



## GP Strategies Training Limited

### Self-Assessment Report January 2016

Vice President:	Dave Martin
Director of Quality:	Sharron Symon
Authored by:	Sharron Symon
Reviewed by:	GP Strategies Senior Management Team
Approved by:	GPSTL Board of Governance
Signature:	
Authorised:	15.01.16

## Table of Contents

1. Introduction to Organisation .....	3
2. Operating Environment .....	3
3. Annual Strategic Review .....	4
4. Self-Assessment Environment .....	4
5. Mission, Vision, Targets and Goals.....	5
6. Quality Management System Arrangements.....	6
7. Summary of Progress since Last SAR .....	9
8. Scope of Provision – Apprenticeships.....	10
9. Scope of Provision – Traineeships .....	11
10. Scope of Provision – 24+ Learning Loans .....	11
11. Scope of Provision – Subcontractors .....	11
12. 2015/2016 SAR Summary of Findings.....	11

## **I. Introduction to Organisation**

GP Strategies Training Limited (GPSTL) is a UK based subsidiary of GP Strategies Corporation of America. The Company is a global performance improvement company and global leader in customized training, outsourcing, engineering and consulting solutions.

Founded in 1966, the Company has over 2500 employees including 723 in the UK with offices worldwide.

GP Strategies brings a unique set of skills and knowledge to its clients and therefore, can deliver unrivalled training related services and business solutions.

We are committed to giving customers added value, from the identification of a training need through to the management of the training process and uses project teams, which bring together its collective resources and form solutions best suited to customer needs.

Our diverse experience provides the opportunity to bring customers the best practices from a wide range of industries and organisations.

GPSTL is the public sector work-based learning business operation specialising primarily in the delivery of Skills Funding Agency (SFA) and Education Funding Agency (EFA) government funded training and assessment within Apprenticeships, Traineeships and 24+ Learning Loan provision.

## **2. Operating Environment**

GPSTL provides Apprenticeship and Learning Loan training programmes regionally throughout the UK. Regional coverage includes the North East, Yorkshire North, Yorkshire West, Yorkshire South, Greater Manchester, Cheshire, Lancashire, London, Devon and Cornwall. Programmes are managed and delivered through a network of training centres and local outreach support. Centres are located in Durham, Halifax, Stockport, Blackpool, Warrington, London, Plymouth and Bodmin. Outreach centres are based in Leeds and Sheffield. The head office is based at Stockport supported by a Corporate Services facility at Bredbury, Stockport responsible for Accounts, HR and Payroll.

The Traineeships programme operates regionally from centres located in our Halifax and Blackpool.

At time of the SAR GPSTL has been approached by the SFA with a request and agreed to transfer learners from an Ofsted graded inadequate ITP; this transfer includes the existing subcontracting arrangements of 2 subcontractors. It is the intention of GPSTL to visit this provision through self-assessment consultation in the first quarter of 2016 and include the outcome as an Annex to this report and QIP, meanwhile data and performance information for these companies has been used to populate the sub-contractor section of the SAR. Tower Training Ltd is an existing subcontractor to GPSTL providing GCSE Maths and English training to 4 Learners within the Lancashire Region. This SAR is inclusive of the provision provided by Tower Training Ltd who have been consulted on the main components of the report and QIP.

A programme management and support team of 1x Vice President, 1 x Director of Quality and Lead Safeguarding Officer, 1 x Government Funded Strategic Support Manager, 2 x Regional Operations Directors, 8 x Regional Delivery Team Managers, 1 x Internal Quality Assurance Manager, 1 x Government Funding Contract Support Manager, 1 x Admin and Data Manager, 10 x Programme Team Leaders, 11 x IQA's, 14 x Senior Assessors, 2 x Regional Staff Development Co-ordinators, 1 x Health, Safety and Safeguarding Co-ordinator and 1 x Equality Co-ordinator are responsible for the training operations, financial management and strategic direction of the business.

The Vice President and Director of Quality reporting to the Board of Governance have overall responsibility for overseeing the strategic direction and oversight of the Business including: performance, quality assurance, quality improvements and deployment of all supporting policies and procedures.

The Board of Governance consists of 6 members who are responsible for overseeing the implementation of the strategic plan, operational and financial probity and value for money of the organisation.

The Operational Senior Management team are responsible for overseeing the operational implementation and planning of the strategic plan and include 5 team members chaired by the Vice President.

A new Strategic Senior Management team is planned to be introduced by April 2016, who will support the business and Board of Governance in planning and making recommendations for changes in the delivery, marketing and employer account management in light of the Funding Reforms and Trailblazer Standards planned to take place in August 2017.

### **3. Annual Strategic Review**

As part of the annual strategic review the organisation re-evaluates the scope and viability of all programmes, operating centres and potential opportunities for growth.

Throughout this process key consideration is given to ensuring GPSTL continues to offer training and services that react to economic growth and skill shortages that meet the demands of the local labour market in each of our regions. As a direct result of our 2014/2015 review the strategic decision has been taken to continue to develop and grow provision, capacity and capability through the process of acquisition of independent training providers. Acquisitions in previous years have included Academy of Training, Ultra Training, Information Horizons and Beneast Training; these acquisitions have been successful in strengthening the regional capacity and capability of the organisation. At previous inspection GPSTL's acquisition strategy and change management process was judged to be 'good'. At the time of the SAR GPSTL were involved in due diligence with the intention to move to conclude a further ITP strategic acquisition by the first quarter of 2016 that will be used to support and model our programmes with the enhancement of 16-18 year old provision across the business.

GPSTL is continuing to develop growth and new provision through the expansion of our current portfolio of Apprenticeship Frameworks and by incorporating Higher Apprenticeships Frameworks where available.

It is recognised within the SAR that GPSTL has made a strategic decision to inform the SFA and cease delivering 16 – 19 Study Programme provision to concentrate on the companywide expansion of Traineeships and further enhance the volume of 16-18 Apprenticeships.

Planned growth within our Traineeship and 16-18 Apprenticeship provision is being substantiated through the introduction of a flexible Traineeship delivery model enhanced through the appointment of a network of Learner Engagement Officers and preferred supplier agreements with both local and national employers. It should be noted that a key component of our Business and Acquisition Strategy is to acquire organisations that have the capacity and capability to expand our 16-18 Apprenticeship and Traineeship provision.

### **4. Self-Assessment Environment**

This Self-Assessment is inclusive of all acquisitions and sub-contractors to the extent where evidence has been evaluated and judgements made against the requirements of the Common Inspection Framework. A summary of 2014/2015 Qualification Success Rate Data and dashboards has been used to inform the commentary, patterns, trends and judgments within the Learner Outcomes segment of the SAR.

There are currently a total of 6223 learners on our Apprenticeship programmes which includes 573 Apprentices on Higher Apprenticeships. We have 58 Learners working towards Traineeships and 4 learners participating within our 24+ Learning Loans Programme.

The Regional and Deputy Operations Directors and Regional Delivery Team Managers have responsibility for the management of all local training delivery, performance and teams within their regions which comprises of 24 Business Development Personnel, 131 Assessors, 10 Team Leaders, 14 Senior Assessors and 3 local Administrators. The Admin Data Manager is responsible for one Centralised Administration Management Co-Ordinator and 14 Central Administrators.

The Internal Quality Assurance Manager has responsibility for the companywide management of External Verification through liaison with the awarding bodies Pearson EDI, City and Guilds and Pearson and the Internal Quality Assurance team which comprises of 11 IQAs and 3 Certificate Registration Administrators and an Apprentice.

