

Quality Assurance Reviews Analysis 2021/22

Analysis of 18 Quality Assurance Reviews of Modern Apprenticeship (MA) providers

**Contents**

[Overview: Outline of Report](#Overview1)

[Overview: Note on Areas for Improvement](#Overview2)

[Overview: The impact of Covid-19](#Overview3)

[Grades received by providers](#Overview4)

[Summary of Areas for Improvement](#Overview5) [Three Year Trend – Service Delivery](#TrendsSD)

[**Service Delivery**](#SD)

[Initial Assessment and Recruitment](#SD1)

[Induction](#SD2)

[Learning and assessment planning](#SD3)

[Equality groups](#SD4)

[Transferable skills](#SD5)

[Employer involvement](#SD6)

[Resources](#SD7)

[Learner goal setting and progress](#SD8)

[Quality assurance](#SD8)

[Effective partnerships](#SD9)

[Management of sub-contractors](#SD10)

3

4

5

6

7

8-10

11

12

13

14

15

16

17

18

19

19

20

21

[**Leadership and Quality Culture**](#LQC)

[Diverse recruitment to support youth/employment](#LQC1)

[Future focused strategy underpinned by (LMI)](#LQC2)

[Management and Support of Staff](#LQC3)

[Staff Development](#LQC4)

[Effective Self-assessment](#LQC5)

[Innovation and Change](#LQC6)

[**Outcomes and Impacts**](#OandI)

[Achievement and analysis of SDS KPIs](#OandI1)

[Employer Feedback; Analysis and Use of Results](#OandI3)

[Learner Feedback; Analysis and Use of Results](#OandI3)

[SDS Equality Requirements](#OandI2)

[Awarding and Industry Body Requirements](#OandI2)

22

23

24

25

26

27

28

29

30

31

31

32

32

Overview

**Outline of Report**

During 2021/22, 18 Quality Assurance Reviews of providers delivering Modern Apprenticeship provision were carried out.

This report outlines the combined findings from the 18 reviews, providing a breakdown of the Areas for Improvement (AFIs) and identifying selected examples of effective practice.

Where possible a comparison is also made with the findings from analysis of Quality Assurance Reviews in 2018/19 and 2019/20. This report has been developed for providers delivering Modern Apprenticeship provision to help support continuous improvement in the delivery of training provision.

AFIs and examples of effective practice were extracted from the 18 quality reports completed by Quality Assessors after review visits.

There were over 130 AFIs noted across the reviews. In addition, there were many strengths observed, including over 40 areas of highlighted effective practice.

Based on the Quality Assurance and Improvement Framework 2021/2022, findings within the reports were divided into the three quality standards which were then categorised by the 22 quality themes for this analysis.

Following the categorisation of the report content, each quality theme was analysed separately, producing an in-depth breakdown of the development issues found among providers within each individual theme.

Effective practice examples have also been identified to inform continuous improvement actions.

**The small selection of effective practice in this report is not a comprehensive list of all the areas in which providers are doing well.**

**Overview**

**Note on AFIs**

Whilst the high-level results broadly reflect the quality themes requiring the greatest improvement, the themes with a low number of providers demonstrating an AFI should not necessarily be interpreted as areas where all other providers are performing strongly (and vice versa, relating to effective practice).

The actions relating to some quality themes may only be proportionate or relevant to a certain number of providers, depending on the size and nature of individual SDS contracts. Therefore, the results in certain quality themes may be applicable to a smaller number of providers and the quantity (or lack) of areas of improvement does not necessarily demonstrate a strong performance across the provider network.

The three quality themes in which most providers had an AFI in 2021/22 are as follows:

* SDS diverse recruitment
* Learner goal setting and progress
* Systematic gathering, analysis and use of employer and stakeholder perception data
* Systematic gathering, analysis and use of learner perception data

It is important to note that the majority of AFIs around ‘SDS diverse recruitment’ are due to providers’ statistics being below the benchmark for one or more of the SDS key equality groups or result trends declining. This does not necessarily mean that providers are not taking positive action.

AFIs relating to the lack of positive actions being taken to address equality initiatives come under the theme ‘Diverse recruitment to support youth/employment.

