



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 1999

RE-INSPECTION FEBRUARY 2000

## Harrogate Training Services

## SUMMARY

Harrogate Training Services offers training in business administration, retailing and childcare. Training in business administration and retailing is satisfactory. At the time of the original inspection, the early years care and education training was unsatisfactory. Training lacked structure, and assessment focused too heavily on the achievement of single elements of the qualification. Harrogate Training Services was reinspected 13 months after the original inspection report had been published. Improvements had been made to the early years care and education programme and it was satisfactory. Trainees have a better understanding of their programme and flexible arrangements are made to enable trainees to attend structured training sessions. Trainee support is good across all programme areas. All trainees are carefully assessed at entry. Staff maintain regular contact with employers and trainees throughout the programme. Equality of opportunity is assured. Management of training is good. All staff are carefully supported by a positive and open management style. There are quality assurance systems to monitor and evaluate trainees' progress and trainers' performance. However, feedback from employers is not collected or used to inform management's decision-making.

**As a result of the reinspection of Harrogate Training Services, the original published report for health, care and public services has been replaced by new text which makes reference to the original inspection findings. This summary page, the overall report introduction and the inspection findings introduction have also been amended to reflect the findings of the reinspection. All other sections of the original published report, which have not been subject to full reinspection, have been left in their original form.**

### GRADES

OCCUPATIONAL AREAS	GRADE
Business administration	3
Retailing & customer service	3
Health, care & public services	4

GENERIC AREAS	GRADE
Equal opportunities	2
Trainee support	2
Management of training	2
Quality assurance	3

REINSPECTION	GRADE
Health, care & public services	3

### KEY STRENGTHS

- ◆ occupationally focused initial assessment
- ◆ complaints are addressed quickly and dealt with thoroughly
- ◆ trainees' success stories are prominently displayed and promoted
- ◆ detailed trainee support records
- ◆ mentoring of new staff throughout induction period
- ◆ good internal communication
- ◆ highly flexible training arrangements in care



### **KEY WEAKNESSES**

- ◆ precedence of some employers' requirements other than trainees' needs in care
- ◆ employers not sufficiently involved in the learning and assessment process
- ◆ feedback is not collected from employers to inform management's decision-making
- ◆ self-assessment report inaccurate and incomplete
- ◆ underdeveloped self-assessment action plan

## INTRODUCTION

1. Harrogate Training Services (HTS) was established in January 1992, following a management buyout. Before that, the training scheme was part of Harrogate Borough Council's training provision, offering youth and adult training programmes and community programmes. HTS is one of the major training and assessment providers in Harrogate and surrounding areas. HTS has eight staff and had a total of 66 trainees at the time of the original inspection, following national vocational qualifications (NVQs) at levels 2 and 3, most of whom attend HTS's training centre for their off-the-job training. At the time of reinspection, the total number of trainees had risen to 75, although the number of trainees in care had fallen.

2. HTS offers training in administration, early years care and education, retail and distribution, information technology and customer service. HTS has a contract with North Yorkshire Training and Enterprise Council (TEC) to supply youth and adult training programmes. Its training premises are located in the centre of Harrogate.

3. Harrogate is a town with low unemployment figures, currently 2 per cent of the economically active population, compared with the national figure of 5.2 per cent. Principle employment is related to the service industry in finance, administration and hotel & catering. Harrogate was originally a tourist spot because of its spas, encouraging the development of hotels and hospital treatments. Harrogate has a large retired population which has been attracted by the reputation of the town as a spa resort, and the town centre is surrounded by 200 acres of grassland with bylaws, preventing building work from being carried out. Harrogate attracts considerable trade through its conference centre, accommodating regular national conferences. The conference centre opened in the 1970s and created an increase in hospitality and catering jobs.

4. Five local senior schools and three private schools serve the Harrogate area. The number of North Yorkshire school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 48.9 per cent, compared with the national average of 46.3 per cent, for 1998. The percentage of students remaining in education after the age of 16 is 65, close to the national average. Those from minority ethnic groups represent less than 1 per cent of the local population.

