

INSPECTION REPORT

KTS Training (2002) Limited

06 May 2003



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 Jobcentre Plus programmes. 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
- **learndirect** provision
- Adult and Community Learning
- training 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.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

KTS Training (2002) Limited

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. KTS Training (2002) Limited (KTS) is located in the Kingswood district of Bristol. An existing company was taken over by the KTS Group in 1995. This allowed the company to expand as KTS Training Limited. In September 2002, it was the subject of a management buy-out by the current managing director and the head of training. KTS was re-accredited in October 2002 as an Investor in People, a national standard for improving an organisation's performance through its people.

2. KTS provides work-based learning in business administration, management and professional, information and communication technology (ICT), and retailing, customer service and transportation, all of which are funded by the West of England Learning and Skills Council (LSC). A foundation Life Skills programme is also funded by the LSC and a foundation programme centre is funded by Jobcentre Plus. At the time of the inspection, there were too few learners in retailing, customer service and transportation for this area to be inspected separately.

3. In March 2003, the unemployment rate in South Gloucestershire was 1.1 per cent, compared with 2.7 per cent nationally. In South Gloucestershire, 24 per cent of unemployed people in March 2003 were aged between 18 and 24, compared with 27.3 per cent nationally. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 49 per cent in South Gloucestershire, compared with 47.9 per cent nationally. According to the 1991 census, South Gloucestershire's minority ethnic communities represent 1.2 per cent of the population, compared with 6.2 per cent nationally.

SCOPE OF PROVISION

Business administration, management & professional

4. KTS has seven business administration advanced modern apprentices, 23 foundation modern apprentices and three learners working towards a national vocational qualification (NVQ). Thirteen of the learners are employed. Fifty-eight per cent of learners are women. Work placements are mainly in the service, financial and business sectors. Learners are referred to KTS by Connexions, or through direct contact with KTS, sometimes through their employers or other learners. There is a 12-day off-the-job training programme for modern apprentices needing to achieve key skills qualifications. This training takes place at KTS's premises. A further 12-day technical certificate off-the-job training programme is planned for July for all learners. All other training is provided by employers. Assessors visit learners in the workplace every three weeks, and their progress is formally reviewed every three months. There are three assessors and two internal verifiers.

Information & communications technology

5. KTS offers work-based learning and short job-focused training (SJFT) in ICT. There are 10 learners in this area of learning. Three learners are studying for foundation modern apprenticeships and four are studying for an NVQ at level 2. Both of these training programmes are funded by the LSC. The SJFT programme has three clients and is funded by Jobcentre Plus. Most work placements are in an office environment. Learners are referred to KTS by Connexions advisers or through direct contact with KTS. Most training occurs in the workplace, with a few learners attending KTS's training centre for key skills training. Learners are visited every two or three weeks by an assessor to check their progress and set targets for work to be completed before the next assessment visit. Clients on the SJFT programme are all referred to KTS by Jobcentre Plus. They attend KTS's training centre full time for the six-week programme, spending four days each week in an information technology (IT) workshop and the fifth day on jobsearch activities.

Foundation programmes

6. KTS provides programme centre and Life Skills training in the foundation area of learning. The programme centre is provided for adults who are considered to be ready for employment by Jobcentre Plus. The 15 clients currently on the programme attend for up to two days each week for up to 16 weeks, as arranged with their personal adviser at Jobcentre Plus. During their time at the programme centre, clients concentrate on building the individual skills required for employment. The Life Skills programme is provided for learners aged between 16 to 18 to help them to progress into further education, work-based learning or employment with training. Learners attend KTS's training centre for 18 hours each week for a 26-week period, which can be extended with approval from the LSC. Learners have a progress review each month with their tutor. They also meet with their tutor and their Connexions personal adviser every three months to review their progress. Currently, there are 18 learners on the Life Skills programme, five of whom are also having work experience.

ABOUT THE INSPECTION

| | |
|--|----|
| Number of inspectors | 5 |
| Number of inspection days | 20 |
| Number of learner interviews | 34 |
| Number of staff interviews | 24 |
| Number of employer interviews | 12 |
| Number of locations/sites/learning centres visited | 19 |

OVERALL JUDGEMENT

7. The quality of provision is not adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management are unsatisfactory. KTS's approach to equality of opportunity is satisfactory, but its quality assurance arrangements are unsatisfactory. Training in business administration, management and professional and ICT is satisfactory, but training for the foundation programmes is unsatisfactory.

GRADES

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

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

| Business administration, management & professional | 3 |
|--|---|
| Contributory grades: | |
| Work-based learning for young people | 3 |

| Information & communications technology | 3 |
|---|------|
| Contributory grades: | |
| Work-based learning for young people | 3 |
| New Deal 25+ and work-based learning for adults | None |

| Foundation programmes | 4 |
|-----------------------|---|
| Contributory grades: | |
| Life Skills | 4 |
| Programme centres | 4 |

KEY FINDINGS

Achievement and standards

8. **Learners in business administration produce well-structured portfolios** which contain a good range of evidence, from a variety of sources. The proportion of business administration learners who complete the modern apprenticeship framework is poor. In the three years from 1998 to 2001, only 37 per cent of advanced modern apprentices and 44 per cent of foundation modern apprentices completed the framework. The proportion of those completing the framework has fallen for each of the three years. The proportion of NVQ learners achieving the NVQ during this same period was 52 per cent, with three learners still in learning.

