

INSPECTION REPORT

Haddon Training Limited

04 August 2005



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

Haddon Training Limited

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Haddon Training Limited (Haddon Training) is a private limited company which was established in 2001. The company developed from the training arm of Haddon Stud, a well-known stud producing National Hunt and event horses for over 20 years. Haddon Training is based in Marlborough and contracts with Wiltshire and Swindon Learning and Skills Council (LSC) to provide apprenticeships and national vocational qualifications (NVQs) for young people. It also works in partnership with New College Swindon to provide government-funded outreach training and with Swindon College to provide NVQ training for school pupils as part of the college's increased flexibility agenda. The senior management team comprises a managing director, a financial manager and a project manager. The company employs nine full-time and seven part-time staff, as well as seven freelance staff, two of whom provide support for literacy and numeracy.

2. Haddon Training offers training for apprentices and advanced apprentices in horse care, animal care and saddlery. Learners on the government-funded outreach training work towards NVQs or the relevant nationally accredited horse industry examinations.

3. The company subcontracts saddlery training, assessment and internal verification to The Saddlery Training Centre. Haddon Training is a subcontractor for the Royal Artillery, for which it provides training, assessment and internal verification for apprenticeships in horse care.

OVERALL EFFECTIVENESS

Grade 2

4. **The overall effectiveness of the provision is good.** Haddon Training's leadership and management are good, as are its arrangements for quality improvement. Its arrangements for equality of opportunity are satisfactory. In agriculture horticulture and animal care, and engineering and manufacturing technologies, its provision is good.

5. **The inspection team had a high degree of confidence in the reliability of the self-assessment process.** The self-assessment process is clear and effective. There are clear procedures for the drawing up of the report. Employers, work-placement providers and learners were all asked to contribute to the self-assessment report. Managers and staff were interviewed individually to gather their views on the company's strengths and weaknesses. The report accurately identifies most of the weaknesses found during the inspection, although some strengths are no more than normal practice. The company makes good use of data to make judgements on retention and achievement.

6. **The provider has demonstrated that it is in a good position to make improvements.** Haddon Training has been effective in carrying out actions to promote improvements. A development plan based on the self-assessment report is discussed at the monthly staff meetings. It has carried out many of the actions from the development plan successfully. Retention is good and improving. Since the previous inspection, leadership and management have improved and are now good.

KEY CHALLENGES FOR HADDON TRAINING LIMITED:

- fully implement a strategy to develop learners' literacy and numeracy skills
- formalise action-planning and target-setting procedures
- continue to improve retention and achievement rates
- make full use of the potential of the management information system

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		2
Contributory grades:		
Equality of opportunity		3
Quality improvement		2

Agriculture, horticulture and animal care			2
Contributory areas:	Number of learners	Contributory grade	
Equine			
Apprenticeships for young people	69	2	
Other government-funded provision	45	2	
NVQ training for young people	3	2	
Animal care			
Apprenticeships for young people	9	2	

Engineering and manufacturing technologies			2
Contributory areas:	Number of learners	Contributory grade	
Manufacturing technologies			
Apprenticeships for young people	13	2	

ABOUT THE INSPECTION

7. All areas of learning offered by Haddon Training were reported on and graded. Evidence was also examined from the recent inspection of the Royal Artillery to support judgements in leadership and management. Inspectors visited Haddon Training twice in the six weeks leading up to the final inspection visit.

Number of inspectors	3
Number of inspection days	14
Number of learners interviewed	38
Number of staff interviewed	11
Number of employers interviewed	11
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	2
Number of visits	3

KEY FINDINGS

Achievements and standards

8. **Retention rates are good and improving for horse care and animal care training programmes.** Of the 37 advanced apprentices recruited since 2003, 86 per cent are still in learning. Historical data shows that retention has remained consistently around 70 per cent for several years. Retention rates are outstanding for learners working towards NVQs and nationally accredited horse industry examinations. Of the 28 learners who started an NVQ programme in 2004-05, 100 per cent are still in learning. Since 2003, 24 learners have started training towards nationally accredited horse industry qualification exams and, of these, 23 have achieved or are still in learning.

9. **Achievement rates of apprenticeships and NVQs are good.** Achievement rates for apprenticeships in horse care average 65 per cent. Of all of the learners who left an apprenticeship programme in 2003-04, 73 per cent had achieved their full qualification. Of the 14 learners who started an NVQ programme in 2003-04, 11 achieved their NVQ and a further two are still in learning. Achievement rates for advanced apprenticeships are satisfactory.

10. **Although the number of apprentices and advanced apprentices is small, retention and achievement rates for saddlery are very good.** Of the six advanced apprentices recruited since 2003, all are still in learning and making good progress. Of the six apprentices recruited since 2003, three have successfully achieved their apprenticeship, while the other three are still in learning and making good progress. So far, progression from level 2 to level 3 is excellent. **The achievement rate for the technical certificates is 100 per cent.**

11. **Learners develop good skills and knowledge during their training programmes.** On

completion of their training programme, most of them remain employed within the saddlery, horse or animal care industries. Many horse care learners develop good specialist skills. They become highly valued members of the yard staff. Often, learners' roles develop into areas of considerable responsibility. Animal care learners handle animals confidently and competently, and they demonstrate good specialist knowledge. Learners' portfolios of evidence demonstrate their experiences and show a good depth of knowledge and understanding often beyond the level required for their NVQ. Learners in saddlery work towards all three technical certificates available, even though only one is required by the apprenticeship frameworks. Learners' portfolios are of a high standard and are illustrated with photos showing many examples of their work. They take pride in their work and value their portfolios as a useful source of reference material for their future careers.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Agriculture, horticulture and animal care	1	1	2	0	4
Total	1	1	2	0	4

12. On horse care and animal care programmes, learners train in a wide variety of good workplaces. Haddon Training subjects employers to a thorough quality assurance check before accepting them as training locations. Employers include large and small approved riding schools, competition yards, studs and livery yards. Animal care learners train in a good variety of dog-grooming parlours, boarding kennels, veterinary practices and specialist zoos. All of the workplaces demonstrate best practice within the industry. There is excellent attention to health and safety. Learners' work placements are carefully matched to their aspirations and interests. Often, learners are able to attend other training locations in order to broaden their experience.

