



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JUNE 1999

REINSPECTION SEPTEMBER 2000

Leicester City Council

SUMMARY

Leicester City Council Textile Training Centre provides good training in textiles for adults in the local community, particularly those who have additional needs or are from disadvantaged groups. Training in English as a second language is available at the centre. The sewing machines used are of industry standard. The skills taught meet the needs of the local employers. The trainers are suitably experienced. They adapt the pace of training to suit each trainee's ability. Staff at the centre promote equal opportunities effectively. They encourage all trainees to achieve their potential. Trainee support is satisfactory. Information about the centre is available to the local community in a range of languages. Management of training is satisfactory although contact with work placements is insufficiently systematic. At the time of the first inspection, quality assurance arrangements were unsatisfactory. Improvements have since been made and they are now satisfactory. Procedures and training are evaluated. All procedures have been reviewed and updated, though some are not yet fully established. There is good observation of training activities.

As a result of the reinspection of Leicester City Council, the original published report text for quality assurance has been replaced by new text which make reference to the original inspection findings.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
Foundation for work	2

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

REINSPECTION	GRADE
Quality assurance	3

KEY STRENGTHS

- ◆ wide range of skills taught to meet employers' needs
- ◆ good representation from minority ethnic groups and appropriate gender balance among trainees
- ◆ good understanding and promotion of equal opportunities by staff
- ◆ comprehensive information given at induction in a range of languages
- ◆ clear, measurable targets set in reviews



KEY WEAKNESSES

- ◆ inappropriate use of initial assessment
- ◆ insufficient basic skills training
- ◆ unstructured use of volunteers
- ◆ insufficiently systematic links with placement companies

INTRODUCTION

1. The Leicester City Council Textile Training Centre (the Textile Training Centre) was originally set up in 1982 as an outreach centre from a local further education college. It was formerly known as the Industrial Training and English Unit and its aim was to help Asian women with English language difficulties. Trainees were keen to find employment within local industry and requested training in hosiery and textiles. Leicestershire County Council supported the development of the centre. In 1988, the centre was established with 20 industrial sewing machines, three trainers and one tutor for English as a second language (ESOL). In 1996, the unitary authority took over the training centre. In 1998, it planned to close down all youth and adult training but, after consultation with the local community, it was decided to keep open the adult training in the Textiles Training Centre. At the time of the first inspection, the centre was part of the employment initiatives team. Following a restructure, the centre is now part of the advice and community economic development group of Leicester City Council, which aims to provide services to disadvantaged Leicester residents to help them to become more employable. The Textile Training Centre provides training opportunities to all members of the community, particularly to those who have additional needs or experience some form of disadvantage. The main objective is to provide trainees with occupational skills required by employers and to encourage them to achieve national vocational qualification (NVQ) competencies.

2. The Textile Training Centre is based in the Belgrave area of Leicester and is housed in a small unit within an old industrial complex which is shared with other organisations involved in advice, training and economic development. At the time of the first inspection, the manager for the Textile Training Centre visited one day each week. Since then, the manager has moved to be based full time at the centre. There are two trainers responsible for the occupational training. A third trainer co-ordinates induction and reviews and there is also a part-time administrator. Training is offered to both men and women with no previous work experience, and those returning to the labour market. The centre has a contract with Leicestershire Training and Enterprise Council (TEC) and Fern Training and Development and at the time of the first inspection, there were 21 work-based learning for adult trainees and two New Deal clients. The number in training has not changed.

3. Most trainees live in close proximity to the centre. The Belgrave area has one of the largest Asian communities in the country. More than 70 per cent of the population in the area are Asian and most are young. In January 1999, the average unemployment rate for the Belgrave area was 8.3 per cent compared with 7.2 per cent for Leicester and 5.3 per cent nationally. In Highfield and St. Matthews, the rate was more than 20 per cent. In all these areas, the proportion of unemployed men is significantly higher than that of women. In July 2000, the average unemployment rate for the Belgrave area was 7.3 per cent compared with 4.9 per cent for Leicester and 3.5 per cent nationally.



