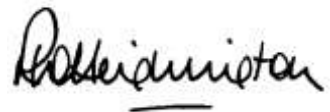


Self Assessment Report for SETA Ltd

August 2009



Prepared:.....
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Chief Executive

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EXECUTIVE SUMMARY

The quality of provision of work-based learning managed by SETA adequately meets the needs of learners and employers in most regards. An inspection was carried out by the Adult learning Inspectorate (ALI) in May '05 and followed-up with a monitoring visit in April '06. At both visits the quality of provision was judged to be satisfactory in all areas.

At the time of the ALI inspections, self assessment of Engineering Construction training was recorded in a separate report. The majority of this training activity was performed under sub-contract to the ECITB and reporting was prepared using a specified format. Assessment of all SETA apprenticeship activities is now consolidated into a single report.

There are currently 159 learners engaged on Engineering Apprenticeship programmes and 57 on Engineering Construction Apprenticeships registered on a mixture of SEMTA and ECITB frameworks. SETA is also managing 58 Young Apprentices in the 5th and 6th cohorts of the programme in partnership with two other Training Providers, Paragon Ltd and PETA Ltd. The first four cohorts of Young Apprentices completed their courses with very high success rates with many progressing to employment on Advanced Apprenticeships.

SETA is also providing Technical Certificates, Key Skills and NVQ's on commercial terms to employers holding their own apprenticeship contract through the National Employer Service (NES) and to other work-based training providers.

Based on this Self Assessment, current Grades are estimated to be:

<u>Area</u>	<u>Grade</u> (inspection grade)	<u>Reason for changed grade</u>
Engineering	2 (3)	Higher completion rates due to improvements in Technical Certificate courses and workplace assessment
Construction Engineering	2 (3)	Higher completion rates due to improvements in Technical Certificate courses and workplace assessment
Leadership and Management	3 (3)	
Equality of Opportunity	3 (3)	
Quality Assurance	3 (3)	

Health and Safety	3 (not graded)	
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Overall and Timely Success rates at Period 12 2008/9 are:

Engineering and manufacturing technologies (AAp & App)

Overall Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	76	47	45	88	52
Framework achievement	39	29	26	67	42
Framework success rate	51.32%	61.70%	57.78%	76.14%	80.77
Framework or NVQ expected achievement	76	47	45	88	52
All framework or NVQ achievers	49	34	31	73	42
All framework of NVQ success rate	64.47%	72.34%	66.89%	82.95%	80.77

Timely Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	86	34	56	93	97
Framework achievement	28	11	17	34	42
Framework success rate	32.56%	32.35%	30.36%	36.56	43.30%
Framework or NVQ expected achievement	86	34	56	93	97
All framework or NVQ achievers	45	17	21	56	45
All framework of NVQ success rate	52.33%	50.00%	37.5%	60.22%	46.39%

Construction, planning and the built environment (AAp & App)

Overall Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	10	22	0	21	18
Framework achievement	5	15	0	20	17
Framework success rate	50.00%	68.18%	0.00%	95.24%	94.44%
Framework or NVQ expected achievement	10	22	0	21	18
All framework or NVQ achievers	7	18	0	20	17
All framework of NVQ success rate	70.00%	81.82%	0.00%	95.24%	94.44%

Timely Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	20	15	0	21	21
Framework achievement	2	4	0	20	17
Framework success rate	10.00%	26.67%	0.00%	95.24%	80.95%
Framework or NVQ expected achievement	20	15	0	21	21
All framework or NVQ achievers	4	4	0	20	18
All framework of NVQ success rate	20.00%	26.67%	0.00%	95.24%	85.71%

By programme type:

Advanced apprenticeships

Overall Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	79	58	36	44	10
Framework achievement	43	40	21	31	5
Framework success rate	54.43%	68.97%	58.33%	70.45%	50.00%
Framework or NVQ expected achievement	79	58	36	44	10
All framework or NVQ achievers	52	46	25	37	5
All framework of NVQ success rate	65.82%	79.31%	69.44%	84.09%	50.00%

Timely Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	100	39	48	47	54
Framework achievement	30	13	13	14	10
Framework success rate	30.00%	33.33%	27.08%	29.79%	18.52%
Framework or NVQ expected achievement	100	39	48	47	54
All framework or NVQ achievers	46	18	16	20	10
All framework of NVQ success rate	46.00%	26.15%	33.33%	42.55%	18.52%

