

TRAINING STANDARDS COUNCIL INSPECTION REPORT
JUNE 2000

ADULT LEARNING INSPECTORATE REINSPECTION
SEPTEMBER 2001

Locomotion Ltd

Dorset



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 Locomotivation Ltd was carried out by the Training Standards Council's inspectors. The inspection resulted in a less than satisfactory grade being awarded for equal opportunities. This area has 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 section of the original report dealing with equal opportunities has 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).

Locomotivation Limited is based in Poole, Dorset. It provides good training in sport and recreation. Retention rates are high and a high proportion of learners achieve their objectives. Learners receive good support and frequent visits from staff and good records are kept of these. The management of training is effective. Good use is made of management information. Quality assurance arrangements are satisfactory and appropriate to the size of the company. Equal opportunities is now good. There is more collection and analysis of data matters. Learners have a good understanding of equal opportunities and the monitoring of employers' equal opportunities policies and practices is now more thorough.

GRADES

OCCUPATIONAL AREAS	GRADE
Leisure, sport & travel	2

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

REINSPECTION	GRADE
Equal opportunities	2

KEY STRENGTHS

- ◆ good achievement of qualifications
- ◆ careful recruitment process
- ◆ continuous improvement of training
- ◆ frequent assessment
- ◆ few early leavers
- ◆ good communication and co-operation with employers

KEY WEAKNESSES

- ◆ poor planning of off-the-job training
- ◆ little systematic accreditation of prior achievement
- ◆ no formal feedback by employers
- ◆ inaccurate individual learning plans

INTRODUCTION

1. Locomotivation Ltd (Locomotivation) is a small company based in Poole, Dorset. It provides training in the sport and recreation occupational area. The company was formed in April 1999. At first, most learners were placed in the leisure facilities run by a local charitable trust. This trust had previously held a longstanding training contract in its own right, but had eventually decided that the work was best routed through a separate organisation which is why Locomotivation was formed. All the original staff at Locomotivation had previously worked for the trust. Most learners and work placements are in the Bournemouth and Poole area, although an increasing number are now located in other parts of Dorset, Somerset and Devon and Cornwall.

2. At the time of the original inspection, Locomotivation had two full-time employees, including the managing director, and two part-time employees. It now has six full-time employees, including the managing director, and one part-time employee. At the time of the original inspection there were 33 learners. All were modern apprentices or national trainees, and all were employed by the organisations they were placed with. There are now 84 learners: 39 foundation modern apprentices, and 45 advanced modern apprentices. Locomotivation currently has contracts funding this training with Bournemouth, Dorset and Poole Learning and Skills Council (LSC), Devon and Cornwall LSC and Somerset LSC.

3. The leisure industry is enjoying a period of sustained growth across the United Kingdom and the number of leisure and fitness clubs is growing quickly. Sixty-four per cent of the population regularly take part in sport, games or physical activities. Consumers spend £10.41 billion on sport and recreation each year. Twenty per cent of this is spent on direct participation in activities. The 50,000 companies involved in this sector are nearly all small businesses. Many are not-for-profit organisations.

4. The population of Dorset is approximately 389,000. The local economy is becoming increasingly diverse. The more traditional industries such as agriculture, and hotel and catering remain important, but there is also a strong financial services sector. Leisure and tourism are particularly important along the coastal strip. There are good opportunities for young people to find work in this sector, and the distribution, hotel, catering and leisure industries account for about 30 per cent of employment in Dorset. Employment in these industries is predicted to increase steadily. Unemployment in Dorset is low. At the time of the original inspection, the unemployment rate in Dorset was 2.7 per cent, compared with 4.3 per cent nationally. In June 2001 it has fallen to 1.2 per cent, less than half the national average of 3 per cent. The overall figure for Dorset masks some significant local differences, with much higher unemployment in the East Cliff area of Bournemouth and the Melcombe Regis area. People from minority ethnic groups constitute 0.6 per cent of the population of Dorset.

5. In 2000, the proportion of school leavers in Dorset achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 54.6 per cent compared with the national average of 49.2 per cent. This was higher than the Dorset and national proportions of 53.5 per cent and 47.9 per cent respectively the previous year.

