

INSPECTION REPORT

York Training Centre

11 June 2002



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** 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.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and Jobcentre Plus programmes are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

York Training Centre is a local authority training provider which is part of the City of York Council's Economic Development Group. The organisation is based in York and has an outreach centre in Selby. York Training Centre provides training in business administration, hospitality, catering, sport and recreation, care and early years care. In addition, there are programme centre and Gateway to Work programmes. Other training provision, outside the scope of inspection because of the small numbers on training programmes, includes information technology and customer service training.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the programme centre provision is good, and training in business administration, and hospitality, catering and sport and recreation is satisfactory. Training is unsatisfactory in care and early years care. Leadership and management of the organisation are satisfactory, as is quality assurance. Equality of opportunity is good.

GRADES

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

Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3

Hospitality, sport, leisure & travel	3
Contributory grades:	
Work-based learning for young people	3

Health, social care & public services	4
Contributory grades:	
Work-based learning for young people	4

YORK TRAINING CENTRE

Foundation programmes	
Contributory grades:	
Programme Centres	2

KEY STRENGTHS

- good training opportunities
- good training support for learners
- good internal and external communications
- thorough and well-established self-assessment process
- effective promotion of equal opportunities

KEY WEAKNESSES

- poor achievement rates
- weak target-setting to improve retention and achievement rates
- insufficient use of management information to improve performance
- insufficient use of equal opportunities data

OTHER IMPROVEMENTS NEEDED

- clearer structure to the business plan
- wider establishment of quality assurance procedures

THE INSPECTION

1. A team of seven inspectors spent a total of 28 days at York Training Centre (YTC) in June 2002. They visited 25 workplaces and interviewed 62 learners and 19 workplace supervisors. Thirty-five interviews of YTC staff were carried out, and reviews and assessments were observed. A range of documents were examined, including learners' portfolios of evidence and records, review documents, assessment records, external verifiers' reports, minutes of meetings, plans, policies and procedures. Six learning sessions were observed and graded. The current self-assessment report, studied by inspectors, was produced in May 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	1	0	0	0	0	0	1
Hospitality, sport, leisure & travel	0	0	2	0	0	0	0	2
Foundation programmes	0	2	1	0	0	0	0	3
Total	0	3	3	0	0	0	0	6

THE PROVIDER AS A WHOLE

Context

2. YTC was originally part of North Yorkshire County Council, and was set up as an employment and training unit in 1983 to alleviate unemployment. As a result of local re-organisation, in 1996, YTC, its staff and contracts, transferred to the newly created City of York Council. YTC has two training centres in York and an outreach centre in Selby. It employs 43 staff, comprising five managers, 15 full-time and 23 part-time staff.

3. YTC provides training in business administration, hospitality, catering and sport and recreation, and care and early years care for 156 learners. Information technology (IT), retailing, warehousing and customer service were not inspected, as there were too few learners. There are 36 learners in business administration, 24 advanced modern apprentices and 7 foundation modern apprentices. Five learners are working towards national vocational qualifications (NVQs) at level 2 and 3. There are 54 learners in hospitality, catering and sport and recreation, 19 advanced modern apprentices and 29 foundation modern apprentices. Six learners are working towards NVQs at level 2 and 3. There are 70 care and early years care learners, 22 advanced modern apprentices and 44 foundation modern apprentices. Four learners are working towards NVQs.

4. YTC is funded by North Yorkshire Learning and Skills Council to provide work-based learning for young people in business administration, hospitality, catering and sport and recreation, and care and early years care. There are currently 156 learners on these training programmes. YTC also has a contract with Jobcentre Plus to provide a programme centre for unemployed adults, currently used by 75 clients. York has a strong economic base of manufacturing and service industries, including banking, financial services and tourism. The unemployment rate for York, was 1.9 per cent in April 2002, compared with the national average of 3.1 per cent. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 53 per cent in York, compared with a national average of 47.9 per cent. The 1991 census indicated that the proportion of the population from minority ethnic groups was 1 per cent, compared with the national average of 6.2 per cent.