9. **Many clients on the SJFT programmes in ICT achieve at least part of an externally accredited ICT qualification in the six weeks of the programme.** In the most recent year, 84 per cent of clients gained at least part of a basic computer literacy qualification or a certificate in business practice. **Fifty-three per cent of clients achieved the full certificate in business practice.**

10. **Retention and achievement rates for work-based NVQ learners in ICT are unsatisfactory.** Since 1998, the retention and achievement rates have been between 25 per cent and 38 per cent. However, the number of work-based learners is very small. All of the ICT learners recruited since August 2001 are still on their training programmes.

11. **Not enough clients on the SJFT programme in ICT go into jobs.** Of the most recent year group, only 25 per cent did so. The target from Jobcentre Plus is for 45 per cent of clients to gain employment.

12. Retention rates on the Life Skills programme are satisfactory, with 67 per cent of learners in 2001-02 staying until the end of their planned learning programmes, and 73 per cent of learners in the current year still in learning. Retention and achievement rates for programme centre clients are also satisfactory. The main criterion for success for these clients is to find a job at the end of the programme. **Forty-three per cent of clients in the current year have found jobs, which is close to the Jobcentre Plus target of 45 per cent. The planning for individual training needs is poor.**

Quality of education and training

Grades awarded to learning sessions

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Total |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Business administration, management & professional | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| Foundation programmes | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 3 |
| Total | 0 | 1 | 0 | 4 | 1 | 0 | 0 | 6 |

13. **Business administration learners have an effective initial assessment,** which is used to guide them towards the most appropriate training programme and also plan any additional support they may need.

14. **Learners in business administration and ICT have regular and frequent assessment visits** which are used to set and review effective short-term targets and action plans. Targets are clear and well understood by these learners and their progress can be measured objectively against them.

15. **The SJFT programme for ICT clients is well structured** and centres on flexible workshop lessons where clients work at their own pace through a series of well-written handbooks and exercises. **Clients are encouraged to take assessments as soon as they feel ready, which contributes to their self-confidence.**

16. **Work-based ICT learners have good support from their work placements.** They are often included in in-house staff training events by their supervisors and sometimes in staff review and appraisal systems, even when they are not employed. Learners on the Life Skills programmes have good pastoral support from their tutors. They provide learners with a safe environment which is particularly important for learners who may have

experienced significant difficulties in the past.

17. Most teaching on the foundation programmes is satisfactory, but in a few lessons there is not enough variety in approach and not enough attention given to learner's individual needs to make sure that learners gain the most benefit from their lessons.

There is insufficient off-the-job training for business administration or ICT learners, apart from preparation for key skills qualifications, which has only recently been introduced.

18. Learners in business administration and ICT have formal progress reviews every 12 weeks. **Their workplace supervisors are not sufficiently involved in these progress reviews, or in planning how learners can achieve the targets which are set.** They are not able to discuss the learners' progress with the reviewer, or add extra information about learners' work which could be used to plan and develop their training programme.

19. **Individual learning plans in business administration and foundation programme centres are not used effectively.** Some of them omit important information, such as when learners will attend KTS for training, or what milestones they may have achieved towards their target qualifications.

20. **Learners on the foundation programmes are not set sufficiently clear or measurable targets** to help them progress. In some cases, the need to improve a particular skill is expressed so generally that learners cannot understand whether they have made any improvement.

21. Most staff are adequately qualified or experienced, but there are not enough skilled staff on the foundation programmes to ensure that learners have as much individual attention as they sometimes need or want. KTS is in the process of recruiting new staff to improve this situation.

22. **Life Skills learners do not have access to enough courses with recognised qualifications.** Learners themselves would like the opportunity to work towards some of the qualifications that are currently offered in the other areas of learning.

23. **KTS has no overall strategy for developing literacy, numeracy and language support.** There are no clear guidelines for additional support. There is no basic skills initial assessment for clients over 25 years of age. KTS has no referral system for specialist help. Some individual support is provided during key skills development but not until learners have been on programme for some time and it is not available to all learners.

Leadership and management

24. KTS's staff meet every month to discuss retention and achievement rates and share ideas about how to make improvements. **Most staff are involved in continuous professional development.**

25. **Learners are well informed about their rights and responsibilities and about equal opportunities topics.** They are confident about how to use KTS's complaints procedures,

and there have been examples where firm action has been taken in response to their concerns.

26. Internal verification in business administration and ICT is satisfactory. There is extensive sampling of NVQ portfolios. However, these **samples are not formally planned, and option units are not always included. Schedules do not identify in advance which assessors will be observed carrying out an assessment, or which learners will be interviewed as part of the quality assurance process.** KTS has recognised that it needs to make improvements in some aspects of its training. It has started to make a series of developments to achieve this. Many of these are in the very early stages, and it is not yet possible to see whether they are having a positive effect.

27. A new team of directors has identified several areas of its business which need to be improved. They have begun by giving a clear direction to the company and communicating this effectively to all staff.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good internal communications
- well-planned staff development programme
- effective use of management information to plan improvements
- very effective complaints procedure
- clear management strategy for continuous improvement

Weaknesses

- poor management of literacy, numeracy and language support
- insufficient involvement of employers in planning learners' training programmes
- insufficient monitoring of equality of opportunity in the workplace
- ineffective use of data to promote equality of opportunity
- incomplete arrangements for monitoring all aspects of training
- insufficient development of self-assessment

Business administration, management & professional

Strengths

- well-structured portfolios containing a good range of evidence
- effective initial assessment
- good use of action plans to set short-term targets

Weaknesses

- poor achievement rate for modern apprenticeship frameworks
- inadequate involvement of employers in the development of learners' training programmes
- poor use of individual learning plans

Information & communications technology

Strengths

- good achievement rate of qualifications on the SJFT programme
- well-structured ICT programme for SJFT clients
- very supportive work placements
- good short-term action-planning

Weaknesses

- poor retention and achievement rates on the NVQ programme
- poor progression rates into employment from the SJFT programme
- insufficient involvement of employers in progress reviews