6. Somerset is mainly a rural county with a sound economic base. It has a sizeable growing leisure and tourism industry. The unemployment rate was 1.9 per cent in June 2001 with minority ethnic groups making up 0.6 per cent of the population. In 2000 the proportion of school leavers achieving five or more GCSEs at grade C and above was 53.3 per cent. Devon and Cornwall is well known for its beautiful natural environment and is characterised by low wages and pockets of deprivation. There are 62,000 businesses, 94 per cent of which employ fewer than 25 people. Over 78 per cent of employment is in the service sector. Leisure and tourism is an important source of employment. In June 2001, unemployment was 2 per cent in Devon and 3.2 per cent in Cornwall. In 2000 the proportion of school leavers achieving five or more GCSEs at grade C and above was 49.1 per cent in Devon and 52.6 per cent in Cornwall.

INSPECTION FINDINGS

7. Locomotivation has carried out self-assessment regularly since its formation in April 1999. There have been several versions of the self-assessment report and action plan. The managing director led the self-assessment process, with help from other staff. Account was taken of learners and employers' views, which were sought informally through routine workplace visits. Locomotivation prepared a detailed action plan for the reinspection.

8. The original inspection was carried out by two inspectors who spent a total of seven days at Locomotivation during June 2000. They interviewed 12 learners, six employers and workplace supervisors and four of Locomotivation's staff. They observed one training session and awarded it a grade 3. One learner's progress review was also observed. Inspectors reviewed a range of learners' portfolios, training plans and records of assessment. They also examined other records including minutes of meetings, contracts, publicity materials, policies and procedures and staff files. Computerised databases and management information systems were also evaluated.

9. The reinspection was carried out by a team of three inspectors who spent a total of nine days in Dorset, Devon and Cornwall and Somerset in September 2001. Inspectors visited 15 employers, interviewed 27 learners, four workplace supervisors and managers and five members of staff. No training or assessment sessions were observed. Inspectors reviewed a variety of documents, including learners' individual learning plans, learners and employers' agreements, learners' portfolios of evidence, data about the training, minutes of meetings and policies and procedures.

OCCUPATIONAL AREAS

Leisure, sport & travel

Grade 2

10. There are 33 trainees who are working towards sport and recreation qualifications in operational services and operations and development. Seventeen are working towards NVQs at level 2 and 16 are working towards NVQs at level 3. Sixteen are national trainees and 17 are modern apprentices. Trainees are placed with 14 local employers, such as leisure centres, holiday parks and fitness clubs. Training, assessment and internal verification is carried out by Locomotivation staff. Some employers' staff are also qualified to carry out assessment. Most trainees attend off-the-job training once a fortnight. Trainees are frequently visited by Locomotivation assessors and receive a progress review at 12-weekly intervals. Trainees are able to acquire additional qualifications in areas such as football, swimming coaching and lifeguarding. Most employers provide additional training

in the operation of their own facilities.

11. The self-assessment report identified several strengths and weaknesses with which inspectors agreed. Inspectors found additional strengths and weaknesses. Inspectors awarded the same grade as that given in the self-assessment report.

STRENGTHS

- ◆ high retention rates
- ◆ good achievement rates
- ◆ well integrated key skills
- ◆ large number of assessors

WEAKNESSES

- ◆ poor planning of off-the-job training

12. Locomotivation enables a high proportion of its trainees to complete both occupational qualifications and the other parts of their modern apprenticeship and national traineeship frameworks. During the first 15 months of the company's operations 10 trainees completed national traineeships and two completed modern apprenticeships. Some of these trainees were already part of the way through their training when they joined Locomotivation. Nine of the 10 trainees who have completed the national trainee framework have converted to the modern apprenticeship programme. Retention is good. Only two trainees have left early without qualifications. Of these, one left because of ill health, and the other transferred to a training programme in care.

13. There is a high ratio of assessors to trainees. Most placements have a work-based assessor. Locomotivation encourages and assists work-based supervisors to become qualified assessors. It also employs two assessors of its own. They travel between placements visiting trainees in order to carry out assessments and support trainees in building up their portfolios. This combination of assessment and support helps trainees to make quick progress with their NVQs. At the beginning of their programmes they are encouraged to complete a diary of work activities over a two-week period. This helps trainees to identify the units of the NVQ on which they will start to work immediately, those which will require more training, and those which may be absent from their job role. This method enables Locomotivation and the employer to plan ahead for trainees to cover areas of work, which are not normally part of their duties. Some trainees have been moved from one placement to another to allow them to gain wider experience.

