

INSPECTION REPORT

Kashmir Youth Project

08 August 2003



ADULT LEARNING
INSPECTORATE

KASHMIR YOUTH PROJECT

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.

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Kashmir Youth Project

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Kashmir Youth Project (KYP) is an independent registered charity, established in 1979, and a company limited by guarantee. It is governed by an executive board of directors, who are unpaid volunteers elected by the members. The company is based in Rochdale, Greater Manchester, and is dedicated to the development and economic regeneration of the local community. KYP offers a range of services to the local community, including a nursery, an elders' club, a community centre and sports hall, business development and welfare advice, and training.

2. KYP's training activities centre on business administration, information and communications technology (ICT), retailing and customer service, health and social care, and foundation programmes. At the time of the inspection there were no learners in retailing. KYP has contracts with Greater Manchester Learning and Skills Council (LSC), Jobcentre Plus, the European Social Fund (ESF), and Rochdale Council. Under the local LSC contract KYP offers national vocational qualifications (NVQs) in business administration, ICT, and health and social care. The Jobcentre Plus contract includes programmes under New Deal 18-24 and New Deal 25+, and work-based learning for adults. A new Entry to Employment (E2E) programme starts in August 2003.

3. The chief executive officer is responsible for the day-to-day management of KYP and is directly responsible to the board of directors. The chief executive officer is also responsible for equality of opportunity. There is a training manager and contract co-ordinator who are directly responsible to the chief executive officer. Two administrative staff and a retention officer support the training section. There are seven full-time tutors/assessors. At the time of the inspection there were 57 learners in training.

4. KYP is situated in the heart of the local community, in one of the most deprived areas of Rochdale. In June 2003, the unemployment rate in Rochdale was 3.1 per cent, compared with 2.8 per cent for the Northwest and 2.5 per cent in England. In 2001, the proportion of school leavers in Rochdale achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 40.4 per cent, compared with 46.2 per cent for the Northwest and 47.9 per cent in England. According to the 2001 census, the proportion of people from minority ethnic groups in Rochdale is 11.4 per cent, compared with 5.6 per cent for the Northwest and 9.1 per cent in England.

SCOPE OF PROVISION

Business administration, management & professional

5. KYP offers business administration programmes at NVQ levels 1 to 3. There are 15 NVQ learners, of whom 13 are working towards NVQs at level 2 and two are working towards NVQs at level 1. One client is on the New Deal 18-24 full-time education and training (FTET) option. Learners are recruited through referrals from Connexions and

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Jobcentre Plus. Learners can start their training programme at any time during the year. The recruitment process includes an interview and an initial assessment of literacy, numeracy and language skills, which is used to determine the level of the learners' training programme and any additional learning support needs. All learners receive an induction, which covers health and safety, equal opportunities, the requirements of the NVQ, and how training and assessment are carried out. Learners attend off-the-job training at KYP's training centre for one day each week. Learners who do not have a work placement attend the training centre for five days every week. Assessors visit learners in the workplace to carry out progress reviews every four weeks. There is one assessor and one internal verifier.

Information & communications technology

6. There are 19 learners on work-based learning programmes in ICT, of whom 10 are working towards NVQs at levels 1 and 2 in using information technology (IT). In addition, there are six clients who are on the New Deal 25+ 13-week Routeway programme and three clients who are on the New Deal 18-24 FTET programmes. Most learners are referred to KYP by Connexions, Jobcentre Plus, or through personal recommendation. Learners can start the training programme at any time of the year. All NVQ learners complete an initial literacy, numeracy and language skills assessment before enrolment, which is used to determine the level of their training programme and any additional learning support they require. All learners receive an induction, which covers health and safety, equal opportunities, the requirements of the NVQ, and how training and assessment are carried out. Some learners are employed and work placements are arranged for those who are not employed. Learners are given off-the-job training on one day each week. Most training is carried out off the job, and supplemented by individual coaching from the assessor. An assessor carries out learners' progress reviews in the workplace every four weeks. There are two assessors and one internal verifier.

Health, social care & public services

7. There are 29 learners on the childcare training programmes working towards NVQs at level 2 in early years care and education, of whom 11 are in work placements. There are a further 18 learners who have only recently enrolled on the training programme and are receiving a two-week induction. KYP has arranged work placements for these learners. Learners are recruited through referrals from Connexions and Jobcentre Plus. Learners can start their training programme at any time during the year. The recruitment process includes an interview and an initial assessment of literacy, numeracy and language skills, which is used to determine the level of the learners' training programme and any additional learning support needs. All learners receive an induction, which covers health and safety, equal opportunities, the requirements of the NVQ, and how training and assessment are carried out. Off-the-job training is provided at KYP and learners attend for an initial two-week period and then weekly for 40 weeks. All learners are assessed in the workplace by KYP's staff. Learners' progress reviews are carried out every four weeks. There are two assessors and one internal verifier.

Foundation programmes

8. KYP offers basic employability training (BET) under contract with Jobcentre Plus. There are 11 clients in training. The training programme lasts for 26 weeks and clients attend for 30 hours. Most clients are referred by Jobcentre Plus and are able to join at any time. Most clients are from minority ethnic groups and English is not their first language. Training focuses mainly on developing language, numeracy, and literacy skills. Jobsearch is offered on one day each week. The BET programme is offered from Monday to Friday each week. There are three tutors, all of whom assess the basic literacy and numeracy qualifications. There is one internal verifier. Most clients work towards basic literacy and numeracy qualifications at entry level.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	42
Number of learner interviews	65
Number of staff interviews	42
Number of employer interviews	13
Number of subcontractor interviews	12
Number of locations/sites/learning centres visited	31
Number of partner/external agency interviews	25

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management are satisfactory and equality of opportunity is good. Quality assurance arrangements are unsatisfactory. The quality of work-based learning in business administration and health and social care is satisfactory, but in ICT and foundation programmes it is unsatisfactory.