**Overview**

**The impact of Covid-19 for individual provider reports**

During the Quality Assurance Reviews 21-22, statistics and comparisons at the same point last year were interpreted within the context of the Covid-19 pandemic which fundamentally affected delivery of apprenticeships.

Sectors such as tourism, hospitality, and retail were hardest hit. In addition, the context in which employers make decisions about recruitment and staff learning, and in which apprenticeship training is delivered, has also changed.

This report, and in particular the AFIs identified, should also be considered in this context, and we acknowledge that many of the circumstances which may have impacted the providers ability to effectively deliver training were out with their control.

SDS reviewed key performance indicators in line with the provider’s particular portfolio of provision and caveated statements regarding outcomes in relation to the effects of the pandemic.

Provider reports were graded, giving proportionate consideration to how the provider has adapted to the particular circumstances that have affected them to deliver their work-based learning provision.

Where comparisons to results from previous years are made in this analysis document, we acknowledge that the trends in certain themes may be driven by factors relevant to the pandemic.

**Overview**

**Size of Providers**

reviewed in 21/22 Quality Assurance Reviews

Provider

Employer

Local Authority

**Type of Providers**

reviewed in 21/22 Quality Assurance Reviews

Large: 100+ In-training at Review

Medium: 50 to 99 In-training at Review

Small: up to 49 In-training at Review

**Please refer to the Grade Descriptors in Appendix 1 for an outline and description of each grade.**

**Grades Received by Providers**

Each individual provider report received a grade for each of the three Quality Indicators. The list of possible grades is shown below:

Excellent

Very Good

Good

Satisfactory

Unsatisfactory

**Summary of AFIs**

This chart outlines the collated number of AFIs in each Quality Theme from the 18 Quality Assurance Reviews. In instances where there are fewer AFIs under a theme, this is only an indication of the number of times it was mentioned in the QA reports. This does not necessarily mean that SDS considers that theme as less important than those with a larger number of AFIs.

The high-level results give an indication from these reviews where we found AFIs. It is a useful guide to where providers may wish to consider their own practice but care should be taken in overinterpretation as some issues belong to more than one theme. For example, employer involvement is an issue that covers multiple themes and relates to a significant number of AFIs. It is also important to note that expectations of providers in relation to themes will be proportionate to the size and nature of the provider. This document will give a more in-depth analysis of the findings in relation to each theme.

The following pages show three-year trends for each of the three Quality Indicators (Service Delivery, Leadership & Quality Culture, Outcomes and Impact) in how many providers had AFIs in each theme.

**Three Year Trends – Service Delivery**

The number of providers with the AFIs for each of the Service Delivery themes are shown below. Due to the variation in number of Quality Assurance Reviews carried out each year, the figures show how many providers have an AFI in proportion to how many providers received a Quality Assurance Review in that year. It is important to note that the providers who were reviewed in each year are different. This means that we cannot view this data as a change over time.

**Three Year Trends – Leadership and Quality Culture**

The number of providers with the AFIs for each of the Leadership and Quality Culture themes are shown below. Due to the variation in number of Quality Assurance Reviews carried out each year, the figures show how many providers have an AFI in proportion to how many providers received a Quality Assurance Review in that year. It is important to note that the providers who were reviewed in each year are different. This means that we cannot view this data as a change over time.

**Three Year Trends – Outcomes and Impact**

The number of providers with the AFIs for each of the Outcomes and Impact themes are shown below. Due to the variation in number of Quality Assurance Reviews carried out each year, the figures show how many provides have an AFI in proportion to how many providers received a Quality Assurance Review in that year. It is important to note that the providers who were reviewed in each year are different. This means that we cannot view this data as a change over time.

**Servi****ce**

**Delivery**

**Initial Assessment and Recruitment**

1.1.1: How effective are our processes for recruitment and initial assessment of learners?



**Areas for Improvement 21/22**

* Insufficient promotion of apprenticeship programme to prospective apprentices and employers
* Lack of clarity about the initial assessment processes for apprentices/employers

**Effective Practice: Skillnet Limited**

The provider’s dedicated team of Recruitment Consultants support employers very well to identify and recruit new talent onto their prestigious apprenticeship programmes. Assistance is given through promotion of vacancies on the provider and employer’s website, and Apprenticeship.scot as well as profiling through local schools and colleges.

