

TRAINING STANDARDS COUNCIL INSPECTION REPORT  
JANUARY 2000

ADULT LEARNING INSPECTORATE REINSPECTION MAY  
2001

# KYP Training Services



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- ◆ work-based training for all people over 16
- ◆ provision in further education colleges for people aged 19 and over
- ◆ the University for Industry's *learndirect* provision
- ◆ adult and community learning
- ◆ training given by the Employment Service under the New Deals.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## **Grading**

In summarising their judgements about the quality of provision in curriculum or occupational areas and about the quality of leadership and management, including quality assurance and equality of opportunity, inspectors use a five-point scale. The descriptors for the five grades are:

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

## SUMMARY

The original inspection of KYP Training Services was carried out by the Training Standards Council's inspectors. The inspection resulted in less than satisfactory grades being awarded for management of training and quality assurance. These areas have been reinspected against the requirements of the *Common Inspection Framework* by the Adult Learning Inspectorate, which replaced the Training Standards Council on 1 April 2001. The sections of the original report dealing with management of training and quality assurance have been replaced with the findings of the reinspection. Also, the report summary, report introduction and introduction to the inspection findings have been updated and reflect the findings of the reinspection. Sections of the report, dealing with areas which have not been reinspected, have been left in their original form. The amended inspection report is published on the Adult Learning Inspectorate's website ([www.ali.gov.uk](http://www.ali.gov.uk)).

**KYP provides training in business administration, childcare and foundation for work. Training in business administration is good and there are good resources. Training in care is satisfactory; work placements provide good learning opportunities but assessment is weak. Training on the foundation for work programme is good; trainers use imaginative teaching methods and offer strong support to trainees. KYP is committed to providing equal opportunities for all trainees. It has taken action to promote equality although there is little effective management of equal opportunities activity. Trainees are well supported and have access to a wide range of training facilities. At the original inspection, management of training was unsatisfactory; co-ordination of on- and off-the-job training was weak. It continues to be unsatisfactory. Quality assurance arrangements were inadequate at the original inspection and remain poor.**

### GRADES

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

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

REINSPECTION	
Management of training	4
Quality assurance	5

### KEY STRENGTHS

- ◆ well-presented training sessions
- ◆ good computer resources
- ◆ well-selected placements in care
- ◆ strong commitment to equality of opportunity

- ◆ highly effective pastoral support and learning support
- ◆ positive, open communications
- ◆ extensive staff training

**KEY WEAKNESSES**

- ◆ weak assessment practice in care
- ◆ lack of placements in some occupational areas
- ◆ out-of-date equal opportunities policy
- ◆ inadequate use of initial assessment findings
- ◆ poor co-ordination of on- and off-the-job training
- ◆ inadequate use of data
- ◆ poor quality assurance arrangements

## INTRODUCTION

1. KYP Training Services (KYP) is a voluntary organisation, which was established over 20 years ago to serve the community in Rochdale. It is situated in one of Rochdale's most deprived areas and aims to help local people improve their community. The organisation places great emphasis on empowering people through education and enterprise and developing working partnerships with statutory and local voluntary organisations. KYP provides training in sports and leisure and childcare, and advice and welfare services to the local community. These services are available to all local people, who come from a range of ethnic backgrounds. At the original inspection, KYP had 87 trainees, who were training in construction, retailing, manufacturing, business administration, childcare and foundation for work. The inspection covered only business administration, childcare and foundation for work. The contract for work-based training was with Rochdale Training and Enterprise Council (TEC). KYP also subcontracted from Rochdale TEC for a small New Deal contract, which had four clients at the time of the original inspection. At reinspection, KYP had 94 trainees in construction, manufacturing, business administration, retailing and customer service, hospitality, health, care and public services and foundation for work. There were also 10 youth and 23 adult New Deal clients.

2. At the time of the original inspection, Rochdale had a population of 207,000. The population is now just over 208,000. Rochdale is one of 10 districts of Greater Manchester. Within Rochdale, there are four distinct areas, each with its own social and economic characteristics. At 7.9 per cent, the proportion of the population from minority ethnic communities is the highest in Greater Manchester. Unemployment in the borough was 5.2 per cent at the time of the original inspection, which was the second highest rate in Greater Manchester. Youth unemployment was particularly high, with around 60 per cent of the total number of unemployed people being below the age of 35. Unemployment was also high among minority ethnic communities. Unemployment in April 2001 was 4.6 per cent, which is higher than the Northwest regional average of 3.9 per cent and the national average of 3.3 per cent. Rochdale was a major producer of cotton goods, but this industry has shrunk significantly over the past 20 years. Manufacturing industries provided only 20 per cent of jobs at the original inspection. It now accounts for 29 per cent of jobs. The other main sectors offering employment are distribution, hotel and catering, public administration, education and health. KYP operates in the most socially deprived part of the borough, where minority ethnic communities make up almost 40 per cent of the population.