Work-based learning for young people

5. Training opportunities for learners are good. Work placements offer a wide range of tasks to develop learners' competence and produce evidence towards the qualification. Employers support learners and YTC staff develop learners' knowledge and understanding. Assessment practice is generally effective in recording learners' competences. Learners are well supported by YTC. Individual reviews are frequent and appropriate action plans are devised. Individual learners' needs are identified and additional training is provided if required. Staff assist learners with any difficulties or issues connected with their training programme.

6. Achievement levels for qualifications and modern apprenticeship frameworks are poor. In 1998-99 and 1999-2000, achievement levels were poor in care, hospitality, catering and sport and recreation, and barely satisfactory in business administration. Retention rates for this period were also poor. For 2000-01 and 2001-02, the number of learners remaining on the programmes has increased significantly and many learners are making good progress towards their learning goals.

Programme Centres

7. YTC currently has 75 clients attending programme centre and Gateway to Work programmes. The centres are based in York and Selby. Achievement rates in the programme centre are good. Job outcomes, completion of planned learning and retention rates on the training programmes improve each year. YTC's achievement rates exceed the target rates set by Jobcentre Plus. There are good standards of teaching and learning. Teaching sessions are skillfully provided at an appropriate level for clients' needs and good work is produced. Learning resources are good. Staff are qualified and experienced and there is a good range of documents and audiovisual aids to support learning. Computers with Internet access are readily available. There is access for clients with disabilities. Support for clients is effective. Staff have good working relationships with clients and offer support on a range of employment, personal development and pastoral issues. However, clients are not encouraged to take responsibility for their own learning and personal development. Clients often become dependent on support from YTC and have difficulty coping when they move on from the programme centre.

LEADERSHIP AND MANAGEMENT

Grade 3

8. YTC is a local authority training organisation, which is part of the City of York Council's Economic Development Group. The management team is made up of two training centre managers who job share, the business development officer, the contracts officer and the quality assurance officer. There are eight programme co-ordinators, and 23 full-time and part-time trainer/assessors, one work-placement officer, five administrative staff and one information and finance officer. YTC has detailed quality assurance and equal opportunities procedures. It produced its fourth self-assessment report in February 2002, which was updated in May 2002.

STRENGTHS

- good review and staff development arrangements
- good internal and external communications
- effective promotion of equality of opportunity
- positive action to widen participation
- thorough and realistic self-assessment process

WEAKNESSES

- weak target-setting to improve retention and achievement rates
- insufficient use of management information to improve performance
- insufficient use of equal opportunities data
- some weak monitoring of training

OTHER IMPROVEMENTS NEEDED

- clearer structure to the business plan
- better formal monitoring of employers' implementation of equal opportunities
- wider establishment of quality assurance procedures

9. YTC has a well-developed and effective system to review staff's performance. Staff have annual appraisals, and are reviewed every six months. There is also a well-established process for more regular individual reviews. This strength was identified in the self-assessment report. During these reviews, priorities and short-term action points are set and subsequently monitored. Individual training needs are identified and met through a comprehensive range of staff development activities, which range from short in-house courses to more in-depth external courses. Staff have external funding to train for assessor and verifier qualifications. Reviews are well documented and detailed records are kept of all individual staff development.

10. Internal communication is good. Staff are kept well-informed through planned and minuted meetings, e-mail contact and a monthly newsletter. YTC has equally good external links with outside agencies and initiatives. The management team is involved

with local and national training organisations, committees, working groups and industry bodies. These links ensure that YTC knows about developments in training and has an opportunity to contribute to future developments. This strength was identified in the self-assessment report.

11. YTC's main corporate objective is to provide and promote training, particularly for people who are finding it difficult to gain employment. The business plan is not strategically focused enough to develop achievements fully. No targets are set in the business plan for achievement of qualifications or for retention rates. The main emphasis is to meet recruitment and achievement of job outcome targets. This weakness was identified in the self-assessment report. YTC has recently started to rectify the problem and has set realistic recruitment and achievement targets for each area of learning, based on its past performance. No similar targets have been set for retention rates.

