

REINSPECTION REPORT

KYP Training Reinspection (formerly Kashmir Youth Project)

02 December 2004



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. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. KYP Training (KYP) was formerly known as the Kashmir Youth Project. It is an independent registered charity, established in 1979 and a company limited by guarantee. It is governed by a management committee of elected, unpaid volunteers. 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, a day centre for the elderly, a community centre, a sports hall, business development, welfare advice and training.

2. KYP offers foundation modern apprenticeships and national vocational qualifications (NVQs), in business administration, information and communications technology (ICT), retailing and customer service, and health, social care and public services. KYP also provides a range of entry level qualifications for clients on foundation programmes and learners on the Entry to Employment (E2E) programme. KYP began offering E2E in August 2003. At the time of the reinspection there was only one learner in retailing and customer services. KYP funds its training provision through Greater Manchester Learning and Skills Council (LSC), Jobcentre Plus, the European Social Fund and Rochdale Council.

3. The training team comprises a training manager, who is responsible for the day-to-day management of the provision, seven trainers and two key workers who support and provide training for the E2E learners. The chief executive, who is responsible to the management committee, manages the day-to-day operation of KYP and the training manager. The training team is supported by administrative staff and by the infrastructure of KYP.

4. KYP is located in one of the most deprived areas of Rochdale. In October 2004, the unemployment rate in Rochdale was 2.4 per cent, compared with 2.2 per cent for the Northwest and 2.1 per cent for England. According to the 2001 census, the percentage of people from minority ethnic backgrounds in Rochdale is 11.4 per cent, compared with 5.6 per cent in the Northwest and 9.1 per cent in England.

SCOPE OF PROVISION

Information & communications technology

5. Five clients are on the 13-week New Deal Routeway intensive activity programme. There are no clients on the 39-week New Deal 18-24 full-time education and training programme or on the work-based learning for young people programme. Clients are referred to KYP by Rochdale Jobcentre Plus. Clients can start their training at any time of the year. They complete an initial assessment in literacy and numeracy and their computing skills are also assessed before they receive any training. These assessments are used to determine the appropriate level of training programme for clients and any additional learning support that they require. All clients receive an induction, which

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covers health and safety, equal opportunities, the requirements of the programme and how training and assessment are carried out. Most training takes place in the training centre and is supplemented by individual coaching from the tutor, who also carries out clients' monthly progress reviews. There is one tutor/assessor and one internal verifier.

Foundation programmes

6. KYP offers basic employability training (BET), full-time education and training and work-based learning for adults under contract with Jobcentre Plus. They also offer E2E under contract to the LSC. At the time of the reinspection, 21 clients are on the BET programme and five are on the full-time education and training programme. There are no clients on the work-based learning for adults programme. Eight learners are taking part in the E2E programme. The BET programme lasts for 26 weeks and the full-time education and training programme for 39 weeks. Clients on the BET and full-time education and training programmes are referred by Jobcentre Plus and are able to join at any time. Most clients are from minority ethnic groups and speak English as an additional language. Training focuses mainly on the development of language and literacy skills. Jobsearch is offered for one day each week. Three tutors assess the clients' literacy and numeracy qualifications. There is one internal verifier.

7. KYP has offered an E2E programme since August 2003. The purpose of the programme is to help young people to improve their literacy, numeracy, language and key skills, develop personal and social skills and acquire vocational skills and knowledge. The programme is intended to prepare them for entry level to level 2 NVQ training, or employment with or without training. The programme lasts for up to 52 weeks, depending on the needs of individual learners. Learners are recruited mainly through the Connexions service or through recommendations from family, friends or previous learners. Learners can join at any time during the year. They attend for between 16 and 30 hours each week. All learners complete an initial assessment in literacy and numeracy before beginning their training. This is used to determine the level of support they require. In addition to attending the training centre for off-the-job training, learners also have opportunities to work in various supportive work placements or to sample different occupations. Currently, there are eight learners on the programme. Qualifications are offered in literacy and numeracy, personal effectiveness, preparation for employment, Getting Connected and, where appropriate, business administration or childcare.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	15
Number of learner interviews	31
Number of staff interviews	29
Number of employer interviews	6
Number of locations/sites/learning centres visited	13

OVERALL JUDGEMENT

8. The previous inspection in August 2003 found that KYP's leadership and management were satisfactory and its approach to equality of opportunity good. Arrangements for quality assurance were unsatisfactory. Training in business administration and health, social care and public services was satisfactory, but training in ICT and foundation programmes was unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better. Standards in business administration and health, social care and public services are being maintained.