3. In 1999, the percentage of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 36.1 per cent, compared with the national average of 47.9 per cent. In 2000, this figure had risen to 37.9 per cent. The proportion of 16 year olds in full-time education or training in Rochdale is 57 per cent. This is lower than the regional figure of 65 per

cent and the national figure of 69 per cent.

## INSPECTION FINDINGS

4. KYP used external consultants to assist in drawing up the self-assessment report. There were workshops and training sessions for staff, to explain the process and to help them to assess the areas in which they worked. Staff evaluated their own training and completed self-assessment forms. The report was then put together by managers. The self-assessment report gave little information about the different training programmes. Many of the identified strengths were no more than normal practice. KYP did not prepare a self-assessment report for the reinspection. It submitted an action plan, showing action taken in all occupational and generic areas, to build on the strengths and rectify the weaknesses identified at the original inspection. The action plan gave new grades only for the areas to be reinspected.

5. Four inspectors spent a total of 12 days with KYP in January 2000. They interviewed 32 trainees, 10 trainers and 14 supervisors or employers, and made 14 visits to workplaces. They also conducted 10 interviews with off-the-job managers. Inspectors examined trainees' files and portfolios and looked at other documents including TEC contracts, external verifiers' reports, written policies on health and safety and equal opportunities, quality assurance documents, minutes of meetings and promotional materials. Inspectors observed and graded five training sessions. They also observed six assessments, one tutorial session and four reviews.

6. The reinspection was carried out by a team of three inspectors, who spent a total of nine days at KYP in May 2001. They interviewed 30 trainees, eight of KYP's staff and six senior managers. Inspectors also visited 13 workplaces and interviewed workplace supervisors or employers at all of them. They examined a range of documents including trainees' portfolios of evidence, trainees' records, policies and procedures and minutes of meetings. They studied internal and external verification records. Inspectors also studied KYP's action plan, which included self-assessed grades for the areas being reinspected.

Grades awarded to instruction sessions at the original inspection

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

## OCCUPATIONAL AREAS

### Business administration

### Grade 2

7. Applicants for training are referred to the company by the local careers service, in the case of young people, and the employment service, in the case of adult clients. Some young trainees hear about KYP from their friends and relatives in the community and are prompted to ask the careers service to refer them to the organisation. Training is provided in business administration and information technology at levels 1, 2 and 3. There are currently 21 trainees, 15 men and six women, pursuing an information technology qualification: seven national trainees, nine other trainees and five adult trainees. In business administration there are 13 trainees, six men and seven women: one modern apprentice, four national trainees, and eight other trainees. All applicants are interviewed and sit a basic skills agency screening test for arithmetic and spelling. They receive an induction to the company together with a more specific introduction to their training route. The early stages of their training are spent at the training centre in specially designed workshops, where they receive concentrated instruction in small groups, and on an individual basis when necessary. Reviews are carried out at four-weekly intervals. At the review meeting the trainee's progress is reviewed and discussed and goals set and agreed for achievement by the next meeting. Assessments are planned in advance and dates agreed, which can be deferred if progress is not as expected. All trainees attend a weekly job-search session. A small number of work placements are available, where trainees can experience the pressures of working to deadlines and dealing with real situations and workloads. The self-assessment report identified nine strengths and five weaknesses. Inspectors validated four of the strengths and two of the weaknesses. Two additional strengths and one weakness were identified. Inspectors awarded a higher grade than that proposed in the self-assessment report.