14. Key skills are well integrated into the NVQ training and assessment programmes. Trainees are all aware of the need to complete key skills. Evidence to be used for key skills assessment is collected while trainees work towards the

NVQ, and so trainees do not view key skills as a barrier to achievement. Key skills training has recently been integrated into off-the-job training sessions. Projects based on trainees' work are used as an additional means of developing and assessing key skills. Locomotivation works with employers to ensure that trainees have the opportunity to gain additional industry-specific qualifications during their training period.

15. Trainees meet frequently with their assessors, and targets are set for work to be completed before the next meeting. This breaks down the tasks into manageable amounts for the trainees. Portfolios are highly structured. They contain a large amount of assessment paperwork which the assessor completes. Trainees use a tick system to see how they are progressing through each unit. Little use is made of planned, formal observations of trainees' work during assessment. More use is made of trainees' reflective accounts of what they have done which are then authenticated by a supervisor or work colleague.

16. There is no overall plan for off-the-job training. Various systems have been used but, as yet, the company has no clear view of what should be provided or how the training might best be organised. The wider industry knowledge requirement of the modern apprenticeship and national traineeship frameworks has not been planned, or provided for, in the off-the-job training sessions. There is little co-ordination between on- and off-the-job training.

17. The training centre is adequately resourced. Five personal computers are available to the trainees to assist with key skills development. Two occupationally competent trainers are present at each of the off-the-job training sessions, and a variety of training methods is used. Until recently sessions focused on portfolio building with trainees receiving one-to-one help. The sessions were unstructured and did not deal with either background knowledge for the NVQ, or key skills. More recently, a new series of four half-day workshops has been provided. These are better structured, and deal more specifically with key skills. There are some rudimentary lesson plans but no schemes of work for these sessions. Trainees working for the same employer are divided between the two training groups so that the employer is not left short of staff. This has improved the attendance at the training sessions although it is still poor. Trainees working towards different NVQs and different key skill levels are all in the same training session. They work on the same subject and carry out the same exercises. Some exercises are too easy for the more advanced trainees, who lose interest, or are too difficult for other trainees.

18. Training sessions are based in a leisure centre. Trainees based in that centre are often called away from their training to carry out tasks within the leisure centre. This is disruptive to the group and the trainees concerned. Some trainees are unable to attend the off-the-job training sessions because of the distances involved. Little additional provision has been made for those who cannot attend. Locomotivation is currently reviewing the venues used for training so that sessions can be provided in locations accessible to all trainees.

GENERIC AREAS

Equal opportunities

Grade 2

19. Locomotivation has an equal opportunities policy that includes a separate bullying and harassment policy. It also distributes literature that contains information about the *Human Rights Act 1998*. The policy has been reviewed and updated since the original inspection. The managing director has overall responsibility for equal opportunities and a member of staff has responsibility on a day-to-day basis for staff and learners' development and training in equal opportunities. Information about those applying for training places and those currently in training is held on computer databases. This has been extended to include Devon and Cornwall and Somerset. All learners are given a copy of the equal opportunities policy and leaflets containing information about the NVQ appeal procedure and grievance procedure during induction. There is one learner from a minority ethnic background. No learners have disabilities.

At the original inspection, the main weaknesses identified were:

- ◆ poor awareness of equal opportunities by learners
- ◆ no monitoring of employers' equal opportunities policies and practices
- ◆ no active promotion of equal opportunities

20. Following the original inspection Locomotivation produced a detailed action plan to build on the strengths and to deal with its weaknesses. Agreements with employers have been rewritten and equal opportunities questionnaires for employers have been introduced, although a small number of employers still do not have full equal opportunities policies. Locomotivation's staff are working with these employers to help them develop the necessary policies. The collection and analysis of data has been extended to include new areas of information and incorporate the wider geographical area which Locomotivation covers. Work has been done with staff and learners to improve their knowledge of equal opportunities issues. However some learners, particularly those who have started recently, have not received additional training in equal opportunities since their induction. The company did not grade equal opportunities for the reinspection.