GRADES

Grades awarded at previous inspection

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

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

Information & communications technology	4
Contributory grades:	
Work-based learning for young people	4

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

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

Grades awarded at reinspection

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

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

Information & communications technology	3
Contributory grades:	
New Deal 25+ and work-based learning for adults	3

Foundation programmes	3
Contributory grades:	
New Deal 25+ and work-based learning for adults	2
Entry to Employment	4
New Deal for young people	None

KEY FINDINGS

Achievement and standards

9. Retention and achievement rates on the New Deal ICT programme have improved since the previous inspection. Fifty-six per cent of clients on the full-time education and training programme in 2003-04 were retained and progressed into employment. Completion rates for the New Deal foundation programmes are good. Sixty-three clients began their programmes in 2003-04, of whom 72 per cent were retained. Retention rates on the E2E programme are poor. Of the 41 learners who started the programme in 2003-04, only 16 were retained. Those learners who complete the E2E programme progress well. Sixteen learners were retained in 2003-04, of whom two remain on the programme and 14 have moved into further training or employment. **Progression into employment or further training is poor from the ICT Routeway programme and the New Deal foundation programmes.** Of the 36 clients who began the Routeway programme in 2003-04, only five progressed into employment. Sixty-three New Deal foundation clients began the programme in 2003-04, only 17 progressed into employment.

Quality of education and training

10. **Good progress has been made in ICT since the previous inspection.** A planned schedule of speakers provides clients with information about job opportunities and interview skills. Where appropriate, employers are involved in progress reviews.

11. **KYP provides good teaching in foundation programmes.** A variety of teaching styles meet the learning needs of client mixed-ability groups, many of whom have little or no spoken English and some cannot write in their first language. Paired and group working develop clients' language skills effectively. **Training and employment aspects are integrated effectively with learning.** E2E learners participate in a range of activities to promote personal development and skills for life. Fund-raising activities have been used to develop planning and numeracy skills. Teaching is satisfactory in ICT. Lesson plans are now more specific to the session being taught and learning methods are evaluated.

12. **The New Deal foundation programmes have very thorough systems to review and monitor the progress of clients.** Four-weekly progress reviews are well recorded, with specific and measurable targets. Careful attention is paid to personal development. However, in E2E not all progress reviews identify specific targets and do not reflect on the individual learning that has taken place.

13. **All learners receive good personal support.** In ICT, clients receive extensive personal support to enable them to attend job interviews. They are also given help with personal difficulties in areas such as housing and benefit applications. In foundation programmes, learners and clients receive help and guidance with their first language, as appropriate. They have good access to external agencies that provide support with concerns such as pregnancy and substance misuse.

14. **A good partnership has been established with the E2E training providers in the area.** E2E staff are actively encouraged to attend meetings by the training manager. Networking has provided opportunities for staff to develop skills and knowledge to improve provision for E2E learners.

15. **Work-experience opportunities are limited in ICT and New Deal foundation programmes.** Clients do not have sufficient opportunity to practise skills learnt in the classroom and to gain experience of working environments.

16. **Clients on ICT programmes cannot take part in programmes above level 2.** Staff do not have sufficient experience and knowledge and the curriculum is too restricted for these clients.

17. **ICT resources in the classroom are limited for foundation learners.** Although ICT resources are available at the training centre, **ICT is not used routinely as part of teaching practice, or planned in learning sessions.** Individual learning plans do not include ICT provision.

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18. Training is not planned sufficiently to meet the needs of individual E2E learners.

Individual learning plans are not used consistently to support the progress of individual learners.

19. Clients in ICT do not have the opportunity to gain externally accredited certificates.

All clients are awarded an internal certificate, but this is not recognised in the workplace.

Leadership and management

20. KYP's business plan now has a specific focus on learning. Clear objectives are set for the improvement of training, and the training manager is a member of the management committee which monitors progress.

