

# REINSPECTION REPORT

## **emap performance limited Reinspection**

01 December 2003



ADULT LEARNING  
INSPECTORATE

## EMAP PERFORMANCE LIMITED REINSPECTION

### 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. 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning 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
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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.

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## emap performance limited Reinspection

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Emap performance limited (emap) is part of emap PLC, a company that provides entertainment and communications. The company comprises various radio stations and television channels throughout the Northwest, the Northeast, Yorkshire and London. It also works in interactive media, music magazine publishing, exhibition services and other areas of media. Emap experienced a period of change following the previous inspection in June 2002 after the resignation of a key member of staff. Following this, management decided to restructure in order to improve the provision. The company recruited key staff members in March 2003 who are now responsible for putting new procedures into place and working together to quality assure provision. One assessor takes responsibility for learners in the Northeast, the other in the Northwest. Internal verification is subcontracted out, and there have been three changes of subcontractor since the previous inspection. The company is funded by the National Contracts Service for its modern apprenticeships and national vocational qualifications (NVQs).

### SCOPE OF PROVISION

#### Business administration, management & professional

2. Emap provides training in business administration, management and professional for its own eligible employees only. The company provides training towards advanced modern apprenticeships and NVQs in business administration, management and professional. It also provides training in media, but this was not inspected because of the low number of learners involved. There are eight learners working towards advanced modern apprenticeships and 11 learners working towards NVQs. There was no training in business administration, management and professional between September 2002 and March 2003 because of staffing problems.

### ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learner interviews	20
Number of staff interviews	17
Number of locations/sites/learning centres visited	6
Number of visits	4

### OVERALL JUDGEMENT

3. The ALI's inspection in June 2002 found that provision in business administration, management and professional was satisfactory, but leadership and management were unsatisfactory. Quality assurance was unsatisfactory and equality of opportunity was

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satisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

## GRADES

*grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

	Inspection	Reinspection
<b>Leadership and management</b>	<b>4</b>	<b>3</b>
Contributory grades:		
Equality of opportunity	3	2
Quality assurance	4	3

	Inspection	Reinspection
<b>Business administration, management &amp; professional</b>	<b>3</b>	<b>3</b>
Contributory grades:		
Work-based learning for young people	3	3

## KEY FINDINGS

### Achievement and standards

4. Provision in business administration, management and professional is satisfactory. Learners are completing units within a reasonable timescale and are motivated well by their success. **Many learners complete additional qualifications**, for example in customer care. **There is good career progression**. Learners are able to work in different departments to gain additional experience. **Some learners are making slow progress towards achieving their qualifications.**

### Quality of education and training

Grades awarded to learning sessions at the original inspection

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Business administration, management & professional	0	0	0	1	0	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

5. Initial assessment is satisfactory. An analysis of learners' needs and learning styles is carried out to help learners work effectively. There is a satisfactory induction, and learners understand their programmes well and know what they have to do to achieve their qualifications. Assessment and progress review procedures are satisfactory. Learners meet their assessors every week and can have a review whenever they are ready. There are satisfactory communications between learners and assessors.

6. Assessors are well qualified and appropriately experienced. They guide learners well and help them to develop the skills necessary to complete their programmes. Resources are satisfactory.

7. Provision in literacy and numeracy is available to learners requiring it. None of the current learners needs this service.

8. Some learners have made slow progress. In some cases this is because they had no assessor for six months due to staffing problems.

9. **Key skills training and assessment have not yet been integrated with the learning programmes.** Some learners have not completed frameworks. Assessors are currently working on incorporating key skills from the beginning of the programmes.

### Leadership and management

10. **There is good staff training and development.** Staff can work in different departments to gain experience and many staff, including learners, progress from junior to senior positions in the company.

11. **Emap works well with other media training providers** to give additional training to staff and learners and to share good practice.

12. **The company promotes equality of opportunity effectively.** All staff and learners have received very good training in equal opportunities, and the company has strong links with the local community. Staff give talks in local schools and have set up broadcasting equipment within the schools to encourage pupils to attend.

13. Emap consults its employees and responds well to feedback. It uses self-assessment to plan and to monitor its work and activities.

14. Internal communications are satisfactory. All staff and learners are aware of developments in the company and there are regular meetings, mailshots and publications for staff.

15. Emap has satisfactory policies and procedures. It has responded to an access audit by modifying some of its buildings to make them more accessible.

16. Emap collects data on its learners, but it does not have accurate or complete records. **The company is not able to identify trends or to monitor progress made by learners.**

17. **Internal verification is inadequate.** Internal verification is subcontracted out, but the subcontracting arrangements have broken down twice in the past year, and the company is now discussing terms with a new subcontractor. Learners have not been able to have their work units verified, and some learners are waiting for verification so that they can complete their programmes.