## INSPECTION FINDINGS

5. HTS produced its self-assessment report in June 1998, using the Council's original draft framework document. Senior staff attended two self-assessment training days arranged by North Yorkshire TEC. The first training day, held on 2 February 1998, offered providers an overview of self-assessment and the inspection process. The second training day, held on 23 March 1998, introduced providers to the self-assessment toolkit and the methodology of self-assessment. Regular staff meetings were held to ensure that everyone had a clear understanding of the procedure and his/her part in it. All of HTS's staff contributed to gathering evidence for the self-assessment report. The self-assessment was drawn from documentary evidence, formal and informal feedback from trainees, employers and staff and the observation of the application of policies and procedures. The self-assessment report was not restructured in line with the documented standards identified in *Raising the Standard*. The self-assessment report was revised and up-dated for the re-inspection. The report covered all occupational and generic areas. The self-assessment report described the specific improvements carried out and action taken to build on strengths and rectify weaknesses identified during the original inspection.

6. During the original inspection, a team of four inspectors spent a total of 11 days at HTS during January 1999. Inspectors examined trainees' files and national vocational qualification (NVQ) evidence portfolios. They also examined company and awarding body documents. They met seven members of staff. They interviewed 30 trainees. They visited 11 work placements and met employers and/or work-based supervisors who were involved in the training or assessment processes. Inspectors observed nine training and/or assessment sessions, some of which were held at the training centre and the remainder at employers' premises. During the reinspection, two inspectors spent a total of four days at HTS in February 2000, looking at training in care. They interviewed 12 trainees and met two members of staff. They visited seven work placements and interviewed six employers or work-based supervisors. They observed one training session, four assessments and four review meetings. They also looked at 13 trainees' files, eight portfolios and other documents.

### OCCUPATIONAL AREAS

#### Business administration

#### Grade 3

7. HTS has 25 trainees in business administration and three in information technology, all of whom are employed. These numbers include 15 Options trainees (the local brand name for youth training) and eight modern apprentices, all working towards NVQs at levels 2 and 3. In addition, there are two adult trainees,

undergoing training at HTS, who are not employed. On-the-job learning takes place at the trainees' work placements, and 96 per cent of trainees receive their off-the-job training in HTS's training centre, on day release. Most assessment of trainees takes place in the workplace, and opportunities to assess trainees are regularly sought. Inspectors identified of the strengths cited in the self-assessment report to be no more than normal practice. They agreed with some strengths and identified additional weaknesses and awarded a lower grade than that proposed by the company in its self-assessment report.

### *STRENGTHS*

- ◆ well-planned, off-the-job learning programme
- ◆ trainees understand, influence and agree on their assessment programme
- ◆ frequent monitoring and recording of trainees' progress and achievement
- ◆ well-equipped accommodation and resources for information technology

### *WEAKNESSES*

- ◆ insufficient planning of workplace training
- ◆ employers and trainers do not work together effectively in planning training
- ◆ some short-term NVQ target dates are not met
- ◆ key skills are not yet sufficiently integrated into learning and assessment

8. Trainees are committed, well motivated and well settled into their jobs. Their places of work are used extensively to provide opportunities for assessment of job skills. Achievement rates have improved to the current position of 71 per cent of those trainees leaving achieving an NVQ and many achieving more than one award. Eighty-three per cent of trainees who have completed their training programme have continued in full-time employment. Assessors are skilled in observing and commenting on trainees' achievements. Assessors carry out frequent reviews of trainees' progress. Assessment and internal verification are fair and rigorous, and trainees understand what will be expected of them. Trainees agree on their programme of assessment in advance.

9. Some employers provide trainees with their own job-related training, but not all. Well-planned and -managed off-the-job learning sessions take place at the training centre, which is equipped with resources and materials of a good standard. Sessions are designed to be flexible to meet the needs of all trainees. The accommodation used for information technology training is particularly well equipped, with industry-standard hardware and access to a wide range of software programmes which keep pace with the best ones used by local employers. Trainers are skilful in meeting their trainees' needs. Trainers provide good support and have developed effective working relationships with trainees and employers.

10. Planning of learning experience in the workplace is generally poor. No link is made between the off-the-job training delivered in the training centre and that happening in the workplace. Opportunities are missed to use job-related training provided by the employer as part of the trainees' learning programme. Although employers are complimentary about HTS's staff, each works independently of the other. There is no collaborative planning of trainees' progression. Workplace supervisors do not have details of qualification standards.

Progress has been made towards the integration of key skills with learning and assessment, but they are not yet sufficiently embedded. More than half of the modern apprentices currently on the programme have worked on key skills as a separate activity. Target dates set by the assessors for the completion of NVQ work are frequently missed. This is particularly noticeable for trainees in the earlier stages of their learning programme.