21. KYP has established very effective partnerships with employers and the local community. Learners have obtained employment through these links and projects have been developed to support realistic work experience for them.

22. Internal and external communications are good. Regular meetings are well minuted and actions resulting from these meetings are well monitored. Good external partnerships support the development of the E2E programme and provide learning opportunities.

23. All learners receive a well-structured equal opportunities induction session. The session challenges their understanding of various aspects, including race and gender. Progress reviews monitor learners' understanding of equality of opportunity, which is good.

24. KYP is involved in a range of activities to widen participation. These include working with the Greater Manchester Police and the development of a minority ethnic business support unit.

25. Quality assurance arrangements are good. Continuous improvement is strongly emphasised and supported by meetings, staff development and personal development plans. Meaningful individual targets are reviewed monthly to monitor progress.

26. Internal verification is managed effectively. KYP has a comprehensive strategy and sampling plan. Assessors receive detailed feedback and good support. The self-assessment process is satisfactory. Staff contributed to the report and feedback from learners and subcontractors is included.

27. Support for literacy, numeracy and language needs is satisfactory, available for all learners and adequately promoted.

28. Resources are satisfactory overall. Clients on New Deal foundation programmes have access to a range of updated resources, including dictionaries and workbooks in many languages. Resources for E2E learners are not satisfactory. There are not enough paper-based and ICT materials and not enough space in the ICT room. The room used

by clients on the ICT Routeway programme has sufficient space and the resources are adequate for those clients on most programmes. Resources are limited for those clients wishing to progress beyond level 2. Most of KYP's staff are appropriately qualified and experienced.

29. **On ICT and foundation programmes, learners have insufficient opportunities for work experience.** Links with employers are not used to develop work experience and KYP has no strategy to develop this aspect of training.

30. The self-assessment process and report are satisfactory. Staff contribute to the report through the programme review. Clients and subcontractors also give feedback. The self-assessment report matched most of the strengths and weaknesses found by inspectors.

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

Leadership and management

Strengths

- strong internal and external communications
- particularly good business planning
- very effective partnerships with employers and external agencies
- positive action to widen participation by under-represented groups
- good understanding of equality and diversity by learners
- good quality assurance

Weaknesses

- insufficient work placement and work-experience opportunities for some learners

Information & communications technology

Strengths

- much improved job outcomes on the full-time education and training programme
- good progress since the previous inspection
- good personal support for clients

Weaknesses

- insufficient progression opportunities for clients with level 2 qualifications
- insufficient use of work experience and work placements
- insufficient opportunities for external accreditation

Foundation programmes

Strengths

- good integration of training and employment aspects
- good teaching to meet clients' and learners' diverse needs
- very thorough systems for reviewing clients' needs and progress
- good partnership working

Weaknesses

- poor retention on the E2E programme
- poor client progression into employment or further training
- inadequate planning of individual learning in E2E
- insufficient use of ICT to develop learning

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

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

Strengths

- strong internal and external communications
- particularly good business planning
- very effective partnerships with employers and external agencies
- positive action to widen participation by under-represented groups
- good understanding of equality and diversity by learners
- good quality assurance

Weaknesses

- insufficient work placement and work-experience opportunities for some learners

31. KYP has revised its business plan significantly since the previous inspection, to focus more specifically on training. The business plan now identifies clear objectives and targets for the provision and the improvement of training. Managers and staff have a shared commitment to implement the plan effectively. Monitoring the progress of the business plan is a standing agenda item for management committee meetings. The training manager is a member of the management committee and provides quarterly reports to the committee. Actions arising from these reports are discussed and allocated to managers.

32. Objectives and targets for individual staff are now linked to KYP's strategic plan. All training staff are set personal targets drawn from the training section of the business plan. Targets are specific and based on continuous improvement, including the retention and achievement of learners. Progress in meeting these targets is monitored at monthly individual staff meetings with the training manager. Records are kept of each meeting, and actions are identified, together with completion dates. Targets are linked to KYP's staff appraisal process. Each member of staff is appraised by their line manager twice each year. Staff appraisals identify individual training and development needs. Although senior managers also have targets drawn from the business plan, these are less specific than for other members of staff.