4. Nationally, the textiles industry is in decline but in Leicester it is a key occupational sector, providing 34,700 jobs at the time of the first inspection, though this had reduced to 26,400 jobs at the time of reinspection. In the Belgrave area, half of the employment is in the manufacturing sector, predominately textiles, footwear and clothing businesses. Ten per cent of all businesses and 70 per cent of businesses owned by Asians are in the Belgrave area. Contrary to the national trend, new businesses owned by members of the Asian community are opening within the area. In the textile industry, pay is usually based on a piece-rate system. Machinists unable to keep up with the required rate of production receive a lower rate of pay at a level which at least matches the minimum wage. Many people in the Belgrave community have low levels of income. In 1998, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 45.8 per cent, compared with the national average of 46.3 per cent. In 1999, the proportion was 48.3 per cent, compared with the national average of 47.9 per cent.

INSPECTION FINDINGS

5. The first self-assessment report was written in March 1999 shortly after the manager took on the responsibility for the centre. The report was produced in a short period of time with substantial contributions from the staff. The positive approach to self-assessment has led to improvements in the organisation. Action plans address the weaknesses identified through self-assessment. The self-assessment report did not follow the format suggested in *Raising the Standard*. It did not include a section giving specific evaluation of training in the occupational area. A second self-assessment report was produced in August 2000. The report summarised the actions taken following the first inspection and included some new strengths and weaknesses. An updated action plan has been prepared. Inspectors agreed with the weaknesses cited in the first self-assessment report, but considered many of the strengths to be no more than normal practice. They identified additional strengths and weaknesses. Inspectors agreed with the grades given in the first self-assessment report. The strengths and weaknesses identified by inspectors at reinspection were different from those given in the self-assessment report. The grade awarded was lower than that given in the self-assessment report.

6. The first inspection was carried out by a team of two inspectors and an interpreter, who spent a total of eight days at the Textile Training Centre in June 1999. The inspection covered the adult basic employability training programme. The New Deal NVQ programme in manufacturing textiles was not inspected, as there were only two trainees on it. Eleven trainees were interviewed with assistance from the interpreter. One of the trainees had left the programme and was now employed with a local company. Three placement companies were visited and their supervisors were interviewed. All of the centre's staff and the volunteer were interviewed. The inspectors observed an initial assessment, induction, target review, textile training and an ESOL session. A wide range of documents were examined, including files based at the city council offices.

7. The reinspection was carried out by a team of two inspectors who spent a total of four days at the Textile Training Centre in September 2000. Inspectors interviewed all the staff, the volunteer, the ESOL tutor, one employer and two trainees. They observed a review and an interview with a trainee leaving the programme. A range of documents was examined including quality assurance procedures, evaluation reports, work-placement agreements and minutes of meetings.

OCCUPATIONAL AREAS

Foundation for work (textiles)

Grade 2

8. The Textile Training Centre offers training programmes for up to 28 trainees. The main programme provides training in manufacturing textiles using industry standard overlock and lockstitch sewing machines. The training is carried out in the centre by two experienced trainers. Assessment of progress towards targets is also carried out at the centre by a third trainer. The trainees spend between eight and twelve weeks training in the centre gaining basic machining skills. This training is followed by a further four weeks of work experience with a suitable local employer, to enable the trainees to acquire the requisite productivity skills. In 1998-99, the average length of the training programme was fifteen weeks. The majority of trainees are identified at initial assessment as requiring additional ESOL support or basic skills support. Tutors from the local college attend the training centre once a week to provide the ESOL programme. Further support is offered through a volunteer who acts as an interpreter and mentor. In addition, the administrator speaks Gujarati, the main language of most trainees at the centre. At the time of inspection, 21 trainees were following the programme. In 1998-99, 56 per cent of leavers gained employment and 9 per cent of trainees achieved NVQ level 1 in textiles. The self-assessment report identified a number of strengths that inspectors considered to be no more than normal practice. Inspectors identified more weaknesses than those identified through self-assessment but also recognised that some weaknesses had been addressed. Overall, the inspectors agreed with the judgements made by the centre.

STRENGTHS

- ◆ training on industry standard equipment
- ◆ training in a wide range of skills to meet employers' needs
- ◆ daily updating of training reviews and action plans
- ◆ individualised training

GOOD PRACTICE

A provider responded well to local employers' needs. Training staff noticed an increase in male applicants after they had successfully trained one man from Highfield in hemming. Additional industrial hemming machines are being purchased to cope with the increase in demand for this type of training.