Apprenticeships

Overall Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	7	11	9	65	60
Framework achievement	1	4	5	56	54
Framework success rate	14.29%	36.36%	55.56%	86.15%	90.00%
Framework or NVQ expected achievement	7	11	9	65	60
All framework or NVQ achievers	4	6	6	56	54
All framework of NVQ success rate	57.14%	54.55%	66.67%	86.15%	90.00%

Timely Success	2005/06	2006/07	2007/08	2008/09	2009/10
Framework expected achievement	6	10	8	67	76
Framework achievement	0	2	4	40	64
Framework success rate	0.00%	20.00%	50.00%	60.00%	84.20%
Framework or NVQ expected achievement	6	10	8	67	76
All framework or NVQ achievers	3	3	5	56	58
All framework of NVQ success rate	50.00%	30.00%	62.50%	83.58%	76.31%

Main Strengths are:

Low proportion of early leavers.

Progressive improvement in framework completions for Apprentices and Advanced Apprentices

Well integrated Technical Certificate courses achieving excellent examination results.

Productive relationships with employers involving frequent regular contact have generated strong customer loyalty.

Comprehensive and flexible training programmes meeting learner and employer requirements.

Excellent delivery of Key Skills; almost 100% completion during the first year of the apprenticeship.

Consistently well performing programmes for 14 - 16 age group with high level of satisfaction reported by learners.

Mutually supportive relationships with local schools, colleges and training partnerships.

High proportion of females in Young Apprenticeship programme.

Main areas of weakness are:

Lesson planning and timetables are not optimised. Revisions are sometimes made at short notice.

Internal Verification processes are not providing constructive support to assessors.

Health and Safety risk assessments in the workplace are not carried out in a consistent and routine way.

Management communication is too informal and regular reviews need to be better structured.

Other Areas for Improvement

Representation on courses from females and minority ethnic groups to be increased.

1.0 INTRODUCTION

- 1.1 SETA has an active policy of continuous improvement which encourages feedback, analysis and development. A Self Assessment Report is prepared annually and reviewed continuously to maintain progress and to assist in the setting of priorities for further change.
- 1.2 The report has been compiled by the Chief Executive from information obtained using:
- Questionnaires completed by apprentices.
 - Course appraisal sheets completed by attendees on short courses.
 - Feedback from employers (regular meetings are held with groups of employers and a half day customer forum is held regularly).
 - Feedback from schools which have pupils attending training at SETA under Young Apprenticeship or Increased Flexibility programmes.
 - Input from groups of staff at meetings between external assessors, teaching staff and management and quality meetings.
 - Results of independent audits by internal quality staff.
 - Inspection results.
 - External verification inspections by awarding bodies.
- 1.3 Following assessment in May 2005, SETA has concentrated on improving weak areas highlighted during inspection and strengthening other areas identified during subsequent Self Assessment review. Emphasis for improvement has been directed towards:
- Improving completion rates, particularly for Apprenticeship programmes.
 - Ensuring completions are achieved in a timely manner.
 - Increased effectiveness of Key Skills assessment.
 - Improving teaching skills, resources and facilities.
 - Expanding the range of courses to meet employer needs.
- 1.4 Progress is reviewed and actions agreed at meetings attended by management, teaching and quality representatives. Meetings are recorded and notes circulated to staff via noticeboards.
- 1.5 Progress of learners is monitored and reviewed to confirm that targets are appropriate and satisfactory progress is being achieved.
- 1.6 Results of Self Assessment are used to prioritise improvement action and review progress. Performance is reviewed constantly and improvement actions are initiated at the earliest opportunity.

