



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 2000

# KYP Training Services

## SUMMARY

KYP provides training in business administration, childcare and foundation for work. Training in business administration is good and there are good resources. Training in care is satisfactory; work placements provide good learning opportunities but assessment is weak. Training on the foundation for work programme is good; Trainers use imaginative teaching methods and offer strong support to trainees. KYP is committed to provide equal opportunities for all trainees. It has taken action to promote equality although there is little effective management of equal opportunities activity. Trainees are supported well and have access to a wide range of training facilities. Management of training is less than satisfactory; co-ordination of on- and off-the-job training is weak. Quality assurance arrangements are underdeveloped.

### GRADES

OCCUPATIONAL AREAS	GRADE
Business administration	2
Health, care & public services	3
Foundation for work	2

GENERIC AREAS	GRADE
Equal opportunities	3
Trainee support	2
Management of training	4
Quality assurance	4

### KEY STRENGTHS

- ◆ well-presented training sessions
- ◆ good computer resources
- ◆ well-selected placements in care
- ◆ a strong commitment to equality of opportunity
- ◆ highly effective pastoral support and learning support
- ◆ positive, open management
- ◆ extensive staff training

### KEY WEAKNESSES

- ◆ weak assessment practice in care
- ◆ lack of placements in some occupational areas
- ◆ an out-of-date equal opportunities policy
- ◆ initial assessment findings not used effectively
- ◆ poor co-ordination of on- and off-the-job training
- ◆ inadequate use of data

## INTRODUCTION

1. KYP Training Services (KYP) is a voluntary organisation, which was established over 20 years ago to serve the community of Rochdale. It is situated in one of Rochdale's most deprived areas and aims to help local people improve their community. The organisation places great emphasis on empowering people through education and enterprise and developing working partnerships with statutory and local voluntary organisations. KYP provides training, sports and leisure, childcare, and advice and welfare services to the local community. These services are available to all local people, including those from the Kashmiri, Bangladeshi, Pakistani and English communities. KYP has 87 trainees, training in construction, retailing, manufacturing, business administration, childcare and foundation for work. The inspection covered only business administration, childcare and foundation for work. The contract for work-based training is with Rochdale TEC. KYP also subcontracts from Rochdale TEC for a small New Deal contract, and had four clients at the time of inspection.

2. Rochdale, which has a population of 207,000, is one of 10 districts of Greater Manchester. Within Rochdale, there are four distinct townships, each with its own social character and economic characteristics. The proportion of the population coming from minority ethnic communities, 7.9 per cent, is the biggest in Greater Manchester. Most of these are from Asian backgrounds. Unemployment in the borough stands at 5.2 per cent, which is the second highest rate in Greater Manchester. Youth unemployment is particularly high, with around 60 per cent of the total number of unemployed people below the age of 35. Unemployment is also high amongst minority ethnic communities; for example 9.8 per cent of Bangladeshi youths are unemployed. Rochdale was a major producer of cotton goods, but this industry has shrunk significantly over the last twenty years. Manufacturing, of many types, now provides only 20 per cent of jobs. The other main sectors are distribution, hotel and catering, public administration, education and health. KYP operates within the most socially deprived part of the borough where minority ethnic communities make up almost 40 per cent of the population.

3. In 1999, the percentage of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 36.1 per cent, compared with the national average of 47.9 per cent.

## INSPECTION FINDINGS

4. KYP used external consultants to assist the company in drawing up the self-assessment report. There were workshops and training sessions for staff, to explain the process and to help them assess provision in the areas in which they work. Staff evaluated their own training and completed self-assessment forms. The report was then drawn together by managers. Action points have been identified and weaknesses are now being addressed. The self-assessment report gave little information about the different training programmes. Many of the identified strengths represented no more than normal practice.

5. Four inspectors spent a total of 12 days with KYP. They interviewed 32 trainees, 10 trainers and 14 supervisors or employers, and made 14 visits to workplaces. They also conducted 10 interviews with off-the-job managers. Inspectors examined trainees' files and portfolios and looked at other documentation including TEC contracts, external verifiers' reports, written policies on health and safety and equal opportunities, quality assurance documents, minutes of meetings and promotional materials. Inspectors observed and graded five training sessions. They also observed six assessments, one tutorial session and four reviews.