13. On horse care and animal care programmes, on- and off-the-job training are good. Training sessions are regular and frequent and take place at least once a week, but usually more often. Learners receive structured periods of riding, practical stable management and background knowledge training. Haddon Training encourages learners to give feedback on their own performance and to develop good observational skills and professional judgement. A record of guided learning hours is kept by all locations and recorded by the trainer and learner. They are able to identify the training they receive and focus clearly on what they have learnt. Of the four learning sessions that the inspectors observed, 50 per cent were good or better. Training for animal care learners is less well structured.

14. In saddlery, off-the-job training is good. The Saddlery Training Centre carefully tailors this training to meet the learners' individual needs. Learners are taught in small groups and receive individual attention from the tutor. Attendance is nearly 100 per cent for the past year. Tutors are very experienced and The Saddlery Training Centre has an excellent reputation within the saddlery industry. The course content is based around the acquisition of traditional skills, incorporating modern materials and techniques wherever appropriate. The training ensures that learners can produce good-quality saddlery products at a profitable rate.

15. In saddlery, learners are set clear targets and action plans at the start of each off-the-job training period. There are thorough reviews of the learners' previous targets

and negotiation of new targets for each two-week training period. The targets set are clear and measurable. All learners have a very good understanding of the work they have to complete. They have a particularly good understanding of how to put their portfolios together and what evidence they should collect.

16. Haddon Training makes good use of interesting research projects to produce evidence for learners' key skills portfolios. The projects are designed by the learners, who develop good team-working skills and enjoy their work. The projects are producing interesting and informative research material and there are plans to publish the results in trade magazines and journals. The key skills tutors help each learner to devise their own particular project.

17. Haddon Training has not yet developed effective formal arrangements for identifying what support learners require with their literacy or numeracy skills. Until very recently there was no diagnostic assessment of learners' key skills. The company does not use the results of the initial assessment to plan training in literacy or numeracy. Learning plans do not record how, when, or by whom learning support will be offered. There is no evaluation of the success of any support given. The company does not identify gaps in the learners' skills and understanding until they are having difficulty with their work. Assessors do not routinely correct spelling and grammar mistakes in the learners' portfolio work.

18. There is insufficient planning to make the best use of work-based evidence for horse and animal care learners. Too often, learners generate evidence without understanding when they have enough or what to do with it. The company does not use evidence effectively to prove the learners' competence across a range of units, to avoid over-assessment. Many animal care learners' portfolios are weak and contain little evidence. Haddon Training makes insufficient use of witness testimonials. Many of the learners' experiences and prior knowledge could allow them to make more rapid progress towards achievement.

19. In saddlery, the co-ordination between on- and off-the-job training is insufficient. Learners are only visited in the workplace twice a year. Reviews focus almost entirely on progress with the off-the-job training tasks. Employers make insufficient contribution to the review process. Employers have a poor awareness of the scheme of work for the off-the-job training.

Leadership and management

20. Haddon Training sets a strong strategic direction for the development of training programmes. A programme to allow 14-16 year old school pupils to participate in horse care and animal care programmes has been particularly successful. The company has developed strategic links with the Royal Artillery and local colleges, to increase the range of provision that it offers. Haddon Training has recently achieved accreditation to offer a non-residential apprenticeship programme for the racing industry. The company has reviewed and broadened the range of optional units offered on each apprenticeship.

21. As Haddon Training has increased in size, the company's structure has evolved well to meet the needs of the business. It has enhanced staff roles and introduced new roles carefully to involve staff fully in decision-making, setting strategies and developing

processes. Staff are well managed and there is a strong team ethos. The team has a wide range of backgrounds and experience, and maintains its good links and networks with industry. Staff development is well managed, planned and evaluated for its effectiveness.

22. Haddon Training has a well-established strategy for improving retention and achievement rates. Staff are skilled at proposing appropriate and effective solutions to learners' problems. Staff use data on learners' feedback well. Retention and achievement rates are consistently good and improving.

23. Haddon Training has a very good range of high-calibre workplaces. The managing director carries out thorough evaluation of the suitability of all employers' facilities and resources. The company has developed remote locations well as satellite centres, with in-house assessors. It has produced comprehensive and helpful guidelines about a range of workplace and employment activities. Learners with the saddlery subcontractor receive very good off-the-job training. Haddon Training meets regularly with the subcontractor to discuss its requirements.

24. The company provides good support and guidance for employers on equality of opportunity and diversity. It provides all of them with a useful and comprehensive equal opportunities guide and each year uses a checklist to ensure that employers have suitable equal opportunities policies and procedures. The company shares equal opportunities information with employers and staff.