### **Subject Areas**

Our Apprenticeship training and assessment delivery portfolio consists of Intermediate Apprenticeships, Advanced Apprenticeships, Level 4 and 5 Higher Apprenticeships, Knowledge Certificates/Diplomas, Employment Rights and Responsibilities, Personal Learning and Thinking Skills, Standalone NVQs Level 2, Level 3, and Functional Skills. We are accredited by Pearson EDI, Pearson and City and Guilds to deliver qualifications in the following subjects.

- Business Administration
- Team Leading
- Management
- Customer Service
- Retail Skills
- Warehousing and Storage - New
- IT User Specialists
- Health and Social Care
- Health (Clinical Healthcare) Support - New
- Children and Young Peoples Workforce
- Early Years Educator
- Play work - New
- Supporting Teaching and Learning in Schools
- Functional Skills

Our Traineeship training and assessment delivery portfolio consists of Entry Level, Level 1 and level 2 Functional Skills, the Health and Social Care Care Certificate, CYPW Foundation Stage and other sector specific knowledge components and certificates.

## **5. Mission, Vision, Targets and Goals**

### **GP Strategies Corporation Mission**

GP Strategies mission is to solve business challenges by providing the expertise and solutions needed to attain ultimate performance results.

### **Vision**

GP Strategies vision is to equip and enable people and businesses to perform at their highest potential

### **GP Strategies Training Ltd - Work Based Learning Mission**

Through **inspiring success** and **developing potential** we aim to provide the highest quality training opportunities to all individuals irrespective of their background or ability, ensuring that they acquire the skills necessary to successfully shape their future and fulfil their potential.

GP Strategies takes its Mission and Vision statements seriously to ensure that the products and services provided are of a high standard in order to service our customers effectively and efficiently. We are passionate about performance learning, development and innovation and are motivated to make a difference for the clients we serve.

## **6. Quality Management System Arrangements**

### **Quality Policy**

The Management within GPSTL recognises that the successful implementation of a Quality Improvement System can only take place within a well structured and motivated organisation, and to this end the company is committed to the principles of Investors in People, providing complementary staff training and development, in line with organisational aims and objectives.

It is a contractual requirement of all funding authorities with whom we contract that we have specific quality management system arrangements in place which are continuously monitored on an internal and external basis.

GPSTL has a well embedded quality management system which is ISO 9001:2008 compliant supported through a Quality Manual comprising of controlled documentation, quality procedures, and work instructions which has been measured and referenced against funding body contractual requirements and in accordance with OFSTED, SFA, EFA, ISO 9001:2008, IIP, Matrix and Fair Train Work Placement Gold standard requirements.

### **Roles and Responsibilities**

GPSTL is committed to providing a quality service that consistently and effectively meets the needs of learners, employers and stakeholders. Through ongoing audit, observation, internal inspection, self-assessment, feedback and development planning GPSTL strives to continuously improve the effectiveness and success of its provision. As a result, roles and responsibilities for quality are clearly defined and communicated throughout the organisation.

The Vice President and Director of Quality have joint responsibility for quality issues throughout the Company.

The Quality Forum convenes monthly and comprises of the Vice President, Director of Quality and Subject Matter Expert Focus Groups reporting into the Quality forum whom are responsible for ensuring all quality issues, improvement and development planning are prioritised, monitored and managed effectively and are reported regularly to the highest level within the Company.

Through the outcome of regular audits, performance/risk monitoring, direct observations and internal no notice inspections appropriate action is taken to anticipate and rectify deficiencies and initiate interventions that bring about continuous quality and performance improvements.

It is the responsibility of the Vice President and Director of Quality to organise, implement and review an annual Company Wide Self-Assessment Report, Quality Improvement Plan, and Business Strategy in support of continuous performance improvement and development within all aspects of programme management and delivery.

It is the responsibility of the Vice President to ensure companywide performance is managed, audited and monitored against a range of strategic priorities and challenging minimum performance levels, targeting year on year improvement and the outcome regularly communicated and understood by all operational teams through the annual Operations meeting schedule.

It is the responsibility of the Director of Quality to ensure quality performance is managed, audited and monitored against a range of key challenges and the outcome regularly communicated and understood by all operational teams through the annual Quality Improvement meeting schedule.

It is the responsibility of the Regional Operations Directors and Management Team to ensure all approved company policies, procedures and processes are systematically communicated locally and deployed by those staff operating within their area of responsibility.

Learners, Employers and Stakeholders are informed of GPSTL quality developments, improvements, performance, celebrations and sector specific information through the issue of a GPSTL 'Insight' newsletter and information provided on the the [www.gpsta.co.uk](http://www.gpsta.co.uk) website.

Each individual within GPSTL is responsible for the quality of their own work and for ensuring that they adhere to all programme and job related policies, procedures and processes.

### **Quality Assurance**

In addition to being audited against the contractual quality requirements of our SFA/EFA contracts, GPSTL is recognised through inspection in 2012 by OFSTED as a Grade 2 Overall Effectiveness Provider.

Ongoing compliance against the quality standard for; Investor in People, ISO9001:2008, Fair Train Work Placement Gold Standard, Matrix Quality Standard for Advice and Guidance and Stakeholder Evaluation Surveys form part of GPSTL's Quality Assurance System.

### **2012 OFSTED Inspection Grades and Key Challenges**

#### **Key Challenges**

Develop observation of teaching and learning that concentrate more closely on the quality of learning.  
 Identify issues and implement actions to improve the quality of the learning experienced by learners  
 Share the existing good practice among all staff across the organisation to promote the improvement of the quality of the provision to ensure all learners receive an outstanding experience.  
 Use the existing good practice in equality and diversity, and health and safety workbooks to further develop and check learners understand of safeguarding.

#### **2012 Inspection Grades Awarded**

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
---	----------------

Capacity to improve	Grade 1
Outcomes for learners	Grade 2
Quality of Provision	Grade 1
Leadership and management	Grade 1
Safeguarding	2
Equality and diversity	2
Subject Areas	
Health, public services and care	1
Business administration, management and law	2

### External QA Accreditation Schedule

Standard	Date accredited	Re-Accreditation date
ISO 9001:2008	January 1995	August 2017
IIP	October 1999	March 2017
Matrix	August 2007	November 2017
Fair Train Gold Standard	August 2015	August 2017

### Self-Assessment Arrangements

The self-assessment process is thorough, evaluates the activities of the Company and continues to be an integral part of our strategic and operational planning.

Staff at all levels representing: management, education and training, assessment, internal quality assurance, administration and quality assurance are actively involved in the self assessment and the report is compiled in an open, honest and self critical environment. Responses from learner/employer surveys, interviews and a recent Strengths and Areas for Improvement exercise have also contributed to the self assessment process. The views of key partners, sub-contractors and stake holders have been taken into account as a matter of routine through progressive analysis of feedback and consultancy reporting.

Our quality improvement system includes the main components of the Self Assessment process which is mapped directly to the requirements of the Common Inspection Framework. This report has been internally validated by the Board of Governance, Senior Management Team and approved by the Senior Vice President of GPUK. All staff have been issued with a copy of the report and agree that the report accurately reflects the self assessment findings. An abridged electronic copy of the report has been posted to the [www.gpsta.co.uk](http://www.gpsta.co.uk) website and will be illustrated within the next scheduled Learner and Employer 'Insight' publication.

The Quality Improvement Plan prioritises planned actions, identifies responsibilities and measurement metrics to support improvements and practices identified through the self assessment process. The contents of the QIP are formally reviewed and updated regularly by the Quality Forum and progress against the 2016 key challenges circulated to staff via the company wide meeting schedule. A copy of the 2016 key challenges has been posted to the [www.gpsta.co.uk](http://www.gpsta.co.uk) website and will be illustrated within the next scheduled Learner and Employer 'Insight' publication.