### **Retailing & customer service**

### **Grade 3**

11. There are 12 trainees undertaking training on retail and customer service programmes. One trainee is combining the customer service NVQ at level 3 with an administration NVQ at level 2. Two trainees are on the modern apprenticeship programme. The remaining nine are working towards NVQ level 2 in retail operations, four of whom have particular learning support needs. The trainees, except for two, are in single employer placements on 10 sites. Training takes place at the trainees' workplace. The programme is managed by the HTS co-ordinator, who is the occupationally qualified assessor and has relevant business experience. Inspectors identified that many of the strengths identified in the self-assessment report were no more than normal practice. No weaknesses were identified in the retail aspect of the self-assessment report, although action points for retail were identified in the development action plan. Inspectors identified a mixture of strengths and weaknesses and awarded the same grade as that proposed by the company in its self-assessment report.

#### ***STRENGTHS***

- ◆ trainees are clear and confident about their roles and responsibilities
- ◆ trainees manage their own learning programmes
- ◆ improving retention and achievement rates for trainees

#### ***WEAKNESSES***

- ◆ unstructured and informal NVQ training programme
- ◆ workplace training not integrated into the NVQ programme
- ◆ employers not sufficiently involved in the learning and assessment processes

12. The work-based assessment process, which is regular and thorough, is used to monitor and encourage trainees' personal development at work. The co-ordinator gives employers guidance on the next steps required by trainees, following assessment and/or review visits. Except for minor interventions by the co-ordinator in the assessment process, training is left to employers to arrange and carry out. The training is not planned or formally structured by HTS. The co-ordinator completes assessments and coaching combined in one session at the trainees' workplace. Over 90 per cent of the time spent on site by the co-ordinator is devoted to the recording of observations. Trainees and employers are set manageable targets, in terms of the NVQ standards. They fully understand the standards. Trainees are progressing and building a body of evidence with a very high level of autonomy. There is no opportunity for trainees to regularly network among themselves. Some employers take the initiative to offer their trainees a visit to an alternative employer's site. Only a few trainees use the support facilities available in HTS's training centre.

14. Careful selection of trainees and satisfactory employer placements has led to improved retention and achievement figures. Statistics were provided for 1996 onwards. Of the seven starters in 1996, six left early, representing a dropout rate of 85 per cent. Of the six starters in 1997, four completed, one is still in training and one dropped out. Of the 12 starters in 1998, nine are still training, representing a dropout rate reduced to 25 per cent and an increase in the number of trainees of 40 per cent.

### **Health, care & public services**

### **Grade 3**

15. A total of 18 trainees are undertaking the early years care and education NVQs at levels 2 and 3. Of these, six trainees are on modern apprenticeships and 12 trainees are on other youth training programmes. Trainees attend HTS's training centre for off-the-job training. Level 2 trainees attend once a fortnight and level 3 trainees attend once a month. HTS's care trainer co-ordinates the daily programme, takes some key skills sessions, sets targets for trainees, reviews trainees' progress and provides trainees with work-based support. A second trainer arranges key skills sessions for the information technology units. Trainees are employed at one of 10 privately owned nurseries. The majority of trainees work with a named work-based assessor. At some placements, trainees have mentors. Inspectors agreed with one of the three weaknesses stated in the revised self-assessment report but considered most of the strengths to be no more than normal practice. They found one weakness and some strengths HTS had not identified. They agreed with the grade in the revised self-assessment report.

At the first inspection, the main weaknesses identified were:

- ◆ poor understanding, among trainees, of standards for NVQ
- ◆ weak support for work-based assessment, from employers/managers
- ◆ lack of planned work-based training



- ◆ poor use of naturally occurring learning opportunities
- ◆ poor assessment practice
- ◆ key skills not yet sufficiently integrated with vocational programme

16. HTS has rectified the weaknesses identified during the original inspection. Trainees are now provided with clear and full information about the NVQ qualification towards which they are working. Employers are also given more information about the NVQ process and they are encouraged to plan work-based training and to make use of naturally occurring training opportunities in the workplace. Key skills are now an integral part of the vocational programme, with the exception of information technology, as most of the trainees do not have the opportunity to use computers in the workplace. Trainees, however, are given information technology assignments which have a clear vocational relevance.