2.0 The PROVIDER and its CONTEXT

- 2.1 SETA (Southampton Engineering Training Association) is a private company limited by guarantee without share capital (Company Number: 971293) and is a registered charity (Number: 307299). The company was established in 1969 and is set up as an association with a membership drawn from companies local to the Southampton area that have a requirement to employ staff with engineering skills. The company reports to a Board of Trustees comprising 6 representatives drawn from a current membership of 23 companies. Company membership is renewed each year by payment of an annual subscription fee.
- 2.2 SETA specialises in provision of training in engineering and engineering construction. Very close links have been developed over a long period with employers in the Southampton area as a result of SETA's status as a Training Association.
- 2.3 SETA is a Regional Training Centre for the Engineering Construction Industry Training Board (ECITB). Apprentices receive a period of off-the-job training in the first year of their programme which is delivered as either full time or block release and extends over a period of up to one year. Key Skills and Technical Certificates are delivered at SETA.
- 2.4 Productive relationships have been developed with surrounding schools and colleges. Engineering awareness presentations and 'taster days' are provided regularly and pupils from several schools attend courses at the Training Centre. Programmes are developed with schools specifically aimed at increasing interest from female students.
- 2.5 Just over half of SETA's turnover derives from managing and training apprentices. The remainder is generated through the sale of commercial courses and consultancy. SETA currently has a contract to deliver training services under Train to Gain.
- 2.6 SETA has 43 permanent full and part-time employees and uses a small number of part-time specialist lecturers. The management team comprises:
- Chief Executive: Richard Heighington
Work-Based Learning and Quality Manager: Martin Hinder
Learning Programmes Manager: Owen Hansford
- 2.7 All work place assessors are full time employees of the company and approximately 75% of Technical Certificates are delivered 'in-house' the balance being subcontracted to 3 local colleges.

- 2.8 SETA is situated in Millbrook, an area of Southampton which has been designated as a priority neighbourhood area where the outcomes for children and young people across a range of measures are consistently below the city average. 39% of school pupils live in areas which are among the 20% most deprived areas for child poverty in the country. Southampton is ranked 91st most deprived out of 354 Local Authorities in England (Index of Multiple of Deprivation) and is ranked as the most deprived area in Hampshire. 3.3% (5,230) of Southampton's resident working age population (160,600) are unemployed and claiming job seekers allowance (January 2009). This is relatively high compared to the Hampshire & Isle of Wight and South East averages of 2.4%.
- 2.9 In November 2008 the numbers of young people who were NEET in Southampton totalled 605 (9.2%) – this compares to 10.3% in November 2007. The Government has identified Southampton as a NEET 'hotspot'.
- 2.10 Currently only 1 in 20 of 16-18 year olds in Southampton take up an Apprenticeship compared to the national average of 1 in 15 and the Government target of 1 in 5 within the next decade. Whilst completion rates are improving, less than half (47%) of all apprentices resident in Southampton complete their programme compared to the South East and national averages of 56% and 60%.
- 2.11 In Southampton, the proportion of young people achieving a Level 2 qualification by the age of 19 has risen from 62.4% in 2004/05 to 65.8% in 2006/07, compared to the national averages of 69.3% and 73.9% respectively. The PSA target is for 82% by 2011.
- 2.12 Engineering, Construction and other manufacturing account for 10.4% of all employment in Southampton (*Annual Business Enquiry 2003*), with over 65% of jobs in the Southampton area provided by companies of less than 200 employees. Forecasts show that no overall growth for full time work is expected in the area in the next few years and jobs in manufacturing are forecast to continue in decline. However, as the regeneration of the City proceeds, the demand for Engineering Construction workers is expected to continue.
- 2.13 SETA describes its objectives as follows:

Business Mission: To improve and extend the range of training services provided to the engineering and engineering construction industries. To develop apprenticeships and adult training by meeting the needs of learners and employers through understanding and matching future employment needs in the local area.

Principal activity (as defined in the Memorandum of Association): The advancement of theoretical and practical training of persons engaged or to be engaged in the engineering industry, together with group training for the staff of member firms and to extend such training to members of the public generally.

- 2.14 In addition to management of NVQ's in the workplace, SETA has a fully equipped Engineering Training Centre and delivers classroom based courses including Technical Certificates and Key Skills to meet the requirements of Apprenticeships.
- 2.15 SETA offers training to adults under Train to Gain. Activity in this area is currently concentrated on delivery of level 3 qualifications.
- 2.16 New courses have been introduced in anticipation of changes in local work opportunities in the Engineering Construction Industry.
- 2.17 SETA holds registrations from:
- City & Guilds
 - SEMTA/EAL
 - ECITB/NASEC
 - CCNSG (safety passport training)
 - NICEIC (for delivery of electrical courses)
 - NET (For delivery of Electrician AM2 testing)
 - HSE (For delivery of First Aid training)
 - JTL/EEMUA (Electrical Equipment in Potentially Explosive Atmospheres)
 - Zurich Risk Services (welder approvals)
 - British Safety Council
 - Saville and Holdsworth, SHL (occupational testing)
 - Chartered Institute of Environmental Health