Applications are scanned against the individual employer’s criteria, progressing onto aptitude testing (numeracy, literacy and technical) and an initial screening interview for those who are successful at each successive stage. This enables a short list of applicants to be put forward for interview. In response to early leavers, the provider has amended their recruitment process with more emphasis on the screening interview to understand applicants’ motivation and suitability. In the case of early school leavers, parents may be engaged to support the young person in navigating the process.

Applicants are encouraged to consider progression opportunities from the outset with discussion of the career pathways available to them in the sector. Feedback is given at all stages with signposting to support individuals’ employability and preparation for the employer interview. This service is well utilised and valued by employers given Skillnet’s deep knowledge and understanding of their needs.

**Induction**

1.1.2: How effective are our processes for each learner’s induction?



**Areas for Improvement 21/22**

* Induction fails to provide clarity about programme expectations for apprentices
* Employers are not involved in the induction process
* Lack of systematic approach to gathering apprentice feedback on induction

**Effective Practice: Carousel Training Ltd**

A comprehensive group induction programme is in place.

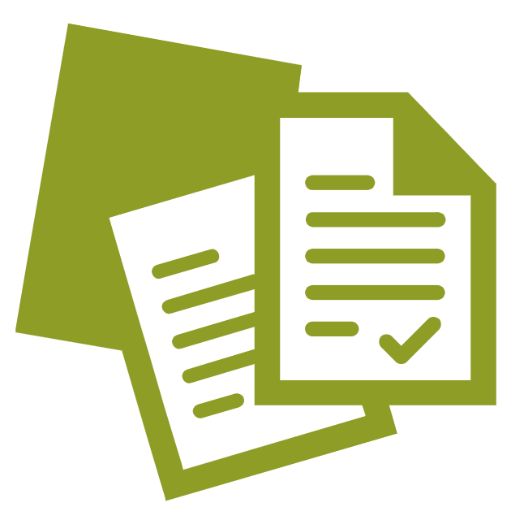
In order to meet the needs of specific individuals the provider made adaptations to the delivery of the induction session, such as the provision of Power Point slides to read as opposed to attending the Zoom session and the introduction of breakout rooms to encourage dialogue and questions. Where apprentices are unable to attend the remote session, or this style of delivery does not meet their needs, arrangements are made to conduct this on a one-to-one basis with their assessor.

As part of induction, apprentices are given a comprehensive overview of all aspects of the programme and are provided with a detailed handbook which supports this process.

This ensures all apprentices are well informed about what is expected of them as part of the programme.

**Learning and assessment planning**

1.1.3: How effective is our learning and assessment planning?



**Areas for Improvement 21/22**

* Poor communication with employers on learning and assessment planning
* Lack of apprentice ownership of their own learner journey (including unit choice and assessment planning)
* Lack of dedicated time for assessment activity in the workplace

**Effective Practice: Carousel Training Ltd**

Learning and assessment planning is efficiently managed by the provider and integrates well with employer led activity. Results from initial assessment and discussions with employers are used to inform an extremely comprehensive two-part individual learning plan (ILP). Employer’s value the input of the provider and they work together to ensure training plans match individuals’ duties.

ILPs are adapted as needed and progress is captured and reviewed after every interaction. The provider has worked well to ensure delivery of training has been effective throughout the pandemic and adapted their teaching to deliver group sessions through Zoom, or where preferred, one to one sessions, and this is appreciated by apprentices and employers ensuring progress is not compromised.

Apprentices welcome the flexibility of the delivery of training in meeting their needs and appreciate the range of resources made available in order for them to progress. This flexible employer and learner centred approach ensures apprentices progress well with their qualification and are fully aware of the support available to them.

**Equality groups**

1.1.4: How well have we designed and prepared our provision specifically to meet the needs of different equality groups?



**Areas for Improvement 21/22**

* Lack of quality management of sub-contractors to ensure appropriate measures for additional support needs are put in place
* Lack of expert input (e.g. from partners) to optimise success chances for those with additional support needs

**Effective Practice: Luddon Construction Limited**

The wellbeing and holistic needs of apprentices are a high priority for the provider. For example, recognising the impact that mental health issues can have on its staff, the assessor has completed Mental Health First Aid (MHFA) training to support engagement and is in the process of completing their Instructor qualification to deliver upskilling for Luddon line managers.