#### *STRENGTHS*

- ◆ trainees' clear understanding of, and positive influence on, training programmes
- ◆ highly flexible training arrangements
- ◆ thorough and well-recorded reviews of trainees

#### *WEAKNESSES*

- ◆ some inadequate aspects of assessment arrangements
- ◆ failure of some employers to release trainees regularly for off-the-job training

17. There are good working relationships among HTS's staff, employers and trainees. The training co-ordinator visits trainees in the workplace regularly. Trainees are fully integrated with members of the work team. Sixty-one per cent of trainees leaving the scheme in 1998-99 achieved their target qualification. Seventy-nine per cent of leavers have moved directly into full-time employment. The figures for the current year to date show that, of the 13 trainees who started their training, nine are still on the programme and four have left early. Of the latter, one has moved abroad and one was removed because of lack of progress.

18. Trainees have a good understanding of the NVQ qualification towards which they are working. They are fully aware of the different components of the award. In their off-the-job training sessions, they are shown how to relate theory to workplace practice. HTS provides each trainee with a copy of the standards for the NVQ which have been rewritten in simple language. Staff in workplaces receive information on the standards and a copy of the trainees' scheme of work, to ensure they are aware of the work trainees are undertaking in the training centre. Trainees are fully involved in decisions about which of the non-compulsory NVQ options they will pursue and in selecting activities and work for assessment.

19. Some nurseries which accommodate a number of trainees find it difficult to release them all for off-the-job training on the same day. In response to this

problem, HTS holds weekly sessions so that employers have some flexibility in making arrangements on the days trainees are absent from work thereby reducing their staffing difficulties. Where there have still been problems with attendance, other days have been made available to trainees. In one case, a trainee finds it difficult to travel to attend off-the-job training because her workplace is in a rural area, with poor public transport links. The HTS training co-ordinator visits her in the workplace every two weeks for one-to-one training sessions in theory work. Some trainees are employed in nurseries where they do not necessarily have experience of working with children in the age range required for their NVQ. HTS arranges for these trainees to work in other nurseries where they can gain the requisite experience.

20. The training co-ordinator carries out reviews more frequently than required by the TEC contract. The reviews involve the trainee and their workplace supervisor, both of whom receive a copy of the review sheet after the meeting. Reviews include checks that health and safety requirements are met and that the trainee is not experiencing any form of discrimination in the workplace. The co-ordinator also checks how the trainee is getting on with colleagues and whether he or she is experiencing any general difficulties. During trainees' progress reviews, details of the trainees' achievement of NVQ units is entered on a special grid. This is updated at each review to show the progress trainees have achieved. Reviews also cover details of any training to be provided in the workplace to complement the off-the-job training provided by HTS. Trainees are fully involved in setting the targets they have to attain by the time of the next review. They said that they found their reviews supportive and useful.

21. Trainees initiate and plan assessments. Where appropriate, they undertake assessment activities that cover several elements of the NVQ. The majority of trainees have a named work-based assessor. However, a significant number of the work-based assessors are not qualified to assess, even though some of them have sole responsibility for several trainees in their nursery. Some assessors have been working towards their assessor award for several years, but have not yet achieved it. Some assessors do not know who their internal verifier is. Internal verifiers are qualified, but some have little occupational experience. Meetings of assessors take place every two months. During these, assessors discuss new developments relating to the NVQ, updates on relevant legislation, topics covered during off-the-job training and trainees' progress. They also share good practice and provide guidance to assessors on mentoring and different assessment methods. Assessors report that the quality and quantity of information they receive from HTS has improved significantly over the last nine months.

22. Some employers are highly committed to training their staff and make every effort to allow trainees the necessary time to attend off-the-job training and undertake assessments. Some assessors, however, do not have time to undertake assessments during their working day and a number of trainees have experienced significant delays in being assessed. Other assessors have withdrawn from the assessor role as they felt it took too much time and they had to write up

assessments in their own time. Several trainees have missed a significant number of off-the-job training sessions as they could not be released from the workplace because of staff shortages in the workplace. HTS staff raised this issue at the assessor meetings. They have also written to individual employers or met with them to emphasise the importance of allowing trainees to attend all off-the-job training sessions, with varying amounts of success. In some instances, HTS will not use placements again unless the employer agrees to release trainees for training regularly. Some trainees have been unable to complete work for their qualification because they have not been able to attend training sessions.

## GENERIC AREAS

### Equal opportunities

### Grade 2

23. The management and staff at HTS have a genuine concern and interest in equality of opportunity. The training centre is situated on the upper floors of a building in the centre of Harrogate. Access to the centre is by stairways only. The equal opportunities policy is well understood by staff and is raised with employers. There is compliance with TEC requirements. The policy is translated well into the selection, induction and entry processes. Inspectors agreed with the strengths identified in the self-assessment report. No weaknesses were identified in the report. Inspectors identified one weakness and awarded the same grade as that proposed by the company in its report.