#### *STRENGTHS*

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

#### *WEAKNESSES*

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

8. Assessment procedures are thorough. The planning of an assessment takes place during the progress review where the trainee is able to discuss the nature of the assessment and to indicate a readiness for it to take place. A planning



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

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

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

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

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

13. There are very few work placements available to trainees. At the time of the inspection, there were only five trainees on placement with employers. The lack of

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

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

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

### **Grade 3**

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

#### *STRENGTHS*

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

### *WEAKNESSES*

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

16. Trainees have an induction to the occupational area at their first off-the-job training session. They are given a handbook, which explains NVQs and the assessment process. Off-the-job training is clearly planned and covers the theoretical knowledge required for all units of the NVQ. A skills scan has been devised which gives information on the award, by unit and element, and indicates the number of weeks taken to cover each unit. This has recently been sent to work placements. The trainer has developed a more detailed training programme document, for her own use, which includes aims and learning outcomes. The section of the document devoted to mapping key skills against their elements is not yet complete. Work on key skills is, as yet, undeveloped. Plans have been made for the trainer to attend key skills training, but the expertise which already exists within the organisation has not been shared. Training sessions are well planned and well organised. Trainees are encouraged to relate theory to workplace practice. Individual coaching sessions are available to trainees who require extra help and support with assignment work or in preparing for assessment. The training room is small but adequate. It is fairly well resourced. Handouts, leaflets and textbooks are available on loan to the trainees.

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

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

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

20. Some stages of the assessment process are well documented, but written feedback to trainees is inadequate. Trainees receive a copy of the assessor's observation notes, but the only feedback is verbal. There is no written action plan following the assessment. There is a written record of the progress the trainees have made. Different sections of the record show when trainees have completed the training for a unit, the acquired knowledge and the evidence accumulated to support competencies, together with the assessments that have taken place. Internal verification is subcontracted to a local college of further education. The contract is relatively new. Documentation from the one standardisation meeting to have taken place was clear; comments were helpful and standards acceptable. It is intended that internal verification will be an ongoing process involving the sampling of one element per unit, per candidate.

## **Foundation for work**

## **Grade 2**

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

### STRENGTHS

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

### WEAKNESSES

- ◆ insufficient placements
- ◆ limited opportunities for progression

22. The 26-week programme is well planned and well documented, with information on the topics to be covered, the methods of training, resources and timing. Each session is also carefully planned. Trainers pay particular attention to individual learning needs and training methods which are culturally appropriate. Trainees join the programme on a roll-on, roll-off basis. They join in the work of the group and are also given individual tasks to start them learning basic English. The training is delivered in English, but there is spontaneous use of the relevant Asian language when this is necessary. Training sessions are dynamic and each trainee is encouraged to contribute to discussions and respond to questions. KYP's ESOL trainers give trainees a lot of support. They themselves are well-known and well-respected figures in the local community.

#### **GOOD PRACTICE**

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

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

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

25. KYP has invested in six laptops for ESOL trainees. Trainees also have access

to a wide range of reading material, computer-based training software and handouts devised by the tutor. Where appropriate, handouts are translated into Urdu. The handouts are updated on a regular basis.

26. All ESOL trainees are encouraged to take short certified training courses in subjects such as first aid, health and safety, drug awareness and food hygiene. Translations are provided for the trainees in the training sessions, and where the certification is by examination as in health and safety, the assessment paper is produced in the relevant Asian language and responses accepted in the appropriate Asian language. All adult female trainees and youth trainees are encouraged to pursue another NVQ at level 1, and have placements in the vocation they are pursuing. However, this type of encouragement is not as forthcoming for the adult male trainees, who make up 90 per cent of the total number of trainees. Most of these trainees attend ESOL classes only. Furthermore, male adult trainees do not have placement opportunities, and those that have sought placements have done so by contacting businesses and organisations for placements through family and friends. The provider is also unable to offer wordpower or numberpower courses above entry level, though literacy and numeracy support is given at levels higher than this. Some ESOL trainees have been assessed as being at level 1 in numeracy but have to pursue foundation-level numberpower.

## **GENERIC AREAS**

### **Equal opportunities**

### **Grade 3**

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

### **STRENGTHS**

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

### *WEAKNESSES*

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

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

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

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

## **Trainee support**

## **Grade 2**

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

### *STRENGTHS*

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

### *WEAKNESSES*

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

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

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

34. KYP reserves a small number of jobs within the company for trainees, on a time-limited basis. The intention is mainly to help those who might have difficulty in obtaining a job in the open market. Whilst in these posts, trainees are offered



continued support and help in developing their skills, to give them the confidence to apply for jobs outside KYP. A significant number of KYP staff were originally trainees with the company. Some have moved on to relatively senior jobs within the company, including membership of the management board.

35. When referring trainees the careers service sends a detailed report to KYP, which identifies additional problems the trainee may have. This information is not transferred to the trainee's individual training plan, nor is the information derived from the initial assessments of trainees. The company's use of the findings of initial assessments is inadequate.