To increase awareness and share practice and learnings, the provider facilitates a mental health forum as part of regular Health and Safety meetings and there is signposting by the Luddon doctor to partner agencies as required.

Relationships of trust are developed between apprentices and staff. Such pastoral care means that apprentices have access to a network of support and are able to develop and sustain a commitment to achieving their apprenticeship.

**Transferable skills (core, meta, and career management skills)**

1.1.5: How well have we designed and prepared to deliver transferable skills?



**Areas for Improvement 21/22**

* Lack of awareness of value and requirement for core skill development
* Missed opportunities to deliver core skills using naturally occurring evidence

**Effective Practice: Qualitas International Limited**

The provider has a systematic approach to the delivery of core skills, making effective use of naturally occurring evidence, where available. For hairdressing apprentices, the VQ units are cross-referenced to evidence Problem Solving, Working with Others and Communication. In the case of Numeracy and ICT, assessors utilise assessment support packs to fill gaps, delivering at a higher level for the SCQF level five qualification.

Going beyond minimum requirements means that apprentices progressing onto the next level have already achieved this element of their qualification. Tasks are also fully contextualised to the workplace, an example of this being tasks to design salon posters.

In relation to childcare, use of the electronic portfolio provides evidence of ICT skills and the provider has engaged an external consultant to design a contextualised pack for Numeracy which will be introduced in 2022- 23.

Core skills form a key element of ongoing review discussions with apprentices, meaning their development and relevance in the workplace are valued. All apprentices acknowledged an increase in skill levels and confidence as a result.

**Employer Involvement**

1.1.6: How effectively have we utilised the employer voice to inform the design and preparation of delivery?



**Areas for Improvement 21/22**

* Limited employer involvement in determining planned training
* Lack of employer access to digital learning/assessment platforms to optimise their input to delivery
* Ineffective communication by providers with employers on expectations of their role in delivery

**Effective Practice: Polaris Learning Limited**

The provider has excellent, productive relationships with the employers that they work with. The provider recognises that positive employer relationships are crucial to enable them to deliver a high-quality MA programme, and everyone at the organisation works hard to ensure that these relationships are nurtured. The provider has dedicated staff who work with specific employers, and this means that they are able to develop a profound understanding of the needs of the employer.

They use this knowledge to good effect to help them to develop effective programmes and working relationships that are unique to the individual employers. Employers are extremely positive about the provider, and value the contribution that Polaris makes to their workplace. They find that the process of being involved with the MA programme is straightforward and this helps to support their continued engagement, and this is clear from the number of long-standing employers that the provider engages with.

**Resources (delivery environment/ learning materials and technology)**

1.2.1: How well do we plan resources to support effective delivery of work-based learning?



**Areas for Improvement 21/22**

* Lack of apprentice support to engage with digital learning interfaces

**Effective Practice: Qualitas International Limited**

Qualitas have excellent and accessible resources in place such as the e-portfolio VQfolio, which is visually engaging, and easy to navigate. It clearly breaks down each element of their qualification and highlights progress at a glance. There is access to a suite of resources which aim to equip apprentices to manage and develop in their learning.

The dashboard is informative (containing the Candidate Handbook, policies and procedures, support guides, signposting to relevant websites and legislation) and can be used as an effective communication tool. Apprentices routinely reference the performance and knowledge evidence with the e-portfolio enabling them to map between units and identify any gaps.

Employers are offered access to VQfolio and, find it a useful tool to keep track of their apprentices’ progress. Facilities within the provider’s training centres are industry standard and allow for the development of skills which prepare apprentices well for the workplace. For example, apprentices work with live models or use training heads to practice new techniques. Qualitas also take positive action to alleviate the impact of digital poverty through the laptop loan facility. This was particularly useful during the pandemic and appreciated by apprentices.

**Learner goal setting and progress**

1.3.1: How effective are our approaches to setting learner goals and monitoring learner progress?