GRADES

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

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	4

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Business administration, management & professional	3
Contributory grades:	
Work-based learning for young people	3
New Deal 18-24	None

Information & communications technology	4
Contributory grades:	
Work-based learning for young people	4
New Deal 25+ and work-based learning for adults	None
New Deal 18-24	None

Health, social care & public services	3
Contributory grades:	
Work-based learning for young people	3

Foundation programmes	4
Contributory grades:	
New Deal 25+ and work-based learning for adults	4

KEY FINDINGS

Achievement and standards

10. **On the using IT and childcare NVQs, the retention and achievement rates are poor.** Of the 56 learners who started the using IT programme between 2000-01 and 2001-02, the retention rate was 30 per cent and the achievement rate was 28.5 per cent. Of the 46 learners who started childcare training over the same period, the retention rate was 19.5 per cent and the achievement rate was 11 per cent. **Retention and achievement rates in childcare training have improved every year from 2001-02 to 2002-03.** Of the 33 learners who started childcare training in 2003, 20 per cent have already achieved and 33 per cent are still in learning. **The achievement rates on NVQs in business administration are low.** Of the 42 learners who started business administration training between 2000-01 and 2001-02, 56 per cent achieved their qualification. **Retention rates in business administration are improving. On the BET programme, achievement of literacy and numeracy qualifications is good.** On the ICT and New Deal 25+ Routeway training, the retention rate is satisfactory and the completion rate is good.

11. **The BET programme is effective in developing the clients' self-esteem and self-confidence and enables them to communicate in everyday situations.** Many clients have no experience of dealing with everyday situations, such as their children's schooling and shopping in supermarkets.

12. **On the BET programmes, the clients' progress into jobs is poor.** Of the 53 clients between 2001-02, only 17 per cent have progressed into employment. In ICT, there has been no progression into employment for learners on the New Deal FTET option during 2001-02. **On the Routeway training in ICT the clients' progress into employment is poor.**

13. **In childcare training, the learners still in learning are making good progress,** while in business administration they are making satisfactory or better progress. **Most clients on the BET programme are making good progress in developing their literacy, numeracy, and language skills. Learners in ICT are making slow progress.**

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	1	2	0	0	0	0	3
Information & communications technology	0	0	0	1	1	0	0	2
Health, social care & public services	0	1	3	0	0	0	0	4
Foundation programmes	0	0	0	1	2	0	0	3
Total	0	2	5	2	3	0	0	12

14. **In business administration and childcare there is good teaching.** In business administration training this is characterised by a variety of teaching styles to meet the learning styles of mixed ability groups. The tutors explain learning outcomes carefully to the group, and use questioning effectively to check the learners' understanding. **In childcare training, the sessions are well planned, with a good variety of activities to maintain the learners' interest.** Teaching provides a sound development of background knowledge and develops good skills for the workplace.

15. In ICT, teaching is satisfactory. Lessons are well prepared, although the learning outcomes are often too broad. The development of learners' practical skills is satisfactory. However, there is insufficient attention to the evaluation of learning methods.

16. **In the BET programme, some training sessions focus too heavily on the tutor, with little variety in learning opportunities.** Clients do not practise language skills in small groups or pairs. In one training session there was an over-reliance on the use of an overhead projector. Acetates are too small and contain vocabulary beyond the clients' language competence. Some paper-based materials are poor-quality photocopies.

17. **In business administration training there is good monitoring of learners' progress.** Reviews lead to in-depth discussion and careful attention is paid to personal development. In childcare training the learners' progress reviews lead to clear and achievable targets and the assessors check progress at each review. **However, in using IT, learners are not fully informed of the structure and requirements of the NVQ or their progress towards achieving it.**

18. **Learners receive good pastoral support.** In childcare training, assessors are available by mobile telephone to respond quickly to learners' queries. If learners are unhappy in a work placement, KYP takes prompt action to resolve the situation. In business administration training, individual personal problems are discussed with sensitivity. In BET programmes, clients can receive help and guidance in their first language. Tutors have good working relationships with a range of specialist agencies where clients are referred for specialist support. In ICT training there is extensive personal support for many learners who have complex social and behavioural difficulties.

19. **In ICT training, learners have good work placements and supportive employers that provide a good variety of opportunities for gathering evidence of competence.**

However, in business administration training there are insufficient work placements for a small number of learners. In childcare training, work placements are appropriate and sufficient and learners are prepared well during induction, for their work placement.

20. **In BET programmes, there is insufficient focus on preparing the clients for employment.** Schemes of work do not adequately identify opportunities for clients to develop their employability. There are few opportunities for work experience, few visits made out to potential employers, and no use made of visiting speakers.

21. In business administration training, the initial assessment process is satisfactory and attendance at literacy and numeracy sessions is good. However, in childcare and ICT training there is poor attendance at literacy and numeracy sessions. In childcare training the literacy and numeracy training takes place at the same time as NVQ training. In ICT training learners do not receive specialist basic skills training.

22. In business administration, childcare, and ICT training resources are satisfactory. Business administration learners have sufficient and up-to-date computer workstations. Childcare training has two bright and well-decorated training rooms with relevant wall displays created by the learners. The IT training room has good work space but is poorly ventilated. In BET, the resources for the development of the clients' language skills are insufficient. Across the programmes, training and assessment staff are appropriately qualified and experienced.