Grades awarded to instruction sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Business administration	1	1				
Health, care & public services			1			
Foundation for work		2				
<b>Total</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

## OCCUPATIONAL AREAS

### Business Administration

### Grade 2

6. Applicants for training are referred to the company by the local careers service, in the case of young people, and the employment service, in the case of adult clients. Some young trainees hear about KYP from their friends and relatives in the community and are prompted to ask the careers service to refer them to the organisation. Training is provided in business administration and information technology at levels 1, 2 and 3. There are currently 21 trainees, 15 men and six women, pursuing an information technology qualification: seven national trainees, nine other trainees and five adult trainees. In business administration there are 13 trainees, six men and seven women: one modern apprentice, four national trainees,

and eight other trainees. All applicants are interviewed and sit a basic skills agency screening test for arithmetic and spelling. They receive an induction to the company together with a more specific introduction to their training route. The early stages of their training are spent at the training centre in specially designed workshops, where they receive concentrated instruction in small groups, and on an individual basis when necessary. Reviews are carried out at four-weekly intervals. At the review meeting the trainee's progress is reviewed and discussed and goals set and agreed for achievement by the next meeting. Assessments are planned in advance and dates agreed, which can be deferred if progress is not as expected. All trainees attend a weekly job-search session. A small number of work placements are available, where trainees can experience the pressures of working to deadlines and dealing with real situations and workloads. The self-assessment report identified nine strengths and five weaknesses. Inspectors validated four of the strengths and two of the weaknesses. Two additional strengths and one weakness were identified. Inspectors awarded a higher grade than that proposed in the self-assessment report.

#### *STRENGTHS*

- ◆ a robust assessment process
- ◆ extremely well-presented training sessions
- ◆ many opportunities for trainees to discuss progress
- ◆ excellent information technology resources
- ◆ well-qualified staff

#### *WEAKNESSES*

- ◆ insufficient work placements
- ◆ ineffective use of personal development assessment

7. Assessment procedures are thorough. The planning of an assessment takes place during the progress review where the trainee is able to discuss the nature of the assessment and to indicate a readiness for it to take place. A planning document is prepared that clearly identifies the aspects of the NVQ to be assessed. A date for the assessment is set and agreed and the whole process is carefully explained to the trainee. Prior to the assessment, details of the process and content are once more explained and the trainee's understanding of the arrangements confirmed. Written and oral questions are used to test trainees' knowledge and understanding of the theory. The verbal feedback which follows the assessment is given objectively but sensitively. A written record of the results of the assessment is filed in the trainee's portfolio. Trainees are able to monitor their progress by use of a progress chart that identifies units and elements currently being addressed and units that have been achieved.

8. Training sessions are carefully prepared to take account of the diverse needs of the trainees. Planning relates to the length of the sessions, an explanation of the

aims and objectives to be addressed, details of the content, whether handouts will be provided and how evidence for key skills will be sought. Good use is made of group work. Questions are set for trainees to discuss in their groups. Then, reports from each of the groups form the basis of a wide-ranging discussion, involving all trainees. Tutors provide additional information and encourage the trainees to debate the various issues. During job-search sessions trainees are helped to develop interview techniques through role-play. Tutors make good use of humour, anecdotal references and personal accounts of their own work experience in helping trainees to develop an understanding of the topic.

9. Tutors provide individual tuition for trainees experiencing problems with a specific aspect of their training. Because trainees within the group are at different stages and levels in their NVQ, many require additional help. Trainees are encouraged to ask the tutor if they are uncertain of anything and the tutor monitors their progress during training sessions. Level 1 and level 2 trainees also seek help from trainees who are pursuing NVQ level 3. Trainees are encouraged to progress from the level 1 or 2 to the level 3 qualification if they wish and are capable of doing so.