3.0 AREAS of LEARNING; ENGINEERING

3.1 Inspection Grades (May '05)

Engineering	3
Contributory grades:	
Work-based learning for young people	3

Grade reassessed as: 2

3.2 Background

- 3.2.1 Self Assessment reviews are carried out with full support and participation from staff, learners and employers.
- 3.2.2 At 31st July '09 there were 159 employed learners. A total of 3 (1.9%) of them were women and 1 (0.6%) describe themselves as having backgrounds in minority ethnic groups. A further 1 defined their background as 'unknown'.
- 3.2.3 The majority of Learners begin their vocational programme in September with a period of off-the-job instruction in the Training Centre. During this period, they are assigned to an assessor who supervises the induction process incorporating Health and Safety, Equal Opportunities and complaints and grievance procedures. Learners are given an induction pack including a memory stick containing relevant information and full details of the programme together with a copy of their Learning Plan. The original Learning Plans are held in each learner's portfolio.
- 3.2.4 The majority of assignments are well presented, often making use of IT and portfolios include a wide range of evidence that is carefully organised.
- 3.2.5 During their induction programme in the Training Centre all trainees achieve the following:

Health and Safety qualification (Certificate in Environmental Health and Safety in the Workplace – CIEH)

First Aid at Work (appointed persons) qualification

3.3 STRENGTHS

- 3.3.1 Retention and achievement rates are above local and national targets and are improving.
- 3.3.2 Of the Technical Certificates delivered at SETA, a high proportion of examination results achieve distinction or credit awards (43% in 08/09) with a very low number of failed papers (7.8% in 08/09).
- 3.3.3 Learning programmes achieve good integration between Technical Certificates and on and off the job training phases to meet learners' needs. This reduces duplication and time required to complete frameworks.
- 3.3.4 Productive relationships with employers are maintained throughout the programme with employers making regular contact. In many cases employers use SETA as a first point of contact for their training needs.
- 3.3.5 Close links have been developed with local secondary schools. An increasing number of year 10 and 11 pupils are taking level 1 and 2 NVQ programmes at SETA as an integral part of their curriculum. A Young Apprenticeship programme has been run with other local training providers for the last five years and a full complement of places have been filled each year with well motivated and capable pupils from local schools. Outcomes from the programme have been excellent and almost all students achieve their full qualifications. Feedback from schools and employers is very complementary. Employers are particularly impressed by the commitment and abilities of the students.

3.4 WEAKNESSES

- 3.4.1 A flexible approach to meeting customer and learner needs has led to many learners completing a diverse range of units in the training centre. This creates a complex programme which is difficult to organise in to an efficient timetable. Consequently, the Level 2 NVQ (PEO) is not delivered efficiently in every case and some learners do not receive certification in a timely way.
- 3.4.2 Growth in the numbers of learners in the training centre has meant that classroom facilities are not always adequate to meet timetable requirements and revisions have to be made. This causes disruption in the flow of work for learners.

3.5 OTHER IMPROVEMENTS NEEDED

- 3.5.1 The scope of engineering training offered in the Training Centre is wide and requires a large amount of equipment and machinery. As a result, space is limited and storage needs to be better organised to maximise available space.

4.0 AREAS of LEARNING; CONSTRUCTION ENGINEERING

4.1 Inspection Grades

Construction Engineering	3
Contributory grades:	
Work-based learning for young people	3

Grade reassessed as: 2

4.2 Background

- 4.2.1 The Self Assessment review was carried out with full support and participation from staff, learners and employers.
- 4.2.2 At 31st July '09 there were 57 employed learners. A total of 1 (1.8%) of them were women and 0 (0%) describe themselves as having backgrounds in minority ethnic groups.
- 4.2.3 Engineering Construction trainees comprise apprentices who are registered for a full framework with EAL, or ECITB. Technical certificates and Key Skills are delivered at SETA for all trainees in this group either as a full year of off-the-job training or on a two year block release pattern. The majority of learners begin their vocational programme in September and are assigned to an assessor who supervises the induction process incorporating Health and Safety, Equal Opportunities and complaints and grievance procedures. Learners are given an introduction pack including a memory stick containing relevant information and full details of the programme and a copy of their Learning Plan. The original Learning Plans are held in each learner's portfolio.
- 4.2.4 All applicants attend an initial assessment and selection process including an interview, literacy and numeracy tests, mechanical aptitude tests and a spatial awareness test. Individual support is given by assessors and supervisors during the first year training including an induction programme.
- 4.2.5 Construction apprentices receive training in the following trade areas:
- Welding
 - Steel Erecting
 - Pipefitting
 - Mechanical fitting
 - Electrotechnical
 - Plating