Leadership and management

23. **Internal communication is good.** There are regular meetings and effective means of communication to share information and good practice.

24. **Staff training and development are good.** KYP encourages staff to attend training and development opportunities, which they support and value highly.

25. All learners receive a well-structured equal opportunities training session during their induction. The session is effective in challenging the learners' understanding of issues including gender, race, stereotyping and disability. Progress reviews confirm that learners have a good awareness of equality of opportunity.

26. **KYP is closely involved in a range of initiatives to widen the participation of learners from under-represented groups.** These include initiatives aimed at increasing the number of Asian learners entering health and social care, and a partnership with Greater Manchester Police to provide career opportunities seminars and work placements.

27. KYP manages its resources satisfactorily. The support available to develop the learners' literacy, numeracy and language skills is satisfactory. However, the take-up of this support is inadequate.

28. Internal verification is satisfactory. The recent changes, which include a comprehensive strategy, the standardisation of documents, and their successful implementation, have resulted in learners having a clearer understanding of the requirements of their training programme and their progress.

29. The self-assessment process is satisfactory. All staff understand the importance of self-assessment as a means of improving KYP's training provision, and contribute to the exercise.

30. **KYP does not use its management information system effectively.** The new system is not yielding meaningful information on which KYP can base decisions, evaluate the effectiveness of the training provision, or plan for improvements.

31. **The business plan does not focus sufficiently on training.** The lack of clear objectives and targets inhibit KYP's ability to carry out effective performance management.

32. **Quality assurance arrangements are unsatisfactory.** There are new quality assurance procedures but their implementation and impact across the training programmes is inconsistent. Many of these are not sufficiently established to enable a judgement to be made about their overall benefit.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good internal communications
- good staff training and development
- good awareness of equality of opportunity among learners
- good involvement in initiatives to widen the participation of learners from under-represented groups

Weaknesses

- ineffective use of the management information system
- inefficient focus on training in the business plan

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- untested quality assurance arrangements

Business administration, management & professional

Strengths

- good teaching and learning
- very good monitoring of learners' progress
- particularly good personal support for learners

Weaknesses

- low achievement rates
- insufficient work-placement opportunities

Information & communications technology

Strengths

- good personal support
- good work placements

Weaknesses

- poor retention and achievement rates
- slow progress towards qualifications
- poor planning of training
- inadequate learners' progress reviews
- poor attendance at literacy, numeracy and language training

Health, social care & public services

Strengths

- very good teaching
- particularly good support for learners
- particularly good preparation for work placements

Weaknesses

- poor retention and achievement rates
- poor attendance of learners at literacy, numeracy and language training

Foundation programmes

Strengths

- good achievement of basic literacy and numeracy qualifications
- good personal support for learners

Weaknesses

- poor progression into employment
- inappropriate use of learning resources in some training sessions
- insufficient focus on preparing the clients for employment

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WHAT LEARNERS LIKE ABOUT KASHMIR YOUTH PROJECT:

- the friendly and approachable staff - 'they give 100 per cent'
- their work placements
- the relaxed and supportive environment
- the learners' forum
- the multicultural environment - 'I have friends from other cultures'

WHAT LEARNERS THINK KASHMIR YOUTH PROJECT COULD IMPROVE:

- the training rooms
- the availability of more work placements
- the food menu
- the resources for learners receiving literacy and numeracy training

KEY CHALLENGES FOR KASHMIR YOUTH PROJECT:

- set challenging targets to improve the rate of retention and achievement and to closely monitor performance against those targets
- ensure that training programmes have a clear focus on job preparation and progression into employment
- further implement the newly established quality assurance arrangements
- ensure there are adequate systems to collect, analyse, and regularly report information to staff and managers
- ensure that strategic plans have a clear focus on training

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good internal communications
- good staff training and development
- good awareness of equality of opportunity among learners
- good involvement in initiatives to widen the participation of learners from under-represented groups

Weaknesses

- ineffective use of the management information system
- inefficient focus on training in the business plan
- untested quality assurance arrangements

33. KYP has good internal communications. These help to ensure that all staff have an understanding of training activities and issues that impact on their own practice and the learners' experience. There are regular meetings at all levels, which are well attended and provide effective opportunities for staff to share information. The meetings are minuted and supported by action points that are reviewed. These minutes are shared electronically through the use of KYP's own internal network. KYP's open management style, encouragement of teamwork, the use of noticeboards and a range of informal means of communication, all facilitate the sharing of information and good practice.

34. Staff training and development at KYP are good. The company encourages staff to attend training and development activities that lead to professional qualifications, further professional training, and those qualifications that raise awareness of issues that impact on training and the quality of provision for the learners. Some training and development activities are identified during staff appraisal. Staff attendance at training events is recorded. Individual staff evaluate the value of their training and development and not only discuss it at meetings but also refer to it in reports and minutes. This further consolidates the sharing of best practice. Access to and support for training and development is high, due to the wide range of supportive links with external agencies that provide training and development at no cost. Furthermore, KYP is successful in securing funding from several external sources. This strength was identified in the company's most recent self-assessment report.

35. KYP manages its resources well. It sets and monitors its budgets regularly and its financial audits have been satisfactory. Resources to support learners are based on the principles of best value. The organisation has plans in progress to move into refurbished, more suitable accommodation.

36. The support available to develop the learners' literacy, numeracy, and language skills is satisfactory. All potential learners have their literacy and numeracy skills tested, and the results of these tests are shared with the tutors/assessors. KYP offers support in order to best meet identified individual needs of learners, but few of them make use of it.