25. Haddon Training has taken many effective actions to improve its training programmes. It now has a well-established system to identify where it can make improvements. The company collects information from a variety of sources, including employers' and learners' questionnaires, staff suggestions, feedback from Connexions and parents, as well as internal audits. Haddon Training analyses the results of employers' and learners' feedback thoroughly and uses them to bring about improvements. The company has effective systems to evaluate the effect of new initiatives. It has rectified many of the weaknesses in leadership and management identified during the previous inspection.

26. The company's self-assessment process is consultative and effective. Haddon Training requested all employers, work-placement providers and learners to contribute to the self-assessment report. The company interviewed managers and staff individually. The report accurately identifies most of the weaknesses found during the inspection, although some strengths are no more than normal practice. The company has carried out many of the actions from the development plan successfully.

27. Haddon Training has good quality assurance policies and procedures relating to most aspects of training. The company updates its quality improvement strategy each year. Since April 2005 it has observed learning sessions. Actions identified are often not sufficiently specific to bring about improvements. There are not yet direct links between these observations and the appraisal of the company's staff, but these links are planned.

28. The company has a meetings strategy, with regular and well-documented opportunities for its staff to meet and share best practice. Staff are well informed about the major decisions affecting the business. Meetings are comprehensive, with good staff involvement.

29. The company has an appropriate literacy and numeracy strategy. Recently, two

freelance tutors have been recruited to offer structured support, and this has started in numeracy. However, neither of the tutors is qualified to teach literacy or numeracy as a basic skill. Some assessors have attended dyslexia support training, but others still have a poor understanding of dyslexia. Initial assessment has been revised recently, but it is not yet fully effective in identifying the learners' specific literacy and numeracy support needs.

30. Haddon Training manages its resources appropriately. It has sufficient numbers of staff and the ratio of assessors to learners is good and allows frequent and lengthy visits. Resources at the company's head office are satisfactory and it has made improvements over the past year to develop the information technology (IT) systems. Haddon Training has its own library, which all learners can use.

31. Haddon Training uses data satisfactorily to monitor retention and achievement rates, and the timeliness of key activities. Senior managers use data well for planning and recruitment, but have only recently started using data for monitoring some aspects of the provision, including trends in performance. As yet, the company has not developed an effective system for recording and measuring the progress of different groups of learners.

32. General access for people with restricted mobility is adequate. Due to the nature of the work, Haddon Training receives very few applications from learners with mobility difficulties. The company's premises are on two floors with staircase access, but it has arrangements to provide interviews, training or meetings on the ground floor.

33. The equal opportunities policy is satisfactory. It is updated annually and there is a suitable plan for reviewing and evaluating the equal opportunities strategy. Appropriate procedures exist for identifying bullying and harassment in the workplace and this is monitored adequately during reviews and assessors' visits. All complaints have been dealt with promptly and appropriately but records are not clear and outcomes are not well recorded.

34. Apprentices have a satisfactory understanding and awareness of equality and diversity. The company checks this at induction through the use of a video and interactive activities. Employers promote equality through their actions. However, equality of opportunity is not reinforced adequately during learners' progress reviews or training sessions. Haddon Training plans to have repeat sessions on equality of opportunity with all learners every six months but this is not yet fully established.

35. Internal verification arrangements are mostly satisfactory. Internal verifiers carry out 100 per cent sampling of new or inexperienced assessors' assessment decisions. There is no clear system to ensure that any poor practice identified by internal verification is rectified.

36. Haddon Training has started to use data to monitor equal opportunities but has not compared the performance of different groups of learners. There are no plans to monitor the recruitment practices of employers. The recruitment of men and learners from minority ethnic groups is low, although the number of men recruited has increased in recent years. Haddon Training does not sufficiently promote its training programmes to learners from minority ethnic groups. Most printed marketing materials do not reflect the opportunities for learners from under-represented groups and contain mainly stereotypical images. The company has carried out no targeted marketing at schools or local community centres.

37. Haddon Training has insufficient specific targets for many aspects of its training programmes. Minutes of team meetings have only recently included target dates for identified actions. Some actions are not followed up sufficiently at subsequent meetings. There is insufficient attention paid to setting targets for retention and achievement. Recording of whether or not the employer has acted on the recommendations made during health and safety monitoring visits is not adequately detailed.

Leadership and management

Strengths

- good strategic development of the training programmes
- good development of staff and their roles
- good management of training in the workplace and at the subcontractor
- good employer guidance and support for equal opportunities
- very effective action to improve the training programmes

Weaknesses

- insufficient setting and monitoring of actions and targets
- insufficient promotion of training programmes to learners from minority ethnic groups

Agriculture, horticulture and animal care

Strengths

- good and improving retention rates
- good achievement of apprenticeships and NVQs
- good development of learners' skills and knowledge
- very good workplaces
- good on- and off-the-job training

Weaknesses

- incomplete formal arrangements for identifying learners' support needs for literacy and numeracy
- insufficient planning to make the best use of work-based evidence

Engineering and manufacturing technologies

Manufacturing technologies

Grade 2

Strengths

- very good retention and achievement rates
- good development of learners' skills and knowledge
- good vocational off-the-job training

- clear target-setting and action-planning
- good use of key skills projects

Weaknesses

- incomplete formal arrangements for identifying learners' support needs for literacy and numeracy
- insufficient co-ordination of on- and off-the-job training for many learners

WHAT LEARNERS LIKE ABOUT HADDON TRAINING LIMITED:

- off-the-job training in saddlery - 'we can concentrate and compare our work'
- being able to speak to someone about problems
- the relaxed atmosphere and individual help from patient tutors and assessors - 'I think of my assessor as a friend'
- the practical assessments - 'better than writing'
- fun and enjoyable training
- getting feedback after assessments
- riding the horses
- a real commercial situation in which to train
- opportunities to gain a wider knowledge from visits and other work experience

WHAT LEARNERS THINK HADDON TRAINING LIMITED COULD IMPROVE:

- the amount of off-the-job training - 'there's not enough'
- the paperwork - especially trying to work out what should go in the portfolio
- the amount of time available to work on the NVQ during work
- the balance of practical and written work - 'too much written and not enough practical'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good strategic development of the training programmes
- good development of staff and their roles
- good management of training in the workplace and at the subcontractor
- good employer guidance and support for equal opportunities
- very effective action to improve the training programmes

Weaknesses

- insufficient setting and monitoring of actions and targets
- insufficient promotion of training programmes to learners from minority ethnic groups

38. The managing director has given a strong strategic direction to the development of training programmes. A programme to allow 14-16 year old school pupils to participate in horse care and animal care programmes has been particularly successful. Most of these pupils have progressed onto apprenticeship programmes with Haddon Training or moved into full-time employment. The company has developed strategic links with the Royal Artillery and local colleges to increase the range of provision it offers. Much of this has resulted from the horse industry's high regard of Haddon Training and its good reputation within the equine training community. Through a high-profile research project, Haddon Training has identified the need for a non-residential racing qualification to meet the needs of some employers and learners. The company has recently achieved accreditation to offer this programme. It has reviewed and broadened the range of optional units offered on each apprenticeship programme to meet the needs of learners and their future careers. The company's growth has been well managed to ensure that it maintains quality.

39. As Haddon Training has increased in size, the company structure has evolved well to meet the needs of the business. It has enhanced staff roles and introduced new roles carefully to involve staff fully in decision-making, setting strategies and developing processes. Each member of staff's interests and development have been considered well in this process. Staff are well managed and there is a strong team ethos. The team has a wide range of backgrounds and experience, and maintains its good links and networks with industry. Staff are well qualified and experienced. They receive a wide range of internal and external training that enhances many aspects of their riding, job role and personal development. Staff development is well managed, planned and evaluated for its effectiveness. Internal verifiers routinely monitor in-house assessors' development records during their visits. Staff have a satisfactory and supportive annual appraisal, where their role, responsibilities and personal development are discussed. New staff receive an appropriate induction programme and are appraised within their first six months with Haddon Training.

40. The company has a well-established strategy for improving retention and achievement rates. This strategy has been particularly successful in rectifying learners' problems, helping

HADDON TRAINING LIMITED

to ensure that learners are retained. Staff are skilled at proposing appropriate and effective solutions to learners' problems. Staff use data on leavers and learners' feedback well to monitor the effect of the strategy and feed this back regularly at meetings. Retention and achievement rates are consistently good, and in horse and animal care apprenticeships the retention rate is improving.

41. Haddon Training has developed a very good range of high-calibre workplaces, which give the learners a good-quality learning experience. The managing director carries out thorough evaluation of the suitability of the employers' facilities and resources before learners start their programmes. This includes monitoring staff and tutors' qualifications and checking the opportunities learners will have to develop their skills through the range of horses, activities and equipment. Considerable work has taken place with the managers and owners of yards to develop appropriate staffing structures and ensure good progression routes for learners. Remote locations have been developed well as satellite centres, with in-house assessors. Employers and in-house assessors use comprehensive and helpful guidelines about a range of workplace and employment activities. In-house assessors make particularly good use of the paperwork. They receive regular ongoing support from a dedicated member of staff. Learners with the saddlery subcontractor receive very good off-the-job training. Haddon Training meets regularly with the subcontractor to discuss its requirements.

42. The company has introduced a meetings strategy with regular and well-documented opportunities for staff to meet and share best practice. Staff are well informed about the major decisions affecting the business. Meetings are comprehensive, with good staff involvement.

43. The company has an appropriate literacy and numeracy strategy. Recently, it has made arrangements with two freelance tutors to offer structured support, and this has started in numeracy. Both tutors have sound teaching experience and qualifications, but do not have qualifications in teaching literacy or numeracy. Some assessors have attended dyslexia support training but others still have a poor understanding of the support required by a learner with dyslexia or what signs might suggest dyslexia. The company has revised its initial assessment tools recently, and recognises this as an area for development in the self-assessment report. The assessment tools are not yet fully effective in identifying learners' specific literacy and numeracy support needs.

44. Haddon Training manages its resources appropriately. It has sufficient numbers of staff and the ratio of assessors to learners is good, allowing frequent and lengthy visits. Resources at its head office are satisfactory and it has made improvements over the past year to develop the IT systems to improve access for staff who are not office-based. A good-sized meeting room provides staff and learners with a meeting and training area. Haddon Training has its own library, which all learners can use.

45. Haddon Training uses data satisfactorily to monitor the learners' retention and achievement rates, and the timeliness of key activities. Senior managers use data well for planning and recruitment, but have only recently started using data for monitoring some aspects of the provision, including trends in performance. As yet, Haddon Training has not developed an effective system for recording and measuring the progress of different groups of learners. The company uses data from similar providers and their inspection grades well to compare its performance.

