



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 2001

# Barnsley Youth Development Association

## SUMMARY

Barnsley Youth Development Association offers satisfactory training in engineering, manufacturing, hospitality, care and foundation for work. On-the-job training is good in engineering and care. Off-the-job training is good in foundation for work. Both on- and off-the-job training are good in hospitality. In all areas apart from foundation, there are low achievement rates for all qualifications planned for trainees. Key skills achievement rates are low, but trainees take and gain a wide range of additional qualifications which increase their employability. Good equal opportunities training is given to staff and is offered to employers. Insufficient checks are made on the rights of trainees in the workplace. Action taken to support trainees is not always recorded. The management style is particularly open and friendly, and trainees and staff are able to approach managers with comments and questions. Management information systems do not enable managers to find the data they need to monitor achievement and retention rates adequately. Continuous improvements are made using detailed action plans which are closely monitored. There is insufficiently rigorous monitoring of employers' roles in training or its effectiveness.

### GRADES

OCCUPATIONAL AREAS	GRADE
Engineering	3
Manufacturing	3
Hospitality	3
Health, care & public services	3
Foundation for work	3

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

### KEY STRENGTHS

- ◆ good training in most occupational areas
- ◆ useful equal opportunities training for staff and employers
- ◆ wide range of additional qualifications to increase trainees' employability
- ◆ good internal communication
- ◆ many examples of continuous improvements made

### KEY WEAKNESSES

- ◆ poor retention and achievement rates in most areas
- ◆ inadequate monitoring of equal opportunities in the workplace
- ◆ poor co-ordination of trainees' support arrangements
- ◆ ineffective management information system
- ◆ insufficient checks of quality of on-the-job training

## INTRODUCTION

1. Barnsley Youth Development Association (BYDA) is a registered charity. It has been providing government-funded training since 1981. Between April 1998 and April 2000, BYDA acted as a subcontractor for another local company which offered government-funded training. All training is funded through Barnsley and Doncaster Training and Enterprise Council (TEC). The company specialises in providing training for people with additional learning needs. Fifty-four per cent of current trainees have been identified as having additional learning needs. Most of these trainees are young people who, on the basis of an assessment of their current training needs, have no realistic prospect of achieving an approved qualification at level 2 standard. The others are young people who have some prospect of achieving an approved qualification at level 2 standard but require significant additional support and help. BYDA currently offers training towards foundation modern apprenticeships, advanced modern apprenticeships, another youth training programme and basic employability training for adults. At the time of inspection there were 194 trainees; including 43 in engineering, 14 in manufacturing, six in retailing and customer service, 10 in hospitality, 48 in health, care and public services, and 73 in foundation for work. Owing to low numbers of trainees in retailing and customer service the area was not reported on.

2. A board of trustees oversees BYDA's activities. A general manager has responsibility for running the company on a day-to-day basis. The organisation also has four managers, two co-ordinators, three administrators, one technician and 15 trainer/assessors. Trainer/assessors provide training and assessment at BYDA's training centre, at placement providers and at employers' premises. BYDA's premises are situated close to Barnsley town centre. The site includes a manufacturing workshop, a construction area, training rooms, offices and a canteen. Forty-six trainees are employed, 101 are on work placements and 47 are gaining work experience with BYDA. All trainees attend BYDA for off-the-job training and portfolio building. BYDA does not subcontract any of the training, assessment or internal verification required to meet its main contracts. It does make use of specific additional training for first aid and sexual health.

3. BYDA operates in an area of low prosperity. Barnsley's traditional industries of mining and mining support industries have collapsed in recent years while service sector industries have grown. Public administration, education and health services account for 26 per cent of local employment. Manufacturing accounts for 23 per cent and distribution, hotels and restaurants for 20 per cent. The area mirrors national trends with skills shortages in engineering, nursing and information technology. Barnsley's population is 228,100. In November 1999 there were 5,278 unemployed people in Barnsley but the figure had fallen to 4,505 by November 2000. However, at 5.4 per cent, the unemployment rate was still higher than the average unemployment rate for England which stood at 3.3 per cent in November 2000. The number of unemployed 18-24 year olds in Barnsley has fallen from 1,470 in November 1999 to 1,378 in November 2000. At 30.6 per



cent, the percentage of unemployed 18-24 year olds in Barnsley in November 2000 was significantly higher than the average rate for England of 24.3 per cent. In Barnsley, 52 per cent of 16 year olds and 39 per cent of 17 year olds participate in full-time education. These figures fall below the national averages of 69 per cent and 57 per cent respectively. In 2000, the percentage of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above in Barnsley was 35 per cent, compared with the national average of 49.2 per cent. Less than 1 per cent of the population are from minority ethnic groups.

## INSPECTION FINDINGS

4. The self-assessment report was produced for inspection in September 2000. Self-assessment reports have been produced annually for the last three years. Feedback from trainees was used but there was little involvement by employers. Occupational aspects of the report were drafted by occupational teams and discussed thoroughly in meetings. Generic areas were drafted by management and distributed to staff for comments and suggestions. Each team developed action plans for the weaknesses in their area with specified target dates and accountabilities. Work done to achieve the targets set in the action plans is monitored at management meetings.

5. A team of nine inspectors spent a total of 34 days at BYDA in January 2001. They visited 48 employers and work placement providers and interviewed 41 employers and work placement providers' staff. Twenty-five of BYDA's staff and 123 trainees were interviewed. Inspectors observed 10 off-the-job training sessions, one induction session, one initial assessment, six progress reviews and 13 assessments. Inspectors examined a wide range of trainees' documents including portfolios, assessment records, internal verification and external verification reports, review forms and appraisals. They also examined company-wide documents including policies and procedures, training manuals, minutes of meetings, marketing and promotional material.