37. KYP does not use its management information system effectively. The company recognises this in its most recent self-assessment report. There is a new, comprehensive database, but this requires more time to yield significant information and meaningful reports. Information relating to the learners is being fed into it and KYP is considering how best to monitor learners' retention and achievement rates, their progress, and analyse trends. At present, there is no meaningful information available to help managers make decisions or help staff to evaluate the effectiveness of training programmes and plan for improvements.

38. The business plan does not focus sufficiently on training. This weakness was identified in the company's most recent self-assessment report. KYP does not identify clear objectives and targets for the provision of training, which adversely affects the company's processes for managing and evaluating performance, particularly staff appraisal. For example, objectives and targets for individual staff cannot be linked to KYP's strategic direction.

Equality of opportunity

Contributory grade 2

39. The chief executive officer is responsible for equality of opportunity. KYP has an equal opportunities policy and separate policies and procedures for recruitment and selection, discipline and grievance, and anti-harassment and anti-bullying. KYP established an equality of opportunity steering group in July 2003. Its first task was to review the existing policy and procedures. The equal opportunities policy is displayed prominently throughout KYP's premises. Equality of opportunity is a standard agenda item for team meetings. When equality of opportunity issues are reported they are investigated thoroughly and KYP takes appropriate action. Most staff have received recent informal staff training in equality of opportunity but the training and development process is insufficiently structured to ensure that staff remain up to date on the relevant legislation. The retention officer analyses equality of opportunity data each quarter and presents them to staff at team meetings. However, the analysis is limited to staff and learners' profiles by gender, ethnicity and disability. It does not include comparative data on, for example, retention and achievement rates.

40. Most learners demonstrate good awareness of equality of opportunity. This strength was identified in the company's most recent self-assessment report. All learners receive a well-structured training session during their induction, which includes short videos that lead to group discussions. The session is effective in challenging the learners' understanding of issues such as gender, race, stereotyping and disability. To support this induction training session, KYP provides the learners with a well-produced handbook, which they retain for later reference. KYP has recently introduced a redesigned learners' progress review process, which places a greater emphasis on checking the learners'

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understanding of equality of opportunity. Learners' progress reviews confirm that they have a good awareness of equality of opportunity.

41. KYP is closely involved in a range of initiatives to widen the participation of learners from under-represented groups. These initiatives include working with Rochdale Equality Council's Centre for Diversity in a positive action programme aimed at increasing the number of Asians entering health and social care professions. KYP is also the main centre in Rochdale for a Greater Manchester Police recruitment initiative to target under-represented groups through career opportunity seminars and work placements. A number of KYP's staff are board members or directors of other local charities and community organisations. KYP holds a wide variety of promotional events aimed at the local community. Clients who attend the social and welfare aspects of KYP are able to drop into educational classes to develop particular skills, such as completing forms or letter-writing.

Quality assurance

Contributory grade 4

42. KYP has a range of new quality assurance procedures, some of which are beginning to have a positive impact on the learners, particularly with regard to internal verification. The recent changes, incorporating a comprehensive strategy, the standardisation of documents, and their successful implementation, have enabled learners to have a clearer understanding of the requirements of the training programme and their progress. KYP has implemented revised procedures for the collection and analysis of learners' and employers' feedback. However, it is too soon to enable a judgement to be made about the overall benefit of these new procedures to the quality assurance arrangements within KYP. The implementation of the new procedures is inconsistent across the training programmes. Most impact has been made in childcare and business administration, which the inspectors judged as satisfactory. The impact is less noticeable in improving provision in ICT and BET, and these areas were judged to be unsatisfactory.

43. There is a quality assurance manual that is updated annually and when issues are identified. Each member of staff is responsible for several of the policies, which ensures that these are current and that staff take ownership of those allocated to them. The policies are available electronically and all staff are informed when they are updated. Quality assurance issues are routinely on the agenda of the weekly performance and quality meetings, and changes are discussed at monthly staff meetings. Compliance with the policies and procedures is checked through internal audits every six months. However, some practices that are regarded as informal are not recorded, for example, recent staff training covering equal opportunities.

44. The self-assessment process and resulting report and development plan are satisfactory. With the exception of foundation programmes, grades from the self-assessment report reflected those awarded by the inspectors. However, the self-assessment process did not always identify the weaknesses identified by inspectors. All staff understand the importance of self-assessment as a means of improving KYP's training provision, and contribute to the exercise. However, there was little input to this process from learners and employers.

AREAS OF LEARNING

Business administration, management & professional

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	15	3
New Deal 18-24	1	None

The following strengths and weaknesses were identified during this inspection:

Strengths

- good teaching and learning
- very good monitoring of learners' progress
- particularly good personal support for learners

Weaknesses

- low achievement rates
- insufficient work-placement opportunities

Achievement and standards

45. Achievement rates are low. In 2000-01, 57 per cent of learners achieved an NVQ, and, in 2001-02, 55 per cent achieved an NVQ. This weakness was not identified in the self-assessment report. A change of staff earlier this year has brought a new focus to the training and assessment process and there are clear signs of early improvement. Of the 18 learners who started in the year 2002-03, 6 per cent have achieved an NVQ and 83 per cent are still in training. Of the 15 learners still in learning, four are close to completing their NVQ and the remainder are making more than satisfactory progress and are on target to achieve within, or ahead of, their target achievement dates. In 2000-01 and 2001-02, the retention rates were 57 per cent and 65 per cent, respectively. The self-assessment report refers to KYP's good retention rates.