WEAKNESSES

- ◆ some trainees' lack of punctuality and poor attendance
- ◆ insufficient support for trainees needing help with basic skills

9. Training aims to equip adults from disadvantaged groups with very specific skills for progression to further training and/or employment in the textile industry. The training covers the use of industrial lockstitch and overlock machines which are the most widely used machines in the textile industry. Training in specialised machining skills is provided in response to the needs of employers. All trainees have a comprehensive training plan that is discussed and planned upon entry to the programme. The training is very thorough and involves well-defined and carefully staged activities. The trainee may only progress to the next task when the current

activity has been carried out correctly. A daily record is kept of the trainees' activity and achievement and trainees are aware of their progress. Using these daily records, the trainers adjust the type and speed of training to match the individuals' ability. Training is usually carried out on a one-to-one basis to ensure that the needs of individual trainees are met. Where trainees are at the same stage in their programme, they are brought together in a small group to watch demonstrations of new activities. Trainers modify training activities to suit the cultural background and gender of trainees. Progress reviews concentrate purely on occupational skills and do not refer to basic skills or English language support.

10. When trainees complete their training in the centre, a work placement with a local employer is sought to enable them to work at an appropriate speed and to ensure they understand the demands of a factory environment. Attempts are made to match trainees with appropriate placements. Training periods and attendance at placements are negotiated to meet individual needs, such as child-care. Individuals can change placements where these needs are not being met. The centre has the potential to provide a realistic work environment, but in an attempt to be responsive to individual needs does not place individuals under the pressures that they are likely to find within the industry. During the period of inspection, trainees' punctuality was poor. Training did not commence on time and only fourteen out of seventeen trainees attended the centre.

11. The majority of trainees are identified as requiring ESOL support or basic skills support. Trainees receive insufficient tuition in basic skills from suitably qualified staff and the provision of additional learning support is not an integral part of the training programme. Trainees attend the centre for four days a week. They receive ESOL support on the fifth day provided by two lecturers from the local college. Trainees are grouped by ability and teaching materials are relevant to the hosiery and textiles industry. At the time of inspection, only one ESOL support session had taken place. It had occurred on a day when trainees were not involved in occupational training. Only eight trainees had attended, and the others said they saw no requirement to attend ESOL support outside occupational training times. Most placement companies do not require the trainees to speak English as the majority of supervisors speak more than one language. During the inspection, an additional ESOL session was laid on during occupational training time. It was attended by all trainees from minority ethnic groups. The ESOL sessions take place in a well-equipped training room that has five personal computers. The trainees do not currently make full use of this resource.

GENERIC AREAS

Equal opportunities

Grade 2

12. The Textile Training Centre uses the equal opportunities policy of Leicester City Council. All staff are issued with a personal copy of the policy statement and their understanding of this is reinforced through staff development. Every three years, the council aims to review and consult as widely as possible on ways of

improving the effectiveness of the policy. The policy was last printed in December 1997. The council produces a comprehensive leaflet on its promotion of equal opportunities and racial equality through its services, and this is available to trainees. The centre operates an open-door policy for recruitment of trainees, many of whom come from disadvantaged groups within the local area. Staff are aware of the ethnic and cultural diversity in the local community and the local industry. Inspectors agreed with all the strengths identified in the self-assessment report, but found other strengths and one weakness. The grade awarded by the inspector was the same as that given by the centre.

STRENGTHS

- ◆ good representation from minority ethnic groups and appropriate gender balance among trainees
- ◆ availability of information on equal opportunities in various formats
- ◆ high level of staff commitment to equal opportunities
- ◆ trainees' high awareness of importance of equal opportunities

WEAKNESSES

- ◆ failure to provide versions of some key documents in the trainees' own languages

13. Within the textile industry, female sewing operators account for over 90 per cent of all employees. Men usually prefer to be trained as knitters or cutting operators. The centre has seen an increase in the number of men requesting training in hemming and it is responding to this need. Currently, 48 per cent of trainees are male and 52 per cent are female. The local community is 70 per cent Asian and 96 per cent of trainees are from minority ethnic groups. Trainees are made aware of the equal opportunity policy and related issues through verbal explanation, given through an interpreter where necessary. The policy and related documents are also available in a range of languages such as Gujarati, Urdu and Punjabi as well as in large print, Braille and audiotape. Marketing leaflets are available in a range of languages. The marketing material reflects a positive attitude towards disadvantaged persons and those with a disability. These leaflets are not widely used, as there is a waiting list for the training centre. The centre is accessible to those in wheelchairs and lavatory facilities have been adapted for the disabled. Prospective trainees are offered informal interviews on demand as well as guidance and advice with regard to their eligibility for the training programme. Booklets on employment rights and factory procedures are available in several languages.

