

INSPECTION REPORT

Royall International Training Consultancy Limited

29 May 2001



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and in New Deal options. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

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

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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 *learnirect* 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.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

Royall International Training Consultancy Limited is a private company based in Newark in Nottinghamshire. Its main business is the provision of training and consultancy for the food industry. It currently offers programmes of work-based learning in the occupational areas of manufacturing, and leisure, sport and travel.

Overall judgement

Training in manufacturing is good. However, training in leisure, sport and travel is unsatisfactory. The leadership and management of Royall International Training Consultancy Limited are also unsatisfactory. The quality of the provision is not adequate to meet the reasonable needs of those receiving it.

Work-based learning for young people

Work-based training in manufacturing is good. There are currently five advanced modern apprentices and six foundation modern apprentices in food and drink manufacturing. One company employs all the trainees. At the time of the inspection, no apprentice had been on the training programme long enough to have completed the apprenticeship framework. Apprentices' achievement rates for NVQ units and key skills certificates are high. The training is well organised. Apprentices develop their key skills throughout their programme. No internal verification of assessments in manufacturing has been carried out. Records of training activities in manufacturing are not maintained well.

Training in leisure, sport and travel is unsatisfactory. There are currently seven advanced modern apprentices and nine foundation modern apprentices. All are employed. The company began to offer training in leisure, sport and travel in August 2000. Few apprentices have completed NVQ units and achieved key skills certification. Apprentices work towards NVQs which are appropriate to their roles in the workplace. There is, however, poor co-ordination of the training given by the employer and the training given by the subcontractor. The initial assessment of trainees is inadequate and training is not planned in sufficient detail. The subcontractor's specialist staff give trainees effective support to help them to achieve their NVQs. They do not, however, give sufficient priority to ensuring that the apprentices develop their key skills. Procedures for internal and external verification are weak.

Leadership and management

Leadership and management are unsatisfactory. Royall International Training Consultancy Limited has frequent contact with its subcontractor and with employers. It has comprehensive arrangements for promoting equal opportunities. Training for staff, including the subcontractor's staff, is effective and clearly linked to the organisation's business plan. Royall International Training Consultancy Limited does not adequately monitor the quality of either its own or its subcontractor's training. It does not set itself targets demanding performance. Royall International Training Consultancy Limited does not make sufficient use of data to improve its training. The company has recently started to develop a coherent and comprehensive quality assurance system.

GRADES

Engineering, technology & manufacturing	2
Contributory grades:	
Work-based learning for young people	2

Hospitality, sport, leisure & travel	4
Contributory grades:	
Work-based learning for young people	4

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

KEY STRENGTHS

- good promotion of equal opportunities
- effective integration of key skills training with NVQ training in manufacturing
- good environment for learning in manufacturing
- good communications with subcontractor and employers

KEY WEAKNESSES

- ineffective planning and co-ordination of training in leisure, sport and travel
- insufficient development of apprentices' key skills in leisure, sport and travel programmes
- inadequate arrangements for initial assessment in leisure, sport and travel
- weak internal verification
- inadequate arrangements for monitoring the quality of training
- insufficient monitoring of subcontractor

OTHER IMPROVEMENTS NEEDED

- better understanding of requirements of apprenticeship frameworks among employers in leisure, sport and travel
- systematic guidance in portfolio-building for individual trainees in manufacturing
- more reference in self-assessment reports to the quality of training
- more clearly written quality assurance procedures
- more effective reviews of apprentices' progress on leisure, sport and travel programmes
- systematic and recorded communication between subcontractor and leisure, sport and travel employers

THE PROVIDER AND ITS CONTEXT

1. Royall International Training Consultancy Limited (Royall Intl.) was founded in 1989 to provide specialist training and consultancy for the food industry. It is the national training centre for the Society of Food Hygiene Technology - an awarding body and trade association. Its main business is providing commercial courses for large companies. Royall Intl.'s training centre in Newark includes training rooms, a laboratory and offices. Royall Intl. employs five full-time staff and uses the services of several self-employed individuals. Currently, it has 27 trainees in the occupational areas of manufacturing and leisure, sport and travel. Royal Intl. itself provides the training for the 11 trainees in manufacturing. It subcontracts the training for the 16 trainees in leisure, sport and travel to another training provider. All the trainees are employed by local companies.