- 4.2.6 During their induction programme in the Training Centre all trainees achieve the following:

Health and Safety qualification (Certificate in Environmental Health and Safety in the Workplace – CIEH)
First Aid at Work (appointed persons) qualification.

4.3 **STRENGTHS**

- 4.3.1 Retention rates for advanced apprentices on Construction Engineering courses are good and are improving.
- 4.3.2 A high proportion of examination results achieve distinction or credit awards (43% in 08/09) with a very low number of failed papers (7.8% in 08/09).
- 4.3.3 Productive relationships with employers are maintained throughout the programme with employers making regular contact. In many cases employers use SETA as a first point of contact for their training
- 4.3.4 Appropriate additional courses are incorporated into the training programme to meet employer needs (scaffolding, IEE Regulations, cherry picker). These courses are required and valued by the industry and enable learners to be more confident and productive when returning to site working.

4.4 **WEAKNESSES**

- 4.4.1 Planning for the electrical installation programme has been less effective than other disciplines. Programme changes are made at short notice, the learners are not fully aware of their objectives and do not always understand the relevance of particular areas of their training. However, the results achieved are consistently significantly higher than the national average for the courses.
- 4.4.2 Completion of the level 2 NVQ is not consistent across the range of disciplines with the result that some units are not completed in a timely manner with a consequent delay in achievement of certification.
- 4.4.3 Growth in the numbers of learners in the training centre and the increased range of disciplines delivered has meant that classroom and workshop facilities are not always adequate to meet timetable requirements and revisions have to be made. This causes disruption in the flow of work for learners.

5.0 LEADERSHIP & MANAGEMENT

5.1 Inspection Grades (May '05)

	Actual	Proposed
Leadership & Management	3	3
Contributory grades:		
Equality of Opportunity	3	3
Quality Assurance	3	3
Health & Safety	Not previously assessed	3

Overall grade reassessed as: **3**

5.2 Background

- 5.2.1 The Self Assessment review was carried out with full support and participation from staff, learners and employers. A culture of progressive quality improvement has been established and all staff in the organisation are encouraged to propose improvements in procedures and identify weaknesses when they are observed. Development is achieved by strong team working by the staff involved setting up facilities and delivery of the course.
- 5.2.2 Staff involved in the review of learners' progress meet regularly and close attention is paid to achievement and provision of support.
- 5.2.3 Staff personal development policies and practices are good and a large proportion of staff are working towards additional qualifications to further support their vocational competence. All teaching staff are registered with IfL.
- 5.2.4 Financial controls and claims for funding are timely and accurate without need for retrospective action.
- 5.2.5 Regular contact is maintained with other training providers working in the Engineering sector to exchange best practice. Meetings are held regularly between Instructional staff, Verifiers and Chief Executives.
- 5.2.6 SETA is a strong supporter of the Hampshire provider network, the Association of Learning Providers, Hampshire and Isle of Wight Work (ALPHI). Collaboration plans are being developed with several other providers and local colleges, for example the Young Apprenticeship programme has been set up in collaboration with two other Training Providers. There is involvement in local partnerships preparing to provide 14-16 Diplomas.

5.2.7 Close working with the local EBP means that SETA are regularly invited into schools. SETA staff regularly attend over 50 events in schools and colleges during the academic year. Links are being developed for involvement in the new specialised diplomas.

5.3 **STRENGTHS**

5.3.1 Strong relationships are developed with employers and learners:

Recent surveys and frequent contact with employers confirms that they are pleased with the level of feedback they receive on progress of their trainees. Also, collaborative and interactive working arrangements between employers, staff and management are supporting the success of learners.

5.3.2 Excellent links with schools.

Provision has been developed to meet the needs of 14-16 year olds in support of local schools.

Young Apprenticeships provided in collaboration with 10 schools and two Training Providers.

Senior staff are members of the Steering Group of a local specialist Engineering College.