14. Equality of opportunity is promoted through all aspects of the training programme. Trainees have a good understanding of the importance of equal opportunities. Trainees are not expected to attend during specific religious festivals, though the centre remains open. Women with school-age children work flexible hours. Staff are supportive of the needs of trainees with learning disabilities and trainees who are non-English speakers. All staff are involved in

promoting equal opportunities. Staff are sensitive to the cultural status of specific machining operations but will encourage all trainees to follow the whole textile training programme.

15. During the training programme, trainees are required to complete a range of documents and sign agreements. In many instances, trainees are required to sign that they have read and understood the contents of a particular document. Most trainees are unable to read or even speak English. The documents are not available in languages other than English, nor is there any supplement in the trainees' own languages to say that the form has been explained. Many trainees have insufficient understanding of the forms they have to sign.

Trainee support

Grade 3

16. The programme is designed to provide continual support to all trainees as they progress through their training plan. All trainees have a pre-entry interview with an interpreter and trainer and are required to complete Basic Skills Agency initial assessment tests. Induction is carried out on the first day of training. There are weekly sessions in which the induction is reinforced and trainees can discuss other issues. The trainees are given daily training exercises according to their progress and ability. Formal reviews of trainees' progress are conducted every two weeks. Formal assessments take place when trainees achieve a target. Training staff provide additional support and counselling for trainees with additional needs. Trainees also receive help from volunteers who act as interpreters and mentors. Inspectors agreed with most of the strengths cited in the self-assessment report but considered that a few strengths were, in fact, weaknesses. Inspectors agreed with the grade in the self-assessment report.

STRENGTHS

- ◆ comprehensive induction information in a range of languages
- ◆ setting of clear measurable targets in reviews
- ◆ good support for trainees with personal problems

WEAKNESSES

- ◆ over-reliance on volunteers to deliver core elements of the programme
- ◆ inappropriate use of initial assessment
- ◆ no structured training plan for job search skills

17. Recruitment of trainees is predominantly through word of mouth. The Textile Training centre is seen as a gateway into the textiles industry for many individuals with poor English language skills and little expertise in the industry hitherto. Marketing materials are available in several languages, but are not always disseminated effectively to appropriate groups in the community. The centre has a waiting list of nine people. Upon application, prospective trainees are requested to

complete basic skills assessment tests. The tests are inappropriate for those with a poor command of English. Applicants are also given a numeracy test, but in some instances, their English is not good enough for them to understand the questions. Comprehensive induction materials are available in a variety of languages. In practice, however, the trainees receive English language versions of the materials which an interpreter explains to them on the first day. Subsequent weekly sessions reinforce the induction process and increase trainees' understanding and awareness of issues such as health and safety, equal opportunities, and employment rights.

18. Informal reviews of trainees' progress are held on a daily basis and the trainees' activity and achievements are discussed and recorded. Formal reviews are usually held once a fortnight. Trainees are clear of what they have achieved and of the targets they have been set. Trainees are formally assessed once they have reached a defined target such as producing a basic T-shirt or a bundle of garments. The target reviews include a discussion with the trainee on future plans and goals. In many cases, this discussion is carried out with the help of an interpreter. Throughout the programme, training staff support trainees who have emotional and behavioural difficulties. Training plans have been extended to enable individuals to experience a range of placements. Trainees receive support to deal with personal trauma and to help them to develop acceptable social skills. Little use is made of support workers and external counselling agencies. The volunteer, who acts as mentor and interpreter, has informal discussion with each trainee and issues of concern which are raised are relayed to training staff. The volunteer's role has recently been developed and extended. The volunteer is now responsible for core parts of the programme, including induction, job-related training, health and safety and interviews with trainees when they leave. The volunteer is often unsupervised when taking sessions and the training staff do not monitor the effectiveness of the training. There is no structured job-search programme. Some trainees join the programme in order to develop the skills to work in the family business. National records of achievement were provided to trainees. The trainees have received no guidance on how to maintain the records, provide personal information, write personal statements or give details of their achievements. Best use is not made of these records and the trainees do not take pride in them.