#### *STRENGTHS*

- ◆ complaints addressed quickly and dealt with thoroughly
- ◆ equality of opportunity is promoted among staff
- ◆ selection and recruitment processes and criteria reflect equality of opportunity
- ◆ trainees' success stories are prominently displayed and promoted

#### *WEAKNESSES*

- ◆ lack of formal monitoring of placement providers

24. There is a comprehensive equal opportunities policy at HTS. Managers and staff promote the policy by word and deed. All staff and trainees receive a thorough and detailed input about equal opportunities as part of their induction to the training scheme. Follow-up evaluation surveys take place through the completion of questionnaires. HTS's management uses survey results to evaluate staff and trainees' current awareness and knowledge. Planned staff training has also taken place to further address equal opportunities.

25. Unbiased marketing materials are prominently featured on the main entrance

noticeboard. The photographs and storyboards celebrate success in training for a range of trainees, including trainees in non-traditional occupations, for example, a male trainee who has successfully achieved qualifications in childcare, while working in a local nursery, who is now working abroad with children with a travel company.

26. There is a structured procedure to ensure that the manager deals with complaints quickly and sensitively. The equal opportunities policy is prominently displayed on the main noticeboard, together with copies of the harassment and complaints procedures. Additional copies of all the procedures are available near the noticeboard in plastic sleeves, to which trainees are invited to help themselves.

27. Equal opportunities form a regular item at management meetings. However, the equal opportunities policy is not formally reviewed or updated. The harassment policy is based specifically on the childcare programme, and some content is specific to that occupational area and not relevant to all trainees or staff. While there is clear evidence of the policy being raised with providers at the initial selection stage, regular monitoring, where it happens, is informal; opportunities, such as the trainees' right to assessment on demand, are missed.

## **Trainee support**

## **Grade 2**

28. The support given to trainees on all programmes is of a high standard. All trainees complete induction training sessions at the start of their training programme. Initial skills testing is completed to identify all trainees' training needs. Regular support visits are made to all trainees to review their progress and plan their training needs. Inspectors agreed with the strengths identified in the self-assessment report. They identified one weakness in one programme area and awarded the same grade as that proposed by the company in its self-assessment report.

### *STRENGTHS*

- ◆ detailed records of trainee support
- ◆ occupationally focused initial assessment
- ◆ prompt response to work-based requests
- ◆ frequent reviews

### *WEAKNESSES*

- ◆ business administration employers do not play an active part in the learning process

29. The process of recruitment and selection is thorough. Prospective trainees

attend an interview at the training centre to discuss their previous history and work aspirations. They complete an occupationally focused initial assessment test, the results of which are used to plan trainees' individual programmes, as well as agreeing on the appropriate NVQ programme and level and considering possible work-placement opportunities.

30. All trainees take part in a planned induction at the beginning of their training programme. The induction programme is individualised to meet all trainees' needs, for instance one trainee was guided through the induction at a pace suited to his needs, care being taken to explore current skills and aspirations.

31. Generally, trainees meet their trainer more frequently than is contractually required. Most trainees are satisfied with support in the workplace and the frequency of contact by HTS's staff. Trainees who have been identified as requiring additional learning support and those who are not achieving set targets are visited more frequently than their planned review dates suggest. Trainees who have specific learning support needs are given extra attention during centre-based training sessions. Trainee support is meticulously recorded.

32. Regular progress reviews take place among assessors, employers and trainees. Reviews are documented, signed by all three parties, and a copy kept in trainees' personal files. Employers of care and retail trainees take an active role in their trainees' training. Business administration employers are involved in reviewing trainees' performance at work and identifying further training needs. They do not take an active role in the learning process.

## **Management of training**

## **Grade 2**

33. HTS is a small private training company. The staffing structure consists of a manager, two co-ordinators and five training and administration staff. One co-ordinator is responsible for all youth training programmes and the other is responsible for adult training programmes. The manager and co-ordinators carry out daily management duties. The business plan, mission statement and policies and procedures are reviewed annually. There are procedures for staff recruitment and selection, induction, appraisal and discipline. Regular staff meetings are held which are used to inform the regular management meetings. Inspectors considered some of the strengths identified in the self-assessment report to be no more than normal practice. They agreed with some strengths and identified two weaknesses, awarding the same grade as that proposed by the company in its report.