Grades awarded to instruction sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Engineering		1	2			3
Manufacturing			1			1
Hospitality		1				1
Health, care & public services			2			2
Foundation for work	1	1	1			3
<b>Total</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>10</b>

## OCCUPATIONAL AREAS

### Engineering

### Grade 3

6. BYDA has 43 trainees following a range of motor vehicle training programmes. There are two advanced modern apprentices and 41 trainees on other training programmes. Trainees on the other training programme work towards two

key skills units and a national vocational qualification (NVQ) at level 2. The key skills units are offered by BYDA to enhance their employability and are not a requirement of the programme. Three trainees are heavy vehicle mechanics, 26 are light vehicle mechanics, four are motor cycle mechanics, eight are vehicle refinishing and body repairers and two are working in parts distribution. Of the 33 mechanics, four are working towards NVQs at level 3 and 29 are working towards NVQs at level 2. Of the eight paint refinishing and body repair trainees, six are working towards NVQs at level 3 and two are working towards NVQs at level 2. Both trainees working in the parts sector are working towards NVQs at level 2. Both advanced modern apprentices and one other trainee in the paint and body sector are employed. Three of the mechanics are employed. The remainder of trainees have placements with employers. Employment or placements are within companies ranging from small, privately owned garages to large franchised dealerships. Most training and all assessments take place in the workplace on a one-to-one basis. Two appropriately qualified and experienced members of staff conduct theory training at BYDA's training centre and reviews in the workplace. Theory sessions for vehicle mechanics and parts trainees take place every two weeks. For paint refinishing and body repair trainees, training sessions are held monthly. Two appropriately qualified members of staff plan and carry out assessments and internal verification. In its self-assessment report, BYDA identified progress reviews, off-the-job training arrangements, awareness of key skills, improving achievements by trainees and monitoring of assessors' work as strengths. Inspectors considered reviews to be a weakness in trainee support and found insufficient evidence to support the strength about key skills. The weaknesses identified by BYDA about trainees' inability to influence assessment opportunities and little commitment by employers to NVQ achievement were not agreed on by inspectors. Inspectors identified additional strengths and weaknesses and awarded the same grade as that given through self-assessment.

#### *STRENGTHS*

- ◆ good on-the-job training
- ◆ wide range of assessment opportunities
- ◆ individualised well-evidenced portfolios

#### *WEAKNESSES*

- ◆ insufficient teaching resources
- ◆ poor retention and achievement rates

7. On-the-job training is well planned. Well-qualified staff from BYDA and employers carry out all practical training in the workplace. Within a week of a theory training session being completed, the tutor/assessor visits the trainee in the workplace. During this visit, plans are made with the trainee and supervisor to ensure that recently learned skills are put into practice. Workplace supervisors observe tasks being carried out and ask questions to confirm that trainees

understand why they are doing particular tasks. For example, one trainee attended a session about motorcycle fuel systems. Wet weather caused severe problems to the fuel system of a motorcycle. With the aid of his supervisor, the trainee helped to completely overhaul the fuel system. He is now able to carry out this task with ease and has also been able to modify the motorcycle so that the problem will not recur.

8. Trainees have a good range of assessment opportunities. Assessments are well planned in advance during discussions with trainees and employers. When trainees are sufficiently confident in a particular task, an assessment is arranged at the best time for the trainee. All assessments are carried out in the workplace on vehicles and systems that trainees use and are familiar with. If trainees find that they are carrying out unique tasks which would enhance their portfolio, they are encouraged to telephone their assessor to request a visit so that this skill can be demonstrated. Trainees are given a thorough explanation of the criteria to be used during assessment. On completion of the assessment, encouraging and positive feedback is given. When criticism is required, it is given in a supportive and constructive manner. Some workplaces have recently had their own staff trained as assessors so that trainees can be assessed as soon as they are confident with tasks. BYDA actively promotes assessors' qualifications to employers' staff.

**GOOD PRACTICE**

*At the start of classroom training sessions, trainees are asked to describe their best and worse jobs since the last training session. This leads to lively debate and allows trainees to share any good practice and learn from each others' mistakes.*

9. Trainees' portfolios contain a wide range of evidence. During assessors' frequent visits to the workplace, assessors and trainees study any evidence collected since the last visit. Trainees speak knowledgeably about their portfolios, which are well presented and effectively cross-reference evidence across NVQ units. The evidence reflects individual trainees and the type of work they carry out. This is unusual for motor vehicle trainees, most of whom have only a basic knowledge of the NVQ requirements.

10. Resources are inadequate for off-the-job training. The trainer has to use hand-drawn diagrams on a flip chart to explain how an engine works. Insufficient use is made of real components. Where components are available, these are few in numbers and are contained in a small workshop. Recently acquired knowledge cannot therefore readily be practically demonstrated by the tutor or applied by trainees.

11. Retention and achievement rates are low. Of the 16 trainees who started youth training programmes in 1998-99, five achieved their target qualification, while six left early and did not achieve it. Five trainees remain on the programme. Of 29 trainees starting in the following year, only three achieved their target qualification with seven still on the programme. In the current year, 44 trainees started on the programme and 16 have already left.

**Manufacturing**

**Grade 3**

12. Trainees in manufacturing work towards NVQs at levels 1 and 2 which are tailored to suit a variety of manufacturing operations, including wood-based and

plastic products. There are currently 14 trainees who are working towards the level 2 NVQ. Trainees also work towards two key skills units, which are offered by BYDA to increase their employability and are not a requirement of the programme. Eleven trainees are on work placements which offer training in window manufacturing, vehicle parts maintenance and timber product manufacturing. Three trainees are still in training at BYDA and are seeking placements. Off-the-job training is provided at BYDA's training centre. BYDA has a manufacturing workshop designed to meet the basic training requirements of local employers. Products produced by trainees during off-the-job training are put on sale to the public. Most training and all assessment at level 2 takes place on employers' premises. Trainees spend a day at the training centre every two weeks to build their portfolios. They can join the manufacturing programme at any time of the year. One full-time staff member is responsible for the training and assessment in manufacturing. He has assessing and training qualifications as well as accreditation of prior learning and key skills assessment awards. The engineering assessor, who has appropriate qualifications, carries out internal verification. Most progress reviews for experienced trainees are carried out every four weeks. In the early weeks of training, monitoring visits are made every two weeks for some trainees. Many trainees take first aid, manual handling and other health and safety courses. There is one female trainee. Inspectors agreed with the strength in the self-assessment report that a wide range of occupational training was available. Strengths about experienced staff and good working relationships with employers were to be no more than normal practice. The weakness in the self-assessment report concerning employers' involvement was considered by inspectors to be relevant to management of training. Inspectors agreed with the weakness about training and assessment planning and identified additional strengths and weaknesses. Inspectors awarded the same grade as that given in the self-assessment report.