STRENGTHS

- ◆ effective raising of employers' awareness of equal opportunities
- ◆ good analysis and use of a wide range of data

WEAKNESSES

- ◆ failure to ensure that all learners receive equal opportunities training following induction

21. There is good use of data, which includes the monitoring of applications, participation rates, achievement rates, and learners' gender, ethnicity and disability. Since the original inspection Locomotivation has also started collecting data on where learners go when they leave. The information is available for the four counties and is shared regularly with all staff. There are currently twice as many male as female learners. Locomotivation has used this information, together with labour market data, to identify employers with recruitment difficulties and to recruit more women. One example of this is its schools' partnership initiative. This involves sixth-form pupils, who attend work placements and also receive training at Locomotivation. They work towards a level 2 NVQ and key skills qualifications. Several pupils have progressed from this into modern apprenticeships with Locomotivation. Locomotivation has also improved access for learners by providing training for a national swimming pool lifeguard qualification. This qualification is necessary to obtain work with many employers in the sport and leisure sector, but learners from rural areas have found it hard to get access to the training. By providing this, Locomotivation increases these learners' chances of finding work.

22. Locomotivation communicates effectively with employers on equal opportunities matters. Employer's understanding of equal opportunities and working practices are good and in some cases is extremely good. Since the original inspection the agreement employers make with Locomotivation has been redesigned to include equal opportunities. When employers sign the agreement they also complete a questionnaire about equal opportunities. This has enabled Locomotivation to discuss all aspects of equal opportunities with employers and to identify where action is required to improve working practices. There are a number of examples of Locomotivation's staff working effectively with employers and learners to address equal opportunities issues in the workplace. In one case a learner dealt with racial taunts between young people in a work placement. Locomotivation's staff have also dealt effectively with situations where learners have been dismissed by their employer for inappropriate behaviour. In some cases they have ensured that the inappropriate behaviour was put right and the learners have been reinstated. In other cases they have found alternative work placements for the learners. A few employers have not fully developed or implemented their own equal opportunities policies. These employers have agreed to adopt Locomotivation's equal opportunities policy until their own is ready.

23. There is insufficient equal opportunities training after induction for some learners. Learners are able to recall information about equal opportunities covered during their induction. All learners have received copies of Locomotivation's equal opportunities policy. Some staff reinforce the policy following induction with written questions although learners do not always complete these. Most learners have also received copies of the small business leaflet *Equal Opportunities is your Business Too*. Locomotivation runs off-the-job training sessions on equal opportunities. Learners who have attended this have a good understanding of the subject. These off-the-job training sessions do not run during

GOOD PRACTICE

Locomotivation has developed vocational awareness assessment software which is used extensively in schools and careers offices to encourage young people to participate in the industry. Staff also have the software on laptops for potential trainees in rural areas.

the summer period and some learners do not have an opportunity to join these sessions until several months after starting on their programme. There are also some learners who are not able to attend the off-job training sessions due to work commitments. Equal opportunities is discussed at learners' reviews and records are kept of this. There is some inconsistent record-keeping of this area by different staff. Some employers provide extra equal opportunities training sessions.

Trainee support

Grade 3

24. Locomotivation recruits trainees following referral by the careers service, through direct contact by the trainee, or through requests from employer. Trainees are first interviewed by Locomotivation and then referred to employers for a second interview. Acceptance onto the programme is dependent on a successful interview with a prospective employer. An occupational aptitude test is conducted at interview and a basic skills test may be carried out later if the assessors believe that it is necessary. Trainees receive an induction from Locomotivation at the off-the-job training sessions. This covers health and safety awareness, NVQ induction, and discussion of the responsibilities of the trainee. The employer carries out an induction in the work place. Assessors, employers and training staff share the responsibility for supporting trainees. Assessors visit trainees every three months to review their progress.

25. Inspectors agreed with the strengths and weaknesses identified in the self-assessment report, but found additional strengths and weaknesses. Inspectors awarded a lower grade than that given in the self-assessment report.

STRENGTHS

- ◆ well recorded recruitment process
- ◆ responsiveness recorded to trainees' requests

WEAKNESSES

- ◆ poor recording on individual training plans
- ◆ lack of systematic accreditation of prior achievement
- ◆ no consistent approach to recording trainee contact

26. The recruitment process is well documented and thorough. During their interview potential trainees undertake a test to assess their suitability for the occupational area, and to ensure that they understand the kind of work that they will be doing. This gives them a realistic idea of what to expect from the placement. This test was originally recorded on paper, but is now stored electronically. This has shortened the length of time taken for trainees to complete the test and provides them with instant results. The record of the more formal part

of the interview lacks sufficient detail, but the outcomes of the interview process are well recorded and analysed. There is a waiting list for placements, and employers have a choice of trainees. Locomotivation matches potential trainees to placements at the shortlist stage. Employers are sent suitable applicants. Shortage of placements means that some potential trainees are lost due to the length of time on the waiting list. Action has been taken to find more placements, particularly outside the Bournemouth and Poole area.