46. Haddon Training has insufficient specific targets for many aspects of its training programmes. It has improved its minutes of team meetings and records them well, but they have only recently included target dates for identified actions. The company does not follow up some actions sufficiently at subsequent meetings and does not give them sufficient urgency or priority. There is insufficient attention paid to setting targets for retention and achievement. It monitors health and safety regularly, including trends in accidents, which the managing director follows up. However, at the next health and safety monitoring visit, recording of whether or not the employer has acted on the recommendations or improved health and safety awareness and decreased risks is not adequately detailed.

Equality of opportunity

Contributory grade 3

47. Haddon Training provides good support and guidance for employers on equality of opportunity and diversity. It gives all employers a useful and comprehensive equal opportunities guide, which includes references for further information. In addition, new employers and work placements receive a comprehensive pack, which introduces them to all aspects of the training process and clearly states the company's expectations of them. Haddon Training is a member of an equalities group and receives information and frequent updates on equality of opportunity, including updates on legislation. The company shares this information with employers and staff to ensure that their knowledge and understanding are up to date. Each year, the company uses a useful equal opportunities checklist to ensure that employers have suitable equal opportunities policies and procedures. Haddon Training encourages and offers help to employers to develop their own policies if required. The company provides employers with an attractive range of laminated posters to display. These posters act as a starting point for discussions and also clearly identify a name and contact number for the equal opportunities manager at Haddon Training.

48. All of Haddon Training's staff have received training in equality and diversity from the equal opportunities manager. Equality of opportunity is discussed at the monthly staff meetings.

49. General access for people with restricted mobility is adequate. Most stable yards, classrooms, toilet facilities and offices are easily accessible. Due to the nature of the work, the company receives very few applications from learners with mobility difficulties. Haddon Training's own premises are on two floors with staircase access, but the company can arrange interviews, training or meetings on the ground floor. Five of the employers that work with Haddon Training have Riding for the Disabled Association groups visit them regularly.

50. The equal opportunities policy is satisfactory. The company updates it annually and the three-year development plan suitably includes key principles for equality of opportunity. The company has a suitable plan for reviewing and evaluating the equal opportunities strategy and appropriate procedures for identifying bullying and harassment in the workplace. It monitors this adequately during reviews and assessors' visits. Few incidents relating to bullying have occurred over recent years. The company deals with all complaints promptly and appropriately but its records are not clear and it does not record outcomes well. Haddon Training is developing stronger links with Connexions and has used these to good effect when investigating grievances involving learners aged 14-16.

51. Apprentices have a satisfactory understanding and awareness of equality and diversity issues that affect them personally. The company checks this at induction through the use of a video and interactive activities. It reinforces learners' understanding of equality of opportunity and extends their awareness through work within the NVQ or their technical certificates, and through the culture within the workplaces, where understanding of equality of opportunity is generally good. Employers promote equality through their actions. However, Haddon Training does not reinforce equality of opportunity adequately during the learners' progress reviews or training sessions. Questions at reviews focus on bullying and harassment, or how learners have been treated at work, and they do not raise awareness or increase the learners' awareness of their responsibilities in dealing with equal opportunities problems that arise in the workplace. Haddon Training plans to repeat sessions on equality of opportunity with all learners every six months, but it has not yet fully established this.

52. Haddon Training has used a taster day successfully to attract new learners and reach younger learners. The taster day involved experiencing working in a yard or stable, as well as riding. It is organising another taster day in the near future. In 2005, 15 learners from nine schools have participated in the 14-16 increased flexibility programme at Haddon Training. Of these learners, only three have left the scheme.

53. Haddon Training has started to use data to monitor equal opportunities. However, as yet, it has not compared the performance of different groups of learners. There are no plans to monitor the recruitment practices of employers. Historical data indicates that the recruitment of men and learners from minority ethnic groups is low, although the number of men recruited has increased in recent years. Sixteen of the current learners are men but only one current learner is identified as being from a minority ethnic group. Haddon Training has recently achieved accreditation to offer racing units, which it believes will attract more male and ethnic learners.

54. Haddon Training does not sufficiently promote its training programmes to learners from minority ethnic groups. On stands at careers fairs, the company uses photographs of men and learners from minority ethnic groups carrying out activities as part of their apprenticeship, but most of its leaflets and marketing materials make no direct reference to the recruitment of learners from minority ethnic groups. Most printed marketing materials do not reflect the opportunities for learners from under-represented groups and contain mainly stereotypical images. Haddon Training has recently obtained information on the proportion of pupils from minority ethnic groups in local schools. However, as yet, it has carried out no targeted marketing at schools or local community centres.

Quality improvement

Contributory grade 2

55. Haddon Training has taken many effective actions to improve its training programmes. A well-established system now exists to identify where it can make improvements. The company collects information from a variety of sources, including employers' and learners' questionnaires, staff suggestions, feedback from Connexions and parents, as well as internal audits. It collects feedback from employers and learners regularly. Learners complete questionnaires at the end of their programmes and the company has recently introduced a mid-programme questionnaire. The company collects employers' views during visits by staff and through annual employers' questionnaires. It analyses the results of employers' and learners' feedback thoroughly and uses it to bring about improvements. For example, it made recent changes to application forms and individual learning plans after learners'

feedback indicated that they were too difficult to complete. The company introduced a new system of identifying and recording guided learning hours after learners' feedback indicated that they had difficulties in identifying what they could classify as training or when training was taking place. It produced useful employers' guides after employers' feedback indicated that they were necessary. Where it has introduced new initiatives, Haddon Training has effective systems to evaluate their effect and bring about further improvements. It carries out annual audits of all training processes and these have been successful in ensuring that the learners receive frequent reviews. Many of the weaknesses in leadership and management identified during the previous inspection have been rectified.