#### *STRENGTHS*

- ◆ good employment opportunities
- ◆ good use made of trainees' previous achievements
- ◆ well-equipped training workshop

#### *WEAKNESSES*

- ◆ low proportion of trainees completing individual training plans
- ◆ some unplanned training and assessment

13. BYDA provides good opportunities for trainees to secure employment. It establishes good working relationships with local employers. The proportion of jobs achieved is high for this occupational area. Over the last three years, 57 per cent of trainees have gone into employment when they left the programme, compared to the local TEC figure of 41 per cent. Over one third of trainees starting on programmes have additional learning needs. Over the last three years, 60 per



cent of these trainees achieved an NVQ and over 50 per cent gained employment. Work placements offer trainees the change to gain a wide variety of manufacturing skills in wood-based manufacturing, plastics and vehicle restoration. Trainees are allocated mentors to supervise their tasks and validate their evidence. The range of tasks available in the workplace is generally more than adequate to meet the qualification requirements.

14. Good use is made of trainees' previous experience and existing knowledge. Many trainees transfer to manufacturing programmes from other occupational areas. Several trainees have transferred from the recently closed construction section. The assessor identified units of the NVQ which can be transferred with a minimum of additional assessment. Each trainee involved in a transfer is given an interview and is advised of the amount of training and assessment which can be accredited. Trainees are able to achieve their NVQ in a reduced timescale.

15. The manufacturing workshop is well equipped to cope with most manufacturing operations. Machinery is well laid out and meets the standards expected in industry. Trainees have the benefit of being trained on equipment which they will encounter in the workplace. All machinery is fitted with effective safety in mind.

16. Many trainees leave the manufacturing programme before completing their training plans. Over the last three years, 77 per cent of trainees have left without achieving all their planned qualifications. However, of these trainees, 57 per cent left to take up employment. During the same period, 57 per cent of trainees gained an NVQ, compared with the TEC area rate of 26 per cent. NVQ achievement rates have improved over the last three years from 23 per cent in 1997-98 to 61 per cent in 1998-99 and 63 per cent in 1999-2000.

17. On- and off-the-job training and assessment are not always effectively planned. Documents are being produced to improve the planning process, but are not yet being used. Some level 1 trainees spend several weeks on one exercise during off-the-job training with no further practical exercises introduced to maintain their interest and motivate them. Opportunities to improve trainees' manufacturing skills and knowledge are restricted, as the time allocated for off-the-job training at level 2 is mainly spent on portfolio building. Trainees gain most of their skills on the job, through the tasks employers require for production. In some cases, trainees do not possess a sufficient range of skills to improve their career prospects. On-the-job training and assessment are not always co-ordinated to allow trainees to progress with their qualifications. There is little use of witness statements. There is an over-reliance on evidence being identified during assessors' visits to the workplace. Employers are reluctant to train work-based assessors.

## Hospitality

## Grade 3

18. There are 10 youth trainees on hospitality programmes. Nine are working towards NVQs at level 2 in food preparation and cooking, and one is working towards an NVQ at level 2 in quick service. All trainees are working towards a basic hygiene qualification and two units of key skills which they choose themselves. The basic hygiene qualification and key skills units are offered by BYDA to enhance their employability and are not a requirement of the programme. Three trainees are employed and seven are in work placements in hotels, sandwich shops, public houses, restaurants and residential nursing homes. Trainees have on- and off-the-job training. All assessment is carried out by BYDA's staff, mostly in the workplace. BYDA has facilities which it uses for training and assessment that cannot be carried out in the work placement. Three of BYDA's staff run the hospitality programmes. All three are occupationally experienced and qualified to assess. Two have internal verification qualifications. Reviews are carried out in the workplace at least every 12 weeks and where necessary, they are arranged more frequently. In 1998-99 six trainees started on the programme, two of whom left without gaining any qualifications and four gained their target qualifications and went into catering jobs. In 1999-2000 11 trainees started, seven of whom left the programme early, only two gained their target awards and two are still on the programme. In the current year, 16 trainees started the programme and eight trainees have left without qualifications. The four strengths identified by BYDA about reviews, advice on progression, well-qualified staff, and occupational induction were considered by inspectors to be no more than normal practice. Inspectors did not agree with the strength relating to good awareness by trainees of key skills. The other four strengths involving good-quality off-the-job training facilities, good use of work-based evidence for assessment, varied assessment opportunities, and good standard of portfolios, were agreed on by inspectors, but were considered to constitute only two strengths. Inspectors identified a further strength. Two of the weaknesses identified in the self-assessment report had been addressed by the time of inspection. These were lack of integration between initial assessment and training plans, and monitoring and planning of internal verification. The weakness, about insufficient recording of key skills activities was agreed on by inspectors, who identified a further weakness and awarded the same grade as that given in the self-assessment report.

### *STRENGTHS*

- ◆ good practical and theory training
- ◆ good co-ordination of on- and off-the-job training
- ◆ wide range of assessment opportunities

### *WEAKNESSES*

- ◆ poor retention and achievement rates
- ◆ inadequate understanding of key skills by trainees

19. On- and off-the-job training are good. Workplace supervisors have a good understanding of their trainees' programmes. BYDA's staff, trainees and their workplace supervisors plan and record the training that will be given until the next review. Each trainee has an updated record of training which is kept in a separate file. Many trainees work unsupervised in their work placements. Two, on a placement in the kitchen of a local public house with restaurant facilities, work together each Thursday evening with responsibility for the cooking operation. Food produced by the trainees is always of a good standard. In one placement, the trainees' supervisor has herself been a BYDA trainee. Off-the-job training takes place at BYDA's training centre. Staff providing off-the-job training are well qualified and experienced. Practical training takes place in a realistic working environment consisting of a well-equipped kitchen and a well-maintained canteen-style eating area. Theory training is provided in well-maintained and resourced classrooms. Trainers have access to up-to-date teaching aids and trainees receive good learning materials. Theory lessons are well planned and imaginatively taught. After each session, trainees are invited to give feedback which is used to improve future sessions. Trainees enjoy the theory sessions and understand their relevance to their on-the-job training.

20. On- and off-the-job training are well co-ordinated. BYDA's staff use a good system to identify training and assessment opportunities at each placement. The NVQ requirements are carefully matched against the tasks and responsibilities that trainees will carry out. Where it is established that trainees will need extra off-the-job training and assessment, owing to the placement not being able to cover that part of the training, it is planned and recorded. BYDA's staff have good working relationships with placement supervisors which helps them to effectively co-ordinate and plan training to take account of trainees' assessment requirements.