33. Significant improvements have been made to learners' performances. More learners are being retained. Currently, 52 per cent of learners beginning programmes are still in training, compared with 44 per cent in the same period last year. More learners are progressing into jobs. For example, 49 per cent of New Deal clients have progressed into employment.

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34. KYP has developed very effective partnerships with employers, the community and external agencies. All management committee members of KYP are volunteers. They are drawn from key local employers, the local authority, regeneration companies and community groups. Many of them hold key positions in their organisations and have specific expertise to offer KYP. Good links exist with local employers, providing learners with real work experience and employment opportunities. Many employers recruit staff through KYP, which provides support in the recruitment and selection process.

35. The organisation is providing a local project, in conjunction with the local planning and building control department. Twenty-seven business administration and ICT learners have been seconded to the project. The department is developing new technology in the production, storage and retrieval of drawings and planning applications. Learners have been able to contribute to this development and use the work as evidence for their NVQs.

36. KYP works well with a variety of community groups, local colleges and voluntary organisations. For example, KYP hosts and supports a homework club for Asian children, provides a community information technology (IT) project and offers vocational taster courses for local schools. Partnerships are used to enable KYP's staff to access a wide variety of training and to deliver a comprehensive programme of in-house training.

37. Internal communications remain good. KYP's strategy and business plan have been communicated effectively to staff. A comprehensive management timetable details key actions and meetings by month over the year. Regular, planned management sub-committee meetings take place to monitor and further develop and improve finance, equality of opportunity and personnel matters. Directors attend informal occasions where staff and learners can question management committee members on any issues, or concerns. For example, staff holiday entitlement has recently been reviewed.

38. Regular meetings take place at all levels. They are well attended and provide effective opportunities for staff to share information. Meetings are well minuted and supported by action points that are reviewed against realistic timescales. KYP has an open management style and teamworking throughout the company is good.

39. Employers, Jobcentre Plus staff and staff from local voluntary agencies provide learners with sessions on job-seeking, writing curriculum vitae, and interview skills. KYP's good communications enable learners to have immediate access to key agencies for support and advice. Support and advice are available to learners about issues such as housing, benefits and drugs awareness. Learners are kept informed of job vacancies through designated company noticeboards.

40. Since the previous inspection, new information systems have been installed. These are used to monitor the retention and achievement of learners and to inform management decisions. Some staff have difficulty understanding the data. It is not used consistently to identify actions to bring about improvements.

41. KYP's approach to the development of learners' literacy, numeracy and language skills continues to be satisfactory. Since the previous inspection, literacy and numeracy teaching has been successfully incorporated into many learning sessions. Most learners have their literacy and numeracy skills tested and their needs incorporated into the individual learning plans.

42. Accommodation is satisfactory. KYP is moving to nearby refurbished accommodation in September 2005. This will significantly improve the facilities available. A few of the rooms currently in use are in need of redecoration and some meeting rooms are poorly heated.

43. Many clients on foundation and ICT programmes do not have sufficient opportunities to gain work experience or job placements. KYP's links with employers are not used to develop work experience for clients on Routeway and BET, or for some of the E2E learners. The organisation has no strategy to encourage learners to take part in work placements. However, KYP recognises the need to develop work-placement opportunities and has very recently appointed a marketing placement officer. Some learners without work placements are unable to practise the skills they have developed during off-the-job training. They do not have the opportunity to be assessed in a real work environment, or to acquire qualifications which are recognised by employers. Learners do not have the opportunity to acquire routine work skills including punctuality and timekeeping. They are unable to improve their confidence and self-esteem through work experience and ease the transition to employment.

Equality of opportunity

Contributory grade 2

44. KYP's approach to equality of opportunity is good. This was identified at the previous inspection. KYP has continued to develop its equality of opportunity processes and procedures to ensure that they are effective and relevant and meet learners' needs. The equal opportunities policy is displayed prominently throughout the premises. Equality of opportunity continues to be a standing agenda item for team and committee meetings. All staff have received recent training in equality of opportunity and diversity and training is planned to ensure that all staff remain up to date with current legislation. Equality of opportunity data is analysed quarterly and now includes comparative data on, for example, the achievement and progression of learners from minority groups.