**Areas for Improvement 21/22**

* Missed opportunities to use progress review paperwork to help apprentices and employers track and contribute to their progress
* Lack of genuine engagement from employers and/or apprentices in the progress review process
* Too few effective and timely progress review meetings

**Quality assurance of practice leading to improvement and enhancement of service**

1.3.2: How well do we review our delivery to ensure its standard and quality?



**Areas for Improvement 21/22**

* Missed opportunities to utilise peer expertise to build confidence in new staff

**Effectiveness of partnerships to support transitions and/or progression**

1.4.1: How well do we work with partners to support transition and/or progression of learners?



**Areas for Improvement 21/22**

* Missed opportunities to use expert partners to provide specialist support, e.g., in equality matters

**Effective Practice: Qualitas International Limited**

Partnerships are well developed and utilised to best effect for the benefit of young people. There is engagement across the employability spectrum (with local authorities, schools, colleges, other learning providers, and third sector organisations). In addition, the provider’s staff attend careers events and organise and run open days and taster sessions for hairdressing and childcare.

Other national training programmes such as EF and PA have been used effectively to provide vocational routes into hairdressing and childcare employment. Qualitas is aware of the need to recruit a diverse workforce and has recently started two male apprentices in what are traditionally female job roles.

**Management of sub-contractors**

1.4.2: How effective are we at managing our sub-contracted delivery?



**Areas for Improvement 21/22**

* Lack of Service Level Agreements with sub-contractors that outline service/quality expectations for delivery of training

**Effective Practice: Skillnet**

There is strong collaboration between Skillnet and their contractor to jointly plan and integrate on and off-the-job learning. A robust Service Level Agreement (SLA) is in place and renewed every two years, setting out performance indicators (e.g., targets for apprentice achievement), key roles and responsibilities, evidencing staff CPD, observation of practice, and maintenance of Awarding Body accreditation. Relationships are positive and professional with key contacts meeting on a monthly basis and comprehensive Termly Reviews to monitor progress against the SLA. Learner progress reports (covering VRQ achievement, skills development, attendance, and behaviours) are reviewed and apprentices at risk are identified with actions agreed and followed up.

In addition to documented Observations of Teaching and Learning, provider staff regularly complete informal Learner Walks to observe and confirm the effectiveness of training delivery and gather feedback from apprentices and tutors. Apprentices complete formal surveys regularly with the output shared and discussed as part of the Termly Reviews. There is routine and regular sharing of training opportunities, resources, and expertise between provider staff and the contractor.

**Leadership & Quality Culture**

**Diverse recruitment to support youth / employment**

2.1.1: How well does our SDS contracted provision support the Scottish Government’s Young Person’s Guarantee initiative?



**Areas for Improvement 21/22**

* Lack of effective engagement with employers supporting their recruitment from under-represented groups
* Lack of effective partnerships with equality partners to promote vacancies to under-represented groups
* Limited evidence of effectiveness of existing advertising and marketing campaigns on the recruitment of under-represented groups



**Future focused strategy underpinned by Labour Market Information (LMI)**

2.1.2: How well do we consider our own ecosystem in developing and delivering our workbased learning strategy?



**Areas for Improvement 21/22**

* **N/A**

**Effective Practice: West Dunbartonshire Council**

West Dunbartonshire Council has a structured approach to gathering and using labour market and economic intelligence to plan training provision. Their Strategic Employability Group (SEG) oversees the activity of the Local Employability Partnership, developing a number of workstreams which include a Local Labour Market Information Group

A Shared Measurement Agreement document was developed to consider –

* Who needs support in our community?
* Who are we reaching and what challenges do they face?
* Who are we not reaching?

The SEG also considers opportunities available in the local area, looking at data for –

* The largest employing sectors in the region
* Declining sectors
* Employment rates by occupation and Growth sectors

There is good use of SDS Skills Investment Plans and Regional Skills Assessments and also considers equality data, skills alignment and qualification achievement levels. Together, this intelligence provides a comprehensive picture of the local labour market, which the provider uses to very good effect to plan their delivery.

**Management and support of staff**

2.2.1: How effective are we at managing our staff to deliver SDS funded provision?