21. BYDA's staff ensure that they are available to assess at times most suitable for the trainees' working practices. This often involves arranging to be at a placement for up to three hours in the evenings. Trainees are encouraged to be assessed carrying out their normal duties, particularly when they are unsupervised. Assessors and trainees sometimes need to change assessment plans at short notice due to the demands of customers' orders. Both parties deal with this well, and changes are recorded. Trainees understand the assessment process and what it is they need to achieve. All assessments are well planned and recorded. Trainees receive detailed feedback. Progress with assessments is discussed with the placement supervisor and this is then used to plan training. The evidence collected by trainees is diverse and enables them to compile good, comprehensive portfolios. All trainees use photographs during the assessment process which are filed in their portfolios. Witness testimonies are used appropriately. After each assessment, trainees are encouraged to cross-reference evidence into the key skills units that they are working towards.

22. Retention rates are low. Of the eight trainees who have left early in this year, one has transferred to another training programme within BYDA, one has enrolled

on a college course, and one has gained employment. BYDA keeps data on trainees who leave their programmes early. Although all trainees currently on the programme have achieved their basic hygiene award, achievement rates for all qualifications identified on individual learning plans are poor. In addition to the requirements of the youth training programme, trainees work towards two key skills units. None of the current trainees have yet achieved any key skills units. Trainees have an inadequate understanding of key skills and what is required of them when collecting evidence. Trainees who have been on their programmes for longer than a few months are confused about key skills. Until recently, off-the-job training was given to help with key skills. It was taught by a key skills specialist, but was not made occupationally specific. The occupational trainers are now responsible for the training and assessment of key skills. A new document has been introduced and is used by trainees to help to identify evidence required for the occupational area.

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

### **Grade 3**

23. BYDA provides training towards NVQs in care at levels 2 and 3. There are 48 trainees, of whom one is a foundation modern apprentice, six are advanced modern apprentices, 15 are national trainees and 26 are other youth trainees. These trainees take two optional key skills units in addition to the level 2 and 3 NVQs in care. The key skills units are offered by BYDA to enhance their employability and are not a requirement of the programme. Thirty-three trainees are employed and 16 are on work placements in nursing and residential homes for older people in the community. Most training takes place on the job. Trainees attend BYDA's training centre for off-the-job training in first aid, moving and handling, basic food hygiene and health and safety. Assessment is carried out in the workplace by a visiting assessor from BYDA and seven work-based assessors. Trainers, assessors and internal verifiers are all suitably qualified and occupationally experienced. A visiting assessor from BYDA who holds the key skills practitioner award carries out training and assessment for key skills. During 1997-98, 41 trainees started programmes, of whom two completed their individual training plans and five left the programme early without a qualification. In 1998-99, of the 70 trainees who started the programme, eight completed their individual training plans and eight left without qualifications. Since 1998-99, 20 foundation modern apprentices have started programmes. One has achieved their individual training plan and 15 remain in training. Since 1997-98, a total of 21 advanced modern apprentices have started NVQs at level 3. Five remain in training and three have achieved the goals in their individual training plans. On- and off-the-job training and effective contact with employers were identified as strengths in the self-assessment report and agreed on by inspectors. Additional strengths in the self-assessment report about initial assessment, assessment of prior knowledge and achievement, rigorous assessments and wide availability of one to one support were found to be no more than normal practice by inspectors. The self-assessment report identified poor commitment to key skills by trainees which was agreed on by inspectors. The grade awarded by inspectors is the same as that given in the self-assessment report.

### *STRENGTHS*

- ◆ good links between BYDA and employers
- ◆ good on-the-job training
- ◆ rigorous internal verification

### *WEAKNESSES*

- ◆ poor achievement rates
- ◆ late introduction of key skills

24. Trainers, work-based supervisors and assessors work effectively as a team. There are good links between BYDA and employers. Employers are provided with a guidance pack which helps them to understand the programme requirements and explains the responsibilities of trainees, employers, work-based assessors and internal verifiers. A useful matrix has been designed which clearly links job descriptions to NVQ units. Employers ensure that a wide variety of practical work experiences are created for trainees to enable them to fully meet the requirements of the award. A regular newsletter by BYDA ensures that assessors and employers are kept up to date with the programme requirements. Visits are agreed with employers in advance to suit trainees' shift patterns.

25. Employers offer a good range of on-the-job training programmes. Trainees have the opportunity to attend training sessions on a range of subjects. BYDA provides off-the-job training in manual handling, first aid, health and safety and basic food hygiene which are required for NVQs in care. Training at BYDA takes place in well-equipped rooms. Overhead projectors and flipcharts are used effectively. Employers offer training in other subjects such as bereavement, care skills, managing abuse and pressure sores which complement the core training. In some nursing homes, training is given in wound care and tissue viability nursing. Employers recognise the importance of linking what trainees learn to what they do at work. Training in caring practice is planned and integrated into trainees' NVQ programmes. Trainees use records of coaching sessions as a source of NVQ evidence.

26. The internal verification system is rigorous. Internal verifiers are occupationally experienced and have extensive experience of internal verification. They have frequent contact with all assessors. Effective use is made of assessors' observations to improve standards. Internal verifiers coach assessors to continuously develop their practice. Portfolios are verified after completion of NVQ units. NVQ work is sampled extensively to ensure that inaccuracies in assessment practice are identified, and comprehensive feedback is recorded and given to assessors. Trainees' progress is well monitored. Care visit and verification records are completed by the visiting assessor and internal verifier. These records provide a simple but effective means of identifying the progress and achievements of trainees.

27. The overall achievement rates for care are poor. Since 1997, an average of 10 per cent of trainees have completed their individual training plans. During 2000, nine trainees joined BYDA from another training provider. Some of these trainees were not on appropriate programmes and left early without qualifications. Trends indicate an overall improvement in the achievement rates during 2000-01. Trainees from all programme areas during 2000-01 have achieved an average of one NVQ unit per month. Employment rates for care are good. Seventy-five per cent of trainees are employed while on the programme. Retention rates are satisfactory, with 30 per cent of trainees leaving programmes early.

28. Key skills have only recently been introduced in care meaning that individual training plans remain incomplete, despite achievement of NVQs. BYDA identified that trainees did not understand key skills. A visiting assessor from BYDA now provides training for key skills. Little feedback is given to the care staff on initial assessments of trainees' key skills. Some trainees do not know how this initial assessment relates to their NVQ and the work they are doing.