12. Not enough use is made of management information to improve YTC's performance. This weakness was partly identified in the self-assessment report, which mentioned the inadequacy of the current management information system. This has been remedied and a new system is to be installed. Paper-based systems and standard software spreadsheet and database packages have been developed successfully to monitor some activities. These mainly emphasise financial monitoring. Managers do not regularly use the information available about learners' progress to monitor achievement and retention rates. Monitoring of qualification achievement is not on the agenda for management team meetings. The business plan is not unified or structured logically.

Equality of opportunity

Contributory grade 2

13. YTC promotes equality of opportunity effectively and has a strong philosophy of social inclusion. YTC has detailed equal opportunities policies and procedures that comply with current legislation, which are updated regularly. There are effective procedures to deal with appeals, complaints, bullying and harassment. These documents are circulated to all staff, learners and employers. YTC's promotional materials emphasise equality of opportunity. Staff are trained in equal opportunities and understand the issues well. Equal opportunities is an agenda item at most staff meetings and is comprehensively dealt with at learners' induction. Equal opportunities issues are discussed with learners thoughtfully and considerately. During visits to learners in the workplace, staff reinforce equal opportunities issues, check learners' welfare and deal with any concerns. Learners understand how to make a complaint or take up a grievance.

14. YTC is successful in recruiting young people with additional social needs who are under-represented in education and training programmes. YTC has a clear intention to assist learners, irrespective of their background or previous experience. Many young people currently in year 10 or 11, attend a YTC project for training and personal development as an alternative to an academic route. Some are not in mainstream education and others are in danger of becoming excluded. These learners, if successful, will progress to further education and training. Learners can re-enter training, to develop their skills and obtain relevant employment. YTC has good working relationships with a range of support agencies that work with vulnerable young people. These learners frequently use YTC's training programmes as a progression route and to build their self-confidence. YTC provides individual support to assist learners with their training programmes and to meet their social, emotional, physical and training needs. Learners comment favourably on the support they receive. There is good access to two training centres for people with mobility difficulties.

15. Insufficient use is made of equal opportunities data. This weakness was identified in the self-assessment report. Data on learners' disabilities, gender and race are analysed to satisfy the monitoring requirements of the local Learning and Skills Council. However, insufficient use is made of these data to influence recruitment strategies or to introduce training programmes targeting specific groups.

16. Employers' monitoring of equal opportunities is formally monitored by YTC. This formal monitoring is only based on learners' feedback and information discussions between YTC's staff and work-based supervisors.

Quality assurance**Contributory grade 3**

17. YTC has a comprehensive quality assurance policy and written procedures to cover all its management and training activities. A quality assurance officer is responsible for quality assurance, supported by the quality assurance team. The quality assurance manual has recently been amended to standardise the separate quality assurance systems that existed to monitor the different contractual requirements. This was identified in the self-assessment report as a necessary improvement. All staff have access to the new quality assurance manual. They have a broad understanding of the policy and procedures by which standards will be monitored.

18. Subcontracted training is monitored satisfactorily through meetings and feedback interviews and questionnaires. There is an established procedure to obtain feedback from learners and employers. These data are analysed and action is included to improve training. Internal verification is satisfactory. Detailed policies and procedures are included in the quality assurance manual. Qualified staff carry out internal verification and assessment.

19. YTC has a thorough and well-established self-assessment process. This was identified as a strength in the self-assessment report. There is a strong commitment to continuous improvement throughout the organisation. Four self-assessment reports have been produced and reviewed. All staff were fully involved in producing the most recent self-assessment report, working in teams to identify strengths and weaknesses for their area. The views of learners, employers, staff and subcontractors were gathered through questionnaires and interviews, and were analysed fully and included in the report. The views of external contacting bodies were also included. The action plan is well structured and detailed. It incorporates actions identified previously, but not yet implemented. The report includes a clear account of the evidence to support the identified strengths and weakness. The process identified many strengths and weaknesses, with which the inspectors agreed.

20. The monitoring of training is not systematic. The monitoring of the short-course training provision was identified as a weakness in the self-assessment report. This has been partly dealt with, but it is too soon to be able to draw conclusions. Other aspects of training, such as induction and progress reviews, have been observed, but there is not a consistent or systematic approach. A programme has been devised to monitor all aspects of training and learning, but it has not yet been introduced.