Foundation programmes

Strengths

- good pastoral support for learners on the Life Skills programme
- very satisfied learners
- safe and conducive learning environment on the Life Skills programme

Weaknesses

- poor target-setting
- poor planning to meet individual learning needs
- inadequately qualified and experienced training staff
- narrow range of qualifications available on the Life Skills programme

WHAT LEARNERS LIKE ABOUT KTS TRAINING (2002) LIMITED:

- the amount of support they get from their assessor
- the friendly staff
- the fact that there is always someone they can talk to about problems
- the relaxed and safe learning environment
- the help staff provide to find a really good work placement
- the regular assessment visits
- 'the staff care about us'

WHAT LEARNERS THINK KTS TRAINING (2002) LIMITED COULD IMPROVE:

- the teaching in some of the learning sessions
- arrangements for telephoning employers when looking for a job
- the amount of help provided by staff for individuals
- the contact KTS has with employers
- the way KTS carries out progress reviews
- assessor's attendance at pre-arranged assessments
- the training allowance
- the resources - especially newspapers which are used when looking for jobs

KEY CHALLENGES FOR KTS TRAINING (2002) LIMITED:

- improve retention and achievement rates on most training programmes
- increase the proportion of clients going into jobs from Jobcentre Plus-funded programmes
- ensure that all staff are appropriately skilled and qualified for their roles
- develop a strategy for providing appropriate literacy, numeracy and language support
- introduce procedures to ensure that learners' individual needs are identified and met
- involve employers more fully in learners' training programmes and progress reviews
- develop and establish a comprehensive quality assurance system
- extend the involvement of all staff in self-assessment and include views from other interested parties

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good internal communications
- well-planned staff development programme
- effective use of management information to plan improvements
- very effective complaints procedure
- clear management strategy for continuous improvement

Weaknesses

- poor management of literacy, numeracy and language support
- insufficient involvement of employers in planning learners' training programmes
- insufficient monitoring of equality of opportunity in the workplace
- ineffective use of data to promote equality of opportunity
- incomplete arrangements for monitoring all aspects of training
- insufficient development of self-assessment

28. Internal communications are good. This strength was not identified in the self-assessment report (SAR). The open management style encourages staff to communicate effectively and contribute their views at the monthly staff meetings. Learners and employers commented on the positive effect of KTS's staff being well informed about developments in the company. KTS's staff respond quickly to learners' and employers' enquiries. Staff value the good internal communications, particularly where effective teamwork benefits the learners. Results of a staff survey show that all staff were satisfied with the information which they received about the recent management buy-out of the company.

29. The staff development programme is well planned to meet identified needs of the company and of individual members of staff. It is reviewed annually and includes opportunities to work towards accredited qualifications. For example, six members of staff are working towards a teaching qualification. There are good links to individual progress development reviews, which are also used to evaluate staff development. Staff are encouraged and supported by management to continue their professional development. Staff development is effectively monitored by the detailed recording of individual training.

30. Effective use is made of management information to plan improvements. Retention and achievement rates for each training programme are reviewed thoroughly. This information is used to identify actions to support improvements. For example, the

recruitment and selection procedure has been improved to reduce the number of learners who leave the training programme in the first six months without achieving all the targets on their individual learning plans (ILPs). However, some actions for improvement have not been introduced within the target timescales. Learners' progress is comprehensively reviewed at fortnightly assessors' meetings. The managing director, monitoring officer and internal verifier also attend these meetings. A useful system has been established that effectively identifies which learners need additional support, for example in the form of more frequent visits, and those who require closer monitoring.

31. Resources, including accommodation, are well managed and appropriate to support the learning process. The recruitment, selection and induction processes are satisfactory and meet learners' needs. External communications are also satisfactory.

32. Clients who are aged over 25 do not have their literacy, numeracy or language skills tested as part of the initial assessment. There are no clear guidelines for the provision of additional support for learners with identified literacy, numeracy and language support needs. Some learners with significant additional support needs join the Life Skills programme, but do not receive individually designed support. There is no process to assess progress, as the basic skills tests used in Life Skills do not integrate with the initial assessment tests. In Life Skills, a checklist for dyslexia is available, but this is not used on other training programmes or for the initial assessment. Some learners who are on work placements have not had their additional learning support needs identified. Other work-placement learners, who have identified needs in literacy or numeracy, have received no additional support. There is no system of referral to specialist help for literacy, numeracy and language support. Some individual support is provided during key skills training, but this is not until learners have been on their programme for some time, and it is not available to all learners. There is no overall strategy for developing literacy, numeracy and language support.

33. Employers are not sufficiently involved in planning learners' training programmes. Employers are not provided with sufficient information about their role in the learners' training programmes. Some employers are unclear about when they can be involved and do not have a good understanding of the learners' training programme. Few employers attend progress review meetings and surveys of employers indicate that their attendance is declining. Few employers make comments in the progress review record. Some learners are concerned that their employer is not sufficiently involved in their training programme, because it adversely affects their progress.

Equality of opportunity

Contributory grade 3

34. KTS has a comprehensive equal opportunities policy which includes a detailed and clear complaints procedure. All learners can use a confidential telephone helpline provided by KTS. Where complaints have been received, they have been thoroughly investigated. This process is well recorded and decisions are fully explained to learners. All learners are confident about their rights and responsibilities, both at the workplace and in KTS's training centre. They also know who to contact if they have a problem. Complaints are dealt with in a reasonable time and to the satisfaction of all parties

concerned.