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

## **Management of training**

## **Grade 4**

37. KYP operates from a combined training and community centre in the middle of Rochdale. It is controlled by a management board, with representatives from the local and business community. The training manager reports directly to a member of the management board. She is supported by an administration manager. KYP is in the process of increasing the range of activities it carries out and is obtaining new training facilities. In addition to the training manager, there are 14 members of staff in KYP's training section, supported by two administrative staff. There are regular minuted meetings of the management board, the joint management team and the staff team. KYP gained the Investors in People Standard in 1996 and was re-accredited in June 1999. An action plan was produced for the reinspection, which addressed the strengths and weaknesses identified at the original inspection and gave a self-assessed grade. The grade inspectors awarded is lower than that given in the action plan.

At the original inspection, the main weaknesses identified were:

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

38. The high turnover of staff has continued in KYP. The effect of staff vacancies is now handled better than at the original inspection. The other main weaknesses still exist, despite KYP's efforts. The action plan did not identify new strengths and weaknesses, but was confined to comments on progress made on the strengths

and weaknesses identified at the original inspection.

#### *STRENGTHS*

- ◆ positive, open communications
- ◆ extensive opportunities for staff training
- ◆ good support for employers

#### *WEAKNESSES*

- ◆ lack of direction by senior managers
- ◆ inadequate co-ordination between on- and off-the-job training
- ◆ poor use of data as a basis for management decisions

39. Managers at KYP have an open-door management style and staff feel confident in raising personal and professional problems with them. Staff meetings are held to discuss matters of interest or concern and staff are satisfied that managers listen to their concerns. This includes senior members of the management board, who spend a considerable amount of time at the training centre, even though they are voluntary directors with many other commitments. They take direct responsibility for supervising senior staff. Managers can also contact them easily by telephone. Staff feel able to approach members of the management board to discuss any concerns. Staff are consulted by the management board on any significant proposals affecting their area of work. Recently, the board used a questionnaire to find out the staff's opinion of the training support arrangements and facilities at the training centre. There are regular meetings at various levels within KYP. The management board meeting is held monthly and is also attended by senior managers who then pass on information to staff about anything at the meeting which directly affects them. Staff also receive information from the management meetings, which take place fortnightly. The staff team meets once a week with a different person chairing each meeting. There are separate monthly meetings for internal verifiers and assessors, and also a meeting for both these groups together. All these meetings are opportunities for staff to exchange information and share experiences.

40. Staff training needs are identified at appraisal sessions, which take place every six months. Staff can also apply for training at any time, either because of changes in their area of work, or if they hear of interesting or useful training opportunities. Where the training is directly relevant to the individual's job, KYP allows time off for training and normally funds the cost. Where training offers personal development only, KYP allows the time off and the staff member pays the cost. Staff receive a wide range of training in these ways, from one-day courses on vocational training or trainee support to assessor training and management training at higher degree level. Staff provide an evaluation of any training course they attend. These evaluations, however, are not analysed to gain an overview of how KYP is benefiting from the training. Staff meetings are used to share information about the training courses people have attended.

41. KYP's staff frequently visit trainees in the workplace, to carry out progress reviews and assessments. During the visits, they meet with workplace supervisors to offer advice and support. KYP gives employers an information pack, which includes a guide for employers. This document clearly lays out the roles and responsibilities of both KYP and the employer and gives information about the NVQ system and different types of work-based training, for example, NVQ training and foundation and advanced modern apprenticeships. KYP works effectively with workplace supervisors to deal with any problems which arise on work placements, to ensure that the trainee remains in training wherever possible. When they cannot contact a trainer, workplace supervisors are confident that they will get a helpful and prompt response from KYP's office staff and managers.

42. KYP has restructured its management responsibilities during the past year. The board of management is responsible for KYP's overall strategy and direction. The operations director now has a more strategic role. He is responsible for the whole organisation and oversees the training. The training manager reports to the operations director, who in turn is responsible to the board. However, overall responsibility for the management of training is not clear to everyone involved. The training manager has responsibility for day-to-day management of the training section and contract management, but is given little guidance on the overall direction of training. She is not involved in all decisions made by senior managers about the training section. No additional support has been provided to assist the training manager or to help her prepare adequately for any changes in the level and extent of her responsibilities. There are no effective arrangements for co-ordinating, monitoring and overseeing KYP's training policies and procedures.