21. The quality assurance systems are not established fully throughout YTC. The standardised procedures have not been introduced across all areas of learning and contracts. Auditing of the procedures has not been implemented fully.

AREAS OF LEARNING

Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	36	3

22. YTC has 36 learners on business administration training programmes. Seventeen learners are advanced modern apprentices and seven learners are foundation modern apprentices in business administration. One learner is an advanced modern apprentice in management and six learners are advanced modern apprentices in accountancy. Five learners are on NVQ training programmes at level 2. YTC recruits most learners to the training programmes direct from employers, and all but two learners are in full-time employment. The training centre carries out assessments, internal verification and reviews of learners' progress. All the advanced modern apprentices complete key skills training at level 3 NVQ and the foundation modern apprentices at level 2 NVQ. The assessment of key skills training is beginning to be included with NVQ assessment. Off-the-job training takes place once a month for all learners. This is provided at the York Training Centre premises, or, as in the case of the 12 learners based with the same employer, in the workplace.

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

Work-based learning for young people																
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000		1998-99									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	6		23		27		3								
Retained*	0		2		16		1									
Successfully completed	0		2		15		1									
Still in learning	5		17		1		1									

*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

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	6		3		12		5									
Retained*	0		1	33	5		0	0									
Successfully completed	0		1	33	5		1	20									
Still in learning	6		0	0	1		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

Work-based learning for young people																	
NVQ Training	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	4		4		2		21									
Retained*	0		1		1	50	5	24									
Successfully completed	0		1		1	50	5	24									
Still in learning	4		1		0	0	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

STRENGTHS

- good training by employers
- good recent progress of learners in modern apprenticeships

WEAKNESSES

- weak planning and monitoring of individual learning
- insufficient content in off-the-job training

OTHER IMPROVEMENTS NEEDED

- more detailed planning of internal verification
- better use of observation in the workplace

23. Employers provide good training in the workplace, ensuring breadth of experience for learners through job rotation. Employers ensure that all learners have opportunities for good on-the-job learning. Learners are employed in a variety of public and private organisations. The workplaces provide excellent working environments and the staff are good role models for learners. A training co-ordinator ensures that workplace supervisors understand the NVQ process. Employers recruit learners who receive effective inductions with employers and at the training centre. Many learners are promoted to more responsible jobs and employers appreciate the contribution that learners make to their organisations. Employers provide good pastoral support for all learners, and employers and training centre staff have good working relationships. Training centre staff also support learners in the workplace. Learners are visited every two to three weeks for progress reviews and work on portfolio-building and integrating key skills into the programme.

24. Current modern apprentices are making good progress towards achieving their modern apprenticeship frameworks. Learners' portfolios contain a range of evidence and are well organised and referenced. Most portfolios contain good work products, which cover many performance criteria from several units. Learners can demonstrate evidence for key skills qualifications from all aspects of their work. Evidence in portfolios consists of copies of work products, which demonstrate that learners have a good range of practical knowledge. There is evidence of witness statements from managers and customers. Assessors do not make sufficient use of assessment observation of learners.

25. Achievement rates are satisfactory. During 1998-99 and 1999-2000, the achievement rates for advanced modern apprenticeship frameworks were 33 and 56 per cent, respectively. The achievement rate for foundation modern apprentices in 1998-99 was 20 per cent, which increased to 42 per cent in 1999-2000. An increasing proportion of learners are remaining in the training programme and working well towards their learning goals.

26. There is no document which details learners' individual learning and development needs and how they will be met in the workplace or by YTC. Learners' initial assessment results are not included in their individual learning plans. Progress reviews are not sufficiently specific and concentrate on general information about work-based achievements and agreeing evidence to be collected for the next review.

27. The level of background knowledge training is insufficient to ensure that learners have the skills to progress. Learners can book resources at the training centre, but there are not enough learning resources for background knowledge sessions. There is evidence of portfolio sampling as part of internal verification, but forward planning is not detailed enough and does not outline the candidates, units, proposed dates or the verification activity to be carried out.