56. The company's self-assessment process is consultative and effective. It has clear procedures for drawing up the report and invited all employers, work-placement providers and learners to contribute to the most recent self-assessment report. Haddon Training interviewed managers and staff individually to gather their views on the company's strengths and weaknesses. The report accurately identifies most of the weaknesses found during the inspection, although some strengths are no more than normal practice. The company discusses a development plan based on the self-assessment report at the monthly staff meetings. However, it does not always record progress against the actions clearly. The company has successfully carried out many of the actions from the development plan.

57. Internal verification arrangements are mostly satisfactory. The frequency of visits to observe assessors varied according to their experience and the sampling rates of portfolios are proportioned accordingly. Internal verifiers carry out 100 per cent sampling of new or inexperienced assessors' assessment decisions. However, too often they do not identify specific actions to improve or develop the assessors' work. There is no clear system to ensure that any poor practice identified by internal verification is rectified.

58. Haddon Training has good quality assurance policies and procedures relating to most aspects of training and a quality improvement strategy which it updates each year. The policy identifies the company's approach to the quality assurance of most aspects of training and includes monitoring of training, teaching, assessment and reviews. Senior staff have observed learning sessions since April 2005 and the company plans to observe all training staff annually. It is too early for Haddon Training to have a consistent observation profile of grades to analyse for improvement. The new observation form that the company has introduced recently contains a space for actions arising from the observation but this is often not completed. When actions are identified they are often not sufficiently specific to bring about improvements. Since the observation process is new, there are no direct links between these observations and the appraisal of staff, but the company plans to introduce these.

AREAS OF LEARNING

Agriculture, horticulture and animal care

Grade 2

Contributory areas:	Number of learners	Contributory grade
Equine		
Apprenticeships for young people	69	2
Other government-funded provision	45	2
NVQ training for young people	3	2
Animal care		
Apprenticeships for young people	9	2

59. Horse care and animal care were reported on and graded together at the inspection.

60. Haddon Training recruits most of its learners directly from employers. Employers provide most of the training at work but Haddon Training provides some off-the-job training for key skills. Most apprentices and advanced apprentices are working towards NVQs in horse care, with nine working towards NVQs in animal care. Of the learners on the government-funded outreach training, 18 are working towards nationally accredited horse industry examinations and the remainder towards NVQs.

61. The company's managing director assesses all of the learners' suitability in interviews. Induction takes place in the workplace and assessors visit every four to six weeks to carry out assessment and reviews of progress.

Strengths

- good and improving retention rates
- good achievement of apprenticeships and NVQs
- good development of learners' skills and knowledge
- very good workplaces
- good on- and off-the-job training

Weaknesses

- incomplete formal arrangements for identifying learners' support needs for literacy and numeracy
- insufficient planning to make the best use of work-based evidence

Achievement and standards

62. Retention rates are good and improving. Of the 37 advanced apprentices recruited since 2003, 86 per cent are still in learning. Numbers of learners working towards apprenticeships and advanced apprenticeships in animal care are small. However, of the 16 learners who have started an apprenticeship programme since 2003, three have completed their qualification and a further nine are still in learning. Historical data indicates that retention has remained consistently around 70 per cent for several years. Retention rates are also good for learners working towards NVQs and nationally accredited horse

industry examinations. Of the 28 learners who started an NVQ programme in 2004-05, 100 per cent are still in learning. Since 2003, 24 learners have started training towards the nationally accredited horse industry examinations and, of these, 23 have achieved their qualification or are still in learning.

63. Achievement of apprenticeships and NVQs is good. Achievement rates for apprenticeships in horse care average approximately 65 per cent. Of all of the learners who left an apprenticeship programme in 2003-04, 73 per cent had achieved their full qualification. This is a significant improvement on the previous year and reflects the improving retention rates. Achievement rates on NVQ programmes are also good. Of the 14 learners who started an NVQ programme in 2003-04, 11 achieved their NVQs and a further two are still in learning. Achievement rates for advanced apprenticeships are satisfactory. Numbers on these programmes have been small until recently, making it difficult to make judgements about achievement. However, of the nine learners who started an advanced apprenticeship in 2002-03, three have achieved their qualification and a further two are still in learning. Pass rates of technical certificates are high.

64. Learners develop good skills and knowledge during their training programmes. On completion of their training programme, most learners remain employed in the horse or animal care industries. Many horse care learners develop good specialist skills, such as grooming at international events or competing on employers' or livery clients' horses. They become highly valued members of the yard staff. Often, learners' roles develop into areas of considerable responsibility, such as managing junior staff, running sections of the yard, or maintaining stocks of feed and ordering hard feed and hay. Animal care learners handle animals confidently and competently and also demonstrate good specialist knowledge. For example, in one learning session that the inspectors observed, an advanced apprentice demonstrated methods of restraint to other less experienced apprentices and showed a good understanding and application of health and safety. Learners' portfolios demonstrate their experiences and show a good depth of knowledge and understanding often beyond the level required for their NVQ.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Advanced apprenticeships	2004-05		2003-04		2002-03												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	14		23		9	100											
Retained*	0		4		5	56											
Successfully completed	0		3		3	33											
Still in learning	13		19		2	22											

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
Apprenticeships	2004-05		2003-04		2002-03											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	32		53		41	100										
Retained*	9		30		26	63										
Successfully completed	2		25		24	59										
Still in learning	29		14		1	2										