Management information and data has been used effectively to measure performance trends and inform grading judgements and set targets, data gathered as a result of observations, inspections and quality

assurance audits strengthens the evidence available to inform judgments on the quality of training and all key principles of work-based learning.

Evidence gathered to inform the SAR includes:

- Learner feedback and evaluations
- Employer feedback and evaluations
- Learner interviews
- Employer interviews
- Staff interviews
- Consultancy reports
- EQA reports
- Sub-contractors
- Internal audit reports
- External audit reports
- SFA/EFA performance reviews
- OTL reports
- Inspection reports
- IQA reports
- Local and national strategic area reviews and priorities
- Assessor evaluations
- Minimum Standards and success rate data
- Historic patterns and trends
- Equality data
- Health, safety and welfare data

## 7. Summary of Progress since Last SAR

The outcome of 2014/2015 Self-Assessment have been rigorously applied and have resulted in the timely closure of 60% of the key challenges identified. Improvement targets carried forward into 2015/2016 are work in progress and include:

- Continue with strategies to further improve overall and timely success rates year on year
- Continue with strategies to further improve progression within all programmes
- Continue with the strategies to improve 16-18 participation and partnership collaborations
- Continue with the companywide Traineeship implementation plan and improve the promotion to employers as recruitment solutions
- Continue to strengthen the Companywide higher level qualification capability and capacity and further develop sector specific upskilling opportunities
- Improve the skills of assessors and tutors to more confidently address LDD requirements
- Further develop the Maths, English and ICT support for assessors and tutors
- Improve the consistency and frequency of local COS events
- Further develop the systematic implementation of local management audits
- Further develop the range of resources within some sectors

### 7.1 Current Numbers in Learning

Subject area	Programme – Apprenticeships	Number in learning
Health and Social care	Intermediate Apprenticeship Level 2	1106
	Advanced Apprenticeship Level 3	1161

Care Leadership and Management	Higher Apprenticeship Level 5	145
Children and Young Peoples Workforce	Intermediate Apprenticeship Level 2	212
	Advanced Apprenticeship Level 3	250
Play Work	Apprenticeship Level 3 (New)	88
Health (Clinical Healthcare) Support	Intermediate Apprenticeship Level 2 (New)	9
	Advanced Apprenticeship Level 3 (New)	18
Retail Skills	Intermediate Apprenticeship Level 2	204
	Advanced Apprenticeship Level 3	149
Warehousing and Storage	Intermediate Apprenticeship Level 2	33
Business Administration	Intermediate Apprenticeship Level 2	199
	Advanced Apprenticeship Level 3	274
Business Administration	Higher Apprenticeship Level 4	44
Team Leading	Intermediate Apprenticeship Level 2	557
Management	Advanced Apprenticeship Level 3	676
	Higher Apprenticeship Level 4	192
	Higher Apprenticeship Level 5	192
Customer Service	Intermediate Apprenticeship Level 2	170
	Advanced Apprenticeship Level 3	142
Supporting Teaching and Learning in Schools	Intermediate Apprenticeship Level 2	222
	Advanced Apprenticeship Level 3	110
IT Application Specialist	Advanced Apprenticeship Level 2	54
	Apprenticeship Level	16

Subject area	Programme –Traineeships	Number in learning
All subject areas	Traineeships	58
Functional Skills	All Levels	54
GCSE's	Maths and English	2
Care Model	NA	4
CYPW Model	NA	35
Business	NA	19

### Subcontracted Provision

Sub-Contractor	Programme	Number in learning
Tower Training	GCSE Maths and English	4
Stone Eden	Intermediate CYPW Level 2	18
	Advanced CYPW Level 3	5
CAN Training	Intermediate H & S C Level 2	1
	Advanced H & S C Level 3	2
	Advanced CYPW Level 3	13
	Advanced Residential Childcare Level 3	6

## 8. Scope of Provision – Apprenticeships

### 8.1 Health, Public Services and Care

At the time of writing there are 2989 Apprenticeship learners working towards Health and Public Services and Care qualifications, of which 1327 are Intermediate Apprentices, 1517 are Advanced Apprentices and 145 are level 5 Higher Apprentices. All learners are employed within the Health Care Sector within Child Care, Adult Care, Health, Clinical Health Support and work in residential homes, community nursing settings, clinical settings, private and community run nurseries and after school clubs.

### **8.2 Retail and Commercial Enterprise**

At the time of writing there are 386 Apprenticeship learners working towards Retail and Commercial Enterprise qualifications, of which 237 are Intermediate Apprentices and 149 are Advanced Apprentices. All learners are employed within the Retail/Logistics sector, and work for national or local businesses.

### **8.3 Business Administration and Law**

At the time of writing there are 2446 Apprenticeship learners working towards Business Administration and Law qualifications, of which 926 are Intermediate Apprentices, 1092 are Advanced Apprentices and 428 are level 4 and 5 Higher Apprenticeships. All learners are employed within the Business Admin, Customer Service, Team Leading or Management sectors and work for national organisations or local businesses.

### **8.4 Education and Training**

At the time of writing there are 332 Apprenticeship learners working towards Supporting Teaching and Learning in Schools qualifications, of which 222 are Intermediate Apprentices and 110 are Advanced Apprentices. All learners are employed within local educational school settings.

### **8.5 Information and Communication Technology**

At the time of writing there are 70 Apprenticeship learners working towards IT user qualifications, of which 54 are Intermediate Apprentices and 16 are Advanced Apprentices. All learners are employed within IT related business settings.

## **9. Scope of Provision – Traineeships**

**9.1** At the time of writing there are 58 Traineeship learners on programme, 54 learners are working towards Functional Skills Math's and English qualifications and 2 learners working towards GCSE Math's and English. The programme is work placement based supplemented with a timetable of sector specific CBL knowledge sessions.

## **10. Scope of Provision – 24+ Learning Loans**

**10.1** At time of writing there are 4 24+ Learning Loan learners on programme.

## **11. Scope of Provision – Subcontractors**

**11.1** At the time of writing there are 4 learners working towards GCSE Maths and English with Tower Training. Stone Eden Training has 23 learners in total, 18 Intermediate CYPW and 5 Advanced CYPW. CAN Training has 22 learners in total, 1 level 2 Intermediate H & S C Apprenticeship, 2 level 3 Advanced H & S C Apprenticeships, 13 Level 3 CYPW and 6 level 3 Advanced Residential Childcare Apprenticeships.