35. Learners receive training in a safe and conducive learning environment where there is mutual respect among learners, and between learners and staff. This strength was not recognised in the most recent SAR. All learners receive a handbook which includes an equal opportunities statement, a learners' charter and a range of procedures, including complaints, grievance and discipline. Some of the handbook uses language which is not easily understood by all learners. The handbook does not contain guidance about harassment or bullying and it does not make reference to recent developments in relevant legislation. The equal opportunities policy is not widely displayed in the training centre.

36. KTS provides an appropriate range of resources to meet individual learner's needs. Computer resources have been modified for learners who are visually impaired. Hearing impaired learners are provided with a signer. Only one room at the training centre does not have adequate access for people with restricted mobility. Appropriate alternative arrangements are made for people with restricted mobility, when required. Staff attend careers events at local schools to promote KTS's training programmes and work-based learning. Training rooms do not contain positive images to discourage stereotypical views of training or courses.

37. Staff training in equality of opportunity is satisfactory. Some employees have attended recent equality and diversity workshops to extend their background knowledge and understanding. They have effectively passed on what they have learned to their colleagues. All staff have received duty of care training related to equality of opportunity.

38. Before placing a learner with an employer, KTS's staff check that the employer has an equal opportunities policy. If the employer does not have a policy, KTS provides guidelines to allow them to develop their own. The information given to employers does not make KTS's expectations sufficiently clear about equality of opportunity. KTS has no system to monitor the effectiveness of equal opportunities policies in the workplace. There is insufficient monitoring of employers' equal opportunities awareness, for example through learner's progress reviews or when receiving feedback after assessment. Learners are asked standard questions about equality of opportunity at progress reviews carried out in the workplace. This is ineffective. Often questions are repeated. Learners do not think that this process adequately monitors or develops their understanding of equality of opportunity. A computer-based presentation has recently been introduced to promote equality of opportunity. Learners, and in some cases workplace supervisors, have viewed this presentation, but it is too early to judge the effect of this initiative.

39. There are 81 learners in training, of whom 46 are men. All except four learners are classified as white European. In the areas of learning, the proportion of male and female learners is approximately the same. KTS has an effective management information system which is used to collect data, including learners' gender, ethnic origin and additional learning needs. KTS does not regularly or routinely analyse or monitor data to identify trends, for example about achievement rates in different groups, or to make

changes to training programmes. Where data have been analysed, for example in relation to gender imbalance in adult training, no action has been taken to resolve identified problems. An equal opportunities committee meets regularly and produces written minutes of their meetings. The committee is ineffective in its use of equal opportunities data. This inadequate use of data for equality of opportunity was recognised in the most recent SAR.

Quality assurance

Contributory grade 4

40. There is a clear strategy to develop quality assurance arrangements to enable continuous improvement. This is demonstrated in the close links with business planning and resources. Staff have a good understanding of this strategic objective, but employers' awareness of it is poor. Management place a strong emphasis on the monitoring and evaluation of performance. Careful analysis of learners' and employers' evaluations is carried out. However, the current survey design does not provide sufficient information. This has been recognised by KTS and improvements have been made to the format, although it is too early to judge the effect of these changes. A staff quality assurance steering group has been set up, but again it is too early for this group to have had any significant effect on developments. Focus groups for learners in two programme areas have also been formed. These are effective in identifying areas for improvement. A regular management audit of learners' progress reviews has recently been implemented, but it is too early to assess the effect of this process on continuous improvement. Assessment and verification are satisfactory. There is a very high level of sampling for internal verification, although the planning of sampling does not routinely include some areas, for example optional units and assessment methods.

41. Quality assurance arrangements are not complete. A quality assurance strategy and framework have been produced, but these do not provide thorough arrangements for monitoring all aspects of the training programmes. For example, workplace training is not monitored, despite nearly all NVQ learners and modern apprentices receiving most of their training in this way. A system for observation of off-the-job training has been introduced, but only one member of staff has received training to be an observer. Not all staff have had their training sessions observed. Grades given to lesson observations are not moderated and there is no grade profile for individual tutors or for programme areas. There is no system to monitor progress on action points which arise from quality assurance meetings. Significant development work has been carried out to revise the quality assurance policy and procedures. Some parts of the revised quality assurance arrangements have only just been introduced, and it is too early to be able to judge their effectiveness.

42. The self-assessment process is not sufficiently developed. KTS's staff were not sufficiently involved in the most recent self-assessment process and neither learners nor employers were directly involved in it, although some of their feedback has been used in preparing the SAR. The SAR does not contain sufficient evidence to support the strengths and weaknesses identified. Progress on action plans resulting from the previous SAR is not effectively integrated with the current SAR. Action-planning to respond to identified weaknesses and maintain strengths is clear. However the action

KTS TRAINING (2002) LIMITED

plan has not been updated to record progress. The SAR is not sufficiently effective as a tool to support improvements.

AREAS OF LEARNING

Business administration, management & professional

Grade 3

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 33 | 3 |

The following strengths and weaknesses were identified during this inspection:

Strengths

- well-structured portfolios containing a good range of evidence
- effective initial assessment
- good use of action plans to set short-term targets

Weaknesses

- poor achievement rate for modern apprenticeship frameworks
- inadequate involvement of employers in the development of learners' training programmes
- poor use of individual learning plans

Achievement and standards

43. Learners have two portfolios, one for NVQ evidence and another for key skills evidence. All portfolios are structured in the same way and contain consistently good evidence of well-presented research and competence at work. This strength is identified in the SAR. Although learners present their evidence by unit, there is a well-developed system for cross-referencing the evidence. The portfolios contain a wide range of evidence including learners' curriculum vitae (CVs), qualification certificates, job descriptions, ILPs, qualification standards, assessment and verification records, as well as good performance and secondary evidence generated at work. The portfolios provide a clear audit trail for verification and quality assurance purposes.