45. Most learners demonstrate a good awareness of equality of opportunity. This was identified by the previous inspection and the most recent self-assessment report. Learners receive a short equal opportunities session in their induction which includes video films to promote understanding and discussion. This session is reinforced by a handbook and further short sessions during the learners' training. Progress reviews focus on learners' understanding of equality of opportunity. The teaching sessions observed during the inspection demonstrated learners' level of understanding.

46. KYP has maintained its involvement in a range of initiatives to widen participation. Recruitment literature is translated into many languages and the recently recruited marketing placement officer is bilingual, as are 60 per cent of the teaching staff. Work

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with Greater Manchester Police and Rochdale Equality Council's centre for diversity continues. Recently KYP has developed a business support unit for minority ethnic groups. The unit has supported over 100 business start-ups. Many KYP learners have gained work experience and jobs from these new companies.

47. Most of the building is accessible to learners with restricted mobility. Appropriate arrangements are made for learners who cannot access a particular part of the building. The new building, which is due to be completed in September 2005, will be fully accessible to learners with restricted mobility.

Quality assurance

Contributory grade 2

48. Quality assurance arrangements have improved significantly since the previous inspection and are now good. Comprehensive manuals are well written and understood by all staff. These include a quality assurance manual, guidance on key processes for learners and a policies and procedures manual. All manuals are accessed through the intranet. New staff are provided with paper copies of the key documents. The management framework provides clear structures and timescales for the quality assurance processes. Procedures and compliance are audited during six-monthly reviews. There is a good focus on the learner within the quality assurance process and most aspects of learner experiences are monitored and evaluated.

49. KYP places a strong emphasis on continuous improvement. It has a clear structure to promote continuous improvement within the organisation through meetings, staff development, personal development plans and well-monitored action plans. All members of the training team have performance indicators which are directly related to the learning plan and the business plan. Outcomes are monitored on a monthly basis at individual staff meetings with the training manager. Job descriptions clearly define staff's responsibilities for quality assurance, and all staff understand their roles.

50. Internal verification is managed effectively by a co-ordinating internal verifier. A detailed internal verification procedure exists, with supporting paperwork. The process involves a well-planned schedule of observations of teaching sessions, progress reviews and assessments. These regular observations provide detailed feedback to assessors. This process has been used effectively to support the development of lesson plans, cross-referenced to the adult core curriculum for literacy and numeracy. Assessors and internal verifiers meet quarterly for standardisation meetings and for training.

51. Management of complaints is satisfactory and is outlined in a quality assurance procedure. The few complaints received are dealt with quickly by the chief executive.

52. The self-assessment process and resulting report are satisfactory. Staff understand the importance of self-assessment as a means of improving the provision. Staff contribute to the report through the programme review process which includes feedback from learners and subcontractors. The judgements in the self-assessment report matched most of the strengths and weaknesses found by the inspectors.

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53. Feedback mechanisms for learners are satisfactory. Feedback is collected at three key points during training, and annually from employers and placement providers. Feedback forms have recently been reviewed and questions have been made more specific to provide more meaningful responses. Regular learner forums are held to identify and resolve key issues. Most of the points raised are quickly reviewed, and improvements are identified and actioned. A feedback board has recently been introduced to inform learners of actions taken.

AREAS OF LEARNING

Information & communications technology

Grade 3

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	5	3

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

Strengths

- much improved job outcomes on the full-time education and training programme
- good progress since the previous inspection
- good personal support for clients

Weaknesses

- insufficient progression opportunities for clients with level 2 qualifications
- insufficient use of work experience and work placements
- insufficient opportunities for external accreditation

Achievement and standards

54. Retention and achievement rates are satisfactory and improving. None of the clients on the New Deal full-time education and training programme completed their programme or gained jobs between 2001-02 and 2002-03. In 2003-04, of the 16 clients who began the programme, 56 per cent were retained and gained jobs. For the 2004-05 period, only four clients have so far been recruited to the programme and one has gained a job. It is too soon to make a judgement about the percentage of job outcomes for 2004-05.