## **12. 2015/2016 SAR Summary of Findings**

### 11.1 Grades

Overall Effectiveness of Provision – Good	2
Leadership and Management - Good	2
Quality of Teaching, Learning and Assessment- Good	2
Personal Development, Behaviour and Welfare – Good	2
Outcomes for Learners – Good	2
Apprenticeships - Good	2
Traineeships - Good	2
24+ Learning Loans – Good	2
Financial - Good	2
Health and Public Services Apprenticeships - Good	2
Retail and Commercial Enterprise Apprenticeships- Good	2
Business Administration and Law Apprenticeships - Good	2
Education and Training - Good	2

### 11.2 Summary of Findings, Key Strengths and Areas for Improvement

#### Effectiveness of Leadership and Management

##### Key Strengths

- Good vision and positive culture that promotes high standards of quality and achievement
- Good links with employers which enables leaders to plan effective programmes and secure placements
- Good communications strategies informing on performance/quality/contract and regulatory changes
- Effective acquisition strategy
- Good use of data and business strategies to bring about improvements in performance
- Effective early intervention strategies where the overall quality of provision is not placed at risk
- Good performance management and challenging assessor targets focused on timely achievement
- Robust, inclusive self-assessment and quality improvement culture
- Good suit of policies, procedures and processes
- Effective use of OTL linked to CPD development, support and performance improvements
- Good responsive CPD framework, staff mentoring and new employee induction
- Good suite of learning resources and varied assessment methods to meet learner and employer needs
- Good promotion of E & D, Safeguarding, Prevent, Fundamental British Values, CSE and e.safety to all staff and learners

##### Key Areas for Improvement

- Develop a senior Management Strategic infrastructure and strategy to support the introduction of the Trailblazer standard and funding reforms
- Continue to acquire other strategic ITPs that will support and enhance key strategic growth areas
- Review opportunities to further enhance the Board of Governance with key strategic members
- Further develop our strategic networking and profile within Local Enterprise Partnership regional areas
- Enhance the level of service to learners and employer through added value qualifications and services
- Continue with strategies to increase 16-18 participation and partnership collaborations

- Continue with the companywide Traineeship expansion programme and improve the promotion to employer encompassing recruitment solutions
- Continue to review of SLOS for larger qualifications and Higher Apprenticeships
- Continue with strategies to ensure further improvements in the timely achievement of functional skills
- Continue with the implementation of the strategy for GCSE Maths and English Provision for CYPW Advanced Apprenticeships
- Continue to focus on progressions at all levels
- Support managers to engage more effectively with challenging learners and employers to bring about timely interventions
- Further develop the case load management skills of managers and team leaders
- Continue to further consolidate our partnership and board membership of the Education and Training Foundation and AELP
- Continue to promote additional sector specific networking, recruitment, careers and school events to raise the Traineeship and Apprenticeship profile
- Improve the consistency and frequency of local celebration award events across the organisation
- Continue to strengthen the Companywide higher level qualification capability and capacity and further develop sector specific CPD upskilling opportunities
- Further develop the OTL provision within the H & S C sector to ensure consistent companywide coverage
- Further develop the Maths, English and ICT CPD framework for assessors and tutors
- Further develop the sector specific and functional skills knowledge of LRC's and LEO's
- Review the Tutor STEPs programme and include provision for additional job/client specific CPD
- Review the job specific entry requirements of assessors and tutors to take into account the requirement for higher skills levels
- Fully embed the local management audit compliance controls
- Further develop IQA strategies to promote consistency of companywide coverage
- Review the existing subcontractor management processes in line with any expansion to services
- Continue with the development of the CPD Health, Safety and Safeguarding framework to ensure staff further develop knowledge and confidence of the PREVENT Duty

**Leadership and Management** across all programmes is good and is well supported through robust internal strategies for growth and improvement. The organisations strategic business plan sets clear goals, objectives, expectations and achievements for the business. Targets are linked to performance and quality improvement and there are good links between the strategy, improvements in performance, the self-assessment and quality improvement plan.

Local Leadership and Management is good and the implementation of the strategy is broadly well executed and developed at most centres. Companywide and local targets set within all programmes and regions are challenging and are continuing to be met. Targets are benchmarked against the requirements of outstanding provision and monitored against the provider group and national averages. Managers rigorously monitor the progress of current apprentices to identify those who are at risk of not completing their framework on time. Assessors and tutors are set challenging targets that prioritise the needs of these learners to reduce the number of those who are at risk of completing outside planned timescales.

Staff have a good understanding of the well developed and effective performance management system and continuous improvement process. Companywide and centre performance risk banding data together with individual Assessor/Tutor in year performance statements are produced regularly to

enable staff to benchmark their own performance against other team members and where necessary to affect early interventions to address any identified under performance or areas for improvement.

Self-assessment is inclusive, thorough and is informed by detailed data analysis and forms part of a well-established annual plan. Productive consultation takes place with staff, learners, employers, key partners, sub-contractors and stakeholders. Self-Assessment throughout the organisation is valued and is used as an integral part of the quality improvement cycle; the outcome of teaching observations is used to strengthen the evidence gathered to inform the quality of teaching and learning.

The quality improvement plan attached to the SAR has ambitious targets, is effective and sets out the priorities for improvement during 2016. Actions and areas for improvement within the plan are clearly defined, identifying who is responsible for the development and implementation and by when. Involvement of the management team and staff within this process is good. Staff are consulted and kept informed of planned developments and progress through the organisations communication structure, newsletters and intranet. The final report is approved by the Senior Vice President and Board of Governance.

The Company demonstrates a good pro-active commitment to improve. The organisation has clear direction and a strong commitment to expanding, developing and improving the quality of its provision. Improvements made since the previous Self-Assessment continue to impact positively on outcomes and performance.

The culture of improvement throughout the organisation is good and plans to support this are effective. Quality improvement plans, related target setting and key challenges have a clear focus and are communicated effectively and regularly throughout the organisation and learner and employer network. The Quality Forum is the main vehicle for managing improvements throughout the organisation.

Risks are well managed within the quality improvement plan which is reviewed quarterly. To simplify the plan and promote greater understanding an abridged key challenges summary is used to communicate progress to employees, extracts from which are uploaded to the [www.gpsta.co.uk](http://www.gpsta.co.uk) website and published within the GPSTL 'Insight' magazine to inform employers and learners.

A team of occupational specialist IQAs under the guidance of the IQA Manager support the company wide sharing of best practice and are continuing to have a positive impact on improvements to success rates. However local vocational support and standardisation deployed throughout company is not always consistent at some centres; within some areas of learning.

Staff development is particularly good and is highly responsive to individual needs and is effectively driven by well-focused observations of learning and assessment, however, additional frequency of OTL's within the H & S C sector is required to ensure consistent companywide coverage.

CPD is well planned throughout the organisation, however, further development is required to support the timely introduction of staff sector specific upskilling, higher level apprenticeships and Maths, English and ICT skills development. All teams will require further service and product knowledge training and support as the new Funding Reforms and Trailblazer standards start to be introduced.

There has been some progress in arranging GCSE English and Maths provision for those advanced apprentices in childcare and there are plans to develop this further.

Internal communication strategies informing on strategic changes/priorities, performance, quality, contract and regulatory change are particularly good throughout the organisation with all key internal

meetings planned twelve months in advance, the Vice President and Quality Director host effective monthly/bi-monthly meetings specific to their regional operating areas with open discussion and access to key decision makers.

There are methods in place for celebrating learner and employer success through the local and companywide monthly and annual learner and employer awards ceremonies, however the regional approach to implementation is not always consistent. Staff achievements are recognised and celebrated through the nomination of team player of the month awards which is publicised throughout the organisation.

Learner and employer feedback is well established and links effectively to the development of national priorities such as Prevent and Fundamental British Values. Learner, employers, awarding bodies and external partners are encouraged to participate in regional programme review team meetings and in some regions are actively influencing how and what we deliver, however the regional approach to implementation is not always consistent. Where this process is implemented there is evidence of it contributing to the good relationships that exist between learners, employers and local partners.

Overall there is good external partnership networking and some managers use local employment intelligence and links with stakeholders very well to plan programmes and prepare learners to be successful in applying for jobs and developing skills, however the frequency of attendance at local network and LEP meetings is not consistent throughout the company. The Company work closely with referral agencies and awarding bodies to ensure staff skills are current and that training delivery continues to meet skills shortage requirements. The Company subscribe and are members of dyslexia, safeguarding and equality and diversity organisations and subscribes to a number of sector specific related publications.