2. Royall Intl.'s programmes of work-based learning for young people are funded through Nottinghamshire's Learning and Skills Council (LSC). Nottingham is a reasonably prosperous area, but levels of prosperity and rates of unemployment vary considerably across the county of Nottinghamshire. In Nottingham as a whole the unemployment rate is 4.4 per cent and in Nottingham and Newark, it is 9.6 per cent and 4.1 per cent, respectively. The unemployment rate for young people in Newark is 4.7 per cent. The proportions of the population from minority ethnic groups are 0.8 per cent in Newark, 11 per cent in Nottingham and 4 per cent in Nottinghamshire. In 2000, 17.5 per cent of school leavers entered work-based learning and 69 per cent entered further education colleges or sixth forms. In the same year, the proportion of school leavers in Nottingham who achieved five or more general certificates of secondary education (GCSEs) at grade C and above was 28.7 per cent.

THE INSPECTION

3. A team of five inspectors spent a total of 20 days at Royall Intl. during May and June 2001. They interviewed 17 trainees and carried out 12 interviews with Royall Intl.'s staff. Inspectors visited four employers and interviewed eight workplace supervisors. They also observed assessments and one-to-one training in the workplace and one lesson. They examined portfolios of evidence, trainees' records, reports by the awarding body and Royall Intl.'s plans, policies, procedures and promotional literature. Inspectors studied Royall Intl.'s self-assessment report. The company had updated this the week before the inspection.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Engineering, technology & manufacturing	1	0	0	0	0	0	0	1
Total	1	0	0	0	0	0	0	1

OCCUPATIONAL AREAS

Engineering, technology & manufacturing

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	11	2

4. Royall Intl. currently has five advanced modern apprentices and six foundation modern apprentices in food and drink manufacturing. It took over the training of these apprentices from another local training provider in January 2001. At the time of the inspection, all apprentices had been with Royall Intl. for five months except for three who started later than the others. A single small confectioner employs all the apprentices. This confectioner, who has been involved in training leading towards NVQs for several years, is accredited as an Investor in People and has achieved a national standard for quality assurance. This employer arranges for all the young people in its employment to train with Royall Intl. Most of the training takes place in the workplace. A trainer in the confectioner's factory instructs the apprentices in working on the production line. Apprentices can move up through four grades to become fully competent operators on the production line. The confectioner changes employees' positions on the production line hourly to prevent employees from incurring repetitive strain injury. Some training takes place away from the workplace, including training leading to certificates in basic food hygiene, health and safety and manual handling. Apprentices develop their key skills throughout their training programmes. The assessor is a director of Royall Intl. He visits trainees weekly and carries out training, assessment and trainees' progress reviews. The assessor also helps trainees to build their portfolios of evidence.

The following tables show the achievement and retention rates available up to the time of inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1996-97		1997-98		1998-99		1999-2000		2000-01	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started									8	100
Still in training									6	75

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1996-97		1997-98		1998-99		1999-2000		2000-01	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started									5	100
Still in training									5	100

STRENGTHS

- good progress by apprentices towards completion of their frameworks
- effective assessment practices
- good training in the workplace
- effective integration of key skills training with training leading to NVQs
- good environment for learning

WEAKNESSES

- inadequate record-keeping
- inadequate arrangements for internal verification

OTHER IMPROVEMENTS NEEDED

- systematic guidance in portfolio-building for individual trainees

5. Over the five months since Royall Intl. took over their training, all apprentices have made particularly good progress. It is too soon, however, for any apprentice to have completed the apprenticeship framework. Some apprentices have obtained GCSEs and vocational qualifications previously and others have no qualifications at all. Royall Intl. takes into account individual trainees' previous achievements when planning their training programmes and drawing up their individual learning plans. Royall Intl. carries out an initial assessment of new trainees. This includes testing of trainees' basic skills and testing for dyslexia. New trainees receive a thorough induction to their training programmes. There is a useful guide for apprentices, which clearly sets out the requirements of their training programmes. Apprentices and workplace supervisors understand what the training programmes involve and what is expected of them. Close attention is paid to apprentices' progress and additional training and personal support are provided promptly when necessary.