43. Workplaces receive good information from KYP about the NVQ process and KYP itself. A 'skillscan' document is used to record the experiences trainees should have on their work placement and the skills which they will gain as a result. Where the work placement will not meet all the trainee's needs, alternative arrangements are made to ensure that trainees will have the necessary experience elsewhere. However, there is no process to inform workplace supervisors about the off-the-job training which trainees attend. Supervisors are, therefore, unable to link the trainees' work tasks to the recent training they have received. Most supervisors rely on their trainees for information about what they have done at their off-the-job training sessions.

44. KYP collects management information mainly to monitor whether it is complying with the terms of its contracts. The management team and management board receive reports on progress against contracts. The management board also receive reports from each occupational area. There has been no systematic use of data to monitor KYP's progress over time. Rather, data are used to identify immediate problems, which managers then bring to the attention of the management board. For example, the board agreed to obtain additional resources after receiving a report that some of their resources, such as those used in computer training were inadequate. However, the management board does not receive data which enables it to plan strategically. A new database has recently

been purchased, which will provide data in a more useful format. KYP has recently used some information about employers' needs and skills shortages predicted in Rochdale, to plan for the future.

### **Quality assurance**

### **Grade 5**

45. KYP has written procedures for quality control which meet the ISO 9002 national quality assurance standard. KYP has recently been reassessed against the standard and is awaiting the outcome of the reassessment. The arrangements are set out in the quality assurance manual. Their effectiveness is internally audited and non-compliance reports are issued if any of the procedures are not being followed. Feedback from trainees and employers is obtained regularly.

At the original inspection, the main weaknesses identified were:

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

46. KYP did not carry out a self-assessment before the reinspection. An action plan addressing the strengths and weaknesses identified at the original inspection was presented at the time of reinspection. Progress in meeting the targets in the action plan has not been monitored by the committees chaired by board members. KYP has now increased its evaluation of training but this is not systematic. Opportunities still exist for good practice to be shared but managers do not ensure that this happens. Although inspectors identified good practice at the original inspection, no system has been set up to ensure this is shared throughout KYP. The quality assurance procedures relating to learning were inadequate at the original inspection and have not been significantly revised or updated since.

#### *STRENGTHS*

- ◆ no significant strengths identified

#### *WEAKNESSES*

- ◆ lack of self-assessment
- ◆ inadequate quality assurance arrangements
- ◆ insufficient evaluation of information
- ◆ inadequate data to enable continuous improvement

47. Self-assessment is not a routine activity in KYP, there has been no self-assessment since the original inspection in January 2000. Staff do not understand the importance of self-assessment in bringing about continuous improvement in the services they provide. The management committee did not approve the revised action plan and senior committees do not monitor its progress. There are regular meetings of assessors and internal verifiers within each occupational area and of internal verifiers from all parts of KYP. The internal verification process

ensures that assessments are properly conducted and consistent. Matters discussed at staff and assessors' meetings are passed on to management meetings for further consideration. The subjects raised include reviewing and updating quality assurance procedures, the number and use of work placements and questions about assessment and internal verification.

48. KYP's quality assurance procedures do not cover the training process in any detail. There is little reference to the quality of training or to how training might be monitored, analysed and evaluated to ensure its quality. At the time of reinspection, it was not clear who had overall responsibility for quality assurance.

49. Evaluating training by observing trainers and using questionnaires has improved since the original inspection, but is not carried out systematically. The observation of trainers does not lead to plans to improve the training and the information is not used in trainers' appraisals. Trainees are given questionnaires to find out their views, but they are badly worded, lack focus and do not provide enough information on the quality of learning which means KYP cannot identify what improvements are needed. The results of surveys and observations are not systematically analysed or used to improve the quality of training. There is little evaluation of workplace training. At one placement with eight trainees, off-the-job training has not been monitored at all.

50. A database intended to provide information on current numbers and categories of trainees has not produced accurate figures. It cannot produce the data necessary to monitor groups of trainees from the start of their training to when they leave or to show whether they achieved any qualification. A new computer system has been purchased. There is no systematic analysis of data to identify trends in recruitment and achievement rates in comparison with other organisations or whether KYP is responding to the needs of the local labour market. Nor is there any means of assessing whether KYP is still meeting the needs of the trainees and employers within its catchment area. Targets are not set or used to monitor improvement, for example, there are no targets for recruitment of trainees from minority ethnic communities.