## EMAP PERFORMANCE LIMITED REINSPECTION

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### **Leadership and management**

#### **Strengths**

- good staff training and development
- good networking to promote training
- effective promotion of equality of opportunity within company
- effective use of action-planning

#### **Weaknesses**

- insufficient use of management information to identify trends and monitor progress
- slow progress in tackling learners' needs
- inadequate internal verification

### **Business administration, management & professional**

#### **Strengths**

- good career development
- good uptake of additional qualifications by learners

#### **Weaknesses**

- slow progress for some learners
- insufficient integration of key skills training and assessment with occupational training



## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

### Grade 3

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good staff training and development
- good networking to promote training
- effective promotion of equality of opportunity within company
- effective use of action-planning

#### Weaknesses

- insufficient use of management information to identify trends and monitor progress
- slow progress in tackling learners' needs
- inadequate internal verification

18. There is good staff training and development. Candidates applying to emap are recruited on potential rather than on qualifications, and the company has a strong culture of encouraging staff to take up training and to gain qualifications. Many staff in senior positions started in junior roles, or in roles unrelated to the job they hold currently. For example, one line manager started as a telephonist. There is a thorough staff appraisal system that involves discussion of strengths and areas for development, and which identifies training needs and requests. Evidence for appraisal is collected continuously, and colleagues are involved in identifying specific features for development. Training is generally, but not exclusively, linked to the company's strategic direction. Each staff member has a personal job agreement that is regularly updated to reflect additional responsibilities and achievements. The management team has worked effectively to raise the profile of NVQs and modern apprenticeships in the workplace. Many managers who have responsibility for learners are also taking qualifications in management. Some line managers have progressed to their current position by taking NVQs and are now supporting other learners with their qualifications.

19. Emap networks with other providers in the world of media to provide training for its staff. Staff members who have been trained by emap sometimes leave the company to work in another aspect of media. Similarly, people who have been trained in other media companies sometimes bring their expertise to emap. Emap is a member of a forum in the media world. The company has provided training for other providers, and has benefited from receiving training provided through this forum. Through networking with other companies, emap is able to keep up to date with developments in media, and to anticipate market trends by providing appropriate training for its staff. The company also has strong links with local communities. It has identified the need to recruit from a

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wider pool of applicants in order to promote equality and diversity, and has forged links with local schools and community groups in an attempt to engage non-traditional employees.

20. Internal communications are satisfactory. Before the appointment of new members of staff, there were poor communications with learners. Learners did not know if they would be able to complete their programmes. This problem has been rectified, and all current learners are well informed and motivated. There are regular, minuted staff meetings, and all parties are kept informed of developments in training and in the wider interests of the company. Communications are through regular, structured meetings and email. There are also regular publications distributed to staff to inform them of developments.

21. There is insufficient use of management information to identify trends and monitor progress. Emap has a small learner base and is currently using databases to record information and monitor the training programmes. However, these databases are not sufficiently powerful to generate useful and accurate information. Assessors are not able to monitor effectively the progress of learners. Each assessor has an overview of their own geographical region, but it is difficult to share information with the current system. It has not been possible to input information on all aspects of the training because of a historically poor availability of data, so trends cannot be identified. The company has conducted some analysis of data, but has not consistently collected all of the data necessary for quality assurance and the smooth running of the programmes. Emap has identified that this is an area for improvement and is researching other software packages to aid the process.

### **Equality of opportunity**

### **Contributory grade 2**

22. Emap has a strong awareness of equality and diversity and effectively promotes equality of opportunity. Following the previous inspection, an audit of the company's staffing structure was conducted and emap made a strategic decision to recruit more widely. The company also identified the need for further training in equality and diversity. Every staff member has now received comprehensive and relevant training. Staff are now more aware of their rights and responsibilities and have implemented many changes in working practice on an individual level. In some cases, this has been as simple as rearranging working space to accommodate needs, or negotiating working hours to accommodate other demands on employees' time.

23. The company works with community groups to raise awareness of social problems. It has recently been involved in setting up broadcasting facilities in targeted schools to attract disaffected young people into the world of media. The company also attends careers evenings at local schools and gives presentations to both staff and pupils.

24. Staff hold regular roadshows and free events to attract members of the public. They also work with community groups to publicise their work and to raise awareness of social issues. For example, work has been done with a drugs awareness group, and emap has helped raise funds and awareness in this field. The company has a chosen

charity for which it raises funds annually. It organises many events around this charity, making the wider community more aware of its profile.

25. Emap has an independent confidential counselling service available to staff. All staff are aware of this service and know how to access it. The service is publicised well in the company.

26. Key staff have received training in interviewing techniques to ensure inclusivity and fairness in this process. This is particularly important because of emap's policy of recruiting on potential rather than on qualifications or experience. Advertising is now targeted much more widely to attract a more diverse workforce. Staff members, including learners, show great awareness of all aspects of equality and diversity, and have been challenged and stimulated by recent training.

27. The company has carried out an access audit and has modified premises to ensure conformity. There is a comprehensive equal opportunities policy, and emap's statement of equality and diversity is given to all staff. The company has a satisfactory complaints procedure, though most problems are dealt with at source. Equality and diversity are agenda items in all meetings.