6. The assessor visits apprentices at their workplace every week to carry out assessments. Apprentices are assessed as they carry out their everyday activities in the workplace. The assessor uses the facilities available at the workplace to assess apprentices for the various elements of their NVQs. Apprentices express their appreciation of the assessor whom they find helpful and approachable and say they can contact him easily by telephone or e-mail. Training is carried out immediately after assessment, except when the constraints of the production line make this impossible. The training apprentices received in the workplace was good and helped to build their confidence. It covered equal opportunities and health and safety when appropriate. The assessor holds one-to-one sessions with some apprentices to help them compile their portfolios of evidence. In one excellent session, the apprentice was highly motivated and was encouraged to take responsibility for managing the portfolio. These sessions, however, are not arranged systematically for all apprentices.

7. Training in key skills is integrated effectively with the occupational training. All staff ensure that apprentices engage in activities which enable them to collect evidence of their acquisition of key skills. Apprentices gather this evidence through tasks they carry out in the workplace. Trainees gather evidence for key skills from the tasks which they complete in their jobs in the factory. For example, apprentices collect evidence of their competence in the key skill of application of number through numerical activities they have to carry out on the production line. One apprentice is gathering evidence of his competence in information technology through use of a system he has devised for monitoring his progress towards achievement of his NVQ.

8. The workplace provides a good environment for learning. The assessor and staff at the factory work together to ensure that apprentices develop a wide range of skills, both on and off the production line. Staff at the factory enable apprentices to attend off-the-job training sessions by arranging for their work to be covered while they are away from the workplace. The assessor has arranged for the trainees to carry out tasks which are not part of their duties on the production line, such as quality assurance, working with computers and dispatching goods. Through their carrying out of these tasks, apprentices have been able to collect useful evidence of their acquisition of key skills.

9. Royall Intl. does not keep sufficiently thorough records. Apprentices' portfolios contain incomplete records of visits by the assessor. There are inadequate records of the planning of training. Many of the records of reviews of apprentices' progress are insufficiently detailed and some do not include apprentices' comments. Apprentices' portfolios do not contain a document for recording the apprentices' progress in completing NVQ units.

10. The assessor is extremely well qualified in the occupational area and is an experienced external verifier for a related occupational area. Royall Intl. is currently training a member of the confectioner's staff as an additional assessor. None of the work in the portfolios inspected had yet been internally verified. The external verifier has agreed to act as an internal verifier whilst there is a shortfall in this area.

Good Practice

One apprentice has left the confectioner to work for another employer. Royal Intl. has kept in touch with this apprentice. It is making arrangements for the apprentice to continue to receive training in the new workplace and work towards completion of the apprenticeship framework.

Hospitality, sport, leisure & travel**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	18	4

11. Royall Intl. subcontracts training in leisure, sport and travel to a specialist training provider. There are 11 foundation modern apprentices, working towards NVQs at level 2 in operational services, and coaching, teaching and instruction. There are seven advanced modern apprentices, working towards NVQs at level 3 in operations and development. The subcontractor offers training leading to additional qualifications as appropriate, including the pool lifeguards' qualification and qualifications in first aid, fitness instruction and customer service. Apprentices can join the training programme at any time. The company began to offer training in leisure, sport and travel in August 2000, when eight apprentices joined the training programmes. No apprentice has yet completed the apprenticeship framework. Twelve apprentices are employed full time by a large holiday village. The other four are in full-time employment with smaller companies, including centres for fitness and leisure. Apprentices are recruited through approaches by the subcontractor to their employers. Many apprentices already hold qualifications relevant to working in recreation. Training and assessment are carried out in the workplace. The employers provide most of the training. The subcontractor's specialist staff visit the workplace each month to carry out training, to give apprentices guidance on building portfolios of evidence and to review their progress. The subcontractor's staff also carry out most of the assessment and internal verification. Several workplace supervisors are working towards assessors' awards. The subcontractor has not been approved as an assessment centre in its own right but is registered as an assessment centre for another training provider based in Liverpool. This training provider in Liverpool carries out all the external verification.