Management of training

Grade 3

19. The Textile Training Centre is managed by the employment initiatives team leader who is an employee of the Leicester City Council, Environment and Development Department. The employment initiatives team provides a wide range of services for unemployed people in Leicester using funds from the city council's main programme budget, the European Social Fund, the Single Regeneration Budget, as well as Leicester TEC and New Deal. The Environment and Development Department achieved Investors in People status eighteen months ago. The team leader has been in post for three months. She is based at the city council offices in the centre of Leicester and attends the Textile Training Centre once a week. The training centre is managed on a day-to-day basis by an experienced trainer who is also the internal verifier. There are two other trainers and one part-

time administrator. One ex-trainee attends the centre as a volunteer. He speaks five languages and works as an interpreter. The Textile Training Centre provides occupational training four days per week. On Fridays, the staff are engaged in activities such as attendance at the bi-monthly meetings at the city council, staff training, preparing exercises for the trainees and administrative tasks. Staff also have a weekly meeting in the centre to review trainees' progress.

STRENGTHS

- ◆ good demonstration of skills and handling techniques by trainers
- ◆ systematic staff appraisal process linked to staff development
- ◆ good internal communications

WEAKNESSES

- ◆ no formal definition of the volunteer's role and responsibilities
- ◆ failure to use data in decision-making
- ◆ insufficiently systematic arrangements with placement companies
- ◆ insufficient liaison between ESOL tutors and trainers

20. Training staff have varied experience in the textile industry. The trainers have specific experience as sewing machine operators and are able to perform the wide range of operations necessary to construct a variety of garments. Trainers have detailed knowledge of all the sewing machines and are able to demonstrate how to maintain them as well as use them for different types of seam construction. Trainers demonstrate appropriate handling techniques for different types of fabric. Each member of staff is appraised using the city council's employee review and development scheme. The scheme involves the setting of individual objectives for staff, and these determine the staff-training programme. Staff are reviewed every quarter during a supervision meeting when their progress towards achieving objectives is discussed and their training needs are reviewed. All staff were aware of their training plans and how they linked to their jobs. Both formal and informal internal communication systems were effective. Staff in the textile centre were aware of some of the activities carried out by other members of the employment initiatives team and were involved in one of the team's working groups. Communication between all members of staff at the centre is open and clear.

21. A policy is being developed to ensure a more structured role. There is no formal definition of the volunteer's role and responsibilities. He carries out weekly sessions in local languages without supervision from training staff. The volunteer has not received additional training as a trainer. There is no check on the volunteer's depth of knowledge on the subjects being taught.

22. Data on trainees are held on the computer system though the staff rely on handwritten lists, a logbook and the trainees' daily reviews and actions plans. Trainers do not base their judgements about the quality of provision on any analysis of data. The City Council undertook a detailed review of the centre in

1996 when considering its viability. There is no continuous collation of data, and no analysis of data for the purposes of action-planning. Decisions are often based on intuition rather than a careful study of available data. Good informal links exist with the placement companies which have employed the centre's trainees for many years. There is no formal management of the placement companies. Only three out of eight placement companies had a current contract and had received a health & safety-monitoring visit. Placement companies are not routinely monitored. No procedure exists for setting up work placements in new companies. The City Council has detailed procedures and agreements which they use with sub-contractors. The agreement with a local college for ESOL tuition has not been finalised. There is little liaison between the ESOL tutors and centre staff. The tutors were not aware of the assessments that are made during induction. Trainees were not clear whether they have to attend the sessions.

Quality assurance

Grade 3

23. Following the first inspection, the centre manager moved from the city council's offices to be based full time in the Textile Training Centre. The manager has overall responsibility for quality assurance arrangements. The roles and responsibilities of staff and volunteers have been reviewed and revised. All staff are involved in the action-planning process which was established following the production of the first self-assessment report. The centre manager, with input from staff and trainees, produced the organisation's second self-assessment report prior to reinspection. There is no quality assurance policy. There are quality assurance procedures available on all aspects of the training programmes as well as procedures to ensure compliance with the contractual requirements of external bodies. Procedures are reviewed every six months and are internally audited. Feedback is gathered from trainees and employers. Parts of the centre have been refurbished and new sewing machines and computers have been installed.