55. The retention rate for the New Deal 25+ Routeway training programme remains satisfactory and completion rates are good. Progression into employment remains poor on this programme. In 2003-04, only five of 36 clients gained jobs. Clients develop satisfactory basic skills in word processing, spreadsheets, databases and desktop publishing and in the use of presentation software. Their work is satisfactorily assessed by the tutors. Insufficient attention is given to developing clients' keyboarding techniques.

Quality of education and training

56. KYP has made good progress since the previous inspection. Clients' attendance and progress are more thoroughly monitored and recorded. Schemes of work have been revised and lesson plans now have specific learning outcomes. More attention is given

to the evaluation of learning methods. Clients are more directly involved in assessing their own performances in the classroom and, where appropriate, employers are fully involved in progress reviews. The ICT tutor is working for a teaching qualification to further develop his teaching skills. Support for clients' literacy, numeracy and language needs is satisfactory. It is available for all clients and promoted adequately by KYP.

57. Clients receive good personal support from tutors. Staff develop good empathy with clients and understand their needs. Clients receive extensive personal support to help them improve their self-esteem and motivation. They are provided with money for bus fares to enable them to attend job interviews and are supported in purchasing appropriate clothes for interviews. Support is given with applications for housing and financial benefits. Staff support clients to overcome complex social and behavioural difficulties and to develop social skills and personal competence. Clients receive monthly progress reviews but are not encouraged sufficiently to identify further knowledge and skills development and gain jobs as quickly as possible. Some targets are too general and are not used to plan individual learning.

58. Resources are adequate. The IT training room is laid out appropriately, with sufficient computers and learning materials and is accessible for clients with restricted mobility. Resources are not sufficient, however, to meet the needs of those clients who are already qualified to level 2 in ICT. The computer programs are limited to office applications, and staff do not have the necessary experience and qualifications to meet the needs of more advanced clients.

59. KYP has not provided sufficient progression opportunities for clients with qualifications at level 2 or above. Clients are referred to the organisation by Jobcentre Plus, having undergone an initial assessment. Many clients who join the Routeway programme have qualifications higher than the level of training available at KYP. The needs of three of the five clients currently on the programme are not being met by the limited curriculum available and they are not being challenged by the work involved.

60. Work-experience opportunities are limited. Clients spend a great deal of time at the training centre. They do not have opportunities to develop and practise their skills with realistic work-based activities.

61. Clients on the Routeway programme have no opportunities to gain formal qualifications. Although they are given a certificate by the provider at the end of their training, the certificate states they have completed basic ICT training only. For clients who have obtained ICT skills before they join the course, the certificate is of little value. This weakness is recognised in the self-assessment report. KYP is currently researching qualifications which can be achieved by clients on short programmes.

Leadership and management

62. Internal and external communications are good and KYP has very effective partnerships with a wide range of external agencies. These can be used to help clients

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with any difficulties they encounter, such as substance misuse, homelessness or financial hardship.

63. Internal verification is good and sufficiently detailed. Portfolios are sampled every three months during the programme, following a comprehensive sampling plan. Assessors are given constructive and informative written feedback.

64. Staff appraisals are good. They take place twice each year and focus on reviewing the extent to which staff have fulfilled their objectives. Monthly meetings between the ICT tutor and the training manager monitor performances and review targets. Insufficient attention is given to developing the tutor's ICT skills and knowledge to enable him to deliver wider and higher-level training.

65. KYP does not give sufficient attention to developing the content of the programme to ensure that it meets the needs of all clients. Inspectors agreed with one self-assessed strength and two weaknesses. They identified other strengths and weaknesses and gave a grade lower than that given by the provider for this area.

Foundation programmes**Grade 3**

Programmes inspected	Number of learners	Contributory grade
New Deal 25+ and work-based learning for adults	21	2
Entry to Employment	8	4
New Deal for young people	5	None

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

Strengths

- good integration of training and employment aspects
- good teaching to meet clients' and learners' diverse needs
- very thorough systems for reviewing clients' needs and progress
- good partnership working

Weaknesses

- poor retention on the E2E programme
- poor client progression into employment or further training
- inadequate planning of individual learning in E2E
- insufficient use of ICT to develop learning

Achievement and standards

66. Most clients on the New Deal foundation programmes make good progress in improving their literacy, numeracy and language skills. This was identified at the previous inspection. Clients' work-related skills are developed well in most learning sessions. Peer support on the adult programmes motivates clients effectively and supports language development. Learners on the E2E programme develop confidence and communication skills through a range of activities which include presentations, art, ICT and sports.