### **Quality assurance**

### **Contributory grade 3**

28. There is effective use of action-planning. Following the resignation of a key member of staff the training programmes were restructured. The company now has more training staff than at the previous inspection and has allocated a geographical region to each assessor, making it possible for them to visit learners once a week. Emap has sought the views of all staff members and has incorporated actions from these data into its plans. Feedback from staff indicated that NVQs and modern apprenticeships had low priority and status with many managers. Emap has worked effectively to counter this image by ensuring that the programmes are fully understood by all the staff through training and by celebrating learners' success.

29. There are satisfactory procedures for self-assessment, which is an ongoing process within emap. Information is collected from all staff and learners through meetings, telephone and e-mail surveys and questionnaires. Actions arising from the process are shared with everybody in the company. The self-assessment process has been used effectively to implement many developments in the company and has helped employees to play a greater part in determining the direction of the company.

30. An area for improvement identified at the previous inspection was greater involvement of line managers in the training process. Emap has put in place training, awareness raising sessions and impromptu checks to ensure that line managers are supporting their learners and that they understand the demands of the programme. Learners are now able to work on their portfolios in working hours, and many managers have received further management training.

31. Emap has satisfactory policies and procedures to cover all aspects of the training

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programme. Many of these are new or improved. They are being monitored as part of the company's quality assurance procedures.

32. There is inadequate internal verification. Emap subcontracts this aspect of its work. Assessors, who are also qualified internal verifiers, identified inadequacies with their subcontractor's internal verification, and the contract was terminated. The company is entering a contract with another subcontractor, but this delay has affected the learners. Many learners are currently waiting for units to be verified. Some learners have completed their programmes, but are awaiting verification.

## AREAS OF LEARNING

### Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	19	3

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good career development
- good uptake of additional qualifications by learners

#### Weaknesses

- slow progress for some learners
- insufficient integration of key skills training and assessment with occupational training

### Achievement and standards

33. Learners produce work of a satisfactory standard. Many learners have been on programme for a long time. However, they are motivated well and have a clear understanding of their qualification and of what they need to do to achieve. Since the appointment of new assessors, learners have moved forward and are now completing units at a satisfactory pace. Out of 14 starters on the management NVQ, 11 are still in learning and three have left without achieving the qualification. Of nine advanced modern apprentices in administration, one has completed the full framework, three have left without completing the framework, and eight are still in learning.

### Quality of education and training

34. Career development is good. Emap offers all employees under 25 the opportunity to follow modern apprenticeships. Learners are placed in appropriate job roles which link well to the target qualification. Learners are allowed to move to different departments and to take up job roles with greater responsibility. Learners can also change departments to gain additional knowledge and skills relevant to their training programme. The line managers of some learners are also working towards an NVQ in management.

35. There is good uptake of additional qualifications by learners. Some learners achieve additional NVQ units in management while they are working towards an advanced modern apprenticeship in business administration. Other learners working towards NVQs in management also achieve additional leadership qualifications. Staff

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development events are listed on the shared network and learners are encouraged to select the training activities of their choice. Learners' confidence and motivation is increased by the completion of these additional training activities. A quarterly newsletter is issued with information on forthcoming events and training sessions.

36. Assessment practices are satisfactory. Assessors are well qualified with good occupational experience. Review procedures are satisfactory. The progress review documents are comprehensive with clear feedback to the learner and clear targets set for the next review meeting.

37. Induction and initial assessment are satisfactory. Arrangements to assess learners' literacy and numeracy skills are adequate. Induction includes diagnostic assessment, and support is provided for any learner where additional needs are identified. Learners are working at the correct level of qualification.

38. Resources are adequate. All learners have access to good information technology facilities. There is an ethos of career development supported by line managers who are also completing management qualifications. All learners have access to the company's confidential counselling service. A handbook for NVQ learners and managers is available.

39. There is slow progress for some learners. The training co-ordinator at the time of the previous inspection left the company. Some learners had to complete additional tasks to ensure currency of their occupational evidence. Learners' progress is inadequately monitored. Data are stored in different formats and it is difficult for staff to analyse and monitor learners' achievement. The company is currently developing its own database. Internal verification is subcontracted. Recent changes in subcontracting arrangements and delays in implementing the new contract have delayed accreditation.

40. There is insufficient integration of key skills training and assessment with learners' occupational training. Key skills are not an integral part of the modern apprenticeship training programme. Current learners are working on their NVQs but are not collecting evidence or being assessed for key skills. There is no evidence of matching key skills to the main qualification, although there are plans to put this in place. Key skills activities have recently been included as part of the induction process. There is not enough integration of evidence in learners' portfolios.

### **Leadership and management**

41. Leadership and management are satisfactory. Emails are sent out to learners to check on their communication with their respective line managers. Training opportunities are listed on the shared network and learners are encouraged to choose additional qualifications and training.

42. The new assessors have developed new procedures for the training process. Induction is now extended over a month to help learners consolidate their knowledge.

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Other members of staff are currently training to be assessors so that cover can be arranged in case of absence. Assessment and progress reviews resumed in April 2003 after a gap of six months and these are managed well. Learners are kept informed of their progress.