44. Completion of apprenticeship frameworks is poor. Between 1998 and 2001, 37 per cent of advanced modern apprentices (AMAs) completed the framework. In the same period, 44 per cent of foundation modern apprentices (FMAs) completed the framework. There was a declining trend in the retention and completion rates of FMAs between 1998 and 2001. Of the 51 FMAs who started between 2001 and 2003, 45 per cent have left the training programme without achieving all the targets on their ILP. For 1999-2000, retention rates for AMAs were satisfactory, but they were poor for 1998-99 and 2000-01. All six AMAs who started their training programme during 2001-02 and 2002-03 are still in training. Recruitment for AMAs between 1998-99 and 2002-03 shows a declining trend, with the number of new starts being approximately half those of each preceding year. The poor retention and achievement rates for AMAs were recognised in the SAR. Between 1998-99 and 2000-01, 52 per cent of NVQ learners

KTS TRAINING (2002) LIMITED

achieved a qualification. Of the 15 learners who started the NVQ in 2001-02 and 2002-03, 67 per cent have either achieved the NVQ or are still in learning.

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

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|---------------------------------------|---------|---|---------|---|---------|---|-----------|----|---------|----|-----|---|-----|---|-----|---|
| Advanced modern apprenticeships (AMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | 1999-2000 | | 1998-99 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 2 | | 4 | | 6 | | 13 | | 24 | | | | | | | |
| Retained* | 0 | | 0 | | 2 | | 8 | 62 | 8 | 33 | | | | | | |
| Successfully completed | 0 | | 0 | | 2 | | 8 | 62 | 6 | 25 | | | | | | |
| Still in learning | 2 | | 4 | | 1 | | 0 | 0 | 0 | 0 | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|---|---------|---|---------|---|---------|---|-----------|----|---------|----|-----|---|-----|---|-----|---|
| Foundation modern apprenticeships (FMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | 1999-2000 | | 1998-99 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 18 | | 33 | | 20 | | 38 | | 24 | | | | | | | |
| Retained* | 0 | | 11 | | 1 | | 17 | 45 | 16 | 67 | | | | | | |
| Successfully completed | 0 | | 6 | | 1 | | 19 | 50 | 16 | 67 | | | | | | |
| Still in learning | 12 | | 10 | | 1 | | 0 | 0 | 0 | 0 | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|--------------------------------|---------|---|---------|---|---------|----|-----------|----|---------|----|-----|---|-----|---|-----|---|
| NVQ Training | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | 1999-2000 | | 1998-99 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 1 | | 14 | | 16 | | 4 | | 11 | | | | | | | |
| Retained* | 0 | | 5 | | 7 | 44 | 3 | 75 | 5 | 45 | | | | | | |
| Successfully completed | 0 | | 7 | | 9 | 56 | 3 | 75 | 4 | 36 | | | | | | |
| Still in learning | 0 | | 3 | | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

45. All learners receive an effective and memorable initial assessment. Prospective learners are comprehensively briefed about the requirements of the training

programmes. Learners also receive detailed written information to consolidate their understanding. A diagnostic, paper-based, basic skills test is carried out by all learners to identify any learning support needs. Learners receive additional monitoring, coaching and assessment support where additional learning support needs are identified. Tutors sensitively negotiate with learners to agree any additional help required. Appropriate key skills assessments are also carried out using a computerised system to assess the existing levels of skill and any development needs. Learners' previous qualifications are used to accredit exemption from key skills training. A scoring sheet is used during the initial assessment interview. This is used to record qualitative and quantitative data to ensure that learners begin training at the right level. Learners are carefully matched to employers using the information gained during initial assessment. Both employers and learners are satisfied with the workplace arrangements.

46. Assessment visits take place every three weeks. The frequency of assessment visits is identified as a strength in the SAR. Action plans are used effectively at every visit to review earlier short-term targets, to prompt discussion about performance and progress, and set new short-term targets. This is also recognised as a strength in the SAR. Planning is well established in this area of learning. Record keeping is thorough and over time the action plans provide a detailed record of the learners' experiences and achievements at work. Such an effective process ensures that learners remain motivated and produce consistent evidence of competence for assessment. Regular visits and thorough recording ensures that most problems are dealt with swiftly and effectively. Learners' work is assessed effectively to ensure that a diverse and appropriate range of assessment methods is used to meet the needs of individual learners. Good use is made of holistic assessment.

47. Resources, facilities and additional learning support are all satisfactory. Staff qualifications are inadequate for their roles. KTS has identified this weakness in the SAR. Assessors are already receiving initial teacher training to improve this situation.

48. Most employers provide a good range of business administration roles and tasks for learners. Employers are generally supportive and usually provide adequate time for learners to carry out work related to their training programmes. Regular progress reviews are carried out by KTS every 12 weeks. A few employers are present during progress reviews, but usually they do not attend. Many employers simply sign a copy of the written record of the progress review. Some employers wish to receive more information about learners' performance, progress and achievements to allow them to effectively plan for future training and assessment needs. Employers receive a copy of the learner's most recent action plan. They also sometimes receive verbal feedback about learners from assessors. However, most employers are not involved in the planning process with assessors. The assessors and employers do not work together to identify potential assessment opportunities, or to co-ordinate learners' work and on-the-job training. Employers are unaware of the vital role they have in the development of learners' skills and the accreditation of their learning. One employer wanted to design training activities which benefited its organisation, while at the same time, meeting the requirements of the modern apprenticeship framework. Other employers offer a large variety of in-house or external training, which is not being effectively detailed in learners'

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development records. The need to improve employers' involvement in the planning of training is recognised in the SAR. Many employers have a poor understanding of the modern apprenticeship frameworks.