### **Foundation for work**

### **Grade 3**

29. There are 73 young people and adults on work preparation, basic employability training and youth training programmes. There are 54 youth trainees. Three are on a 12-week work preparation programme. They are offered three work tasters to help them to choose an appropriate vocational route. They attend for a minimum of 16 hours per week, up to a maximum of 40. The other 51 youth trainees have work placements and are working towards NVQs at level 1. There are 10 in motor vehicle, 13 in housekeeping, seven in retail, 16 in manufacturing, one in construction, and four in catering. These trainees attend BYDA for one day of off-the-job training, including portfolio building, every two weeks. They are assessed in the workplace. Nineteen adults are on a basic employability programme, which lasts 20 weeks and requires a minimum of 21 hours attendance a week. Seven adults are on work placements, and the others are working at BYDA's training centre. All youth trainees have a two-week induction programme which includes an initial assessment of their basic skills and personal and vocational development needs, preparation of individual training plans and sessions covering health and a safety and equal opportunities. They are introduced to the occupational areas that they are considering and spend part of the second week carrying out occupational aptitude tests. Trainees on work preparation and any other youth trainees in need of further personal development attend an additional two-week programme of life skills training sessions, such as communication and team building. They then have the opportunity to move into the appropriate level of NVQ programme. Adults on the basic employability programme have a minimum of two identified barriers to employment. These are many and varied, including a long term of unemployment, low levels of self-esteem, a health problem or learning disability. The 20 weeks of training offered is designed to meet individual needs and is as varied as the type of trainees. Induction is usually on a one-to-one basis or in small groups, but contains the main elements of the youth programme induction. Adults work towards agreed goals



which include short certificated courses such as first aid or food hygiene, or modules from the appropriate NVQ at level 1. Work experience may be an element of their programme and is arranged within BYDA or with local businesses. A specialist tutor supports trainees with basic skills needs. They work towards entry-level wordpower and numberpower awards on a day-release basis from their placement or training programme. If necessary, basic skills support continues during the NVQ programmes. Trainees are reviewed every two weeks and concentrate on their development and support needs. Retention rates on youth programmes are satisfactory at 56 per cent for the current year, and 83 per cent in 1999-2000. Since the adult programme recruited its first trainees in August 1999, retention rates have been good at 86 per cent. It is too soon to judge adults' overall achievements. Thirty-five per cent of youth trainees have achieved the targets in their training plans so far this year but there are no figures available for previous years. In 1999-2000 of 143 trainees leaving early, 69 per cent left with some qualifications and of 187 starting, 24 per cent went into jobs. In the year 2000-01 so far, of 56 early leavers, 67 per cent have left with some qualifications and of 131 starting, 21 per cent went into jobs. The self-assessment report included seven strengths and two weaknesses. Occupational resources were identified by inspectors to be no more than normal practice and additional qualifications and reviews to be more relevant to trainee support. One weakness has been addressed since the report was written and the other weakness belonged in trainee support. Inspectors identified two additional strengths and one weakness and awarded a lower grade than that given by BYDA.

#### **GOOD PRACTICE**

*During a training session there was a power cut. The tutor had to find another room with light and power and then move trainees and resources to the new venue. He also had to accommodate three other trainees whose room was in darkness. The tutor dealt effectively with these problems and ran an interesting and lively session.*

#### **STRENGTHS**

- ◆ creative training sessions
- ◆ good progression rates to mainstream training

#### **WEAKNESSES**

- ◆ some poor-quality training materials

30. The foundation department is run and supported by a team of well-qualified and highly experienced staff who have a very good awareness of the varied needs of trainees. Training sessions are well planned and varied and many are designed specifically to meet trainees' individual needs. Sessions range from those giving information and advice to motivational training and confidence building. Examples include first aid, health and safety, drugs awareness, communication and team building and sexual health and contraception. Sessions are interesting, informative and lively. Trainees are encouraged to actively participate, and tutors listen to individual opinions without allowing one person to dominate. Tutors keep good control and challenge any disruptive behaviour. Sessions involve group work and trainees are guided through some difficult subjects with humour, common sense and respect. During the third and fourth week of the extended introductory programme, trainees attend sessions on planning, preparation for employment,

personal skills, positive thinking and goal setting. During the planning session trainees plan their own activity day for the final week. This involves research, decision making, teamwork, and budgeting. Trainees then travel as a group with one or two members of staff, to their preferred activity. Recent groups have been swimming, ice-skating or played football, badminton and squash. After the event they write a report and can use the evidence for key skills or the national skills profile.

31. Progress rates from preparation programmes to mainstream training are good. During the current year, of 57 trainees starting on the youth work preparation group, 22 have gone on to the NVQs at levels 1 or 2, one transferred to college, and seven went into jobs. Approximately 20 per cent of level 1 youth trainees have gone into jobs over the last two years. There are good rates of progression from NVQs at level 1 to level 2 within the occupational areas. For example, in manufacturing, over the last two years, 29 trainees have achieved NVQs at level 1 and gone on to achieve a level 2 NVQ.

32. Tutors provide trainees with task sheets and other handouts which contain errors in grammar and spelling. Some are poor-quality photocopies with missing titles and faded scripts. Some handouts are printed in very small script and contain too much complicated information for the trainees. During the introductory training for key skills, trainees are given detailed handouts which do not match the overhead projector information the tutor uses. This confuses trainees. A matrix is used to show trainees how to cross-reference key skills from an activity or task. The matrix is already filled in with small print, crosses, figures and text which is extremely difficult to follow.

## GENERIC AREAS

### Equal opportunities

### Grade 3

33. BYDA has an equal opportunities policy. The service manager has overall responsibility for ensuring that the policy is implemented. The policy is reviewed annually and was last revised in January 2001 to include updates in legislation. A summary of the equal opportunities policy is clearly displayed on training room and office walls. They are provided with an equal opportunities statement. Trainees learn about equal opportunities, complaints and appeals procedures during their induction. Staff receive equal opportunities training during their induction. Job advertisements for staff and handouts explaining programmes to trainees state that BYDA is an equal opportunities organisation. There is a programme of school visits and pupils visit BYDA for work experience. A programme has been specifically designed for autistic pupils who come in one afternoon every week and do work experience in catering and manufacturing to prepare them for employment. Equal opportunities is not a set agenda item for discussion at team meetings or during reviews. Forty-four per cent of trainees are



women, 8 per cent have a disability and there are no trainees from minority ethnic groups. These figures are below the average for other training providers in the area in terms of gender balance and individuals from minority ethnic groups. The self-assessment report contained four strengths and two weaknesses. Induction, systematic interviews, and relevant, accurate advice given were considered by inspectors to be no more than normal practice. BYDA's strength about staff receiving equal opportunities training was agreed on by inspectors, who identified two additional strengths. Inspectors agreed with the two weaknesses given by BYDA and identified one additional weakness. They awarded the same grade as that given by BYDA.