The following tables show the achievement and retention rates available up to the time of inspection.

Work-based learning for young people										
Foundation modern apprenticeships (FMA)										
	1996-97		1997-98		1998-99		1999-2000		2000-01	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started									14	100
Still in training									11	79
NVQ level 2 completed									2	14

Work-based learning for young people										
Advanced modern apprenticeships (AMA)										
	1996-97		1997-98		1998-99		1999-2000		2000-01	
	No.	%	No.	%	No.	%	No.	%	No.	%
Number that started									7	100
Still in training									7	100
NVQ level 3 completed									2	29

STRENGTHS

- effective tailoring of training programmes to match apprentices' roles at work
- good specialist support for apprentices

WEAKNESSES

- inadequate initial assessment of apprentices
- unsatisfactory individual training plans
- poor co-ordination of training
- weak internal verification
- failure to provide key skills training as an integral part of programmes

OTHER IMPROVEMENTS NEEDED

- better understanding of NVQ process among employers
- more effective reviews of apprentices' progress
- systematic and recorded communication between subcontractor and employers

12. The subcontractor has good links with local employers in the leisure industry, including the large holiday village which employs most of the trainees. The subcontractor works closely with employers to devise training programmes which are appropriate to individual apprentices' roles in the workplace. Apprentices are able to gather evidence of their acquisition of NVQ competences in their workplaces easily. During busy periods in the holiday village, however, it is difficult for staff to provide apprentices with training. In the other workplaces, time is found to train the apprentices. Workplace managers and supervisors attempt to help apprentices make progress but some are unfamiliar with the specific requirements of their NVQs.

13. The subcontractor's staff are well qualified. They have relevant industrial experience and provide the apprentices with good, specialist support. During their visits to the workplace, they devise action plans for apprentices and set them appropriate deadlines for the completion of activities. The subcontractor's staff visit apprentices once a month. Apprentices can contact them by telephone and when they do they receive prompt and helpful responses to their queries. The apprentices' employers usually provide the apprentices with training leading to the additional qualifications they need to

complete their framework. If an employer cannot provide this training, the subcontractor arranges for the apprentices to receive it by other means.

14. Most trainees do not receive a thorough initial assessment. The subcontractor does not identify trainees' learning needs or their existing levels of key skills adequately. The subcontractor has recognised this weakness and is developing new procedures for initial assessment. As trainees are already familiar with their workplace before they start their training, their inductions focuses on the scope of the NVQ, health and safety, and equal opportunities. Apprentices are fully aware of the importance of safe working practices. They can discuss equal opportunities with confidence. All apprentices are aware of the complaints procedure and know whom to contact if they have difficulties.

15. The subcontractor draws up individual training plans for the apprentices at the start of their training programme. The plans do not reflect apprentices' individual circumstances. Many are incomplete or lack detail. The subcontractor rarely refers to the individual training plans after recruitment and does not update them to take account of apprentices' progress and achievements.

16. Employers plan training in the workplace primarily to meet their own needs. The subcontractor does not monitor this training adequately to check that it enables the apprentices to make good progress towards achievement of their NVQ. Most employers are unaware of the requirements of the NVQ and rely on apprentices to ask for help or specific training. There is no co-ordination of the training given by the employers and that given by the subcontractor. Some apprentices are unsure of the structure of their training programmes. Communication between staff in the holiday village and the subcontractor is informal and seldom recorded. Workplace managers and supervisors are unclear about their roles and responsibilities. Several workplace managers and supervisors have been encouraged to qualify as assessors by the subcontractor's staff rather than by their employer. Some decisions reached at meetings are not implemented effectively. Some apprentices have been assured that they would be allowed time in the workplace to compile their portfolios, but in practice this has not happened.