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
NVQ Training	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	3		4	100												
Retained*	0		4	100												
Successfully completed	0		4	100												
Still in learning	3		0	0												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Other government funded																
Other government-funded provision	2004-05		2003-04													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	38		21	100												
Retained*	2		10	48												
Successfully completed	2		10	48												
Still in training	36		9	43												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

The quality of provision

65. Learners train in a wide variety of good workplaces. The managing director subjects all potential employers to a thorough quality assurance check before accepting them as training locations. Employers include large and small approved riding schools, competition yards, studs and livery yards. Many of them have excellent and, in some cases, international reputations within the horse industry. Animal care learners train in a good variety of dog-grooming parlours, boarding kennels, veterinary practices and specialist zoos. All of the workplaces demonstrate best practice within the industry and offer a good range of horses, animals, equipment and facilities, providing safe and well-managed working environments. There is excellent attention to health and safety. Haddon Training carefully matches learners' work placements to their aspirations and interests. Often, learners are able to attend other training locations in order to broaden their experience. For example, one learner spent time at a thoroughbred stud where the foaling time is early in the year, in order to gain experience of foaling before the mares at the learner's workplace were due to foal. In an other case, a learner who is aiming to become a farrier spends one day each

week with a local farrier and the rest of the week works at a livery and training yard. This combination is allowing him to develop his horsemanship skills alongside some basic knowledge of farriery.

66. On- and off-the-job training are good. Training sessions are regular, frequent and take place at least once a week, but usually more often. Learners receive structured periods of riding, practical stable management and background knowledge training. Some training sessions are provided by internationally renowned trainers in the industry. Haddon Training encourages learners to give feedback on their own performance and to develop good observational skills and professional judgement. Some learners receive individual riding coaching by talented and experienced coaches. Learners keep a record of guided learning hours and they are able to identify the training they receive and focus clearly on what they have learnt. Learners value and enjoy their training. Of the four learning sessions that the inspectors observed, 50 per cent were good or better. Training for animal care learners is less well structured.

67. Haddon Training has not yet developed effective formal arrangements for identifying what literacy or numeracy skills support the learners require. Until very recently there was no diagnostic assessment of the learners' key skills. The company does not use the results of the screening test to identify the learners' key skill level to plan training in literacy or numeracy. Learning plans do not record how, when or by whom learning support will be offered. There is no evaluation of the success of any support. Learners are not aware of the results of their initial assessment or how to use these to draw up an individual learning plan. Haddon Training does not identify gaps in the learners' skills and understanding until they are having difficulty with their work. Assessors do not routinely correct spelling and grammar mistakes in portfolio work. Although most staff have achieved key skills qualifications, they have a poor understanding of the different support required by a learner who is dyslexic, compared with a learner with basic skills needs. Recently, two literacy and numeracy support tutors have been recruited but they have not yet had sufficient time to have an effect on the learners' experiences.

68. The company's planning to make the best use of work-based evidence is insufficient. In many cases, learners gain particularly good experiences at work and there is great opportunity for them to collect evidence to demonstrate their competence. However, assessors do not plan effectively with learners to make the best use of this evidence. Too often, learners generate evidence without understanding when they have enough or what to do with it. Many learners are confused about how to compile their portfolio and do not understand how to cross-reference their evidence against the NVQ standards. Haddon Training does not use evidence effectively to prove competence across a range of units to avoid over-assessment. Many animal care learners' portfolios are weak and contain little evidence. The use of witness testimonials is insufficient. For example, one learner had broken in a young pony, but despite having a large amount of photographic evidence and the potential testimonies of staff who had witnessed her performance and helped her, none of the appropriate unit had been assessed. Many of the learners' experiences and prior knowledge could allow them to make more rapid progress towards achievement.

Leadership and management

69. Communication and working relationships within the staff teams are good. Haddon Training liaises well with work-placement employers. The managing director is well known and respected among equine and animal care employers, and visits all placements

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personally to help establish appropriate working relationships and arrangements. All work placements have a sound contract for the provision of training and the company monitors their compliance with these contracts regularly.

70. Haddon Training encourages its staff to develop their skills and industry experience. Resources for training are good. All learners receive copies of appropriate industry-produced workbooks, and laptop computers are available for them to use if necessary. The company makes an extensive use of digital cameras to provide records of performance and assessments.

71. Staff have a good understanding of the quality assurance policies and procedures, and they are strongly committed to improving the quality of the training programmes.

72. Learners have a satisfactory understanding of equality of opportunity, but their understanding of the broader issues of diversity is poorer. They are aware of the procedures for appeals or grievances and are encouraged to contact their assessor by mobile telephone whenever they need help or advice.

Engineering and manufacturing technologies**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Manufacturing technologies</i>		2
Apprenticeships for young people	13	2

73. The Saddlery Training Centre recruits its learners directly from employers. It subcontracts the saddlery training to The Saddlery Training Centre in Salisbury. Learners attend the centre every eight weeks for a two-week period. Most of the assessments and internal verification are carried out during these off-the-job training periods. Haddon Training provides some off-the-job training for key skills. The apprentices are working towards an NVQ at level 2 in leather goods. The advanced apprentices work towards an NVQ at level 3 in footwear and leather products. All learners take three technical certificates covering saddle-making, bridle-making and harness-making. The technical certificates are at intermediate level for apprentices and advanced level for advanced apprentices.

74. The managing director of The Saddlery Training Centre assesses all learners' suitability at an interview. The saddlery assessor visits learners in the workplace twice each year and reviews are carried out at the start of each off-the-job training period.