10. Both the information technology and business administration workshops are equipped with excellent resources. Computers and associated software are up to date. There are sufficient terminals for all trainees to use at the same time and both ink-jet and laser printers are available. Trainees have access to flat-bed scanners, for copying images onto their computers, and to desktop publishing facilities.

11. Staff are well qualified occupationally and in terms of the relevant vocational assessor qualifications. Two members of staff were involved in the northwest region pilot of the key skills practitioner award and achieved the qualification. They have used the knowledge and experience acquired on the pilot to develop key skills training materials, which now form part of the key skills training for IT and business administration.

12. There are very few work placements available to trainees. At the time of the inspection, there were only five trainees on placement with employers. The lack of placements particularly affects information technology trainees, who consequently spend almost all of their time at the centre. Practical tasks are found, within the organisation and externally, which enable both groups of trainees to gain some experience of the different types of work they may expect to encounter in the workplace. The missing ingredient is the working environment. Trainees do not have the opportunity to deal with the routines and pressures of the workplace and the varied situations encountered in the world of work. An action plan has recently been developed to address the shortage of placements. An employment link officer has been recruited to develop a placement register.

13. Trainee's progress towards the achievement of their NVQs is rewarded effectively. The monitoring of personal development which entails perfunctory use of checklists, is far less effective.

## Health, care & public services

## Grade 3

14. KYP Training is an accredited centre with City and Guilds. It offers NVQ level 2 in early years care and education and key skills at level 2. There are eight trainees, seven on national traineeships and one on another youth training programme, and three clients on the further training and education option of New Deal. Trainees have a one-day induction programme. During the first six months, they attend the training centre for off-the-job training for half a day a week. This extends to a full day each week for the remainder of the training in order to allow them time to build up their portfolio. Trainees are offered the opportunity to acquire additional qualifications in basic food hygiene, first aid and health and safety. Off-the-job training is conducted by one trainer, who is occupationally qualified and has assessor and internal verifier qualifications. Internal verification, however, is subcontracted to a local college of further education. All trainees are in work placements. Some are placed in the organisation's own day nursery; others in local education authority schools and nurseries. Trainees' achievements have risen over the last three years. In 1996-97, 67 per cent of leavers achieved NVQ level 2. In 1997-98, this figure was 75 per cent and in 1998-99, it was 85 per cent. The self-assessment report identified three strengths and two weaknesses. All the strengths represented no more than normal practice. Inspectors validated the weaknesses and identified further strengths and weaknesses. The grade awarded was the same as that proposed by the company.

### *STRENGTHS*

- ◆ the wide variety of work placements
- ◆ careful choice of placements to match trainees' needs
- ◆ the high level of achievement

### *WEAKNESSES*

- ◆ inadequate development of key skills
- ◆ missed opportunities for assessment in the workplace
- ◆ inadequate written feedback on assessments

15. Trainees have an induction to the occupational area at their first off-the-job training session. They are given a handbook, which explains NVQs and the assessment process. Off-the-job training is clearly planned and covers the theoretical knowledge required for all units of the NVQ. A skills scan has been devised which gives information on the award, by unit and element, and indicates the number of weeks taken to cover each unit. This has recently been sent to work placements. The trainer has developed a more detailed training programme document, for her own use, which includes aims and learning outcomes. The section of the document devoted to mapping key skills against their elements is not yet complete. Work on key skills is, as yet, undeveloped. Plans have been made for

the trainer to attend key skills training, but the expertise which already exists within the organisation has not been shared. Training sessions are well planned and well organised. Trainees are encouraged to relate theory to workplace practice. Individual coaching sessions are available to trainees who require extra help and support with assignment work or in preparing for assessment. The training room is small but adequate. It is fairly well resourced. Handouts, leaflets and textbooks are available on loan to the trainees.