Good Practice

Assessors have designed a log sheet to help learners who have difficulty writing accounts of their competence when carrying out work tasks. The log sheets help learners to record clearly what they did to complete the task.

Hospitality, sport, leisure & travel

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	54	3

28. YTC offers modern apprenticeships and NVQ training in hospitality and catering, and sport and recreation. There are currently 54 learners on these training programmes. Learners are recruited by way of Careers Service and school liaison, employment fairs, employers and the schools' work-related programme, in conjunction with the local education authority. Learners on modern apprenticeship programmes are all employed in the relevant industry. Of the 19 advanced modern apprentices, three are on hospitality and catering and 16 are on sport and recreation training programmes. There are currently 29 learners on foundation modern apprenticeships, 12 on hospitality and catering and 17 on sport and recreation programmes. One learner is in training for an NVQ at level 1 in hospitality and catering and five learners are taking an NVQ at level 2 or 3 in sport and recreation. Learners receive an induction covering aspects of their training programmes, equal opportunities and health and safety. There is also an induction to the workplace environment. Training is provided on and off the job at the training centre. Hospitality and catering learners attend half-day training sessions every two weeks and sport and recreation learners attend once a month. Training in key skills is now an integral part of NVQ training and key skills evidence is gathered on and off the job. A training assessor carries out progress reviews with learners and has frequent contact with them throughout their training. All learners take an initial assessment covering key skills and occupational aptitude before beginning the training programme.

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

Work-based learning for young people															
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	11		13		4										
Retained*	0		0		0	0									
Successfully completed	0		0		0	0									
Still in learning	11		8		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

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	10		30		31		3									
Retained*	0		1		9		0										
Successfully completed	0		0		7		0										
Still in learning	8		14		6		1										

*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

Work-based learning for young people																	
NVQ Training	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	5		1				12									
Retained*	0		0				3	25									
Successfully completed	0		0				3	25									
Still in learning	5		1				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

STRENGTHS

- good standard of training
- good work environments to support learning
- well-managed assessment process

WEAKNESSES

- poor achievement rate for modern apprenticeship frameworks
- ineffective management of key skills training

OTHER IMPROVEMENTS NEEDED

- better planning of off-the-job training in sport and recreation
- better completion of paperwork

29. On- and off-the-job training is good in hospitality and catering, and sport and recreation. Learners are given an off-the-job diary which tells them that what will be covered in the planned training sessions. Each session has a lesson plan and trainers use good learning materials, including visual aids, commercial textbooks and useful handouts. These training sessions also help learners to build their portfolios and to answer their background knowledge questions. Learners find it useful to consolidate their knowledge and understanding away from the workplace. On-the-job training, given by workplace supervisors, is good. Learners gain and practise their skills before they are assessed.

30. Modern apprentices are employed in good work environments, which provide a wide range of learning experiences. YTC makes an initial assessment to ensure that learners can achieve the requirements of their training programmes in work placements. Work-based assessors and YTC's trainers support learners well, and have good occupational knowledge and experience maintained by up-to-date professional development. This strength is recognised in the self-assessment report. YTC's staff monitor learners' progress once or twice a week and communication between staff and learners is effective. Learners often gain positions of responsibility during training. For instance, a foundation modern apprentice was made shift supervisor in a national organisation and a leisure assistant was made duty manager at a sports centre.

31. YTC manages learners' assessments effectively. This strength was identified in the self-assessment report. At the start of each unit, learners are given an overall assessment plan which tells them exactly what they need to achieve. Learners and workplace supervisors keep a copy of the plan, from which a three-month action plan is developed, giving learners deadlines for targets. YTC monitors the action plan closely and links activities to the initial assessment plan, so that learners and supervisors can gauge learners' progress. YTC and work-based assessors provide good formal and informal feedback to learners. Learners understand the process well.