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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																	
NVQ Training	2002-03		2001-02		2000-01												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	18		20		21											
Retained*	1		13	65	12	57											
Successfully completed	1		11	55	12	57											
Still in learning	15		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

Jobcentre Plus funded programmes																	
New Deal 18-24	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	2		4		2											
Retained*	0		1	25	0	0											
Planned learning completed	0		0	0	0	0											
Gained job	0		2	50	0	0											
Still in training	1		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

46. Teaching and learning at KYP are good. Staff use a variety of teaching styles compatible with the learning styles of the mixed ability group and use resources well, such as a laptop and a projector. A clear and detailed lesson plan identifies the learning outcomes for the training session and these are carefully explained to the group at the start. Staff provide the learners with a detailed explanation of the knowledge and reasoning relating to the session topic, through discussion and good use of questioning to check their understanding. Good use is made of individual and group exercises that encourage the learners to participate and enter into the discussions. Learners show good understanding of the training session topics through their responses and achievement of their learning outcomes. All learners complete a training session evaluation sheet. There is a wide range of training sessions that have been developed to support and enhance the NVQ training. For example, KYP offers training in telephone techniques, interview skills, equal opportunities, health and safety awareness, and dealing with difficult customers. This strength was not identified in the company's most recent self-assessment report.

47. Monitoring of the learners' progress at KYP is very good. Every four weeks, staff from KYP visit the learners in their work placements in order to complete their progress reviews. This process involves the learners and their workplace supervisors. They discuss previously set targets and check that they have been completed satisfactorily. An in-depth discussion takes place relating to the nature and type of work the learner has experienced since the last review. Careful attention is paid to the learners' progress in personal development and this is confirmed by their workplace supervisor. KYP's staff question the learners to determine their level of knowledge and understanding of health and safety and equal opportunities. The workplace supervisors suggest other areas of their business to provide the learners with additional experiences and discuss how these are incorporated into the learners' training plan. New short-term targets are discussed and agreed and, where necessary, the individual learning plan is updated. The monitoring of learners' progress is good and uses a chart that records the units being worked towards and those that have been completed. The initial assessment process is considered to be satisfactory, with good use made of the literacy and numeracy skills and diagnostic assessment leading to the identification of any additional learning needs. Learners with acceptable GCSE results are exempt from the skills assessment. The assessment process is satisfactory and conforms to awarding body standards. This strength was identified in the self-assessment report.

48. The learners receive particularly good personal support. KYP's staff visit the learners very frequently in their workplaces. The learners receive individual attention and advice and guidance to enable them to work to their potential. KYP's staff discuss the learners' personal problems with sensitivity and seek specialist support and guidance from external agencies when this is appropriate. The learners benefit from individual support when they attend the training centre for their off-the-job sessions. Training staff make time available for the learners to share their concerns and often provide them with solutions. Work-placement employers provide continuous support and assistance during the learners' work experience. Through specific help from their workplace supervisors and a variety of training sessions that their tutor/assessors provide, KYP encourages the learners to develop their personal and interpersonal skills. The learners complete regular feedback questionnaires, which KYP analyses and acts upon where appropriate. This strength was identified in the self-assessment report.

49. Resources for the business administration learners are satisfactory. There are sufficient and up-to-date computer workstations available for the learners to use when they attend their day-release training in the centre. Training and assessment staff are qualified and experienced to provide the necessary training and assessment processes. Staff have the opportunity to pursue any relevant and related training course that will extend and enhance their knowledge, experience, and ability to improve the quality of the training processes.

50. At the start of their training programme, the learners receive a literacy and numeracy skills and diagnostic assessment. Those learners identified as needing additional support are directed to the skill-builder unit, which they attend for one half day each week during their off-the-job training day. When reassessment indicates that learners have achieved

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the required level and standard, their support is completed. The tutor/assessors provide additional support when they assess the learners' evidence and written material. They encourage the learners to revisit the errors and correct them. Attendance at the skill-builder unit is good.

51. There are insufficient work placements for learners. Efforts have been made to increase the number available but, out of the 18 starts in 2002-03, there are two learners who do not have a work placement. These two learners are making good use of their time in the training centre but do not have the opportunity to start collecting evidence towards their NVQ. This weakness was identified in the company's most recent self-assessment report.

Leadership and management

52. Recent staff changes have resulted in a fresh approach to the training and assessment of learners. KYP encourages staff training, and the staff's knowledge and understanding of the training processes are evident. The structure of training has been improved and better planned. Attendance at off-the-job training sessions has improved. A range of support training sessions has been devised and delivered to the learners, which supports them and their NVQ work. The learners' knowledge and understanding of equality of opportunity are reinforced through questions asked during their progress reviews. Training sessions are observed and feedback provided to the tutor, but there is no observation of the induction programme and the progress review process. The internal verifier and assessors hold regular meetings and minutes are taken and distributed to those staff unable to attend. Learners and staff in specific areas of learning hold monthly meetings where ideas and suggestions are put forward for consideration. The internal verification process is satisfactory. Assessor staff are regularly observed carrying out workplace observations and learners' portfolios of evidence are sampled twice during the training period. All units are sampled in a given period.

Information & communications technology**Grade 4**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	10	4
New Deal 25+ and work-based learning for adults	6	None
New Deal 18-24	3	None

The following strengths and weaknesses were identified during this inspection:

Strengths

- good personal support
- good work placements

Weaknesses

- poor retention and achievement rates
- slow progress towards qualifications
- poor planning of training
- inadequate learners' progress reviews
- poor attendance at literacy, numeracy and language training

Achievement and standards

53. Retention and achievement rates were unsatisfactory on most NVQ programmes between 2000-01 and 2001-02. During this period, the average rate of retention was only 30 per cent and, of the 56 learners who started training, only 16 completed their NVQ. This weakness was not recognised in the company's most recent self-assessment report.