#### *STRENGTHS*

- ◆ effective system to monitor and record complaints
- ◆ easily accessible facilities for those with mobility problems
- ◆ useful training in equal opportunities for staff and employers

#### *WEAKNESSES*

- ◆ insufficient use of equal opportunities data to guide strategy
- ◆ inadequate monitoring of equal opportunities in the workplace
- ◆ low awareness by trainees of some equal opportunities issues

34. The company has an effective and well-established system for dealing with complaints. Trainees are all aware of the complaints procedure and are confident in approaching any member of staff, including the general manager, with their complaints. 'Praise and grumbles' sessions are used to encourage trainees to discuss any problems with staff, which solves most minor problems immediately. If a formal complaint is made, trainees are asked to put the issue in writing. This can be done by trainees or by somebody else on their behalf. The complaint is investigated immediately and the action taken recorded in a complaints file. The trainee receives a letter explaining what action is being taken and how the issue has been resolved. If further action is required it is agreed at a management meeting. All complaints are analysed to establish any trends and then discussed at management meetings.

35. BYDA has adapted the training centre for wheelchair users. This benefits other individuals with mobility problems. The centre has wide doorways, automated opening doors, ramps, a stair lift and adapted cloakroom facilities.

36. One member of staff has been encouraged and supported to develop an interest in equality of opportunity. He has developed a one-day training event for other staff which covers legislation, terminology, complaints and stereotyping. The event is well structured and includes participative activities which improve staff's awareness of equal opportunities issues. BYDA has also brought in an equal

opportunities specialist to provide a half-day training event for employers. So far, the take-up rate has been slow and only six employers have attended. The training event is being repeated for other employers. The consultant has also been booked to provide further training for staff, which will build on the existing course content and further develop their knowledge.

37. BYDA recruits trainees through the careers service and the Employment Service. It does not directly market its training opportunities other than participating at careers conventions. BYDA has an open-access recruitment policy but takes no action to address any imbalances related to equal opportunities. Trainees from minority ethnic groups are under represented and gender balances in occupational areas are stereotypical. For example, all trainees in engineering are men and 70 per cent of trainees in retailing and customer services are women compared with the local TEC area average of 54 per cent. The service manager collects equal opportunities data about people invited for interview who attend and who start the programme. The data are presented to the quarterly management meetings but are not analysed for trends or used to guide strategies.

38. There is insufficient monitoring of equal opportunities in the workplace. Employers sign agreements stating that they will promote equality of opportunity. The placement officer visits potential employers to check the suitability of the jobs against the NVQ criteria. During this time, a check is also made to ensure that employers have an equal opportunities policy. If they do not, then BYDA's policy is that employers should be offered a copy of BYDA's. However, some employers who do not have their own policy are not aware of having been offered a copy of BYDA's policy. Most employers have a poor understanding of equal opportunities.

39. Equal opportunities is covered during trainees' induction when they receive a simplified version of BYDA's policy. This is kept in their portfolios along, with the grievance procedures. In an attempt to make this document 'user-friendly' it has lost its technical accuracy and is over simplified and confusing. Equal opportunities issues are not reinforced after induction, nor are they discussed or monitored during visits to the workplace with employers or trainees. Trainees have a poor understanding of their rights and responsibilities in the workplace.

### **Trainee support**

### **Grade 3**

40. BYDA provides training for individuals who have a variety of social difficulties and learning needs. These include behavioural and emotional problems, homelessness, drug and alcohol addiction and criminal records. Fifty-four per cent of current trainees have been identified as having special training needs. Most of these trainees with special needs are young people who, on the basis of an assessment of their current training needs, have no realistic prospect of achieving an approved qualification at level 2 standard. The others are young people who have some prospect of achieving an approved qualification at level 2 standard but

require significant additional support and help. Youth trainees are referred from the careers service, adults from the Employment Service. Interviews are held immediately and all trainees accepted onto the programme are given a date to start which is usually within five working days of the interview. Potential trainees are not accepted onto a programme if they are capable of achieving a higher-level NVQ than those available through BYDA. Initial assessments are carried out by BYDA and the results are used to produce individual training plans, to determine any additional training needs and to agree additional qualifications to be taken. Trainees' basic skills are assessed during the first week of induction. Following this assessment, some trainees take wordpower and numberpower qualifications. When trainees transfer to an occupational area, they are given an additional assessment to identify any training needed to achieve their NVQ. A five-day extensive induction programme is carried out and each trainee has the opportunity at this stage to discuss their aspirations and their preferred occupational area. A placement officer works closely with trainees to ensure that they secure a work placement which meets their personal and training needs. Trainees are inducted into their workplaces by employers, or BYDA's staff if they are working at its training centre. Trainees working towards NVQs receive a related induction from one of BYDA's assessors. The placement officer maintains continuous contact with the trainees throughout the duration of their training. Trainees who go into a placement after the first week receive a visit within 10 days by the occupational tutor who provides an induction to the workplace and their chosen NVQ. Foundation for work trainees have the opportunity to try work tasters. They can sample up to three occupational areas to enable them to make an informed decision about their preferred area. Staff at BYDA provide one-to-one pastoral support in the training centre and during visits to work placements. A number of additional qualifications such as manual handling, basic food hygiene, basic health and safety, first aid and key skills are made available to all trainees at the start of their programme. Job-search training is integrated into the main programme. Resources and facilities for this activity are made available for trainees' use. Thirteen strengths were identified in the self-assessment report. Inspectors agreed with counselling, advice and guidance, external agencies, personal health issues, free meals and activity days, but considered them to comprise only two strengths. Other strengths on initial assessment, basic skills assessment and induction were considered by inspectors to be no more than normal practice. Inspectors identified additional weaknesses and awarded a lower grade than that given by BYDA.

#### *STRENGTHS*

- ◆ wide range of additional qualifications available
- ◆ high level of additional support for trainees
- ◆ effective use of external agencies

#### *WEAKNESSES*

- ◆ poor co-ordination of trainees' support needs
- ◆ ineffective reviews in some occupational areas

41. BYDA offers a wide range of additional qualifications. All trainees who join the programme are encouraged to take advantage of the additional qualifications and are advised to achieve key skills. All other youth trainees take two key skills units of their own choice. The key skills units are offered by BYDA to enhance their employability and are not a TEC requirement of the programme. Trainees are able to demonstrate these qualifications to prospective employers. Trainees value them, as they receive the certificates as soon as they have been achieved. For some trainees this has been the first award they have achieved. Those trainees who leave the programme early receive certificates for any NVQ units that they have achieved.