32. The achievement rates for modern apprenticeship frameworks are poor, and this weakness was recognised in the self-assessment report. Of the 28 advanced modern apprentices recruited since 1999, none has achieved the full apprenticeship framework, although 69 per cent are still in learning and several are near to completion. Of the 74 foundation modern apprentices who started since 1998, 9 per cent have achieved the full framework with 39 per cent still in training. Most of the learners who achieved the modern apprenticeship framework, 88 per cent, were on sport and recreation programmes. Achievement rates for NVQ programmes are poor. Learners' progress

has been slow and learners are still in training for some time after the planned end of their programme. Seven learners have been on foundation modern apprenticeship programmes since before the start of 2000-01. YTC still supports them. Other learners have not completed whole units after several months in training. YTC recognises this poor achievement rate and poor progress within programmes. YTC has recently made changes to the action-planning process, which is now more detailed, with closer monitoring of learners' progress. Retention rates on both advanced and foundation modern apprenticeship programmes have improved considerably during the past two years and many learners now only have one unit to complete before achieving their qualification.

33. The implementation of key skills training has not been managed efficiently in this occupational area. The completion of training in key skills has been left towards the end of the training programme. One foundation modern apprentice had completed his NVQ programme three months before the inspection, but had still to complete the key skills requirements. Learners have previously gathered key skills evidence but the evidence has not been recognised early enough. YTC identified this weakness in its self-assessment report and has taken action to introduce key skills training earlier and to identify opportunities for gathering evidence.

34. Because of changing shift patterns, some learners in sport and recreation have difficulty attending off-the-job training sessions. These learners are under pressure to catch up on missing work and portfolio-building later. Some of the documents used by YTC staff to monitor learners' progress is not always completed as required.

Good Practice

YTC provides subsidised assessor training to the manager and supervisors of a local leisure centre, which currently employs six learners. The learners can now be assessed as and when appropriate, to gather evidence towards their qualification. This assessment on demand, supplements the monthly visit by the YTC assessor and learners are making good progress.

Health, social care & public services**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	70	4

35. YTC offers foundation and advanced modern apprenticeships in care and early years care and NVQ training in dental care. There are 70 learners in total. There are 22 advanced modern apprentices, 16 in early years training and six on the care programme. There are 44 foundation modern apprentices, 20 in training on early years programmes and 24 in the care programme. Four learners are working towards an NVQ at level 3 in dental care. Fifteen of the learners are receiving a training allowance and the rest are employed. Learners are recruited mainly from employers and can join at any time. Other learners are recruited from the careers service, direct from schools, job fairs or through the school links programme. Learners are employed in nursing and residential homes and nurseries. Learners' initial assessment deals with their key skills and occupational aptitudes. Those with an identified learning need take a basic skills assessment. Induction covers health and safety, equality of opportunity, an explanation of the NVQ process, and an introduction to the workplace. YTC's assessor gives learners more details of the training programme at the first visit. Level 2 early years learners attend monthly off-the-job training at YTC. Learners who cannot attend the training receive background knowledge support from YTC staff in the workplace. Learners in care receive off-the-job training in the workplace from YTC staff. Training sessions relate to the background knowledge for NVQs and additional support is planned by employers. Assessment is carried out by a mixture of mobile and work-based assessors. Key skills training is provided for learners who require additional support in this area. The assessment of key skills has recently become an integral part of the training programme. Formal progress reviews are carried out six-weekly. Staff are occupationally competent and hold a variety of relevant qualifications.

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

Work-based learning for young people																	
Advanced modern apprenticeships (AMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	5		11		17		13									
Retained*	0		0		3		2	15									
Successfully completed	0		0		1		0	0									
Still in learning	5		9		8		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

Work-based learning for young people																	
Foundation modern apprenticeships (FMA)	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	22		30		21		8									
Retained*	0		2		2		2										
Successfully completed	0		0		2		0										
Still in learning	20		18		4		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

Work-based learning for young people																	
NVQ Training	2001-02		2000-01		1999-2000		1998-99										
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	4						27									
Retained*	0						19	70									
Successfully completed	0						19	70									
Still in learning	4						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

STRENGTHS

- good training opportunities
- good support for learners in training

WEAKNESSES

- particularly poor achievement of modern apprenticeship frameworks
- poor structure of background knowledge training for level 3 early years

OTHER IMPROVEMENTS NEEDED

- more consistent approach to key skills development
- better recording of information on individual learning plans
- more detailed lesson plans

36. Training opportunities for learners are good. This strength was identified in the self-assessment report. Early years learners at level 2 are offered structured off-the-job training in the training centre. Employers provide a good range of additional off-the-job training for these learners. Off-the-job training for care learners is well planned and individualised. Training needs are discussed with the learner and employer, training is planned and agreed according to learners' needs. YTC provides training in the workplace to suit learners' shift patterns. Key skills are assessed at the same time as the NVQ units. There is a range of satisfactory training resources.