54. Between 2001-02 and 2002-03, none of the clients on the New Deal 18-24 FTET option progressed into employment or completed their training programme. The rate of retention for the New Deal 25+ Routeway training programme is satisfactory and the completion rate is good, but progression into employment for these clients is poor.

55. Of the learners who joined KYP since 2002, 42 per cent of NVQ learners and 75 per cent of New Deal 18-24 FTET clients are still in training. This represents an improvement on the previous year, but many of these learners are making slow progress towards their qualifications.

56. Most learners make slow progress towards achieving NVQ units. For example, over the past nine months, some learners have only achieved three NVQ units. Learners' portfolios do not contain a good variety of evidence, are not well organised, and are not referenced effectively. Internal verification has identified slow progress as an area for improvement, but the company has been slow to implement improvements.

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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																	
NVQ Training	2002-03		2001-02		2000-01												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	24		30		26											
Retained*	2		11	37	6	23											
Successfully completed	2		10	33	6	23											
Still in learning	10		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

Jobcentre Plus funded programmes																	
New Deal 18-24	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	4		3		1											
Retained*	0		0	0	0	0											
Planned learning completed	0		0	0	0	0											
Gained job	0		0	0	0	0											
Still in training	3		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

Jobcentre Plus funded programmes																	
New Deal 25+ and work-based learning for adults	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	10		14		3											
Retained*	4		10	71	2	67											
Planned learning completed	4		10	71	2	67											
Gained job	0		1	7	0	0											
Still in training	6		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

57. Many learners have received extensive personal support, which has enabled them to improve their self-esteem and motivation. Some of the learners have complex social and behavioural difficulties, but KYP's staff work hard to overcome these barriers and develop the learners' confidence, social skills and personal competences. Staff are effective role models for the learners and understand their needs. Tutors respond swiftly and effectively to the learners' requests and take an active interest in their welfare. Good learner support is identified as a strength in the company's most recent self-assessment report.

58. Learners have good work placements and supportive employers. Work-placement providers offer the learners excellent opportunities to develop their personal and social skills. They also provide a good variety of opportunities for gathering evidence of competence. For example, learners are able to work on high-profile projects to widen their experience. Many learners receive appropriate on-the-job training and coaching from their workplace supervisors and are able to use specialist computer resources. Their contributions in the workplace are highly valued. For example, one work placement offers learners a training allowance. Learners speak highly of their work placements and value the support they receive.

59. Teaching is satisfactory. Lessons are well prepared, but often the learning outcomes are too broad and insufficient attention is paid to the evaluation of learning methods. During the lessons observed, instruction to the whole class was, at best, uninspiring, but individual instruction and support were good. In one lesson, the development of topics was slow and learners were not busy enough. The development of practical skills is satisfactory. Learners are enthusiastic and work well to complete their individual tasks.

60. Resources to support learning are satisfactory. Learners have access to adequate ICT resources and learning materials. Assessors are qualified or are working towards appropriate qualifications. The IT training room has good work space, but it is poorly ventilated and decorated. Access for learners with restricted mobility is satisfactory.

61. KYP has put in place sufficient resources to improve assessment. Internal verification and assessment activities are now satisfactory. However, internal verifiers' action points are not implemented promptly and the recording of workplace observation is not linked sufficiently to the qualification.

62. Learning is planned poorly. Learners are not fully informed about the structure and requirements of NVQs and are not familiar with their individual learning plans. For example, many learners are not clear about how many units they have to complete to achieve their qualification and are not fully aware of their progress. Assessment activities are planned, but learners are not involved adequately in the planning process. Learners' portfolios of evidence, assessment plans, and review documents are kept by the staff at the training centre. Learners are aware of the end date of their training programme but do not have clear and challenging targets for the completion of NVQ units.

63. Target-setting during learners' progress reviews is weak. Learners' progress reviews do not adequately monitor or record learners' progress towards the achievement of NVQ units. Reviews are used mainly to record general activity carried out at work placements and often do not result in effective action-planning. The company has recently improved its progress review arrangements. However, learners do not participate in assessing their own performance. For example, they are required to complete a form about their progress, but this information and discussions with learners are not used effectively to set challenging short-term targets. The workplace supervisors are interviewed separately from the learners and there is rarely a discussion between all of the people involved. Employers are informed about the learners' general progress but they are not involved directly in the evaluation and monitoring of the learners' ongoing progress. Inadequate reviews were identified in the company's self-assessment report.

64. Attendance at literacy and numeracy training sessions is poor. Learners identified as needing support do not receive specialist training to develop their literacy and numeracy skills. They receive support from their IT tutors towards their NVQ. Learners' progress reviews do not adequately cover any additional learning needs and do not include a clear action plan for literacy and numeracy training.

Leadership and management

65. The leadership and management are satisfactory and have recently made a number of improvements to the training programme. However, staff are not set challenging targets to improve retention, achievement or attendance. Staff are clear about their roles, and communication between ICT staff is satisfactory. KYP meets staff development needs adequately. The company does not use data effectively to monitor equality of opportunity issues. Staff and managers do not use the data available to analyse the performance and achievement of different groups of learners, for example, by gender. Sharing of good practice between the programme areas has been weak. Quality assurance arrangements have not been effective in raising standards and some are insufficiently thorough. For example, learners' progress reviews and the induction process are not quality assured adequately. All staff were involved in the self-assessment process. The report identified some of the strengths and weaknesses of the provision.