42. BYDA provides high levels of additional support. Staff employed exclusively for this purpose have relevant qualifications which include psychology, basic skills training, motivational psychology, specific learning difficulties and key skills assessor awards. Some staff are currently working towards advice and guidance NVQs at level 3. Staff support trainees in both practical and theory sessions. Trainees benefit from initiatives such as free meals, activity days and bonus payments for completion of individual training plans. Counselling services are used to provide effective support with relationships and personal problems. Staff are aware of the difficult circumstances faced by many trainees and help them to overcome their problems and any barriers to learning. The frequency of the visits made to trainees in work placements is determined by individuals' needs. Some trainees are visited weekly. Staff responded promptly and positively to trainees' problems. All trainees are treated with dignity and respect. An extensive variety of support activities are used to develop trainees' confidence. A member of staff follows up any non-attendance at the training centre or work placement. This sometimes results in visits being made to trainees at home.

43. The expertise and resources of external agencies are used effectively by BYDA to extend the range of support available to trainees. Specialist awareness-raising training is given for sexual health problems, drug and alcohol issues, male and female health issues and healthy eating. A confidential service offering advice and guidance on any personal problems which result from sessions is available. All trainees are invited to sessions and there has been a 99 per cent attendance rate. The feedback from the sessions has been evaluated and was positive.

44. BYDA does not effectively co-ordinate support given to trainees. Effective action is taken, but it is not always recorded. BYDA allocates a significant proportion of its staff to support trainees, but there is no managerial review of the effectiveness of the support. All trainees have a basic skills assessment during their induction and an additional occupational assessment is carried out for each trainee in their first week in a placement. In some occupational areas, the results of these assessments are not recorded and there is no detail of any additional support a trainee may require. Detailed assessments are carried out on the foundation for work programme and detailed individual training plans are used to show how support will be given. However, when trainees transfer to NVQ training, there is no process to record any additional learning needs identified or how support is to be integrated into the programme. It is difficult to evaluate the effectiveness of any

support given. Each trainee holds their own copy of their individual training plan. No copies are held by staff. Some trainees do not produce their plans when required.

45. Trainees' reviews are ineffective in some occupational areas. Trainees on foundation for work training and basic employability training are given progress reviews every two weeks. Trainees who are training at NVQ level 1 have reviews every four weeks and trainees at level 2 are reviewed every 12 weeks. There is some good practice in foundation for work, but many trainees working towards NVQs at levels 1 and 2 are set inappropriate objectives at their reviews. In two consecutive reviews, some trainees have only been told to continue with their NVQ units. This does not give them sufficient guidance to enable them to progress steadily towards completing their training programmes. Some reviews are not used adequately to record individuals' specific training needs. Some reviews are used to identify additional support needs, but do not contain sufficient information on how they will be met.

### **Management of training**

### **Grade 3**

46. BYDA is a registered educational charity under the direction of an unpaid board of trustees. The board consists of retired business people, careers service officers and other representatives of the local community. The day-to-day management of the company is the responsibility of a general manager who reports to the board. BYDA has a clear organisational structure. Some staff perform dual roles. There are 21 full-time and four part-time staff. The general manager reports to the board of trustees, as does the company secretary. The training manager, responsible for the day-to-day management of training, reports to the general manager. The services manager, who is also the health and safety advisor, and the quality and care manager report to the training manager. The quality and care manager's work is linked to that of the general manager. The finance/administration team, co-ordinated by the training co-ordinator, also report to the training manager, as does the trainee support team. The training manager is responsible for the work of the occupational area trainer/assessors. Every staff member has a job description and is subject to a regular staff appraisal. Appraisals are used to review the achievement of objectives, any further skills needed to achieve them and any resulting training and development needs. BYDA does not subcontract any of the off-the-job training required to meet its main contracts. However, it does make use of specific additional training over and above the contractual requirements. This includes first aid and sexual health training. Some trainees find their own work placements. BYDA finds suitable work placements for trainees who do not already have their own placements. Contracts with employers specify that they must provide on-the-job training. BYDA has held the Investors in People Standard since 1994. Issues such as minuting of meetings, qualified staff, monthly management review and development meetings and setting of measurable targets which were identified as strengths in the self-assessment report were considered by inspectors to be no more than normal practice. Another

of BYDA's strengths, about management information systems, was judged to be a weakness. One of the weaknesses identified in the self-assessment report, relating to the management of on- and off-the-job training had been successfully addressed by the time of inspection. The weakness relating to employers' understanding of BYDA's values and policies is part of a larger weakness, that of the lack of awareness by some employers and trainees of the training programme's requirements. The grade awarded by inspectors is the same as that given by BYDA.

#### *STRENGTHS*

- ◆ good internal communication
- ◆ high appreciation of staff's efforts
- ◆ good procedures for staff recruitment and development

#### *WEAKNESSES*

- ◆ ineffective management information system
- ◆ lack of awareness by some employers and trainees of training programme requirements

47. BYDA has a framework of meetings intended to ensure that all staff understand the company's values, policies, strategies and targets. The general manager attends and reports to board meetings, but other staff also attend on a rota basis. Three-monthly programme review team meetings are used to monitor the training, and bi-monthly management meetings are used to share information and resolve problems. Monthly management review and development meetings are used to review, and try to improve, the effectiveness of training. Weekly meetings of all staff are also used to share information and deal with any problems. Weekly team meetings are held to ensure that all trainees' progress is monitored. Meetings have clear agendas and all are minuted. In addition to this programme of meetings, the daily contact between staff based in the same premises helps to promote good communication. Links with outside bodies are good. Some networking takes place through the board members, and there are close and productive working relationships with local businesses which means that BYDA has a bank of available work placements. Trainees who do not already have a placement when they come to BYDA can usually be found one quickly, and new placements can be arranged when necessary. Staff communicate well with trainees.

48. BYDA's management style is particularly open and friendly. The structure is flat, and depends on effective team working so debate among all managers and staff is encouraged. All staff use the canteen alongside trainees. Staff and trainees find managers very approachable. Management trainees have been allocated projects to review areas of training and to recommend improvements. Their reports have been given consideration at management meetings and their recommendations put into effect.