16. Trainees receive basic training in the day nursery or crèche on KYP premises for the first three months of their work experience. This period of time allows them to gain in confidence and it gives the assessor opportunity to assess and evaluate their skills and to determine the external placement most suitable for them. Careful consideration is given to the placing of trainees. Every attempt is made to ensure that the placement is appropriate. If a trainee is not ready to move into an external placement, then he or she continues to train in the KYP nursery for up to six months. Work placements are usually in local authority schools, including schools for children with learning difficulties and trainees experience a variety of placements during their training. They usually work for three months in the one placement before moving to another. This variety of placements ensures that trainees are able to cover the range of experience, with children of different ages, required for the NVQ. Placement providers are very supportive of trainees and aware of the specific help that some require. There are training plans for each placement, some of them written, which match the requirements of the NVQ. The placement providers have played the major part in drawing these up after limited verbal discussion with KYP staff. Written training outlines were sent to placements a few weeks prior to inspection.

17. Trainees' achievements have risen steadily over the last three years. Some trainees progress to level 3 after moving to other training providers. There is also a good rate of progression to employment. Two work-based supervisors interviewed during the inspection had trained with KYP.

18. The assessment process is explained clearly to trainees. They also receive a written summary of the steps involved. The preparation for assessment is also thorough. Trainees are responsible for completing their own assessment plan, which is discussed with the assessor prior to the assessment. Trainers observe the trainees unobtrusively, and give constructive verbal feedback. A variety of methods are used to gather evidence in the workplace, including diaries, assignments and direct observation. Portfolios are generally well organised though assessment records, assessment plans, workplace evidence and evidence relating to off-the-job training are all in different portfolios, making the checking and cross referencing of evidence difficult. There is only one qualified assessor, so the majority of observed assessment takes place in the KYP nursery and not on work placement. Opportunities for assessment in the workplace are, therefore, missed.

19. Some stages of the assessment process are well documented, but written feedback to trainees is inadequate. Trainees receive a copy of the assessor's observation notes, but the only feedback is verbal. There is no written action plan



following the assessment. There is a written record of the progress the trainees have made. Different sections of the record show when trainees have completed the training for a unit, the acquired knowledge and the evidence accumulated to support competencies, together with the assessments that have taken place. Internal verification is subcontracted to a local college of further education. The contract is relatively new. Documentation from the one standardisation meeting to have taken place was clear; comments were helpful and standards acceptable. It is intended that internal verification will be an ongoing process involving the sampling of one element per unit, per candidate.

### **Foundation for work**

### **Grade 2**

20. KYP offers wordpower and numberpower entry-level qualifications for trainees whose first language is not English (ESOL). There are currently 30 trainees, 28 on the Training For Work programme, one youth trainee and one New Deal client. All training is carried out at the training centre. Male and female trainees are taught in separate groups to accommodate cultural sensitivities. Training sessions are held in the main building and in a mobile outside the building. All ESOL trainees have access to additional certificate courses such as health and safety, food hygiene and first aid. There are two ESOL tutors and one helper. The tutors have the relevant occupational and vocational qualifications and experience, and the language skills required to meet trainees' needs. Both ESOL tutors have also started a qualification in teaching adults. Inspectors agreed with all the strengths identified in the self-assessment report but did not consider them to be significant strengths. They also agreed with the one weakness identified in the report. Inspectors found additional strengths and weaknesses and awarded a higher grade than that given in the self-assessment report.

#### *STRENGTHS*

- ◆ well-planned and highly effective training
- ◆ creative opportunities for assessment
- ◆ comprehensive and effective monitoring of trainees' progress
- ◆ an extensive range of learning resources

#### *WEAKNESSES*

- ◆ insufficient placements
- ◆ limited opportunities for progression

21. The 26-week programme is well planned and well documented, with information on the topics to be covered, the methods of training, resources and timing. Each session is also carefully planned. Trainers pay particular attention to

individual learning needs and training methods which are culturally appropriate. Trainees join the programme on a roll-on, roll-off basis. They join in the work of the group and are also given individual tasks to start them learning basic English. The training is delivered in English, but there is spontaneous use of the relevant Asian language when this is necessary. Training sessions are dynamic and each trainee is encouraged to contribute to discussions and respond to questions. KYP's ESOL trainers give trainees a lot of support. They themselves are well-known and well-respected figures in the local community.