27. Most induction takes place at the employers' premises. It is supplemented by some off-the-job training. Health and safety induction is particularly thorough and well recorded. Signed checklists are used to ensure that all the relevant topics are covered. Trainees are given a detailed computer presentation about NVQs at an early stage in their programme. This helps them to understand the structure of the qualifications they are following, and how evidence of competence can be collected.

28. Locomotivation is highly responsive to the requests of trainees. Staff have a good knowledge of the placements and of trainees' individual circumstances. When trainees have requested that they are moved from a work placement, or placements have proved to be unsuitable, they have been moved swiftly to new placements. This has been a significant factor in the high retention rates of trainees on these programmes. Trainees who request information from the company get a prompt reply. This makes them feel well supported and often assists their progress. Company staff are available at any time to respond to requests for help and advice.

29. There are weaknesses in the recording of trainee support. Training plans are not individual. All trainees have two plans on their file, one computer generated and the other completed manually. The plans do not always match, and neither is a comprehensive record. The plans do not set individual targets for trainees, and do not contain details of expected or actual completion dates for each unit of the NVQ. They are not updated regularly, for example, to reflect trainees' movement from site to site. Some also lack detail. For example, all state that off-the-job training will take place, which is not always the case.

30. The company's approach to recording its contacts with trainees is inconsistent. The three-monthly reviews are recorded but the records often lack detail, and parts of the review are sometimes not completed. There is no systematic method of recording the frequent, often informal, contact which assessors have with trainees. This means that information may be lost or trainees may not receive the help and support they need in the event of a change of personnel. The company offers one-to-one support for trainees with specific needs such as dyslexia or poor basic skills. However the assessors are not trained to meet these needs.

31. Initial assessment does not sufficiently contribute to individual training plans. There is no obvious link between the two processes. The results of initial assessment do not influence the type of training provided. Locomotivation has recently introduced an initial assessment to identify trainees who need assistance

with basic skills. However, the company has not yet devised a method of ensuring that the support to be given takes account of the needs identified. There is no method for accrediting prior achievement. This has resulted in one trainee having to redo key skills that had already been completed through a GNVQ course. Other trainees have started working towards key skills levels that they have already achieved. Trainees do not make use of experiences gained through completing coaching qualifications or other awards to contribute to their NVQ portfolios.

Management of training

Grade 2

32. Locomotivation employed two full-time and two part-time staff in the week of the inspection. The managing director takes overall responsibility for the operation of the company and leads the development work. The other full-time member of staff, the administration manager, is responsible for all documents and record keeping, and for the quality assurance arrangements. Part-time staff assist with assessment work and with the development of trainee representation and equal opportunities strategies. Staff meet regularly to discuss a wide range of issues relating to both day-to-day operations and to the development of the company. Most of the targets for the business are those set out in the contract with Dorset TEC.

33. Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report. Additional strengths and given weaknesses were also identified. Inspectors awarded a higher grade than that in the self-assessment report.

STRENGTHS

- ◆ good communication between staff
- ◆ constructive relationships with employers support trainees' progress
- ◆ comprehensive and accurate management information

WEAKNESSES

- ◆ no systematic approach to the planning of staff development
- ◆ no written agreements with many employers

34. Staff are aware of the overall direction of the business and the part that they play. Targets are corporate rather than individual. Performance against training contracts is closely monitored. The main responsibilities of staff are clear, although there is considerable overlap in their day-to-day activities. Staff work closely together every day. Regular team meetings which also include part-time staff supplement this high level of informal communication. Meetings are frequent,

productive, and well recorded. They address a wide range of issues including business development, quality, contract performance and trainees' progress.

35. The computerised systems used to collect management information are comprehensive and well designed. The system provided by the TEC is supplemented by two additional databases. One tracks details of applicants for training, their stage in the application process, and the results of any submissions for interview. The other tracks trainees' progress towards their NVQs and the other compulsory elements of their training. Information is entered regularly and is up-to-date. Used together, the systems produce a wealth of important information which is used effectively to support the management of the training process. The output of these systems is accurate. Information can be produced promptly in various formats.