The internal and external distribution of internally produced Safe Choice, Fair Choice and 'Insight' publications are strengthening communications throughout both the organisation and learner and employer network and are being used as a positive marketing tool to promote Learner and Employer engagement, safeguarding, equality messages and motivational success stories.

Although careers advice through the targeting of local schools and 16-18 participation is improving it remains inconsistent throughout the organisation and to date has had little impact on increasing the volume of 16-18 participation and would benefit from further strategic direction and review. The vacancy matching service is driven regionally however the promotion of this service is not always sufficiently focused to impact positively on volumes. The Company need to adopt a more collaborated approach between the Traineeship and Apprenticeship programmes to ensure advancement is amplified.

Training centres and training resources continue to facilitate a high level of investment to effect upgrades and adaptations to a high specification based on the needs of the business.

The standard of learning resources within most vocational subjects and traineeships to support on and off the job training are good and are continually being developed, however learners would benefit from being able to access additional resources for some sectors and further work is required to enhance our VLE.

Management of subcontractors is thorough and inclusive of performance and quality, however, it is a new area of GPSTL delivery and important that the Company further reviews their existing subcontractor management processes to ensure adequate provision is in place and continued rigour is applied in line with any expansion of services.

The Company manages its resources well and provides good value for money. The management team broadly uses sound strategies for allocating and reviewing staff and monitoring staff caseloads, however the Apprentice allocation process could be further enhanced with input from the occupational team leader specialists, Senior Assessor teams and further case load management mentoring.

The board of governance meet a minimum of twice a year and review performance and progress against the strategic plan and at the time of writing the report had plans to expand the board further.

There are sound purchasing procedures in place with careful consideration of cost, quality and value for money. Potential risks to the organisation are well managed and reaction to any increased likelihood of risk is timely and appropriate.

Financial probity is good and monitored via GPC Corporate Services through the maintenance and application of sound internal controls and proper use of funds as evidenced by annual internal and external Sarbanes-Oxley Section 404 compliance audits and reports.

Financial Health and Financial Management and Control are also good. Value for Money and Resource Efficiency is very good. Evaluation of Provision is good and learners, employers, staff and external stake holder's views are systematically taken into account and contribute to shaping the continuous improvement process.

**OTL Patterns and Trends**

Job Role: Assessor	% Grades Awarded			
	Low Risk Grade 1	Grade 2	Medium Risk Grade 3	High Risk Grade 4
<b>OTL Activity: Initial Assessment Part 2</b>				
2014-2015	15%	59%	23%	3%
<b>OTL Activity: Learner Reviews</b>				
2014-2015	35%	65%	0%	0%
<b>OTL Activity: Assessment and Feedback</b>				
2014-2015	26%	63%	10%	1%
<b>OTL Activity: Coaching and Training</b>				
2014-2015	33%	64%	4%	0%
<b>Job Role: Business Development Recruiter and LEO</b>				
<b>OTL Activity: Lead Generation Employer Recruitment and Induction</b>				
2014-2015	0%	100%	0%	0%
<b>OTL Activity: Learner Induction and Initial Assessment part I</b>				
2014-2015	0%	20%	70%	10%
<b>Job Role: Tutors</b>		<b>OTL Activity: Teaching Practice</b>		
<b>OTL Activity: Teaching Practice</b>				
2014-2015	0%	86%	14%	0%

**Learner and Employer Feedback**

Learner and employer feedback demonstrates that both parties value their training and recognise the positive impact on their career progression and the business. The survey results below indicate the views and reaction of learners and employers when asked 'How good is/was your training and learning experience with GPSTL?'

Internal GPSTL Survey Learner views	Good or better	Satisfactory	Less than satisfactory
Quality of Training			
Programme – Start and Mid	93%	6%	1%
Programme – End	97%	2%	1%

#### What learners like most about GPSTL

- Assessor visits
- Assessor support
- Learning new job skills
- Achieving their qualification
- Being more confident

#### What learners like least about GPSTL

- Cancelled appointments
- Tests

Internal GPSTL Survey Employer views	Good or better	Satisfactory	Less than satisfactory
Quality of Training			
Programme – Start and Mid	87%	11%	2%
Programme - End	92%	8%	0%

#### What employers like most about GPSTL

- Professionalism of staff
- Flexibility around visits

#### What employers like least about GPSTL

- Not enough involvement in visit planning
- No prior notification of changes in assessors

#### Skills Funding Agency learner satisfaction survey 2014/2015 – Provider Report February 2015

Question Learners	Average score 0 - 10
How good or bad was the information you were given when you were choosing your course/training programme	9.0
How good or bad was the help staff gave you in the first few weeks	9.1
How good or bad is the teaching on your course programme	9.4
How good or bad is the respect staff show to you	9.6
How good or bad is the advice you have been given about what you can do after this course/training programme	9.1
How good or bad is the support you get on this course/training programme	9.1
How good or bad is the college/learning provider at listening to the views of learners/apprentices/employees	9.5

How good or bad is the college/learning provider at acting on the views of learners/apprentices/employees	9.4
Overall how good or bad do you think the college/learning provider training programme is	9.4
How good or bad has the course/training programme been at meeting your expectations	9.3
How likely is it that you would recommend the college/learning provider to friends or family	95%

Question Employers	Average score 0 - 10
How do you rate the providers understanding of your organisations training needs	9.0
How do you rate the provider offering training and/or assessment in a flexible way to meet you needs	9.1
How do you rate the provider communicating clearly with you throughout the process	9.0
How do you rate their overall efficiency in their dealings with you	9.1
How do you rate the professionalism of their staff delivering training and/or assessment	9.3
How do you rate the delivering training that reflects up to date practice in your industry/sector	9.1
How would you rate the benefits of the training/assessment to your organisation	9.0
How satisfied or dissatisfied were you with the overall quality of the training/assessment	9.1
How likely would you be to recommend this training provider to another employer seeking similar training	9.2

**Safeguarding** arrangements for all learners and staff within all programmes is good and is well promoted at all levels of the organisation. GPSTL and subcontractor staff who work directly with learners are appropriately checked.

PREVENT, e.safety, CSE and Fundamental British Values is introduced effectively with learners during induction and reinforced during and assessment visits and progress reviews.

Learners develop a good understanding of how to protect themselves from associated risks and broaden their knowledge of Safeguarding, Health, Safety and Welfare whilst on programme through a variety of activities and resources. The effective use of these resources and the support provided by assessors and tutors are equipping learners with the skills necessary to identify risks and take appropriate action, this includes information on 'Hot Spots' which enables learners to identify particular areas of vulnerability and preventative action.

A variety of learning resources are issued to learners at induction to encourage healthy living and safe practice including leaflets on IAG and safeguarding services, contacts and help line telephone numbers. This is further supported through the delivery of a series of e.learning modules and access to the SHARP information and reporting system.

The key health and safety learning principles addressed effectively through induction and review include the following topics.

- The importance of good health and safety practice in the workplace
- Learner and employer responsibilities
- Learner and employer risk assessment
- Prevent, radicalisation and extremism
- Child Sexual Abuse – acceptable and unacceptable behaviours
- E.Safety – How to stay safe online
- Fundamental British Values
- Equality, Diversity and Respect
- Work hazards
- Identification and control of risk
- Hazardous substances
- Safe work precautions and use of equipment
- Prohibitions
- Working with display screen equipment
- PPE
- Lifting and carrying
- Accident/Disease reporting
- Risk assessment
- organisational policies and legislation
- emergency procedures
- harassment, bullying and harmful behaviours

A Safeguarding Young People and Vulnerable Learners Policy forms an integral part of the Quality Management System and has clear focus on identifying harmful behaviours and responding to incidents or concerns. Staff have a good understanding of their responsibilities towards protecting and safeguarding learners. There are local Health, Safety and Safeguarding appointed personnel within each centre/region who work effectively to keep learners safe.