**GOOD PRACTICE**

*The health and safety training course is delivered by qualified trainers from outside the company. The training is given in English, and simultaneously translated into the various Asian languages. The assessment paper is translated and responses are accepted in these languages. KYP tutors then read the trainees' answers to the qualified course assessor in English.*

22. Trainees are assessed on a regular basis. Tutors assess trainees' competence in reading, writing and use of numbers through a range of creative activities, which involve them: taking responsibility for organising festival parties, liaising with office staff in seeking information, using office equipment, responding to questioning and completing written exercises. Trainees understand the assessment process and do not feel threatened by it. Assessment plans are devised by the assessor in conjunction with the trainee. Trainees are given verbal and written feedback on their performance. KYP does not have a mechanism for assessing whether or not trainees have special learning difficulties. Trainees with learning difficulties, therefore, do not receive the additional support they need.

23. Trainees' progress is monitored thoroughly. Progress reviews are held every four weeks. Trainees are seen on an individual basis and the tutor uses both English and Urdu, as seems appropriate, to ensure that the trainee is fully involved in the review process. The trainee is encouraged to contribute to the evaluation of his or her performance before it is logged on the progress review form. The tutor looks at the trainee's daily work record completed since the previous review, and compares this record with the targets set at the review. The trainee is asked to explain briefly what has been achieved and to write his or her comments in the relevant section of the review form. Most trainees endeavour to write this section on their own, irrespective of their literacy levels. Action plans are drawn up for the forthcoming month, and a date confirmed for the next review.

24. KYP has invested in six laptops for ESOL trainees. Trainees also have access to a wide range of reading material, computer-based training software and handouts devised by the tutor. Where appropriate, handouts are translated into Urdu. The handouts are updated on a regular basis.

25. All ESOL trainees are encouraged to take short certified training courses in subjects such as first aid, health and safety, drug awareness and food hygiene. Translations are provided for the trainees in the training sessions, and where the certification is by examination as in health and safety, the assessment paper is produced in the relevant Asian language and responses accepted in the appropriate Asian language. All adult female trainees and youth trainees are encouraged to pursue another NVQ at level 1, and have placements in the vocation they are pursuing. However, this type of encouragement is not as forthcoming for the adult male trainees, who make up 90 per cent of the total number of trainees. Most of these trainees attend ESOL classes only. Furthermore, male adult trainees do not have placement opportunities, and those that have sought placements have done so

by contacting businesses and organisations for placements through family and friends. The provider is also unable to offer wordpower or numberpower courses above entry level, though literacy and numeracy support is given at levels higher than this. Some ESOL trainees have been assessed as being at level 1 in numeracy but have to pursue foundation-level numberpower.

## GENERIC AREAS

### Equal opportunities

### Grade 3

26. KYP has an equal opportunities policy and code of practice, which was last updated in 1998. A working group has been established to review and update the policy. At the time of inspection, there had been one informal meeting of this group. The policy is made available to staff and trainees but is not included in the employees' handbook. It is discussed at the induction of staff and trainees, and is included in the information sent to employers. There are clearly written statements of policy and procedure covering harassment, complaints, appeals and grievance issues. Responsibility for equal opportunities lies with a senior manager. Equal opportunities data are collected and collated. Currently, 67 per cent are from minority ethnic backgrounds and there are five trainees with disabilities. Thirty-nine and a half per cent of trainees are female. The self-assessment report identified three strengths and three weaknesses. Inspectors validated two of the strengths and all of the weaknesses and identified additional strengths and weaknesses. The grade awarded was the same as that proposed by the provider.