Health, social care & public services**Grade 3**

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	29	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good teaching
- particularly good support for learners
- particularly good preparation for work placements

Weaknesses

- poor retention and achievement rates
- poor attendance of learners at literacy, numeracy and language training

Achievement and standards

66. Retention and achievement rates are poor but indicate an upward trend over the last two years. In 2000-01 and 2001-02, the retention rate improved from 12 per cent to 29 per cent respectively. Over the same two years, the achievement rate improved from 8 to 14 per cent. Of the learners in the current year, 20 per cent have already achieved their qualification, with 33 per cent still in learning. Current learners are making good progress towards completion of their training programme. Learners are gaining the skills and knowledge required for them to be able to work within their chosen area. KYP recognises this strength but did not identify it in its most recent self-assessment report.

The following table shows the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																	
NVQ Training	2002-03		2001-02		2000-01												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	51		21		25											
Retained*	7		6	29	3	12											
Successfully completed	6		3	14	2	8											
Still in learning	29		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

67. Teaching is very good. The tutors are knowledgeable and experienced. Training sessions are well planned and the learners are fully involved. Training sessions include a variety of activities to promote learning and maintain the learners' interest, for instance devising and making games for use with children. Training is related to the workplace and provides good understanding of the needs and development of children and the early learning goals. Teaching is also clearly related to the units of the NVQ. Learners develop good skills for the workplace and produce resources for their own use. This strength is partly recognised in the company's most recent self-assessment report.

68. Learners receive particularly good support from assessors and tutors at KYP. Assessors know each learner and support them in resolving any work, training, or personal problems. All of the learners have telephone numbers for KYP's offices and for their assessors, and they confirm that responses to their questions and requests are prompt. Learners are encouraged to remain in training when they have problems and tutors offer good support to help them with problems or needing assistance with their work. For example, one learner who had a period of illness only continued training because of the level of encouragement received from the tutors. The training programme includes portfolio-building sessions and individual sessions are arranged if needed. Learners whose work placements are linked to education but are closed over the holidays attend the training centre to do portfolio work, or they are found temporary work placements to gain further experience. If learners are unhappy with their work placements, KYP takes prompt action. Work-placement employers remain in contact with KYP to ensure that they offer appropriate experience, that they are familiar with the NVQ, and that they are aware of the learners' needs. Learners receive advice and guidance relating to progression into further education or employment. KYP offers jobsearch towards the end of the training programme for those learners who have not already gained employment. Although KYP does not offer NVQs at level 3, it assists learners in planning their progression to further qualifications. Learners feel satisfied with the service they receive and many of them recommend KYP to their friends. One learner who first attended KYP as a New Deal client, progressed to employment in the work placement. This learner has negotiated time off to attend the training programme and is being supported through the NVQ. KYP is not receiving funding for this candidate. This strength has been recognised in the company's most recent self-assessment report.

69. There is a well-planned training programme that includes a two-week induction. This induction period prepares the learners well for the workplace and provides them with basic background knowledge, which includes appropriate information on what to expect in the workplace and resources for working with children. For example, learners produce a creative play resource file during their induction period. Employers report that learners from KYP are well prepared and know what is expected of them. At induction, learners also receive information on equal opportunities, health and safety, and other relevant issues. They are given printed information to reinforce their knowledge of these subjects. The induction period leads to a training programme lasting 40 weeks. Learners attend each week and the training sessions provide background knowledge, practical

skills, and helps them to gather evidence for their NVQ. They are also taken through the NVQ process in some detail early in this part of their programme. This strength was recognised in the company's most recent self-assessment report.

70. KYP places its learners with a range of nurseries, schools, and pre-schools. It checks all work placements to ensure their suitability and ensures that workplace supervisors are well aware of the requirements of the learners' training programme and any specific experience that they need. A work-placement file, with relevant information for the employers, has been introduced recently. Employers feel that they have a good working relationship with KYP and that the provider is responsive to their needs.

71. Resources for teaching and learning are satisfactory. There are adequate books, periodicals and other resources, and a range of practical equipment to aid learning. The childcare department has two bright, well-decorated training rooms, with displays created by the students that are relevant to their work and NVQ. The department also has access to a range of equipment and the onsite nursery. Staff are appropriately qualified and occupationally experienced. One tutor is working towards a teaching qualification and the other is working towards the internal verifier award. Both keep up to date with current practice by working in the onsite nursery.

72. KYP's staff assess learners regularly in the workplace. Assessment is planned to meet the learners' individual needs. There is appropriate use of a range of evidence of the learners' performance, presented in a clear portfolio. Evidence is cross-referenced to all relevant units of the NVQ and a clear record is kept of the learners' progress. KYP's staff have worked hard over recent months to improve the quality of assessment and learners' portfolios of evidence.

73. Learners' progress is reviewed every four weeks. The assessors from KYP carry out progress reviews. Targets set at reviews relate to the NVQ units and evidence and experience needed to progress. Targets are clear and achievable, and assessors monitor progress at each review. Learners' knowledge of equal opportunities and health and safety is reinforced at their progress reviews.

74. Attendance at literacy and numeracy training is poor. Three learners in childcare training have additional learning needs. The learners take an initial literacy and numeracy skills test and, if necessary, a diagnostic test. Learners are referred to the basic skills tutor, who prepares an overall plan to provide the necessary support. Support sessions take place on the same day as NVQ training. The tutors encourage the learners to attend these sessions, but they are often reluctant. The name of the basic skills training has been changed to 'skill-builder' in order to encourage the learners. This has not been recognised as a weakness in the company's most recent self-assessment report.