There is a PREVENT risk assessment and action plan in place and the SMT have made good progress in ensuring that staff have an understanding of these subjects and are aware of the importance of protecting learners from extremism and radicalization. The Company needs to continue to embed the Health, Safety and Safeguarding CPD framework to ensure staff further develop their knowledge and confidence of PREVENT and FBV. With the planned expansion of subcontracted provision it will be important to further review existing subcontractor management processes to ensure that safeguarding rigor is applied in line with expansion of this provision.

The Company uses the services of an external consultant to provide some staff health and safety training and advise on and review regulatory systems and processes. A dedicated Health and Safety Nominated Site Contact is responsible for the ongoing safety and compliance of all premises. The Companywide Health, Safety and Safeguarding contact tracks trends within the risk/task assessment and accident/incident recording, this data is used effectively to raise awareness of accidents/incidents and events both internally and throughout the learner and employer network and is inclusive of e.safety, environmental events, Prevent and safeguarding incidents. There is evidence of 'lessons learned' relating to learner accidents and incidents bringing about improvements to systems and processes.

All employer and work placement premises undergo an effective health and safety risk assessment, the frequency of the employer/ placement health and safety review is organised in line with the outcome of the initial risk assessment and monitored via the management information system.

Developments in how we manage and support learner safeguarding has been extensive. A recent learner survey shows that learners value the safeguarding training being delivered throughout their training, feel safe and know who to talk to if they have any concerns.

Survey Indicator			Good or better	Satisfactory	Less than satisfactory
<b>Learner Views - Apprenticeships</b>					
Quality of Health, Safety, Safeguarding and Welfare					
<b>Mid Programme</b>					
How good is the ongoing support you get from you assessor about your physical wellbeing, safety and welfare?			100%	0	0
How good is the ongoing support you get from your assessor about keeping yourself safe on line?			88%	12%	0
How good is the ongoing support you get from your assessor about Equality and Diversity, for instance showing respect for others behaving appropriately, being confident to challenge bullying?			94%	6%	0
<b>End Programme</b>					
How good was the health, safety, safeguarding and wellbeing training and support you received whilst on you programme			100%	0	0
How good was the equality and diversity training and support you received whilst on your programme?			100%	0	0
<b>Learner Views - Traineeships</b>					
Quality of Health, Safety, Safeguarding and Welfare					
How good is the ongoing support you get from you tutor about your physical wellbeing, safety and welfare?			100%	0	0
How good is the support you get from your tutor about keeping yourself safe on line?			100%	0	0
How good is the support you get from your assessor about Equality and Diversity, for instance showing respect for others behaving appropriately, being confident to challenge bullying?			100%	0	0
	Always	Mostly	Don't think about it	Sometimes feel unsafe	Unusually feel unsafe
How safe do you feel?	86%	14%	0	0	0

**Equality and Diversity** arrangements for all learners and staff within all programmes are good at all levels of the organisation. The company wide equality and diversity policy is comprehensive and offers protection to staff and learners from harassment, bullying and discrimination Copies of the policies are

stored on the intranet and are accessed by all staff. Staff training is effective and includes companywide annual attendance for all staff on the Pinnacle e.learning Equality and Diversity Module.

An analysis of learner composition is conducted regularly and demonstrates the effectiveness of the policy in relation to narrowing the achievement gap and these messages are promoted throughout the organisation on a regional and companywide basis.

Promotion of equality and diversity with learners and employers is good. All parties are issued with copies of the policy during induction and employer compliance measured. Equality and Diversity is discussed with learners during initial assessment and reinforced through the completion of the Pinnacle e.learning module Equality, Diversity, Fundamental British Values and Prevent. Equality and Diversity is re-visited at each visit and learner review at which learners are encouraged to participate in a series of discussions to expand knowledge and understanding over time and learners which is resulting in the learners having a good awareness of the subject. Employers and their non-apprenticeship staff are also encouraged to complete the E & D learning module which is offered as an added value complimentary service, however at time of writing very few employers had taken up this offer.

## **Quality of Teaching, Learning and Assessment**

### **Key Strengths**

- Good teaching, learning and assessment is resulting in good outcomes for apprenticeships and traineeships
- Highly motivated, experienced and qualified staff that have high expectations which inspires learners to make good progress.
- Effective visit/session planning and feedback which motivates learners
- Good links with employers which work well to develop learners to progress career and employment opportunities
- Good induction initial assessment and use of IAG learning materials
- Good use of learning resources, quality and variety of assessment methods to ensure learners needs are met
- Good and effective learner support
- Effective induction and ongoing promotion of E & D, FBV, Prevent, CSE, e.safety and safeguarding with learners
- Good off the job technical skills delivery within H & S C and CYPW Traineeship pathways
- Good use of placements matched to learners needs and skill requirements

### **Key Areas for Improvement**

- Improve the promotion of employer engagement, TNA and induction
- Further expand the promotional GPSTL's complimentary E & D, Prevent and FBV training throughout the employer network
- Further develop the vocational knowledge and understanding of the Business Development Teams
- Further develop the effective use of learning resources and VLE to plan learning
- Further develop the range and type of resources available to Learners within:
  - Higher Apprenticeships
  - STLS
  - Playwork
  - Warehousing and Storage
  - Retail

- Further develop the learner review tracking process via electronic digital access, password and signatures
- Further develop the recording of learner feedback and ILP planning
- Implement a strategy to further improve the skills of assessors and tutors to more confidently address the LDD needs of learners
- Introduce a daily support log of wider learning issues within the traineeship programme
- Adopt a more integrated approach between traineeships and apprenticeship programs and delivery teams to support natural progressions to GP programmes .

**The Quality of Teaching, Learning and Assessment** across all programmes is good and is resulting in good and improving outcomes for apprentices and traineeships. Staff have high expectations for learners within all programmes which inspires learners to make good progress.

Experienced assessors and tutors make good use of their subject knowledge and industry experience to effectively plan visits/sessions which motivate learners to work hard. Learners benefit from staff promoting good links with employers who work well to develop learners to progress career and employment opportunities. Learners develop good occupational skills to improve their practice in the workplace which is recognised by employers.

Induction and initial assessment across all programmes is comprehensive and effectively informs learners to understand the demands of their programmes and establish accurate starting points. There is good use made of initial and diagnostic assessment to determine learning needs and overcome any barriers to learning. The results of the initial assessment are used effectively within the Traineeship programme to plan learning; however results for Apprenticeship learners could be used more effectively and assessors need to further develop the use of the learning resources available to plan learning. Within the Apprenticeship programme learner induction is introduced in stages to allow learners time to settle into their programme.

Good questioning and discussion techniques are used during induction and at each learner visit and review to promote understanding of equality, diversity, safeguarding, PREVENT, e.Safety, CSE and FBV which is having a positive impact on expanding learner understanding and confidence. Safeguarding is good across all programmes, learners interviewed feel safe and are encouraged to talk and are listened to.

Employer induction is broadly thorough and there is a good range of resources available to support employers in their decision making, however the vocational knowledge and understanding of some members of the Business Development Team requires further development and training to ensure consistency companywide.

Information advice and guidance forms an integral part of the learning journey within all programmes. The quality of IAG is generally good and there is a good range of materials available to support learners and employers throughout the initial decision making process.

There is effective integration of on and off the job training within all programmes which is particularly good within Traineeships supported by good relevant classroom timetabling. Traineeship off the job training is particularly relevant and interesting within the H & S C and CYPW pathway and learners gain valuable technical knowledge of the Care Certificate and Early Years Foundation Stage Framework. Traineeship placements are well matched to the interests and needs of learners.