36. Employers are well informed and take an active interest in the progress of their trainees. They understand their role in training. Many are regularly involved both in the planning of training and assessment, and in carrying out assessments. Several supervisors and managers have themselves successfully completed similar training programmes. Contact between employers and Locomotivation staff is frequent and constructive.

37. Locomotivation staff know most of their placements well, but there are few formal checks before trainees begin commencing their training. Health and safety checks are carried out by an organisation authorised by the TEC, but no other checks are recorded, and no agreements are exchanged or signed. An employers' handbook outlines their role in training and sets out many of their responsibilities. Employers are asked to sign and return a sheet at the end of this handbook. It is not clear whether they sign to accept the points listed on this sheet, which apply mainly to health and safety, or to the entire content of the handbook. Fewer than 40 per cent of employers have signed and returned these sheets. In most cases there is no formal agreement between Locomotivation and the employer outlining their respective responsibilities towards the trainee.

38. Most staff have been involved in training activities directly related to the delivery and management of the training programmes. The activities include assessor and internal verifier training, health and safety training, database training, and workshops on self-assessment. Most of this training has resulted from immediate necessity, rather than a systematic process of comparing current capabilities with future business needs. There is no overarching plan for staff development. However, the company acknowledges that staff need to become sufficiently multi-skilled to be able to cover each other's work when the need arises.

Quality assurance

Grade 3

39. Locomotivation has a quality assurance policy which outlines the principles to

be applied. It links the standards of training and staff competence on the one hand, and trainees' acquisition of occupational knowledge and competence on the other. There are some outline procedures which detail how these principles are put into effect. There is a separate internal verification policy. Trainee feedback is collected using a system provided by Dorset TEC. Locomotivation is subject to TEC audits and to external verification visits from the awarding body.

40. Inspectors identified different strengths and weaknesses from those in the self-assessment report, but awarded the same grade.

STRENGTHS

- ◆ continuous development and improvement in many areas
- ◆ rigorous self-assessment

WEAKNESSES

- ◆ no formal employer feedback system
- ◆ few documented procedures

41. The quality policy covers a broad range of relevant matters including feedback from trainees and employers, the development and monitoring of quality procedures, self-assessment and action planning, and the use of benchmarking. Action has been taken in most of these areas. Work in the area of recruitment and initial assessment is well advanced, and the procedures are an accurate reflection of trainees' experience.

42. Locomotivation has gathered information and ideas from many sources in order to contribute to improvements in their own work. Among these sources are links with the national training organisation, membership of industry groups and the association of internal verifiers and assessors, links with other training providers, and reference to published materials. The information gained has been evaluated and used to make changes to various aspects of the training process. These changes are beginning to benefit trainees, for example by new initial assessment arrangements and the recording of on-the-job training. Self-assessment has been approached in a self-critical way, which has highlighted a number of areas where improvements are required, particularly if the business is to expand. Several versions of the self-assessment report have been produced, each building on the last. Action planning is systematic and progress is regularly monitored.

43. There are procedures for collecting feedback from trainees at the start of training, during training, and on leaving. The system used for this is the TEC 'Quality Monitor'. Locomotivation collects feedback through a written questionnaire and then enters the results onto a computer system. The data are subsequently analysed by the TEC and the results returned to Locomotivation. So

far there has been one significant trainee survey which elicited a positive response to all areas of the training. The questionnaire used is long and detailed. Few trainees make any additional comments.

44. The approach to internal verification is well planned. At least 30 per cent of the units in a candidate's portfolio are internally verified. This rises to 100 per cent when the assessor involved is inexperienced. Candidate tracking sheets are completed to show how trainees are progressing against each unit of the qualification they are working towards. These records are handwritten and also recorded on a computer database. Neither version shows the dates on which individual units of the qualification are achieved. Consequently, rates of progress are not immediately obvious.

45. Some important processes are not clearly recorded. Most staff work in a similar way, but there are some significant differences. Some individual training plans contain inaccuracies, for example in the recording of prior achievements and off-job training arrangements. Trainee reviews are inconsistent in their content and the level of detail they contain. Work has begun on the observation of training sessions, but there are no clear criteria for this observation and the feedback so far is of little use.

46. Feedback from employers is not collected in a systematic way. Some feedback is collected through reviews and visits to employers, but this is not recorded or analysed. Locomotivation plans to use the 'Quality Monitor' system of questionnaires to make this process more systematic.