37. Support for the learners in training is good. This strength was identified in the self-assessment report. Learners benefit from frequent assessment visits and progress reviews. If necessary, YTC arranges additional visits to improve learners' progress and motivation. Staff will visit learners outside normal working hours. All learners value the support and guidance which they receive. Working relationships are good between YTC's staff, learners and employers. Most portfolios of evidence are of a good standard and the percentage of learners who achieve the full apprenticeship framework is improving. Many learners are on target to achieve their framework. Assessment is satisfactory, with good assessment planning and guidance on portfolio-building. Learners understand their NVQs and their progress fully. Work-based assessors are kept up to date through assessors' meetings and updates from internal verifiers. Internal verification is satisfactory. Learners know what employment opportunities are relevant to them and receive clear career guidance.

38. The achievement of qualifications is particularly poor. This weakness is identified in the self-assessment report. Since 1999-2000, only one learner has achieved an advanced modern apprenticeship framework and only two learners have achieved foundation modern apprenticeships. YTC collects data on early leavers at exit interviews. Some learners make slow progress. Currently, 76 per cent of learners on the care training programme are still in training, even though their funding date has ended. Retention rates have improved, 71 per cent of 2000-2001 learners and 95 per cent of 2001-02 learners are still in training. Many learners are now showing improved progress with their training and assessment.

39. The structure for teaching background knowledge to level 3 early years learners is poor. There is a programme of drop-in days which learners attend for portfolio support, individual support, and use of learning resources. There is no structured background knowledge training for these learners during these training sessions, where their knowledge and understanding can be assessed. On- and off-the-job training needs are not planned with the individual learners and employers, and are not recorded on the individual learning plan. Some learners collect key skills evidence early in their training programme. This is clearly identified by staff during the assessment process and these learners are progressing well in this area. However, some learners are half-way or more through their planned learning and have not yet started collecting key skills evidence.

40. All learners complete an individual learning plan at the start of their training programme. The plan is updated to record their achievements. Individual learning needs are not recorded sufficiently in the plan. Responsibility and structure for the training is not clearly agreed. Lesson plans are produced for off-the-job training. Some plans are brief and do not clearly identify the content of the training session, or how it is to be provided.

Good Practice

Assessors make flexible arrangements with learners to carry out assessments as and when required. This involves carrying out assessments in the workplace to fit in with the learners' work schedule. This may involve the assessment of observed activity being carried out early in the morning or late in the evening.

Foundation programmes

Grade 2

Programmes inspected	Number of learners	Contributory grade
Programme Centres	75	2

41. YTC offers programme centre and Gateway to Work foundation programmes funded by Jobcentre Plus in its training centres in York and Selby. There are 67 clients in the programme centre and eight in Gateway to Work. YTC has been offering programme centre activities since 1998-99. Gateway to Work is a two-week programme of intensive activities that focuses on helping clients get jobs. Most clients on this programme are aged between 18-24. The main measure of success is obtaining employment. All clients' literacy and numeracy skills are assessed and appropriate help is provided. Programme centre provision is designed to offer jobsearch to job seekers from a range of backgrounds. Tutors help clients to overcome a range of barriers and to gain employment. The training provision consists of modular study, individual support and supplementary advice which is designed to meet individual clients' needs. Clients are helped to produce a curriculum vitae, and job applications. They have access to stamps, newspapers, computers and stationery so that they can apply for jobs and write speculative letters to employers. Clients attend the programme centre weekly for 13 weeks. After an initial assessment, clients are referred to YTC by a Jobcentre Plus personal adviser. Clients' progress is reviewed every four weeks and their progress is monitored throughout their time on the programme. Clients must attend at least one session a week. Any further attendance is voluntary. Most clients have been unemployed for at least six months, but some clients, who meet other criteria, are referred by their personal advisers. Some other Jobcentre Plus clients, including those involved in Gateway to Work, join the programme centre. After induction to YTC and to the training programme, clients are asked to attend at least once a week. Dates for reviews are arranged in advance. The programme centre provision is managed by a co-ordinator who is assisted by four tutors and one administrator in each of the two centres.

