned'.

'I am learning so much from working with these young people. It gives me such a sense of satisfaction; I wish I had done this years ago'.

Development of personal, social and learning skills

111 All learners are highly motivated and are committed to achieving their qualifications. Work colleagues value them and they make an important contribution to the effective support of children in the school.

112 All learners regularly attend workshops and courses organised by ACT and their employers. They meet with other learners and share creative ideas and approaches to best practice. Learners participate well in these sessions and support each other in issues relating to employment and professional practice. Most learners participate in ‘out of hours’ activities, such as running after school clubs.

113 Most learners describe considerable growth in self-esteem and increased confidence in their personal and working lives through undertaking their learning programmes. Many learners have discovered they enjoy learning and have enrolled on further and higher education courses and are determined to continue with their learning beyond their current course.

14 Preparation for Life and Work: Foundation for Work

Grade 1: Good with outstanding features

Summary of provision in Foundation and Work

114 In the last year to July 2006, participation in the programme has grown substantially. At the time of inspection, there were 170 learners on the Foundation for Work programme.

115 Many learners take part in Foundation for Work programmes at ACT’s centres in Cardiff and Bridgend. Other learners attend training as part of the Learn About scheme, which takes place at partner venues in Communities First areas in south east Wales. Learn About delivers programmes in Newport, Caerphilly, Bettws and Risca.
### Learning routes

<table>
<thead>
<tr>
<th></th>
<th>Number of learners in training</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Skillbuild Youth</td>
<td>122</td>
</tr>
<tr>
<td>Skillbuild Adult</td>
<td>48</td>
</tr>
<tr>
<td>ACT Skillbuild Youth</td>
<td>76</td>
</tr>
<tr>
<td>Skillbuild Youth Learn About</td>
<td>46</td>
</tr>
<tr>
<td>ACT Skillbuild Adult</td>
<td>33</td>
</tr>
<tr>
<td>Skillbuild Adult Learn About</td>
<td>15</td>
</tr>
</tbody>
</table>

### Success in attaining learning goals

116 Almost all learners achieve the learning goals set out in their ILPs, this despite a background of considerable disadvantage, such as being in care or homeless. The degree of disadvantage is particularly severe for the majority of learners taking part in the Learn About provision, so their success is outstanding.

117 Learners have a very good understanding of what they need to do to achieve their ILP. Learners use the advice given by ACT, after initial assessment to choose learning goals and decide on appropriate qualification aims from the wide range available, such as business administration, retail and customer service.

### Skillbuild leavers/completers 1/8/05-31/7/06

<table>
<thead>
<tr>
<th></th>
<th>New starters</th>
<th>Total leavers</th>
<th>Leavers gaining other qualifications (fork lift truck, first aid)</th>
<th>Leavers gaining ASDAN</th>
<th>Leavers gaining 1-2 key skills</th>
<th>Leavers gaining 3 or more key skills</th>
<th>Leavers gaining full ILP</th>
<th>Leavers gaining Goals or Pacific Institute</th>
<th>Leavers gaining basic skills</th>
<th>Destinations of leavers who did not gain any qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillbuild Youth</td>
<td>267</td>
<td>248</td>
<td>181</td>
<td>39</td>
<td>115</td>
<td>109</td>
<td>117</td>
<td>235</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Skillbuild Adult</td>
<td>155</td>
<td>145</td>
<td>119</td>
<td>23</td>
<td>72</td>
<td>77</td>
<td>54</td>
<td>130</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Total Skillbuild</td>
<td>422</td>
<td>393</td>
<td>300</td>
<td>62</td>
<td>187</td>
<td>186</td>
<td>171</td>
<td>365</td>
<td>26</td>
<td>29</td>
</tr>
</tbody>
</table>

118 Almost all learners on the Skillbuild programme have been successful in achieving their full individual learning plan over the three year period to July 2006. In the year 2005 to 2006, 93% of adults and 89% of youth learners achieved their individual learning plan.