Increased Flexibility programmes are delivered successfully each year in collaboration with a Sixth Form College.

5.3.3 Key skills

Problems in timely delivery of key skills have been completely overcome by introducing timetabled classes during the off-the-job phase of the programme.

5.3.4 Residential arrangements

Effective arrangements have been provided over several years for students to be accommodated locally. Support is available to resolve personal and domestic issues.

5.4 **WEAKNESSES**

5.4.2 **Management Communication**

Communication between senior staff tends to be informal which is effective for tactical issues but provides limited opportunity to address mid-term planning. Strategic longer term planning is reviewed regularly by the Council of Trustees which comprises representatives of employer companies.

5.5 **OTHER IMPROVEMENTS NEEDED**

- 5.5.1 Some employers, particularly those new to apprenticeship programmes, and staff in the workplace do not understand the NVQ process sufficiently well to give adequate support to learners. Mentoring support needs to be further developed.

5.6 **Equality of Opportunity**

Grade reassessed as: **3**

5.6.1 **STRENGTHS**

5.6.1.1

SETA staff have qualifications in Equality & Diversity in the Workplace.

5.6.1.2

Effective placement of trainees with employers.

5.6.1.3

Training programmes are developed to meet learner and employer requirements. Learners on programme led pathways are able to fit their training around other activities such as part time work and interviews.

5.6.2 **WEAKNESSES**

5.6.2.1

Low number of applications from female and disabled candidates.

Within the large number of aptitude tests taken by potential trainees for the current intake year only a small proportion were female, disabled or from an ethnic minority. Greater effort is needed to ensure courses are attractive and promoted to all groups.

5.6.3 **OTHER IMPROVEMENTS NEEDED**

5.6.3.1

Monitoring of equality of opportunity is carried out systematically but learners do not receive formal training or advice on matters of equality and diversity.

5.7 **Quality Assurance**

Grade assessed as: **3**

5.7.1 **STRENGTHS**

5.7.1.1

Good management of data.

A comprehensive management information system for learners has been established to ensure that accurate and up to date data is available. This is available via SETA intranet and hard copy.

5.7.2 **WEAKNESSES**

5.7.2.1

Internal Verification

Although well established and undertaken by qualified staff, Internal Verification is focussed at the end of the programme and a more progressive monitoring of units is required. Learners often wait too long for completion of verification.

Standardisation meetings are convened to ensure assessment is performed in an effective and consistent manner but are not held regularly.

5.8 **Management of Health and Safety**

Grade assessed as: **3**

5.8.1 **STRENGTHS**

5.8.1.1

Strong culture and commitment to Health & Safety

A positive and supportive relationship has been developed between the Health & Safety specialist and all Workplace Assessors and Instructors. One of the main priorities of the off-the-job training programme is to develop a strong commitment to Health & Safety in all trainees. This is supported by a Health & Safety Policy which forms part of the Quality Manual.

5.8.1.2

High level of specialist Health & Safety expertise

Health & Safety Manager holds a Diploma in Safety Management from the British Safety Council and all Workplace Assessors either hold or are working towards a CIEH risk assessment qualification and D unit health and safety award. This allows knowledgeable staff to assist employers meeting the health and safety requirements for learner placements.

5.8.2 **WEAKNESS**

5.8.2.1

Employer's premises are checked for their suitability prior to any learner starting the workplace phase of their training programme. Health & Safety is not always reviewed systematically at each workplace assessment meeting with appropriate action taken when concerns are identified. Improved procedures need to be developed to ensure regular workplace monitoring of health and safety.