The following table shows the achievement and retention rates available up to the time of the inspection.

Programme Centres										
Programme Centres	2001-02		2000-01		1999-2000		1998-99		1997-98	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	178		498		643		561		
Retained*	87	49	295	59	318	49	225	40		
Planned learning completed	68	38	234	47	272	42	210	37		
Gained job	51	29	199	40	205	32	175	31		
Still in training	75	42	0	0	0	0	0	0		

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

STRENGTHS

- good achievements by clients
- good teaching and learning
- effective use of resources
- particularly effective guidance and support

WEAKNESSES

- insufficient emphasis on developing clients' independent learning

OTHER IMPROVEMENTS NEEDED

- better promotion of learning opportunities to clients

42. There is a good achievement rate for learning goals and for outcomes in the programme centre. This strength is recognised in the self-assessment report. Jobcentre Plus sets YTC targets to enable a percentage of clients to find jobs. Since the start of the programme, YTC has met these targets, which increase annually. Clients have specific learning goals and achievements of this planned learning have also improved. Retention rates have improved from 40 per cent in 1998-99 to 59 per cent in 2000-01.

43. There are good standards of training in the programme centre. Jobsearch and curriculum vitae preparation sessions are well planned. There are clear objectives to improve learners' understanding as well as to develop their skills to job applications. Training sessions meet the needs of all clients. Staff use practical examples from clients' experiences in filling in to show them how to promote their skills effectively to prospective employers. There is a good combination of individual and group training and a good ratio of staff to clients. Clients use their computer skills to type their curriculum vitae in the classroom. Training sessions are developed at a challenging pace with a mixture of activities. There are good working relationships between clients and staff. Guest speakers, who are specialists in particular industries, are much appreciated by clients.

44. Learning resources in the programme centre are good and these are used effectively to benefit the clients. All clients are given a folder in which to keep useful handouts and their own research data. Clients have access to a good range of newspapers and specific trade journals with job advertisements. Audiovisual resources and computers are used effectively by clients. Lists of local employers, in sector categories, with their details, are available. An excellent list of website addresses has been produced and is updated regularly. Clients use computers with Internet access extensively. Staff are knowledgeable, appropriately qualified, experienced and skilful. Classrooms are large and accessible in both training centres. Clients are encouraged to come to the training centres to look around before joining the training programme. Complementary food and drinks are available. Clients value the excellent resources.

45. Guidance and support for clients are particularly effective. This strength was identified in the self-assessment report. Clients are given a comprehensive induction to the training centre's facilities and to the content and objectives of the training programme. Staff are supportive and try to meet clients' needs. YTC takes many clients to appointments with employers. Clients' progress is monitored and recorded effectively. Pastoral support effectively deals with clients' problems. Staff deal sensitively with clients' personal issues, to help them overcome barriers to personal development. Clients' progress is monitored effectively at four, 10 and 13 weeks.

46. The programme centre's training provision does not encourage clients to be independent and to take responsibility for their personal development and learning. Clients become reliant on support from staff and frequently cannot take the initiative. This restricts their long-term progress and sustained employment. YTC organises a range of additional short courses to develop clients' skills. However, many clients do not know that the courses are offered.

Good Practice

Some clients from rural areas cannot get a job because of poor public transport. YTC, in conjunction with the Rural Countryside Commission, the county council and Jobcentre Plus, has launched a Wheels to Work scheme. Clients can lease a scooter for £10 per month. This payment covers all maintenance and running costs except petrol. The scheme has enabled five clients to gain and keep a job. The scheme has been so successful that it is being extended to other parts of the county. There are funds for 10 more scooters.