Apprenticeship training and coaching is delivered in the workplace both in centre and at pre-arranged outreach locations. Assessor and tutors make good use of questioning techniques and knowledge

sessions that develop learners to apply the theory to practice and build confidence. Assessors use a good range of assessment methods and make very good use of naturally occurring evidence from the workplace to enable learners to progress. The oral feedback given to learners and employers is good, however assessors and tutors do not always record this feedback sufficiently to ensure learners can refer back on the things they need to improve.

EQA and IQA reports record that assessors/tutors carry out good well balanced, fair and reliable assessments using a variety of assessment methods which are flexible and able to meet the needs of all learners, this is particularly good within Health and Social Care where assessors work around learners shift patterns.

Learners who require help with literacy and numeracy receive a satisfactory level of support through scheduled planning within the ILP, support workbooks and additional coaching and training time, however staff would benefit from additional support with learning strategies to ensure a more confident approach to delivery within the full range LDD learner requirements.

Reviews are carried out with learners regularly and are supportive, motivating and are used effectively to ensure timely achievement, however this process would benefit from the introduction of a centralised time bound tracking system.

Within all programmes electronic assessment and technology is used to promote and support learning through the use of an electronic assessment tool, mp3 recordings, email and digital imaging. However, few learners and employers readily use the system to progress/track learning between assessor visits.

Some learner's progress onto higher level apprenticeships, however this process to support progressions would benefit from further internal review to ensure learner and employer needs continue to be fully met

## **Outcomes for Learners**

### **Key Strengths**

- Very good and improving overall and timely success rates
- Good performance management to bring about improvements and ensure few achievement gaps between difference groups of learners
- Good and improving Traineeship outcomes

### **Key Areas for Improvement**

- Continue with strategies to improve overall and timely success rates year on year
- Continue with the implementation of strategies to sustain overall success rate improvement within H & S C Apprenticeships
- Continue with the implementation of strategies to sustain timely success rate improvements within Retail Advanced Apprenticeships and 16-18 overall and timely success rates
- Implement strategies to support the delivery and teaching of maths and English GCSE's to enable CYPW progressions
- Develop strategies to further improve progressions within all programmes

The latest published 2014/2015 Skills Funding Agency Qualification Success Rate and Minimum Standards Report Data has been used to inform the commentary, patterns, trends and judgments within the Learner Outcomes segment of the SAR.

**Outcomes for Learners** on Apprenticeship programmes are good and improving. Overall and Timely Success Rates for Apprenticeships for 2014/2015 are 88.6% overall success rates and 82.1% timely success rates and are well above those achieved in 2013/2014 at 81.1% overall and 72.5% timely.

There are few achievement gaps between difference groups of learners, managers continue to monitor the performance of all learners and take effective action where necessary. The performance of subcontractors is monitored regularly by the SMT and any decline in performance addressed accordingly.

Overall and Timely Success Rates for Intermediate Apprenticeships for 2014/2015 are good and improving at 89.4% overall success rates, which are well above those achieved in 2013/2014 at 81.0%. Timely success rates at 83.5% are well above those achieved in 2013/2014 at 71.5%.

Overall and Timely Success Rates for Advanced Apprenticeships for 2014/2015 are good and improving at 87.9% overall success rates, which are well above those achieved in 2013/2014 at 81.1%. Timely success rates at 81.0% are well above those achieved in 2013/2014 at 73.2%

Overall and Timely Success Rates for Higher Apprenticeships for 2014/2015 are improving at 71.4% overall success rates and timely success rates at 71.4%.

Overall and Timely Success Rates for 16 – 18 Apprenticeships for 2014/2015 are good at Health, Public Services and Care 84.8%, Education and Training 84.6% and Business Admin and Law 88.7% overall success rates. Retail and Commercial Enterprise at 57.1% requires improvement. Health, Public Services and Care 81.2%, Education and Training 83.3% and Business Admin and Law 86.2% timely success rates are good. Retail and Commercial Enterprise 46.7% requires improvement.

Overall and Timely Success Rates for 19-23 Apprenticeships for 2014/2015 are good at Health, Public Services and Care 81.7%, Retail and Commercial Enterprise 79.3%, Education and Training 91.8% and Business Admin and Law 94.0% overall success rates. Health, Public Services and Care 74.6%, Education and Training 87.5% and Business Admin and Law 89.8% timely success rates are good. Retail and Commercial Enterprise 67.1% requires improvement.

Overall and Timely Success Rates for 24+ Apprenticeships for 2014/2015 are good at Health, Public Services and Care 86.1%, Retail and Commercial Enterprise 85.3%, Education and Training 93.4%, Information and Communication Technology 100% and Business Admin and Law 94.3% overall success rates. Health, Public Services and Care 77.2%, Education and Training 87.6%, Information and Communication Technology 100%, Business Admin and Law 91.9% and Retail and Commercial Enterprise 77.1% timely success rates are good.

Insufficient learners progress from Intermediate to Advanced apprentices and thereafter even less progress to Higher Apprenticeship.

<b>Apprenticeship Progressions</b>	
<b>Sector</b>	<b>2014/2015 Progressions</b>
Customer Service	8.8%
Business Admin	17.2%
IT	100%
Management	14.7%
Retail	10.9%
Warehousing	NA
H & S C	13%

Clinical Health Care Support	NA
CYPW	2.8%
STLS	13.1%
Play work	NA

**Outcomes for Learners** within Study Programmes and Traineeships are good and improving. Overall and Timely Success Rates for 2014/2015 are 84.1% for 16-18 and 86.8% for 19+ overall success rates, timely success rates are 83.6% for 16-18 and 75.0% for 19+.

### **Sector - Health, Public Services and Care**

Overall 2014/2015 Apprenticeship success rates in Health, Public Services and Care for which learners are in Health and Social Care, Clinical Healthcare Support and Child Care at 85% are good and continue to improve and are above those achieved in 2013/2014 at 83.1%. Timely success rates at 76.9% are continuing to improve and are above those achieved in 2013/2014 at 71.3%.

#### **Sub Sector - Health and Social Care**

Health and Social Care Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 82.6% are good although below those achieved in 2013/2014 at 83.3%. Timely success rates at 72.3% are continuing to improve and are above those achieved in 2013/2014 at 70.9%.

Health and Social Care Intermediate Apprenticeship 2014/2015 success rates at 82.7% are good although below those achieved in 2013/2014 at 84.1%. Timely success rates at 74.1% are continuing to improve and are above those achieved in 2013/2014 at 70.2%.

Health and Social Care Advanced Apprenticeship 2014/2015 success rates at 82.7% are good although below those achieved in 2013/2014 at 82.9%. Timely success rates at 71.0% are below those achieved in 2014/2015 at 71.7%.

#### **Sub Sector - Child Care**

Child Care Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 91.4% are very good and are well above those achieved in 2013/2014 at 82.8%. Timely success rates are good at 88.2% and are well above those achieved in 2013/2014 at 72.7%.

Child Care Intermediate Apprenticeship 2014/2015 success rates at 91.9% are very good and are well above those achieved in 2013/2014 at 81.5%. Timely success rates at 85.1% are good and are well above those achieved in 2013/2014 at 67.7%.

Child Care Advanced Apprenticeship 2014/2015 success rates at 91.2% are very good and are above those achieved in 2013/2014 at 83.4%. Timely success rates at 89.3% are good and are well above those achieved in 2013/2014 at 74.9%.