### ***STRENGTHS***

- ◆ mentoring of new staff throughout induction period
- ◆ measurable targets set and reviewed for all staff against business objectives
- ◆ good internal communications
- ◆ good practice shared by all staff

- ◆ planned staff development addresses individual staff or organisational needs

#### WEAKNESSES

- ◆ unmanaged link between on- and off-the-job training
- ◆ agreements with employers do not engage them in the training process

34. HTS provides all new staff members with a thorough induction to the company. New staff are carefully informed at their induction about the policies and procedures and working practice which they must apply. Induction includes the observation of training sessions by experienced staff and a high level of guidance and support from a named staff mentor.

35. Internal communication among staff and with managers is excellent. All staff are set occupational programme targets. The progress of staff towards achieving individual targets forms a significant part of the appraisal interview. Targets are also discussed at staff and managerial meetings. The team meets regularly, daily contact ensuring that issues are shared with co-ordinators and managers and that they are dealt with efficiently. An open style of management and the involvement of co-ordinators and the manager in the training, assessment and internal verification processes mean that all staff are well informed. The sharing of good practice is encouraged. Staff and managers discuss current practice and individual experience, seeking to standardise all systems and activities. Continuous improvement is discussed at all staff meetings. Staff are encouraged to work together to minimise problems.

#### GOOD PRACTICE

*Induction for new staff takes place over a period of two to three months, during which they shadow an experienced member of staff. A mentor is appointed, responsible for offering guidance and support. During induction, the new staff member shares the mentor's office. New staff are also observed carrying out training sessions and receive comprehensive feedback from their mentor. Only after induction are new staff allocated trainees.*

36. Staff appraisals are carried out annually, with a half-yearly review. The appraisal is based on each job holder completing a thorough self-assessment of his/her own performance against job requirements. This is then reviewed at an interview with the co-ordinator and a training needs analysis for development drawn up. Individual training needs are collated and drawn into a development plan for the whole company.

37. There is no strategy to link on- and off-the-job learning opportunities. Employers are appraised for health and safety and are aware of the qualification which their trainee will be completing. Not all employers are issued with copies of qualification standards. Some employers are not aware of short-term targets set for trainees. The opportunity for trainees to practise and improve new skills in the workplace is not always planned with the employers.

### Quality assurance

### Grade 3

38. HTS has a series of quality assurance arrangements which is applied and understood by all staff. Objectives are set with staff, along with targets and the standards required. These are then measured against performance. Regular reviews take place, and action plans are created to address weaknesses. HTS

meets the quality standard required by its external partners, North Yorkshire TEC and the awarding bodies with which it contracts. Data and feedback from trainees and employers are collected regularly. Inspectors identified a mixture of strengths and weaknesses and awarded a lower grade than that proposed by the company in its self-assessment report.

### *STRENGTHS*

- ◆ rigorous internal verification process
- ◆ systems to carefully monitor and evaluate training progress and trainers' performance

### *WEAKNESSES*

- ◆ feedback from employers is not collected to inform management's decision-making
- ◆ inaccurate and incomplete self-assessment report
- ◆ underdeveloped self-assessment action plan

39. There is an internal verification strategy which covers all occupational programmes offered by HTS. Procedures, systems and documentation are used consistently in all programme areas. Regular detailed observations are carried out of assessors' practice. Feedback is given to each assessor, including the identification of training needs, and fed into the staff appraisal process.

40. Information is regularly collected from assessors' records and analysed and measured against planned achievement dates. The result is used by the co-ordinators to inform staff and management meetings to monitor targets, contracts, staff's performance and to consider current resource issues.

41. Information about trainees' destinations is gathered through surveys of trainees who have left the scheme. The results, along with achievement data, are analysed and used in management meetings and at staff reviews to address programme efficiency. The information is recorded electronically for use by external partner organisations' monitoring systems. Regular evaluation questionnaires are used to test trainees and staff's satisfaction throughout the programme. Other questionnaires are used to evaluate the knowledge of trainees and staff, e.g. equal opportunities and individual responsibilities of staff, trainees' induction, its purpose and value.

42. Formal feedback is not collected from employers about their experience during or after trainees' completion of their training programme.

43. HTS produced its self-assessment report in June 1998, using the Council's original draft framework document and the Quantum Edge toolkit. Strengths



identified in the self-assessment report are generally descriptive, rather than evaluative, and most entries reflect no more than normal practice. The self-assessment action plan prepared by HTS is incomplete. It does not include target achievement dates, monitoring arrangements, those responsible for taking action or any indicators to measure success.