49. Staff's induction and the appraisal process are thorough and are linked to the company's business plan to promote an understanding of the company's values. Staff agree personal targets with their managers, based on their job descriptions and the business plan. BYDA has good, detailed written procedures for the recruitment, induction, appraisal and development of staff. They reflect good practice in equality of opportunity. Staff members have quickly progressed from trainers to managers. Induction is structured and thorough, and covered by a procedure. Staff appraisals are held regularly and are used to monitor the achievement of agreed personal targets and to arrange any staff development. Although some managers have dual roles, lines of communication and accountability are clear.

50. BYDA's management information systems do not provide managers with the data they need to adequately monitor achievement and retention rates. Improvements have been made to the system but until recently it has not provided the data required, over a certain period of time, and in the required format. This has been recognised as a weakness in the self-assessment report. In some areas, for example equal opportunities, data are collated but are not used to guide management decisions and actions.

51. BYDA's values, policies, strategies and targets are understood and supported by all staff. They are less well understood by employers, placement providers and trainees. Some employers are aware of and understand the NVQ requirements and the importance of their own roles in providing on-the-job training. However, in many cases this is because they have come across the information on the NVQ in some other way, rather than being informed by BYDA. Many trainees are unaware of the NVQ requirements or of their qualification framework. BYDA does not always check whether employers have structured training plans for their trainees or help them to develop them. However, in some occupational areas such as hospitality, effective action has been taken to deal with this lack of awareness, by relating the qualification requirements to the trainees' work experience in a way that both employers and trainees can understand and monitor. In other occupational areas, little or nothing has been done. The weakness has been recognised but remedial action has not been taken across all occupational areas.

### **Quality assurance**

### **Grade 3**

52. BYDA works to the ISO 9002 quality standard, with which it was last accredited in December 2000. BYDA has a quality and care manager, whose role involves promoting quality assurance across the company. Another designated member of the management team deputises as necessary. Regular structured internal audits are carried out by trained auditors from occupational areas other than the ones being audited. Internal verification is subject to written procedures. Regular staff meetings are held to promote quality assurance issues and to share good practice. These include separate 'quality circle' meetings for each occupational area, for assessors across the company and for internal verifiers

across the company. 'Quality improvement teams' are set up to consider and report on specific areas requiring improvement following every specific off-the-job training session, or after a series of topic-related sessions, trainees are asked to evaluate the training using a simple form. Trainers collate the results and report back to the next programme review meeting with recommendations for improvements. Twice-yearly questionnaires are given to trainees and employers, asking for detailed feedback. Trainees are surveyed in three groups, namely those starting training, those midway through training and those finishing training. The results are collated, analysed and compared, and reported with recommendations to the management review and development meeting. Employers and placement providers are questioned as a single group. Annual self-assessment has been part of the company's quality assurance system since 1998. All staff are involved in writing the report and deciding on the grades. The process is treated as a team activity. Two strengths relating to meeting external bodies' requirements and staff's understanding of quality assurance requirements were considered by inspectors to be no more than normal practice. The other strengths and the weakness identified by BYDA were agreed on by inspectors, who identified another weakness and awarded a lower grade than that given by BYDA.

#### *STRENGTHS*

- ◆ detailed and comprehensive quality assurance procedures
- ◆ effective use of quality assurance arrangements to make continuous improvements
- ◆ effective internal monitoring procedures

#### *WEAKNESSES*

- ◆ insufficient sharing of good practice
- ◆ insufficient monitoring of quality of on-the-job training

53. BYDA has a designated quality assurance manager and a deputy who covers in her absence. It has a number of quality control documents which meet awarding bodies' and other external requirements. Its quality assurance procedures are detailed and coherent and operate on four levels. The company's quality assurance manual supported by a file of quality assurance procedures and two files of master documents set out the latest versions of key documents. Finally, there are written instructions for many tasks. At all four levels, all documents are rigorously controlled and reviewed.

54. BYDA's staff all understand and implement the quality assurance procedures. All training staff work towards training and development NVQ at level 3 and internal verification qualifications, and the system of regular internal audits involves many of the staff. In addition to this, spot checks are made by the training manager of off-the-job training and workplace assessment.



55. BYDA makes continuous improvements as a result of its quality assurance arrangements. For example, the quality circles have identified shortcomings and the scope for improvements in practice. The quality improvement teams, set up to address particular issues, have suggested improvements which have been adopted as standard practice. Many key documents have been improved and reissued several times. A recent suggestion by staff to improve the weekly staff meeting by providing a short initial session without management, is to be piloted. This suggestion followed an evaluation of the meetings by staff and management. Self-assessment, audits, spot checks and monitoring surveys all result in detailed action plans being produced with accountabilities and target dates. The implementation of these plans is monitored and achievements recorded.

56. BYDA has an effective system of regular internal audit. All of its staff have had introductory training in internal auditing. Six staff are fully trained as internal quality auditors. Their audits cover all of BYDA's procedures, including training programme procedures. Every procedure is audited annually across every occupational area. Any examples of non-conformance are noted where necessary and plans for improvement drawn up and monitored. Internal verification arrangements are satisfactory.

57. BYDA's quality assurance systems do not ensure that good practice in one occupational area is shared with other areas. For example, the initiative in hospitality, retailing and care of linking the NVQ requirements to trainees' workplace training and experience so that trainees, employers and assessors can monitor their competence, was described at the hospitality, retail and care quality circle. It was also described at an assessors' meeting, which covers all occupational areas. However, it has not been adopted in all occupational areas.

58. BYDA's quality assurance arrangements are used to ensure that off-the-job training is consistently of a high standard across the occupational areas. The training manager carries out spot checks, observing off-the-job training sessions. She uses a checklist and gives feedback to trainers. However, these arrangements do not extend to on-the-job training, where no systematic checks are carried out. BYDA's contract with employers makes no reference to quality assuring on-the-job training, and many employers do not have training plans for their trainees. BYDA relies on assessment and review visits to identify shortcomings in the content and quality of on-the-job training. This weakness has been recognised and BYDA has plans to carry out spot checks on on-the-job training and assessment. This has not yet been implemented.

59. BYDA's self-assessment report is of a satisfactory standard, although many of the strengths were no more than normal practice. Some of the weaknesses identified had been remedied before inspection. The action plans which accompany the self-assessment report address the identified weaknesses but do not include ways of building on the strengths, or of systematically sharing good practice.