**Areas for Improvement 21/22**

* Lack of staff awareness of SDS’s expectations and requirements on delivery
* Ineffective contingency planning to ensure continuity of the MA programme in the event of unplanned absence/ staff leaving
* Lack of provider staff workload monitoring

**Effective Practice: Polaris Learning Limited**

The provider has excellent contingency plans in place to ensure that the service they offer to employers and apprentices is not disrupted by staff absence. Two assessors are allocated to work with each employer, so that if the key assessor is unavailable, the second assessor can step in, utilising the relationships that they have already built with the employer. Polaris also makes good use of the Microsoft Teams channels to share internally a well designed document which breaks down in detail the progress of each individual apprentice. Organised by employer, this useful and well used document uses colour coding to clearly show apprentice progress on specific elements of individual units, indicating whether they have been started and whether the knowledge and understanding has been issued. The detail held within this document allows assessors to clearly see the progress that an apprentice has made, and allows for seamless cover for assessor absence, should this be required.

During the pandemic, the administration team identified the need to ensure that all the admin documents are available electronically to ensure that all admin staff can access the documents that they need from anywhere. This pro-active approach to the consideration of potential contingency plans that they may need to utilise means that the provider was well prepared for a situation such as the restrictions that were placed on their delivery due to the Covid-19 pandemic.

**Staff Development**

2.3.1: How effective is our staff development to support successful delivery of SDS funded provision?



**Areas for Improvement 21/22**

* Lack of staff CPD engagement with equality, diversity and inclusion training
* Missed opportunities to utilise peer shadowing to upskill staff



**Effective self-assessment and continuous improvement**

2.4.1: How effective are our approaches towards self-assessment and continuous improvement?



**Areas for Improvement 21/22**

* Lack of employer, sub-contractor or other stakeholder involvement in the providers self-assessment process
* Lack of staff involvement in the providers self-assessment process

**Effective Practice:** **Qualitas International Limited**

Qualitas places a high priority on continuous improvement and there is a systematic approach to self-assessment using the lenses of staff and stakeholders.

Clear scheduling over the course of a year enables the provider and its staff to plan and review self-evaluation and the Quality Action Plan.

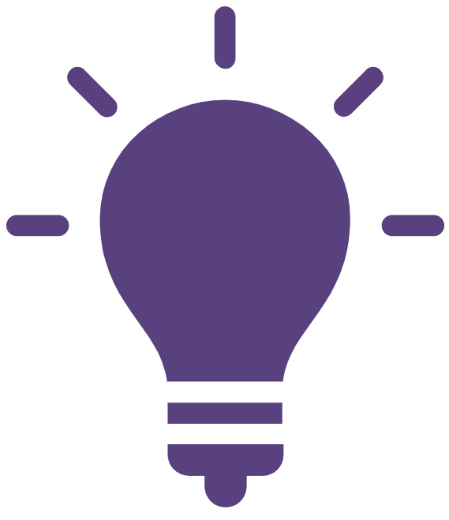
Having dedicated time contributes to the teams’ reflective practice. Feedback is gathered from a number of sources including employers, apprentices, external verifiers, SDS and HM Inspectors.

The provider is responsive to feedback as exemplified by the numerous examples of enhancements to delivery.

This ensures that the views of all parties invested in delivery are captured and supports a culture of continuous improvement.

**Innovation and Change**

2.4.2: How well do we seek innovation and ideas to enhance our provision?



**Areas for Improvement 21/22**

* **N/A**



**Outcomes & Impact**

**Achievement and analysis of SDS Key Performance Indictors**

3.1.1: How well are we performing and analysing our performance in relation to SDS key requirements?



**Areas for Improvement 21/22**

* Declining trends in achievement rate/below SDS target of 75%

**Effective Practice: QA Limited**

The provider has a robust and structured approach to analysing their results including achievement rates and feedback from apprentices and employers. Monthly reports from SDS, FIPS and the providers own MI systems, are utilised to analyse achievement rates by framework, age band and occupational grouping and this data is circulated to delivery managers and the quality manager who discuss it at their meetings.

QA also carry out a quarterly analysis of leavers to determine trends and identify any areas of concern. This activity has enabled them to identify “pandemic related” leavers e.g. employer redundancies following furlough. Analysis of results are discussed at team meetings and actions identified where required.

Internal benchmarks are set across the range of measured outcomes and results are compared to these. Weekly system reports provide a robust management information tool that can be drilled down to offer analysis by different data sets. The provider’s systematic approach to analysing their results enables them to quickly identify their strengths and AFIs.