#### *STRENGTHS*

- ◆ a strong commitment to equality of opportunity
- ◆ a staff team which mirrors the make-up of the local community
- ◆ effective use of languages other than English
- ◆ positive action to attract people from under-represented groups

#### *WEAKNESSES*

- ◆ equal opportunities policy not updated
- ◆ lack of staff training
- ◆ underdeveloped use of data
- ◆ no access to training areas for some trainees with physical disabilities

27. There is a strong commitment to equal opportunities throughout the organisation. It is clearly reflected in the mission statement and the aims and

objectives of the organisation. KYP is a focal point for the local community, which comprises people from a range of Asian backgrounds as well as those of English origin. The staff team reflects the ethnic composition of the local community. The management board of the organisation also has a balanced composition. Positive action has been taken to appoint women as well as ensuring that there are Asian members drawn from all the different communities. Promotional leaflets, training materials and advice leaflets are available in several community languages. Effective use is made of staff who are fluent in community languages to meet the needs of trainees. The complaints procedure is clear and well written, and there are full records of the actions taken. Recent analysis of trainee data indicates that 67 per cent of trainees are from minority ethnic backgrounds, compared with 39 per cent of the local population. Positive action has been taken to attract people from under-represented groups. Despite the fact that some of KYP's promotional materials show stereotypical images of male and female employment, the company has been successful in recruiting men and women to non-traditional areas, such as care and construction, respectively.

28. The equal opportunities policy is not annually reviewed and updated and it does not reflect current legislation, such as the new provisions of the Disability Discrimination Act. The self-assessment report identified the lack of staff training in equal opportunities. It had been planned to provide this training in August 1999, but at the time of the inspection in January, it had not taken place. A further date has now been set. It is also planned that the equal opportunities working party will become more active in reviewing policy and procedures after the staff have attended the training sessions. The company collects and collates equal opportunities data but analysis and use of the data are under-developed and there is no clear picture on how the data will affect strategic planning. The self-assessment report claimed that there is regular monitoring and discussion of equal opportunities issues at staff meetings. Equal opportunities is a standing agenda item for all staff meetings but the occasion is used mainly to convey information, not to monitor and evaluate practice.

29. There is no access to some training areas for trainees with physical disabilities. Steps and doorways are too narrow to accommodate wheelchair users. The training which is provided in these areas is not available in other more accessible parts of the company's premises.

### **Trainee support**

### **Grade 2**

30. Most trainees are referred to the company by the careers service. Many have special learning needs, including a limited knowledge of English, and KYP provide the specialist help which is required. All trainees complete basic tests and receive a brief induction to the centre and to their training programme. The company provides a range of services to help trainees and offers highly effective pastoral and learning support. The self-assessment report identified eleven strengths and one weakness. Many of the strengths were simply descriptions of resources and some represented

normal practice. Inspectors identified additional strengths and weaknesses and awarded a higher grade than that proposed.

### *STRENGTHS*

- ◆ the wide range of services offered to trainees
- ◆ highly effective pastoral and learning support
- ◆ good opportunities for progression within the organisation

### *WEAKNESSES*

- ◆ under-developed use of initial assessment findings
- ◆ inadequate recording of pastoral support

31. KYP operates as a community centre as well as a training centre. The community centre offers a wide range of sport facilities, including an astro-turf pitch and badminton courts, which trainees are encouraged to use. Other services offered to trainees include: subsidised meals, free loan of books, use of the Internet and a free crèche for trainees' children. On-site facilities include a weekly legal 'clinic', where advice is available on a wide range of topics. KYP's welfare officer is consulted regularly by trainees, mainly for financial advice. Trainees who have finished their programme are welcome to return to KYP to use the company's facilities and to obtain help in updating their CV or in completing job applications.

32. Staff offer trainees strong support in resolving any learning or personal difficulties. They are sensitive to cultural issues which may affect individuals' training programmes. For example, teaching sessions are re-scheduled, where necessary, to enable trainees to pray and, where parents of Asian girls have concerns about placements, KYP offer them the opportunity to attend the centre for a day to observe what happens. If required, single-gender training sessions are arranged. Those with disabilities receive appropriate individual support. All trainees are offered highly effective personal support, including counselling to help them come to terms with trauma or bereavement. Staff involve parents in trying to resolve family disagreements which may be causing the trainee distress.

33. KYP reserves a small number of jobs within the company for trainees, on a time-limited basis. The intention is mainly to help those who might have difficulty in obtaining a job in the open market. Whilst in these posts, trainees are offered continued support and help in developing their skills, to give them the confidence to apply for jobs outside KYP. A significant number of KYP staff were originally trainees with the company. Some have moved on to relatively senior jobs within the company, including membership of the management board.