49. ILPs are poorly used as working documents. They are completed at the start of the training programme but are not routinely updated to reflect learners' progress or achievements. They do not always record what optional units and enhancements the learner is doing or details of off-the-job training. They are not used subsequently to plan or monitor training in the workplace. When employers provide special in-house or external training for learners, this is not recorded on the ILP. Where sections of the ILP have been completed, these sections are not always signed or dated. The ILPs do not contain sufficient detail about how training and assessment will be carried out. They rarely contain time-constrained goals. Learners do not understand the importance of the ILP in guiding them through their training programme. Often, learners' views about progress are limited to the short-term goals set during assessment visits.

Leadership and management

50. Continuous professional development is well planned and staff can benefit from a wide range of technical, professional and social development programmes.

51. KTS has introduced significant changes to improve the modern apprenticeship programmes. There is clear evidence that retention rates are improving. KTS is also focusing on improving completion rates. The management information system is used effectively to support this initiative, together with the new achievement forecasting meeting which takes place every two weeks.

52. Good and accurate management information is available when requested. However, some other systems are poorly developed. There is inadequate planning of internal verification, a problem already highlighted by the external verifier. Assessors are insufficiently monitored and assessed in the workplace. On-the-job training is not quality assured. There is no evidence of adequate risk management at KTS, despite their training team existing entirely of workplace supervisors and visiting assessors. Weaknesses in quality assurance and observations of learning sessions are identified in the SAR.

Information & communications technology**Grade 3**

| Programmes inspected | Number of learners | Contributory grade |
|---|--------------------|--------------------|
| Work-based learning for young people | 7 | 3 |
| New Deal 25+ and work-based learning for adults | 3 | None |

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rate of qualifications on the SJFT programme
- well-structured ICT programme for SJFT clients
- very supportive work placements
- good short-term action-planning

Weaknesses

- poor retention and achievement rates on the NVQ programme
- poor progression rates into employment from the SJFT programme
- insufficient involvement of employers in progress reviews

Achievement and standards

53. The SJFT programme is intended to help clients progress into employment. Clients develop good and very relevant IT skills while they are on the programme. They work towards one of two externally accredited, modular qualifications, depending on their ability and previous experience. For the most recent course, 84 per cent of clients achieved at least some modules of the qualification, and 53 per cent achieved a full award at level 2. This is good for a programme lasting only six weeks, and contributes to clients' increased confidence.

54. There are very few learners on work-based learning programmes. Since 1998, there have been only 15 AMAs, 26 FMAs and 24 NVQ learners. There are currently four NVQ learners, three FMAs and no AMAs. Since 1998, retention rates for NVQ learners have varied between 25 and 38 per cent. This is poor. Achievement rates for NVQ learners over this time have been the same as the retention rates, indicating that those learners who stay on the training programme achieve the qualification. However, these figures are also poor. Of the four NVQ learners who started this year, and the three FMAs who started either last year or this year, all are still in learning.

55. The main purpose of the six-week SJFT programme is to help clients to find jobs. For the period 2001-02, 25 per cent of clients progressed into employment. This is below the target set for KTS by Jobcentre Plus. Progression rates can be significantly affected by the progress of just one or two clients because there are so few clients in learning.

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

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|---|---------|---|---------|---|---------|---|-----------|-----|---------|----|-----|---|-----|---|-----|---|
| Foundation modern apprenticeships (FMA) | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | 1999-2000 | | 1998-99 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 1 | | 2 | | 2 | | 15 | | 6 | | | | | | | |
| Retained* | 0 | | 0 | | 1 | | 6 | 40 | 3 | 50 | | | | | | |
| Successfully completed | 0 | | 0 | | 0 | | 6 | 40 | 3 | 50 | | | | | | |
| Still in learning | 1 | | 2 | | 0 | | 0 | 100 | 0 | 0 | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|--------------------------------|---------|---|---------|---|---------|----|-----------|-----|---------|----|-----|---|-----|---|-----|---|
| NVQ Training | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | 1999-2000 | | 1998-99 | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 4 | | 1 | | 4 | | 8 | | 7 | | | | | | | |
| Retained* | 0 | | 1 | | 1 | 25 | 3 | 38 | 2 | 29 | | | | | | |
| Successfully completed | 0 | | 1 | | 1 | 25 | 3 | 38 | 2 | 29 | | | | | | |
| Still in learning | 4 | | 0 | | 0 | 0 | 0 | 100 | 0 | 0 | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| Jobcentre Plus funded programmes | | | | | | | | | | | | | | | | |
|---|---------|---|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| New Deal 25+ and work-based learning for adults | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 32 | | 32 | | | | | | | | | | | | | |
| Retained* | 15 | | 24 | 75 | | | | | | | | | | | | |
| Planned learning completed | 15 | | 13 | 41 | | | | | | | | | | | | |
| Gained job | 5 | | 8 | 25 | | | | | | | | | | | | |
| Still in training | 3 | | 0 | 0 | | | | | | | | | | | | |

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Quality of education and training

56. The six-week SJFT programmes are well-structured. Clients are referred to KTS by Jobcentre Plus and attend for four days a week to develop their IT skills, followed by a day each week to take part in jobsearch activities. They work towards a basic IT literacy

qualification or a qualification in business technology, depending on the results of an initial assessment for IT skills. ICT workshop sessions are flexible and supported by good handbooks, booklets and software guides clearly linked to the qualifications. Clients progress at their own pace, supported by the tutor, and negotiate when they feel ready to take one of the external tests. Some clients have progressed very rapidly and have passed module tests within a week of starting the programme. The time spent researching jobs is well organised. Clients use local newspapers to find possible employers and work on preparing their CVs and job applications. Internet access is available for those clients who want to look further afield, but it is not routinely incorporated into jobsearch activities.