At the first inspection, the main weaknesses identified were:

- ◆ no regular review and updating
- ◆ no systematic procedures for key activities such as internal verification
- ◆ no evaluation of the effectiveness of training
- ◆ no analysis of trainees' destinations

24. Significant improvements have been made to the quality assurance procedures since the first inspection. The procedures manual has been reviewed and updated and additional procedures developed for all key activities. The effectiveness of training is now evaluated through observation and feedback is sought from trainees. The destination of those leaving the programme is recorded. On reinspection, inspectors identified different strengths and weaknesses from those given in the self-assessment report and awarded a lower grade than that given by the Textile Training Centre.

STRENGTHS

- ◆ good use of action-planning process
- ◆ comprehensive system for observing key activities
- ◆ effective use of feedback to make continuous improvements

WEAKNESSES

- ◆ no over-arching quality assurance policy
- ◆ lack of established procedures

25. The organisation now makes good use of the action-planning process. Following the first inspection, all staff were involved in preparing an action plan which clearly detailed the actions required to address both the strengths and weaknesses identified at inspection. The action plan is closely monitored and progress discussed at the monthly staff meetings. The development of new initiatives to improve the trainees' experience is also discussed at these meetings. In addition, the centre manager has quarterly one-to-one meetings with each member of staff to assess their progress on individual areas of responsibility. Following these meetings, actions are sometimes amended if appropriate and targets revised.

26. There is a comprehensive system for observing key activities during the training process. The centre manager observes all activities including induction, initial assessment, reviews, textile training, work-placement visits, ESOL and information technology training. Observation sheets are completed during the observation. Following the observation, trainees are consulted on the value of the particular activity and their views taken into account. Detailed feedback is given to the trainer based on the observation and the views of the trainees. The manager and trainer then agree on any action considered necessary or useful to improve the activity. Although this process was only introduced in April this year, improvements have already been made to the language of some training support materials to improve trainees' understanding.

27. Feedback from trainees and employers is now used to improve the training experience for trainees. Since many of the trainees have limited English language skills, feedback from trainees is sought in a variety of ways. Trainees are interviewed while on the programme using standard four-weekly reviews and each week the volunteer asks trainees in their own language if they have any problems or issues they wish to discuss. The centre manager also conducts monthly group discussions with trainees and a volunteer who acts as an interpreter when required. The trainers conduct interviews with trainees leaving the programme. The organisation now uses independent interpreters to contact trainees, by telephone, to gain feedback. All responses are analysed and a report is written with both conclusions and recommendations for action. A number of changes have been made following feedback from trainees. An additional hemming machine was purchased which has enabled more trainees to receive hemming training and the old machine has also been replaced. The ESOL sessions have been adapted to link

more closely to the occupational training. The tutor focuses on topics such as parts of clothing, colours, and words used within the textile industry, as well as helping trainees to prepare application forms and for job interviews. The organisation also identified that the trainees' poor understanding of the English alphabet was restricting their ability to learn how to use the computers effectively during the new information technology sessions. New computer-based exercises have now been introduced to help the trainees to learn the alphabet and improve their language skills. Feedback is also sought from employers. Initially, there was a poor response, as none of the nine employers completed or returned the questionnaires. The organisation therefore changed its approach and asked workplace managers/supervisors questions during regular visits. Employers expressed their concern at the length of time taken by some trainees to achieve the productive speed required in the textile industry. The centre manager is now working closely with the Employment Service to look at the possibility of offering some trainees extended work placements.

28. Although procedures for all aspects of training have been introduced, there is still no over-arching quality assurance strategy or policy. There are no policies stating how the organisation will measure and evaluate its training to maintain or improve its effectiveness. The procedures focus on the activities which need to be carried out and do not indicate the minimum standard required. There are few indicators by which the procedures can be measured or their effectiveness evaluated. There is no framework to enable the organisation to co-ordinate its quality assurance arrangements.

29. Some of the procedures are not yet fully established. The internal verification procedure has not been fully implemented, as there are currently no trainees working towards externally verified qualifications. The centre manager has started to carry out internal audits of all of the procedures. An audit form is completed for each procedure, which records compliance and suggests improvements. The audit procedure is very new and it is too early to judge its effectiveness. The organisation has started to collect information on the destination of those leaving the programme early. The organisation does not yet have sufficient information to enable it to make continuous improvements.