Leadership and management

75. Internal verification is satisfactory. Clear records are kept. Sampling includes monitoring the assessor's activities. The internal verifier also observes training sessions. There are regular internal verifier and assessor standardisation meetings and these are

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clearly minuted. The internal verifier appointed recently has made considerable progress in improving the verification process. This is reflected in the awarding body reports. Learners' progress is monitored on a form that is standard to all areas and clearly indicates the learners' progress. This is used to help develop the planning of internal verification.

76. The childcare training tutors were fully involved in the self-assessment process. The tutors and the internal verifier were provided with a copy of the 'Common Inspection Framework' and they wrote their section for the report.

Foundation programmes**Grade 4**

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	11	4

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement of basic literacy and numeracy qualifications
- good personal support for learners

Weaknesses

- poor progression into employment
- inappropriate use of learning resources in some training sessions
- insufficient focus on preparing the clients for employment

Achievement and standards

77. All clients have the opportunity to work towards qualifications that reflect the new national curriculum. There is a clear scheme of work that matches the requirements of the curriculum to classroom activities. Clients' portfolios of evidence indicate a number of activities that provide evidence for entry level 1, 2 or 3. Most clients make good progress in improving their literacy, language, and numeracy skills within the national standards framework. The achievement of qualifications is good. During the contract year 2002-03, nine out of the 17 clients working towards literacy qualifications successfully achieved them and seven out of eight clients working towards numeracy qualifications achieved them successfully. Clients attend training sessions punctually and develop their self-esteem and self-confidence. Many clients have no experience of dealing with situations like their children's schooling, doctors, dentists, hospitals and, in some cases, even shopping in supermarkets. Their language development enables them to communicate in everyday situations outside the classroom.

78. The clients' progress into employment is poor. Out of 53 clients starting training during the contract years 2001-02 and 2002-03, only nine progressed into employment. KYP recognises this low rate of progression into employment and has introduced an incentive scheme for tutors and clients. Of the 11 clients starting during 2003-04, two have already started work and the remaining nine are still in learning. This was not identified in the company's most recent self-assessment report.

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The following table shows the achievement and retention rates available up to the time of the inspection.

Jobcentre Plus funded programmes																	
New Deal 25+ and work-based learning for adults	2003-04		2002-03		2001-02												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	11		31		23											
Retained*	0		18	58	12	52											
Planned learning completed	0		18	58	12	52											
Gained job	2		5	16	1	4											
Still in training	9		2	6	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

79. All three tutors are able to speak a number of Asian languages, including Urdu, Punjabi and Hindi. This ensures that the client group can receive help and guidance in their first language. It helps to ensure that the clients' individual needs and circumstances are identified correctly. Clients feel confident that staff understand both their language and their background. Tutors support their clients by taking them on visits to improve their basic literacy and numeracy skills by dealing with practical situations. They also act as a source of practical advice when clients have difficulties with the benefits system or the legal system. Tutors have good working relationships with a range of specialist agencies where clients are referred for specialist support. Recently, the clients completed a cooking project, which they used to develop their numeracy and communication skills, and also their awareness of health and safety and food hygiene. This strength was recognised in the company's most recent self-assessment report.

80. In some training sessions there is inappropriate use of learning resources. Training sessions focus too much on the tutor with little variety in learning opportunities. In one session, there was an over-reliance on the use of an overhead projector, which used acetates that were too small and vocabulary that was beyond the clients' language competence. Some of the paper-based resources are poor-quality photocopies. Clients do not practise language skills in pairs or small groups and much of the learning is passive. Resources for the development of the clients' language skills are insufficient. Accommodation in another training session was inadequate, with three training programmes being taught at the same time in the same room. In this session, there was too much reliance on translation into the clients' first language.

81. There is insufficient focus on preparing the clients for employment. The scheme of work details activities for the achievement of literacy and numeracy qualifications but

does not adequately identify opportunities for the clients to develop their employability. The training programme is designed to offer four days of basic literacy and numeracy skills development and one day each week to jobsearch. There are few opportunities for work experience and this weakness is recognised in the company's most recent self-assessment report. Learners are not clear whether work experience is an aspect of their training programme. In most cases, there is no reference to this in their learning plans and, where there is reference to work experience, there is no indication of how or when this experience might take place. There are few visits to potential employers and no use is made of external speakers, for example, to discuss employers' expectations. Tutors meet quarterly but this is mainly to discuss clients' progress towards their qualifications and related assessment and verification matters. There is an occasional consideration of new activities, but little discussion of the ways in which learners might improve their knowledge of the job market through personal experience. Jobsearch consists mainly of interview preparation, curriculum vitae compilation and letter-writing, with very occasional visits to the jobcentre. Individual learning plans identify the literacy and numeracy skills which require development, but there is little planning for the development of knowledge of the job market, identifying work-experience opportunities, developing confidence through out-of-centre activities, or using external agencies. Tutors acknowledge that there is a reluctance on the part of some clients to seek employment.

Leadership and management

82. There are regular meetings between tutors across all training programmes, and additional quarterly assessment and verification meetings specifically for tutor/assessors working with the literacy and numeracy programme. Staff development has ensured that all tutors have attended training in the new curriculum for adult literacy, numeracy and English for speakers of other languages. There has been insufficient sharing of practice in the compilation of individual learning plans. There is an established system of lesson observations covering all staff involved in the delivery of the training programme. All training programme staff were involved in the self-assessment process. The self-assessment report identified the strength associated with the language support available to clients, but failed to identify weaknesses associated with preparation for employment and poor progression into jobs.