57. Modern apprentices and NVQ learners are found work placements by KTS before they are accepted on the programmes. These placements are well chosen, and provide good support. All the learners are interviewed by the potential employer before their place is confirmed. This is effective in ensuring that they are well matched to the work placement, have access to software and other resources appropriate to their target qualifications, and are able to gather sufficient evidence for their portfolios. Apart from off-the-job learning sessions for key skills, all training is carried out in the workplace. Learners routinely receive both in-house and external training from their employer to enable them to perform their job roles. Several employers also include learners in their staff appraisal systems. Supervisors and managers take a close interest in the progress of these learners, some of whom are offered employment during their time on the programme. Those learners interviewed are very happy with their work placements.

58. Assessors visit work-based learners every two to three weeks. During the visits, they check learners' portfolios, record any in-house training that learners have received, and mark any work which was set on the previous visit. However, there is insufficient use of direct observation of learners. Assessors review action plans at each visit, and prepare new or revised plans for the next two or three weeks. The targets on these plans are clear and measurable, and learners understand them well. They are effective in helping learners make good progress through the training programme and completing individual units of their qualification in an appropriate timescale. Clients on the SJFT programme have targets set and reviewed whenever they complete one of the set exercises in their course books. Some clients are working towards new targets every day, which specify exactly which exercises they are to complete, or which assessments they are to take. This is particularly effective short-term target-setting, and helps clients to make the best use of their time in the open and flexible IT workshops.

59. Staff working on the ICT programmes are appropriately qualified and experienced for their roles. Work-based learners have access to appropriate and suitable resources at work. The IT workshops in KTS's training centre are well equipped with a suitable range of software for the programmes and qualifications on offer. There are also good, written learning materials. There is a computer-based key skills assessment, but there is no use of computer-based learning materials.

60. All work-based learners have an initial assessment of their key skills, and a Basic Skills Agency test to measure their literacy and numeracy. All learners are given a simple initial

test of their IT skills to establish the most appropriate programme for them, or to identify any additional learning support which they may need. Clients who are referred by Jobcentre Plus for the SJFT programme do not routinely have their literacy and numeracy skills assessed. If they have an additional learning need, they can sometimes be well into their programme before this is identified and extra support arranged.

61. Employers are not sufficiently involved in learners' work-based progress reviews. At best, they work in the same office used for reviews and are able to listen. Where they feel sufficiently confident, they can contribute additional information, such as whether a learner has carried out extra training, or been given additional duties. This can be useful in cases where learners themselves may not recognise the importance or relevance of a particular activity. However, some employers simply sign the progress review documents at the end of the meeting. They have no opportunity to discuss the learners' progress or identify ways in which they can help the learner, for example, by re-arranging some aspects of their work to allow them to gather particular types of evidence for their portfolios. In those cases where learners are included in the employers' in-house appraisal or review systems, there is no mechanism to incorporate the findings with the progress review.

Leadership and management

62. Management of the ICT provision is satisfactory. Many of the arrangements are standardised throughout the training programmes provided by KTS, and several staff work in more than one area of learning. Staff meet every month to review learners' progress, discuss retention and achievement rates and share ideas for making improvements. Staff have good opportunities for continuing professional development.

63. ICT learners have a good overall understanding of equality of opportunity. They understand the procedures for reporting any concerns they may have to appropriate staff at work or to KTS's staff. Equality of opportunity at work is included in the quarterly progress reviews and in some assessment visits, but it is sometimes covered in an unimaginative way, so that learners are not particularly interested. There is no direct monitoring of employers' understanding of, or attitude towards, equality of opportunity.

64. The internal verification of work-based learning programmes is satisfactory. Portfolios are collected regularly for checking, but there are few direct observations of assessors during visits. There is no plan to ensure that all aspects of verification are covered appropriately.

Foundation programmes**Grade 4**

| Programmes inspected | Number of learners | Contributory grade |
|----------------------|--------------------|--------------------|
| Life Skills | 18 | 4 |
| Programme centres | 15 | 4 |

The following strengths and weaknesses were identified during this inspection:

Strengths

- good pastoral support for learners on the Life Skills programme
- very satisfied learners
- safe and conducive learning environment on the Life Skills programme

Weaknesses

- poor target-setting
- poor planning to meet individual learning needs
- inadequately qualified and experienced training staff
- narrow range of qualifications available on the Life Skills programme

Achievement and standards

65. Retention and achievement rates on the Life Skills programme are satisfactory. Those for the programme centre are also satisfactory. During the current year, KTS's target for achievement of employment is set by Jobcentre Plus, at 45 per cent. The actual achievement rate is currently 43 per cent.

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

| LSC funded work-based learning | | | | | | | | | | | | | | | | |
|--------------------------------|---------|---|---------|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|---|
| Life Skills | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 15 | | 21 | | | | | | | | | | | | | |
| Retained* | 0 | | 14 | | | | | | | | | | | | | |
| Successfully completed | 0 | | 4 | | | | | | | | | | | | | |
| Still in learning | 11 | | 7 | | | | | | | | | | | | | |

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

| Jobcentre Plus funded programmes | | | | | | | | | | | | | | | | |
|----------------------------------|---------|---|---------|----|---------|----|-----|---|-----|---|-----|---|-----|---|-----|---|
| Programme Centres | | | | | | | | | | | | | | | | |
| | 2002-03 | | 2001-02 | | 2000-01 | | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Number of starts | 61 | | 245 | | 39 | | | | | | | | | | | |
| Retained* | 22 | | 220 | 90 | 33 | 85 | | | | | | | | | | |
| Planned learning completed | 26 | | 51 | 21 | 6 | 15 | | | | | | | | | | |
| Gained job | 26 | | 51 | 21 | 6 | 15 | | | | | | | | | | |
| Still in training | 15 | | 0 | 0 | 0 | 0 | | | | | | | | | | |

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Quality of education and training

66. There is good pastoral support for learners on the Life Skills programme. Many of the learners start the programme with social barriers to learning. KTS's staff recognise this and make every attempt to help learners overcome these barriers, either directly, or through referral to the appropriate external agencies. Learners are very positive about the pastoral support they receive and feel strongly that the staff really care about what happens to them.