**SDS diverse recruitment**

3.1.2: How well are we improving the representation of specific equality groups in our SDS funded provision?

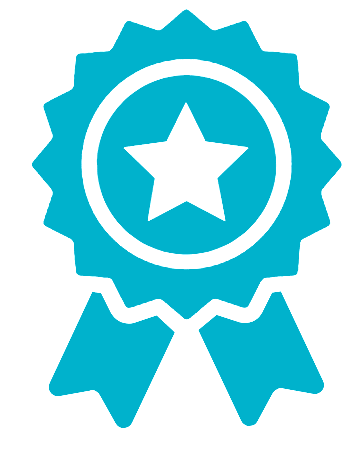


**Areas for Improvement 21/22**

* Low participation rates from individuals who are care experienced
* Low participation rates from individuals from a BME background
* Lack of progress with addressing gender imbalance on heavily segregated frameworks
* Low participation rates from individuals with a self-declared impairment, health condition or learning disability

**Awarding & Industry Body requirements**

3.1.3: How well are we meeting the requirements of Awarding Bodies and Industry Bodies?



**Areas for Improvement 21/22**

* **N/A**

**Systematic gathering, analysis, and use of employer and stakeholder perception data**

3.2.1: How satisfied are employers and stakeholders with our service and relationship?



**Areas for Improvement 21/22**

* No systematic approach to gathering and analysing employer feedback
* Ineffective use of survey feedback to inform improvements to delivery (including no analysis of trends or disaggregation)
* Poor communication with employers on how their feedback is utilised

**Systematic gathering, analysis, and use of learner perception data**

3.2.2: How satisfied are learners with our provision?



**Areas for Improvement 21/22**

* No systematic approach to gathering and analysing apprentice feedback
* Poor communication with apprentices on how their feedback is utilised
* Ineffective use of survey feedback to inform improvements to delivery (including no analysis of trends or disaggregation)

# 

Appendix 1 - Quality Standard Grade Definitions

|  |  |
| --- | --- |
| **Grade** | **Descriptor** |
| **Excellent** | A grade of **excellent** indicates the learning provider fully demonstrates meeting the standard thereby providing a very high level of assurance. This applies to provision in which learners’ experiences and achievements are of a very high quality, and where learners and employers report a very high level of satisfaction with the service provided. There are examples of highly effective practice worthy of dissemination across the wider learning provider network. The learning provider demonstrates a strong track record of high performance and levels of performance are sustainable. |
| **Very Good** | A grade of **very good** indicates the learning provider fully demonstrates meeting the standard thereby providing a high level of assurance. Provision is characterised by major strengths with a few areas for enhancement. The learning provider is committed to ongoing continuous improvement and committed to raising standards and performance to excellent. |
| **Good** | A grade of **good** indicates the learning provider fully demonstrates meeting the standard thereby providing a good level of assurance. Provision has important strengths which collectively outweigh areas for improvement. However, learners’ experiences may be diminished by aspects of delivery which require improvement. The learning provider should seek to improve further the areas of strengths and take action to address the areas for development. |
| **Satisfactory** | A grade of **satisfactory** indicates the learning provider demonstrates meeting the standard at a minimum level thereby providing a basic level of assurance. Provision has some important strengths which collectively just outweigh any areas for improvement. It indicates that learners and employers have access to a basic level of service and experiences have a positive impact on the learners. However, areas for improvement limit the overall quality of the learner experience. The learning provider should develop clear actions to address the areas for improvement. |
| **Weak** | A grade of **weak** indicates the learning provider has been unable to meet the standard at an acceptable level and has not provided sufficient assurance. Few strengths are identified, and these are outweighed by significant areas for improvement. These diminish the overall quality of the learner experience. The learning provider is required to take immediate action to address the weaknesses in the quality of their delivery. |
| **Unsatisfactory** | A grade of **unsatisfactory** indicates the learning provider has been unable to meet the standard at an acceptable level and has not provided sufficient assurance. There are significant areas of concern requiring immediate remedial action. Learners and employers are not receiving a satisfactory level of service and learners’ prospects of completing their learning successfully are significantly at risk. |