

# ISS UK Ltd

## Reinspection monitoring visit report

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**Unique reference number:** 58927

**Name of lead inspector:** Richard Beynon HMI

**Last day of inspection:** 11 July 2012

**Type of provider:** Employer

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## Reinspection Monitoring Visit: Main Findings

### Context and focus of visit

ISS UK Ltd (ISS) is the fourth largest privately-owned company in the world, and one of the largest facility and service management providers in the world, operating in over 50 countries. Its United Kingdom (UK) operations started in 1968, where it now employs 43,500 staff from 144 nationalities.

In February 2009, ISS signed the Skills Pledge committing it to supporting its employees to develop their literacy and numeracy skills and working towards qualifications to at least intermediate level. ISS UK first contracted directly with the National Employer Service to provide Train to Gain programmes, and subsequently with the National Apprenticeship Service for its current apprenticeship and historic Train to Gain provision. All learners work in third party client sites, predominantly in the Midlands, with a few learners based in London, the south and the north west of England. ISS originally contracted with three subcontractors to deliver all aspects of the programmes, but since August 2011 has worked with a single subcontractor, Babcock Training. ISS does not provide training on behalf of other providers.

All learners are employed, mostly full time. Of the 52 current learners, 45 are apprentices, and 7 advanced apprentices. There are 46 aged over 25, and 6 are between 19 and 24. There are 32 female learners.

At inspection in November 2011, overall effectiveness and capacity to improve were inadequate, as were leadership and management. Provision in business administration was good, as were outcomes for learners and quality of provision. Measures to secure learners' safety and the promotion of equality and diversity were satisfactory.

### Themes

#### Self-assessment and improvement planning

**What progress has been made in developing a fully evaluative and accurate self-assessment process, which includes input from the subcontractor, learners and employers, linked to a detailed, well-structured quality improvement action plan as a basis for improving provision?**

**Significant progress**

At the previous inspection, self-assessment and quality improvement planning were inadequate. Self-assessment was not central to the quality improvement process and the company did not have a meaningful quality improvement action plan linked to the self-assessment report. Action plans lacked detail, and failed to identify areas of underperformance or appropriate specific and time-bound improvement actions.

A comprehensive quality improvement plan now exists, which correctly identifies key areas for improvement in provision. Senior managers monitor the plan frequently. Actions are detailed, time bound and specific, with good identification of benefits to learners from actions taken. The plan is shared and discussed frequently with ISS' subcontractor. Good links exist between the plan and the self-assessment report. Self-assessment activity is now informed by learners', clients' and the subcontractor's views. A good system of quality observation and sampling is used to oversee the training delivered by the subcontractor.

### **Outcomes for learners**

<b>Has ISS made progress in sustaining or improving learners' outcomes from their 2010/11 levels?</b>	<b>Reasonable progress</b>
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At the previous inspection, outcomes for learners were good, and overall success rates for apprentices were high, at around 85%. However, for the small number of learners in cleaning services, success rates were very low at around 16%.

Current overall success rates remain high at 84%, with around 76% of apprentices completing their qualifications within the planned period. Success rates in cleaning services have improved significantly to 75%, with 9 of 12 learners successfully completing their training within the expected timescale. Effective data monitoring is carried out monthly by a newly-appointed data analyst who works closely with the subcontractor. Managers now review cohort trends and individual learner data more effectively. Within ISS, and in collaboration with the subcontractor, action is taken swiftly to deal with any variations in rates of achievement between different groups, or slow progress for individuals.

### **Quality of provision**

<b>Has ISS UK or its subcontractor made progress in identifying and providing appropriate support or effective signposting for learners with additional literacy, language and numeracy needs?</b>	<b>Reasonable progress</b>
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The quality of support for learners with additional language, literacy or numeracy needs was variable at the previous inspection. The subcontractor now notifies ISS when the learners' initial assessments indicate that learners need to improve their literacy, language or numeracy before starting an apprenticeship. These learners can complete a Skills for Life course or attend language courses with local providers.

Assessors use diagnostic assessments well to plan and deliver additional support to learners who need help in completing their communications or application of number key skills. Since the previous inspection assessors have received additional support and guidance to help them teach key skills and now provide appropriate support to their learners. Learners can access a good range of resources to help them develop

their skills in preparation for their tests and to prepare evidence for their portfolios. Assessors are well prepared to deliver functional skills from August 2012.

Some business managers within ISS are starting to conduct initial assessments on employees who express an interest in undertaking training courses and qualifications. This ensures that employees who need to improve their language, literacy or numeracy do so before starting other programmes so they can benefit fully from the subsequent training.

**How much has been done to identify, monitor and closely coordinate all training programmes undertaken by each learner, including cross-referencing these in the learner's individual learning plan, thereby ensuring that learners receive a coherent, well-planned learning experience?**

**Insufficient progress**

At the previous inspection there was no overall coordination or mapping of the often wide range of additional training learners undertake. ISS has made a good start at mapping some of the internal training courses to the requirements of different apprenticeship programmes and defining career pathways within the business. However, learners, assessors and some business managers remain unsure as to how apprenticeships link to other ISS training courses or complement an employee's personal development and career path. Individual learning plans do not yet capture information about internal training completed, or planned, that may contribute to apprentices' learning experience. ISS fully recognises the need to ensure employees' learning and development are planned and monitored to meet the needs of the different business divisions and comprehensive improvement plans are in place.

## **Leadership and management**

**Has ISS UK made progress in improving the quality monitoring, data control and management of wholly subcontracted provision in order to ensure its coherence and quality?**

**Significant progress**

At the time of the inspection, subcontractor data were comprehensive and accurate, but managers at ISS did not review these data to identify performance trends or slow progress. ISS did not have control and input of reliable learner data on its own account. Significant improvement has been made in the analysis of data and in quality monitoring since the previous inspection.

As at the previous inspection, ISS maintains a good working relationship with the single subcontractor. Monthly formal reporting meetings are held, which provide a review of learner numbers and learners' progress, and a forum for useful discussion on emerging issues. In addition, quarterly meetings are held at director level between ISS and the subcontractor to discuss apprenticeship training quality and outcomes.

The new ISS data analyst for apprenticeship training now produces comprehensive monthly data reports and these are analysed carefully by managers, with clear action planning linked to discernible data trends. Swift action is taken if, for example, high levels of delayed or cancelled assessor visits are noted. A national quality manager visits around 20% of the current learner cohort to conduct observations of assessor visits, satisfaction interviews and to gather useful feedback about individual needs and progress. Good analysis is made of qualitative and quantitative data gathered, for example on levels of supervisor and manager involvement in reviews, progression of learners and additional support needs. As yet, access to the subcontractor's electronic assessor monitoring software 'e-track' is not available for all learners at all times, although the company is working to resolve the situation.

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