34. When referring trainees the careers service sends a detailed report to KYP, which identifies additional problems the trainee may have. This information is not

transferred to the trainee's individual training plan, nor is the information derived from the initial assessments of trainees. The company's use of the findings of initial assessments is inadequate.

35. Pastoral support records are patchy. Many of the entries are sketchy and, in some cases, there are no records at all. Staff exchange information informally, on a 'need-to-know' basis, but the inadequacy of the records is a problem where the member of staff who possesses the necessary information is not available when that information is required.

### **Management of training**

### **Grade 4**

36. KYP operates from a combined training and community centre in the middle of Rochdale. The company is controlled by a management board, with representation from the local and business community. Day-to-day management is the responsibility of the operations director, who is supported by a programme manager and an administration manager. The company is in the process of changing its management arrangements for the entire organisation and reviewing the way in which it provides its services. In addition to the managers, there are 13 members of staff in the training section of the company, supported by two administrative staff. There are regular, minuted meetings of the management board, the joint management team and the staff team. KYP gained the Investors in People Standard in 1996 and was re-accredited in June 1999. The self-assessment report identified two strengths and six weaknesses. Inspectors did not agree with all of these. They also identified additional strengths and weaknesses. The grade awarded is the same as that proposed by the company.

#### *STRENGTHS*

- ◆ positive, open management
- ◆ comprehensive communication systems
- ◆ extensive opportunities for staff training

#### *WEAKNESSES*

- ◆ poor co-ordination of on- and off-the-job training
- ◆ under-developed use of data as a basis for management decisions
- ◆ inadequate contingency plans to address gaps caused by the high turnover of staff

37. Managers at KYP have an open-door management style and staff feel confident in raising personal and professional issues with managers. The approach extends to senior members of the management board who make themselves

available to managers in person and by telephone, even though they are voluntary directors with many other commitments. Staff are consulted by the management board on any significant proposals affecting their area of work, and their views are invited. Staff meetings afford staff opportunities to raise items of interest or concern and there is confidence that managers will be listened to.

38. There are regular meetings at various levels within the company. The management board, which meets monthly, is also attended by senior managers who subsequently pass information to staff on issues which directly affect them. Staff also receive information from the management meetings, which take place fortnightly. The staff team meet once a week and has a rotating chairperson. There are separate monthly meetings for internal assessors and verifiers, and a meeting for both. All these meetings provide an opportunity for staff to exchange information and share experiences.

39. Staff training needs are formally identified at appraisal sessions, which are now scheduled to take place every six months. There is also the opportunity, at any time, for staff to apply for training if they need to respond to changes in their area of work, or if they hear of interesting or useful training opportunities. Where the training is directly relevant to the individual's job, KYP both allows time for training and, normally, funds the cost. Where training offers the opportunity for personal development only, the company allows staff the time and they themselves bear the cost. A wide range of training is supported in these ways, extending from one-day courses on vocational training or trainee support to assessor training and management training at higher degree level.

40. In childcare, employers provide work experience which complements the off-the-job training well. However, this is more a consequence of employers' understanding of the standards required in childcare, and the standards which the schools and nurseries set, than on any action on the part of KYP. Workplaces receive basic information from KYP about the organisation and the NVQ process. There is also a 'skillscan' document, first used for business administration placements and recently introduced for childcare, which is used to record the skills which trainees will gain on placement and to identify any potential gaps. However, the document is not used as effectively as it might be in matching the trainee's workplace experience to NVQ requirements and the theory studied off the job. There is little formal communication from KYP during the placements to ensure effective co-ordination of on- and off-the-job experience.

41. KYP collects management information mainly to monitor compliance with the terms of its TEC contract. The management team and management board receive reports on progress against contract. The management board also receive reports from each occupational area. There has been no systematic use of data to monitor the organisation's progress over time. Data are used to identify immediate problems, which managers then bring to the attention of the management board. For example, the board agreed to obtain additional resources after receiving a report that they were inadequate in some areas. However, the management board do not receive data which enable them to plan strategically. No information is available on



the potential needs of the local area in terms of skills shortages or employers' needs.