### Skillbuild leavers/completers 1/8/05-31/7/06

<table>
<thead>
<tr>
<th></th>
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<th>Leavers gaining basic skills</th>
<th>Destinations of leavers who did not gain any qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillbuild Youth</td>
<td>149</td>
<td>122</td>
<td>116</td>
<td>18</td>
<td>62</td>
<td>84</td>
<td>35</td>
<td>110</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Skillbuild Adult</td>
<td>31</td>
<td>29</td>
<td>22</td>
<td>5</td>
<td>17</td>
<td>18</td>
<td>6</td>
<td>25</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Total Skillbuild</td>
<td>180</td>
<td>151</td>
<td>138</td>
<td>23</td>
<td>79</td>
<td>102</td>
<td>41</td>
<td>135</td>
<td>84</td>
<td>0</td>
</tr>
</tbody>
</table>

119 Thirty per cent of all Learn About learners progressed to higher levels of learning in the year 2005 to 2006. Seventy nine per cent of adult Learn About learners progressed to further learning at a higher level in the same year. Twenty one per cent of adult leavers went into employment. All adult Learn About leavers gained qualifications or went into work, or both. Only 6% of all leavers did not achieve a qualification or go into employment.
120 Learners make good progress in improving their basic and key skills. Nearly all leavers attain either key or basic skills qualifications. Many learners attain qualifications in some of the wider key skills as well as core key skills. Almost all learners gain an ICT qualification early in their programme and are then able to apply their computer skills while working on projects and towards other qualifications.

**Progress in learning**

121 Almost all learners make excellent progress during their course and gain useful new skills, knowledge and confidence. Learners' progress is very good against the targets in their ILPs. Most learners gain a few qualifications and progress to more advanced learning during their course. Learners acquire both personal and job-related skills. They are aware of the importance of punctuality, regular attendance and good teamwork in a work setting.

122 All learners have a very good understanding of how well they are progressing and value their achievements. Learners appreciate the respect, support and encouragement given by trainers and assessors.

123 All learners take part in monthly reviews to identify and record their progress. As they grow more confident and achieve initial goals, they set new and more challenging targets with their trainers and extend their learning goals.

124 There are many outstanding examples of success and progress by Learn About learners who have come through difficult life experiences. These include homelessness, drug abuse, self-harm or a childhood in the care system. Many learners overcome their personal problems to achieve vocational qualifications, full-time employment and a significantly more positive future.

**Development of personal, social and learning skills**

125 Almost all learners are well-motivated and enthusiastic in their learning. A few learners lack commitment when they begin their courses. However, with the encouragement of the tutors, they soon become engaged in their learning. Generally, all learners work purposefully and productively towards achieving their learning goals.

126 Most learners develop good social skills and confidence, often despite considerable personal problems. They interact well with other learners from a wide range of backgrounds and of different ages, and treat others with respect and consideration. A few learners successfully take on challenges after attending their courses for a time, such as acting as Learner Representative who puts forward the views of all learners to the management team.

127 Almost all learners' work is of a high standard and well presented in portfolios. All learners take great pride in showing their work to others. Many learners produce very well researched project work on topics relevant to the workplace and other interests, while working towards an ASDAN\(^2\) qualification.

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\(^2\) ASDAN – approved awarding body offering programmes and qualifications to develop key skills and life skills.
128 When, occasionally, a learner behaves inappropriately, tutors and assessors address the issue sensitively in review meetings and workshop sessions. Almost all learners improve their behaviour during their course, where there is a need.

129 Almost all learners understand the need to be punctual, attend regularly and inform staff promptly of reasons for absence. The majority of learners have a good awareness of health and safety both in the training centres and in work placements.
The provider’s response to the report findings

We are delighted with the findings of the inspection which highlighted and recognised the hard work, effort and commitment we put in to providing quality learning programmes for our learners. We recognise there are still issues and challenges to be addressed and we will be working on these in the year ahead. We are very much aware that the funding we receive to deliver these programmes is public money and we therefore have a huge responsibility to use it to make a real, positive difference in the lives of our learners and the part that will play in turning Wales into a learning country. We will therefore continue to further develop and deliver innovative, ground breaking, first class provision and continue to work towards our strategic aims.
Appendix 1

The evidence base of the inspection

Inspectors visited:

- a sample of learners in the workplace and during off-the-job training at the provider’s training centre; and
- a variety of other activities delivered by Associated Community Training (ACT) including the Learning about centres in the community.

Members of the team held meetings with:

- directors, senior and middle managers, training advisers and a wide range of staff;
- learners in on-the-job and off-the-job locations; and
- employers.

The team also considered:

- a selection of learners’ work and records of achievement; and
- comprehensive documentation provided both before and during the inspection.
# Appendix 2

## The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Barnard HMI</td>
<td>Reporting Inspector</td>
</tr>
<tr>
<td>E. Arthur HMI</td>
<td>Deputy Reporting Inspector</td>
</tr>
<tr>
<td>C. Hooper HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>B. Hayward HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>J. Wood</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>D. Grant</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>N. Shelswell</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>R. Rowett</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>B. Moseley</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>G. Zimmerman</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>R. Williams</td>
<td>Provider nominee</td>
</tr>
</tbody>
</table>