### **Sector - Retail and Commercial Enterprise**

Overall 2014/2015 Apprenticeship success rates in Retail and Commercial Enterprise for which learners are in Retailing and Wholesaling and Storage at 91.4% are very good and are well above those achieved in 2013/2014 at 79.1%. Timely success rates at 81% are good and are above 2013/2014 at 79%.

### **Sub Sector - Retail**

Retail Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 91.4% are very good and are well above those achieved in 2013/2014 at 79.1%. . Timely success rates at 81% are good and are above those achieved in 2013/2014 at 79%.

Retail Intermediate Apprenticeship 2014/2015 success rates at 92.5% are very good, and are well above those achieved in 2013/2014 at 75.7%. Timely success rates at 80.4% are good and above those achieved in 2013/2014 at 74.0%.

Retail Advanced Apprenticeship 2014/2015 success rates at 88.3% are good and above those achieved in 2013/2014 at 83.1%. Timely success rates at 83.0% are good although below those achieved in 2013/2014 at 84.8%.

### **Sector - Business Administration and Law**

Overall 2014/2015 Apprenticeship success rates in Business Administration and Law for which learners are in Administration, Customer Service and Business Management at 94% are very good and are well above those achieved in 2013/2014 at 82.3% . Timely success rates at 91.1% are very good and are well above those achieved in 2013/2014 at 75.8%.

### **Sub Sector - Business Administration**

Business Administration Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 93.5% are very good and are well above those achieved in 2013/2014 at 82.4%. Timely success rates at 92.2% are very good and are well above those achieved in 2013/2014 at 74.9%

Business Administration Intermediate Apprenticeship 2014/2015 success rates at 93.6% are good and are above those achieve in 2013/2014 at 83.5%. Timely success rates at 96.3% are very good and are well above those achieved in 2013/2014 at 76.1% .

Business Administration Advanced Apprenticeship 2014/2015 success rates at 90.75% are good and are above those achieved in 2013/2014 at 84.9%. Timely success rates at 89.7% are good and are well above those achieved in 2013/2014 at 73.8%.

### **Sub Sector - Business Management**

Management Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 96.7% are very good and are well above those achieved in 2013/2014 at 82.9%. Timely success rates at 93.5% are very good and are well above those achieved in 2013/2014 at 77.8%.

Management Intermediate Apprenticeship 2014/2015 success rates at 97.7% are very good and are well above those achieved in 2013/2014 at 82.5%. Timely success rates at 93.7% are very good and are well above those achieved in 2013/2014 at 81.4%.

Management Advanced Apprenticeship 2014/2015 success rates at 96.2% are very good and are well above those achieved in 2013/2014 at 83.0%. Timely success rates at 93.7% are very good and are well above those achieved in 2013/2014 at 76.3%.

It should be noted that Leadership and Management Higher Apprenticeships are a relatively new introduction to GPSTL's provision supported through in year 2014/2015 substantive data only.

Leadership and Management Higher Apprenticeship 2014/2015 success rates at are improving at 71.4%. Timely success rates at 71.4% are also improving.

### **Sub Sector - Customer Service**

Customer Service Intermediate Apprenticeship and Advanced Apprenticeships combined overall 2014/2015 success rates at 89.8% are good and are well above those achieved in 2013/2014 at 81.4%. Timely success rates at 86.9% are good and are well above those achieved in 2013/2014 at 72.1%.

Customer Service Intermediate Apprenticeship 2014/2015 success rates at 91.4% are very good and are well above those achieved in 2013/2014 at 79.8%. Timely success rates at 88.6% are good and are well above those achieved in 2013/2014 at 70.2%.

Customer Service Advanced Apprenticeship 2014/2015 success rates at 86.8% are good and are above those achieved in 2013/2014 at 84.0%. Timely success rates at 83.9% are good and are well above those achieved in 2013/2014 at 75.3%.

### **Sector - Information and Communication Technology**

It should be noted that Information and Communication Technology is a relatively new introduction to GPSTL's provision supported through in year 2014/2015 substantive data only and includes small learner volumes.

Overall 2014/2015 Apprenticeship success rates in Information and Communication Technology for which learners are in IT Application Specialist at 100% are very good and are above those achieved in 2013/2014 at 92.3% . Timely success rates at 100% are very good and are above those achieved in 2013/2014 at 87.9%

### **Sub Sector - IT Application Specialists**

IT Application Intermediate Apprenticeship 2014/2015 success rates at 100% are very good although recognised low with numbers are very strong. Timely success rates at 100% are also very good.

### **Sector - Education and Training**

Overall 2014/2015 Apprenticeship success rates in Education and Training for which learners are in Supporting Teaching and Learning in Schools at 92.8% are very good and are well above those achieved in 2013/2014 at 80.2%. Timely success rates at 87.4% are good and are well above those achieved in 2013/2014 at 74.7% .

### **Sub Sector – Support for Teaching and Learning in Schools**

Support for Teaching and Learning in Schools Intermediate Apprenticeship 2014/2015 success rates at 93.3% are very good and are well above those achieved in 2013/2014 at 82.4%. Timely success rates at 96.2% are very good and are well above those achieved in 2013/2014 at 74.0% .

Support for Teaching and Learning in Schools Advanced Apprenticeship 2014/2015 success rates at 92.6% are very good and are well above those achieved in 2013/2014 at 78.8%. Timely success rates at 85.2% are good and are well above those achieved in 2013/2014 at 75.0%.

## **Personal Development, Behaviour and Welfare**

### **Key Strengths**

- Good learner and employer celebration of success and awards scheme which is helping learners become more confident and improve their self-esteem
- Good learner information, advice, guidance and pastoral support
- Good and effective use of safeguarding resources to keep learners safe, promote understanding and knowledge
- Good promotion of behavioural guidelines, expectations, respect and codes of conduct
- Good support afforded to learners to progress and develop relevant employability skills

### **Key Areas for Improvement**

- Timely implementation of local COS, PRT and Community events
- Improve the skills of assessors and tutors to more confidently address LDD requirements

**Personal, Development, Behaviour and Welfare** is good; learners take pride in their work and develop good employment and career development skills. GPSTL, learners and employers celebrate companywide success well through promotion of annual awards evenings. The sponsored charity of the organisation is Macmillan Cancer Support; learners and employers are encouraged to participate in companywide, local and community charity events which are helping learners become more confident and improve their self-esteem, however, although the COS and Charity events are well promoted companywide some local celebrations lack frequency.

The large majority of learners make good progress and develop their vocational skills well. During 2015 the Company implemented their revised Maths and English strategy and appointed further Maths and English support specialists which are having a positive effect on the progress of learners who need additional support. Further work needs to be developed to build on this support along with further developing the skills of assessors and tutors to more confidently address LDD requirements. There are good examples of instances where the Company have worked well with interpreters and specialist support personnel to support learners who need additional support to ensure their progress is timely.

The standard of learner work is good and there are good links between learning and practice, this is particularly good within the Traineeship programme. Within all programmes employers recognise how learners are developing their skills and how they are being put to productive use within the organisation.

Learners feel safe in the workplace and have a good understanding of safeguarding, health and safety and how to stay safe on line. Learners know who to talk to if they have any concerns and are confident to do so and staff and the management teams are very supporting when concerns are raised.

Through the Safeguarding CPD Framework staff receive training on Prevent, CSE, Fundamental British Values and Safety On-Line which is developing their knowledge and awareness of the risks associated with radicalisation and extremist; however some staff lack confidence in this subject when working with learners. This has been recognised by the SMT and is being addressed through the implementation of regular refresher training.

Learners receive good advice from staff at point of recruitment, this advice is further reinforced throughout their training and promote progression.