Manufacturing technologies**Grade 2***Strengths*

- very good retention and achievement rates
- good development of learners' skills and knowledge
- good vocational off-the-job training
- clear target-setting and action-planning
- good use of key skills projects

Weaknesses

- incomplete formal arrangements for identifying learners' support needs for literacy and numeracy
- insufficient co-ordination of on- and off-the-job training for many learners

Achievement and standards

75. Although the number of apprentices and advanced apprentices is small, retention and achievement rates are very good. Of the six advanced apprentices recruited since 2003, all are still in learning and they are making good progress. All are on, or ahead of, target to achieve by their target date. Of the six apprentices recruited since 2003, three have successfully achieved their apprenticeship, while the other three are still in learning and making good progress. So far, progression from level 2 to level 3 is excellent. All three apprentices who completed this qualification have progressed to an advanced apprenticeship. The achievement rate for the technical certificates is 100 per cent.

76. Learners develop good skills and knowledge. All of the learners are enthusiastic about their studies. They work carefully and diligently and produce work of a good commercial standard. Learners enjoy their training and value the new skills they are developing. All learners work towards all three technical certificates available, even though only one is required by the apprenticeship frameworks. This ensures that they have a complete set of skills, which includes bridle- and saddle-making as well as harness-making. Learners' portfolios are of a high standard and are illustrated with photos showing many examples of their work. In many cases they are already producing tack and equipment that meet the highest standards demanded by customers. They take pride in their work and value their portfolios as a useful source of reference material for their future careers. Learners' work has received national recognition and won awards in competitions organised by the Worshipful Company of Saddlers.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
Advanced apprenticeships	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	3		3														
Retained*	0		0														
Successfully completed	0		0														
Still in learning	4		4														

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																	
Apprenticeships	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	3		5														
Retained*	0		4														
Successfully completed	0		3														
Still in learning	3		2														

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

The quality of provision

77. Vocational off-the-job training is good. Learners attend The Saddlery Training Centre for two weeks every eight weeks. The training is carefully tailored to meet their individual needs. Learners are taught in small groups and receive plenty of individual attention from the trainer. Attendance is excellent and nearly 100 per cent for the past year. Trainers are very experienced and The Saddlery Training Centre has an excellent reputation within the saddlery industry. All training is based on the skills that increase productivity and is provided under realistic working conditions. The course content is based around the acquisition of traditional skills but incorporates modern materials and techniques wherever appropriate. The training ensures that learners can produce high-quality saddlery products at a profitable rate.

78. Learners are set clear targets and action plans at the start of each off-the-job training period. Each new period of training starts with a thorough review of the learners' previous targets and negotiation of targets for the two-week training period. The targets set are clear and measurable. All learners have a very good understanding of the work they have to complete. They have a particularly good understanding of how to put their portfolios together and what evidence they should collect. The review helps them to focus on their current work activities and targets are carefully negotiated to take account of each learner's needs.

79. Haddon Training makes good use of interesting research projects to produce evidence for the learners' key skills portfolios. The projects are designed by the learners, who work effectively in groups to decide the focus for their research. They develop good team-working skills and enjoy their work. The projects are producing interesting and informative research material and there are plans to publish the results in trade magazines and journals. Although the projects are designed by teams of learners, the key skills trainer then helps each learner to devise their own particular project. For example, projects for the application of number are based around collecting data, but each learner must then decide how to use the data and the results of their research.

80. Haddon Training has not yet developed effective formal arrangements for identifying what support learners require with literacy or numeracy skills. Until very recently there was no diagnostic assessment of learners' key skills. The results of the screening test used to identify the learners' level of key skills are not used to plan training in literacy or numeracy. Learners are not aware of the results of their initial assessment or how to use these to draw up an individual learning plan. The company does not identify gaps in the learners' skills and understanding until they are having difficulty with their work. Assessors do not routinely correct spelling and grammar mistakes in portfolio work. Although Haddon Training provides the learners with copies of key skills external test papers with which to practise, most of the learners have not tried them. Although key skills pass rates are good at level 1, as yet, few learners have taken level 2.

81. For many learners, co-ordination between on- and off-the-job training is insufficient. Learners are only visited in the workplace twice a year, as all other reviews are carried out at The Saddlery Training Centre. However, these reviews focus almost entirely on progress with the off-the-job training tasks. There is little reference to what the learner has learnt at work. Employers contribute insufficiently to the review process. The links between the on- and off-the-job training are weak and too often employers have a poor awareness of the scheme of work for the off-the-job training. Many learners are not able to work on their saddlery test pieces during working hours and have to complete all of their assessed work during the off-the-job training.

Leadership and management

82. Communication between Haddon Training and The Saddlery Training Centre is very good. The partnership has successfully resulted in a good saddlery training programme using work-based learning. Haddon Training's managing director makes regular visits to the centre to carry out observations of training, talk to learners and meet with the centre's staff. The centre has a wide range of teaching resources including a library, CDs and internet access. Trainers are competent and experienced.

83. Internal verification is carried out by an internal verifier who is approved by the

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awarding body and the Guild of Master Saddlers. There has been little formal collection of feedback from learners and employers but information from reviews, internal verification and monitoring visits from Haddon Training has been used to evaluate the programme and contribute to the self-assessment report.

84. Haddon Training deals quickly and efficiently with any grievances that the learners have. Learners have a satisfactory understanding of equality of opportunity. Most learners are women and Haddon Training has yet to devise a marketing strategy for the saddlery courses to help to attract more men.