42. There has been a significant turnover of staff at KYP over the last two years. This is partly a consequence of KYP's past policy of offering jobs to people who were less likely to be able to obtain jobs in the open market so that they could acquire the necessary skills and self-confidence to move into open employment. There are clear arrangements within the organisation to deal with staff absence due to holidays or sickness. These arrangements are not adequate to deal with the significant gaps which arise when a number of staff leave the company at around the same time. Other staff cover necessary tasks and responsibilities where they can, but their other work suffers as a result of this. Staff vacancies sometimes have an adverse impact on the quality of training. For example, when nursery staff left the company, there was a shortfall in the number of assessors required for childcare. The management board now recognises that the policy of offering employment, on a large scale, to people with extensive development needs can disadvantage the company. It now reserves a smaller number of posts for these purposes, balancing the aim of helping local people with the need for more effective staff management.

### Quality assurance

### Grade 4

43. The company has written procedures for quality control that are certified as meeting the ISO 9002 national quality standard, a standard which it achieved in 1998. The awarding bodies also audit KYP. Quality assurance is the responsibility of the operations director. All assessors and internal verifiers have the relevant qualifications. All complaints are recorded and a response is initiated within designated time-scales. The self-assessment report identified two strengths and two weaknesses. Inspectors validated one weakness and identified one strength and two additional weaknesses. They awarded a lower grade than that given in the self-assessment report.

#### *STRENGTHS*

- ◆ opportunities taken to share good practice in most areas

#### *WEAKNESSES*

- ◆ inadequate quality assurance arrangements
- ◆ underdeveloped evaluation of training
- ◆ inadequate data to provide a basis for continuous improvement

44. There are regular meetings of assessors and internal verifiers within occupational areas and internal verifiers from all areas of the organisation. With the exception of childcare, where staff turnover has led to delays, there is a



comprehensive internal verification process that exceeds awarding body requirements and ensures that assessments are properly conducted and consistent. Quality assurance issues feature regularly on agendas for meetings. Issues discussed at staff and assessor meetings are taken to management meetings for further consideration. The items raised include reviewing and updating quality control procedures, the number and use of work placements and matters relating to assessment and internal verification. Where appropriate, the joint management team will ask for an action plan to be drawn up specifying what needs to be accomplished to resolve specific areas of concern. One such action plan relates to the lack of placements and the measures necessary to resolve this.

45. TEC audits show that the company complies with TEC requirements. However, KYP's quality control procedures do not address the training process in any detail and there is no mention of equal opportunities. There is no reference to the quality of training and to how training might be monitored, analysed and evaluated to ensure its quality.

46. Some evaluation of training does take place but it is not planned. There is no systematic approach to the gathering of information, no plan to identify who or what will be observed, and no consideration of which aspect of the training process is to be evaluated, nor when. Employers have not been consulted on their views of the training. Trainees, on leaving, are asked to complete a questionnaire about their training. The replies are analysed question by question with percentages used to identify the strength of response. However, the survey has only recently been introduced and there is little attempt to gather the opinions of trainees currently undergoing training.

47. A database intended to provide information on current numbers and categories of trainees has proved unreliable in producing accurate figures. The database cannot produce the data necessary to track groups of trainees from the start of their training to when they leave and to show whether they achieved any qualification. There is no systematic analysis of data to identify trends in recruitment, labour market penetration and achievement rates in comparison to other organisations, and no means of assessing whether the company is still meeting the needs of the trainees and employers within its catchment area.

48. KYP's self-assessment report was generally satisfactory and all staff were involved in its compilation. The report provided a good description of the organisation and the context in which it works, though accounts of the training it undertakes were somewhat scant. The organisation identified most of its key weaknesses but it was less effective in identifying its strengths. Most of the strengths mentioned in the report were no more than would be expected of a training organisation as normal practice.