Annex A, SETA Self Assessment Report

Action Plan

Strengths							
Area	Action	Outcome/ Measure of success	Target date	Implemented by	Monitored by	Monitoring arrangements	
Engineering	Retention and Completion rates	Improve initial assessment process.	Training Plan closely aligned with employer and learner needs, resulting in 80% of leavers to achieve main aim	31.07.09	WBL Manager	Chief Executive	Monthly Assessor Meetings
	Technical Certificates	Technical Certificate and NVQ programmes to be interlinked	Progressive achievement leading to 90% of PEO, Level 2 NVQ's fully assessed during first year	31.07.09	Learning Programmes Manager	Chief Executive	Monthly Quality Meetings
	Employer contact	Increase involvement with employers.	More than 50% of employers to respond to annual survey	Ongoing	Marketing Manager	Chief Executive	Monthly Quality Meetings
	Links with local schools	Build on success of YA programme to support new Diplomas.	All local schools fully aware of what SETA can offer.	28.02.09	Marketing Manager	Chief Executive	Management meetings
Construction Engineering	Retention and Completion rates	Improve initial assessment process.	Training Plan closely aligned with employer and learner needs, resulting in 80% of leavers to achieve main aim	31.07.09	WBL Manager	Chief Executive	Monthly Assessor Meetings
	Employer contact	Increase involvement with employers.	More than 50% of employers to respond to annual survey	Ongoing	Marketing Manager	Chief Executive	Monthly Quality Meetings
	Courses	Promote range of additional courses available and timetable at beginning of programme.	75% of construction apprentices to complete at least 1 additional course	30.09.09	WBL Manager Marketing Manager	Chief Executive	Management meetings
&	Employer contact	Increase active membership	Increase number of member		Marketing	Chief	Compare

		of the Association.	companies to 22 and apprentice enrolment by 10% per year	28.02.10	Manager	Executive	against forecast and profile
	Data management	Review MIS	Reduce archived paperwork and time taken to manage system. All data to be entered and filed within 2 weeks.	31.12.09	WBL Manager	Chief Executive	Random and planned audits
	Flexibility in delivery	Continue to provide solutions to meet training needs of individuals	No barriers to be allowed to achievement due to unforeseen circumstances	Ongoing	WBL Manager	Marketing Manager	Completion rates
	Links with Schools	Increase direct contact with teachers responsible for Years 10 and 11 in local schools.	At least six schools or colleges to be sending classes to SETA Increase in applications for apprenticeships from school leavers to 450 per year.	31.08.10	Marketing Manager	Chief Executive	Regular Quality Meetings
Health & Safety Management	Training of Workplace Assessors	All Assessors to achieve CIEH qualification in risk assessment	100% of required work place assessments to be carried out with less than 5% referred to Health & Safety Manager.	30.04.10	Health & Safety Manager	WBL/Quality Manager	Random and planned Health & Safety Audits

Weaknesses							
Area		Action	Outcome/ Measure of success	Target date	Implemented by	Monitored by	Monitoring arrangements
Engineering	Range of courses	Encourage standard routes only with additional add on units.	95% of learners completing standard programme	31.09.09	WBL Manager	Chief Executive	Individual learning programmes
	Course planning	Prepare detailed timetable with target dates for all courses.	All students to have overall course plan and weekly detailed timetable	01.09.09	WBL Manager/ Learning Programmes Manager	Chief Executive	Student feedback
Engineering and Construction	Completion of Level 2 NVQ (PEO)	Achieve progressive assessment of PEO	PEO to be fully signed-off during off-the-job phase for 95% of learners.	31.07.10	Qualification Standards Manager	WBL Manager	LSC monthly returns
	Facilities	Increase classroom and workshop facilities.	Sufficient classrooms and workshops to be available on demand for all apprentice training	31.10.10	WBL Manager/ Learning Programmes Manager	Chief Executive	Classroom bookings sheets

Leadership & Management	Promotion of Equal Opportunities	Recruitment plan to be prepared and implemented	Increase in applications from females and minority ethnic groups to include: Female 4% Ethnic Minority 8%	31.08.09	Marketing Executive	Chief Executive	Recruitment meetings
	Advice and Guidance	Produce clear information about SETA services for learners and employers	Achieve MATRIX standard	31.03.10	Marketing Executive	Chief Executive	Minutes of meetings available for audit
	Learner satisfaction	Provide access to course feedback forms for all courses	Feedback forms completed for all courses.	30.06.10	Office Manager	Chief Executive	Satisfaction graphs
	Management communication	Programme of monthly meetings to be set up and maintained	Improved planning and review of progress with clearer understanding of collective responsibility.	31.08.09	Chief Executive	Management Team	Minutes of meetings available for audit
	Internal Verification	Produce effective IV timetable. Recruit/train new electrical IV.	All learners portfolios to be cleared within 4 weeks of submission for verification. Successful EV reports.	31.12.09	Qualification Standards Manager	Chief Executive	Awarding body EV reports
Health & Safety Management	Workplace Assessments	Timetabled Company Health and Safety visits	All audits performed against a defined plan	31.07.09	Qualification Standards Manager	WBL Manager	MIS