17. Internal verification is weak. The subcontractor's staff carry out assessments and internal verification during their monthly visits to the workplace. The two staff who carry out most of the assessments internally verify each other's work. These two assessors have different approaches to assessment. Some apprentices complete individual units as they progress through their training programmes, but others who are near the end of their training programmes, have not completed any units. Many apprentices make slow progress towards completing their apprenticeship frameworks. Internal verification is not planned in detail. It is carried out mainly through sampling of apprentices' portfolios towards the end of the training programme, but this neither systematic nor extensive. As the subcontractor is not directly registered with the awarding body, all the apprentices' portfolios are taken to Liverpool for external verification. The awarding body has not visited the subcontractor and the most recent external verifier's report makes little reference to the subcontractor.

18. Apprentices do not develop their key skills throughout their training programme. Some make slow progress towards achieving key skills certification and the completion of their framework. Some apprentices complete their training in key skills after achieving their NVQ. The subcontractor, the apprentices and their employers have a weak understanding of the purpose of key skills. Most apprentices do not understand what they need to do to obtain certification in key skills and that they must achieve this in order to complete their framework. The subcontractor carries out monthly reviews of apprentices' progress. Records of the progress reviews lack detail. Employers are not always involved in the apprentices' progress reviews. Action agreed during the reviews is not always carried out.

Good Practice

One apprentice has a learning disability. The subcontractor's staff are working closely with the employer, the training provider and the awarding body to ensure that the apprentice makes progress. The apprentice is provided with specialist equipment to use during his training and assessment.

Poor Practice

Having completed work for an NVQ at level 3, one apprentice has now started to gather evidence of her acquisition of key skills. The apprentice's portfolio contains handwritten material, such as tables, questionnaires and a poster. The apprentice was not encouraged to use a computer to devise this material and thereby gather evidence of her competence in the key skill of using information technology. The apprentice had not been given guidance on ways of developing key skills through work towards the NVQ. The apprentice was making slow progress towards completion of her framework.

LEADERSHIP AND MANAGEMENT

Grade 4

19. Royall Intl. has a chief executive and two directors. One director is responsible for training and the other is responsible for financial management. In addition, there are two administrative staff. Royall Intl. has an equal opportunities policy. It produced its fifth self-assessment report in May 2001. Quality assurance procedures are still being developed.

STRENGTHS

- good communications with subcontractor and employers
- good staff training to meet objectives in the business plan
- effective promotion of equal opportunities

WEAKNESSES

- insufficient monitoring of subcontractor
- inadequate quality assurance of training
- no analysis of data to facilitate the improvement of training
- inadequate target-setting

OTHER IMPROVEMENTS NEEDED

- more thorough monitoring of the promotion of equal opportunities
- more clearly written quality assurance procedures
- more evaluation of the quality of training in self-assessment

20. Communications between Royall Intl. and its subcontractor and employers are effective. There are monthly meetings of all those involved in training leading to NVQs, including the subcontractor's staff. Royall Intl. maintains clear records of these meetings. One of Royall Intl.'s directors visits the apprentices in food manufacturing and their employer every week and has helped to identify apprentices' training needs from the outset of the training programme. The subcontractor's two directors attend monthly meetings with Royall Intl. to exchange information and discuss problems.

21. As the self-assessment report acknowledges, Royall Intl. provides a good programme of training for its own staff and those of its subcontractor. This training relates to the objectives in the Royall Intl.'s business plan. Royall Intl. has recently started to carry out appraisals of its staff. All staff at Royall Intl. who are directly involved in training and assessment have become qualified assessors. Staff who carry out internal verification are qualified to do so, or are working to become qualified. Staff have also attended training relating to procedures for funding, compilation of documents, health and safety, inspection and the Disability Discrimination Act 1995. All the subcontractor's staff have recently attended a one-day event on assessing competence in key skills.