67. Both Life Skills and programme centre learners are very satisfied with their programmes. Learners are very appreciative of the advice and guidance given to them by staff. Life Skills learners, for example, find their programme much more enjoyable than previous experiences, they appreciate being treated as young adults, and they value the increased emphasis on individual tuition.

68. Life Skills learners in particular recognise the safe and conducive learning

environment at KTS, helping them to make good progress. Learners feel relaxed while they are on the programme. This is particularly important because many of the learners have experienced bullying or harassment in the past. There is a Life Skills focus group and one of their responsibilities is to produce a code of behaviour for the group. This code is very much appreciated by the learners. When isolated incidents of anti-social behaviour do occur they are dealt with very efficiently by the tutors.

69. Overall, teaching for the foundation programmes is satisfactory, but much of it does not require learners to interact and some of it is uninspiring. The Life Skills curriculum covers all the essentials of the programme, but it does not take advantage of the range of outside speakers available. The programme is influenced by comments from the focus group and other learners who have an opportunity to comment during timetabled discussion time. The programme centre curriculum does not fully use the various opportunities available for clients to experience different ways of learning, such as role-playing and jobsearch videos.

70. Initial assessment is satisfactory on the Life Skills programme. Learners have an initial interview, followed by a series of tests, including some by the Basic Skills Agency. The tests are used to identify additional learning needs, and to plan how to meet these needs. However, there is no formal assessment to identify dyslexia or dyscalculia. Initial assessment is followed by a satisfactory induction programme on both programmes, including a learning session about equality of opportunity. Staff and physical resources to support learning are satisfactory, including computing facilities and teaching materials. The rooms, with one exception, are spacious, welcoming, and attractively decorated with learners' work, although there is not enough natural light in these rooms.

71. Target-setting on the programme centre and the Life Skills programmes is poor. Programme centre ILPs are often incomplete. Many make no reference to planned attendance, expected end date, any additional support, previous experience, present skills, action plans or progress reviews. On the Life Skills programme, the ILPs are much more comprehensive and up to date. Progress reviews are regularly carried out and fully documented. However, targets for achievement for the learners are not specific or easily measurable, particularly in relation to literacy and numeracy. This means that they are not fully understood by learners. It is difficult to tell when improvements have been made. Progress reviews are not sufficiently focused. This leads to slower than expected progress by some learners. Some learners have been on the 26-week programme for over 18 months. In addition, there is insufficient co-ordination of on- and off-the-job training. For example, literacy and numeracy sessions do not refer to activities which learners carry out at work.

72. Planning for individual learner's needs is poor. Programme centre lesson plans are generic and are not tailored to the needs of individuals or specific groups. Taught sessions are not sufficiently focused on particular learning objectives. This lack of focus was commented on by some clients. Clients' interest is not stimulated by imaginative teaching techniques. On the Life Skills programme, there are two groups of mixed-ability learners who are being taught in parallel. Some of the teaching for these groups is not differentiated, so that learners who are particularly able and those who experience

difficulties are often bored. For example, one learner who has a GCSE in maths is following a course in numeracy at entry level. Learners are taught by one tutor throughout their time on the programme, unless they are following key skills training, and therefore do not have an opportunity to experience different approaches to learning or teaching techniques.

73. Not enough staff have the appropriate qualifications or experience in this area of learning. On the Life Skills programme, there should be five staff, but there are currently only three. One member of staff has recently left, and KTS is waiting for its replacement to start. Another member of staff is on long-term sick leave. Of the remaining three staff, the two trainers do not have teaching qualifications or sufficient experience to compensate, although one has an initial basic skills qualification. This situation has been recognised by KTS and is being resolved. One member of staff works alone at the programme centre, and at times this is insufficient to meet the demand for individual support.

74. There are few accredited qualifications on offer to Life Skills learners. The only qualifications available are key skills at level 2 and an NVQ at level 2 in IT. The key skills qualifications were only introduced in January 2003 and, to date, there has been no achievement of this qualification. Most Life Skills learners are at entry level or level 1 and they find the key skills qualification difficult. There are no qualifications linked to the new adult core curriculum. The importance of achieving qualifications in order to raise self-esteem is recognised by learners, many of whom say that they would like to work towards achieving external qualifications.

Leadership and management

75. Communications on the Life Skills programme and throughout KTS generally, are satisfactory. The Life Skills team holds regular, minuted meetings, with action points which are followed up. Internal verification arrangements for the key skills qualifications are satisfactory. There are no other qualifications requiring such arrangements.

76. Staff have had no direct involvement in the production of the SAR. Observations of learning sessions are carried out by line managers and the outcomes are formally recorded. Staff are appraised by their line managers annually. These appraisals identify training needs, and staff development is effectively arranged to meet these needs. The Life Skills learners have a focus group, which influences the content of the Life Skills curriculum and the code of behaviour for the learners.

77. Equality of opportunity is an integral part of the induction programme, and learners' awareness of equal opportunities is consolidated over time. The Life Skills learners also have useful learning sessions about related issues, such as bullying and harassment, which ensure that they are aware of how to deal with them should the need arise.