22. There are clearly written service level agreements with employers. These specify the requirements of the programme and cover induction, attendance, discipline and grievances. The contract with Royall Intl.'s subcontractor, however, is not detailed enough. It specifies requirements relating to finance, health and safety and paperwork but it does not indicate how the subcontractor should carry out the training. Royall Intl. has recently started to monitor the arrangements for its subcontracted training, starting with a visit by one of its directors to review the subcontractor's paperwork. The visit did not cover the way the subcontractor manages and carries out training and Royall Intl. has not yet reviewed the findings from the visit.

Equality of opportunity

Contributory grade 3

23. As the self-assessment report acknowledges, Royall Intl. promotes equal opportunities effectively to its staff and the apprentices. Royall Intl. has clear aims and policies relating to equal opportunities which are supported by its staff. The equal opportunities policy is thorough, covering resources, publicity, admissions, recruitment, appraisal, training, guidance to apprentices, assessment, discrimination and harassment. Staff attend events to raise their awareness of the importance of equal opportunities. Recently designed publicity materials promote equality of opportunity through the use of appropriate language and images. Royall Intl. does not have a plan for developing and applying its equal opportunities policy. The monitoring of equal opportunities at the subcontractor is insufficiently thorough.

24. Royall Intl. explains its policy and arrangements for equal opportunities apprentices at their induction. All apprentices attend training and watch a video to raise their awareness of the importance of equality of opportunity. Staff check on apprentices' understanding of equal opportunities during the apprentices' progress reviews and through apprentices' responses to questionnaires. There are procedures for making complaints about harassment and discrimination and a procedure for appeals. No apprentice or member of staff has yet used these procedures. Royall Intl. collects data on the gender, ethnicity and disabilities of apprentices. The company does not, however, maintain comparative performance data on specific groups of apprentices, categorised by gender, ethnicity or disabilities. Employers are responsible for selecting trainees for training. The proportion of trainees from minority ethnic groups is similar to the proportion of persons in the local population from minority ethnic groups. Royall Intl. staff visit employers to check their promotion of equal opportunities every three months but findings from these visits are not well recorded. One employer of apprentices in leisure, sport and travel did not have an equal opportunities policy.

Quality assurance

Contributory grade 4

25. Royall Intl. does not have a clear and well-established quality assurance system. Royall Intl. has recently begun to use detailed questionnaires as a means of obtaining the views of apprentices, employers and the subcontractor's staff on the quality of training. Staff also ask the apprentices for their views during their progress reviews. The company does not, however, collate and analyse these views to find out what improvements need to be made to the training process. Royall Intl. has not collected enough data on apprentices' retention and achievement rates to enable it to monitor trainees' overall performance thoroughly.

26. As the self-assessment report acknowledges, Royall Intl.'s arrangements for monitoring the quality of training are unsatisfactory. Royall Intl. has no written arrangements to observe, assess and report on the quality of training. Apprentices are set target dates for the completion of NVQ units but target-setting in general is inadequate. There are no written targets for apprentices' achievements and retention rates. Internal verification is weak.

27. Royall Intl.'s self-assessment reports are detailed and the most recent report includes an action plan. Royall Intl. does not have clear procedures for monitoring progress in carrying out the actions in the plan. The self-assessment report provides little evidence to support its judgements, although it does refer to the sources of evidence. The report makes little reference to the quality of training. The subcontractor's self-assessment report is descriptive, rather than evaluative and identifies no strengths and weaknesses. The subcontractor does not adequately involve the employers of apprentices in leisure, sport and travel in self-assessment.

Good Practice

Royall Intl. involves its subcontractor in training events for its own staff, both those provided by Royall Intl. and those provided by external training organisations.