67. Retention rates for the New Deal programmes are satisfactory. The percentage of clients completing New Deal foundation programmes in 2003-04 was 72 per cent. Retention of learners on the E2E programme is poor. Of the 41 learners who joined the E2E programme during 2003-04, only 16 were retained.

68. Those learners who complete E2E programmes progress well into further activities. Of the 16 learners who were retained in 2003-04, four moved into work-based learning, six into further education and four into jobs. Two learners are still in training. For those who do not complete the programme, progression is poor. Of the 25 learners who did not complete the programme, two left for health reasons, two had long periods of unauthorised absences, and the destinations of the remaining 21 are unknown. The progression of clients from New Deal programmes remains poor, although it has

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improved since the previous inspection. Of the 63 clients beginning training during the contract year 2003-04, only 17 progressed into jobs. Of the 17 clients who began the BET programme in 2003-04, four progressed into jobs. KYP has recognised this weakness in its self-assessment report.

Quality of education and training

69. Tutors are successful in meeting the very diverse needs of learners in teaching sessions. All are fully involved in sessions. For example, in one session a tutor successfully involved all learners by using three languages and supporting a learner who lip reads. Lessons are well prepared, with lesson plans clearly identifying the aims and objectives of each session. Peer support in the groups is encouraged and learners are motivated to achieve by constant praise and encouragement. Tutors seek to engage all learners and maintain their interest in sessions by using different activities. Tutor-prepared learning materials, some in several languages, support teaching and learning.

70. Many of the jobsearch materials used by New Deal clients are linked to skills for life literacy and numeracy. Programmes are now well planned and comprise cohesive courses of modules with clear aims and objectives. This resolves the weakness identified at the previous inspection. Jobsearch sessions are timetabled and all learners have a weekly opportunity to visit Jobcentre Plus. Recently, representatives, including local employers, have visited the training centre to provide information and motivate learners in their search for jobs. However, some clients do not have enough opportunities to take part in work placements. Clients are unable to put into practice the skills learnt in the taught sessions.

71. Teaching sessions provide E2E learners with good opportunities for personal development by participating in a varied range of activities. For example, they are involved in fundraising activities, including car washing and preparing and selling breakfasts to staff and visitors. These events provide good opportunities for working collaboratively with their peers and for practising verbal communications and numeracy skills. Before decorating the E2E base room, learners were encouraged to choose a colour scheme and to plan the work. Work experience gives learners very good opportunities to develop their personal effectiveness and increasing their confidence and self-assurance while developing their vocational skills and knowledge. Not all learners are able to participate in work experience and some employers do not know enough about learners' specific learning objectives.

72. A very thorough system for monitoring progress, identifying actions and setting targets for individual achievement is used for New Deal foundation clients. Progress reviews take place every four weeks, and records indicate that review sessions are given high importance. The agreed outcomes of review sessions are systematically recorded and used in action plans. Targets are set with identified achievement dates. Progress reviews support learning programmes and clients' progression by providing early identification of individual learning needs. For some E2E learners, progress reviews do not give sufficiently detailed information about what they have learnt. Some targets are

not specific enough and do not provide guidance in learning. A few targets do not have specific time limits.

73. E2E training providers in Rochdale and Oldham have formed an effective partnership. Staff meet monthly to identify and share good practice. Emphasis is given to the continuous development of tutors' skills and knowledge through discussion and training. Some of this training is provided for the partnership by specialist training organisations. A very wide range of specialised information is available to learners through this partnership, dealing with issues such as drugs and alcohol misuse and housing issues. Tutors are helpful in providing assistance to learners if they need to contact any of the agencies.

74. Resources are satisfactory. Staff have relevant qualifications and bring a lot of experience to the programmes. They are supported in continuing professional development. Staff to learner ratios are good on the E2E programme. However, not all members of the E2E team have relevant teaching or mentoring qualifications. Resources for New Deal clients have been updated, and much more information is now available to support jobsearch and job applications. The teaching rooms used by clients are appropriately decorated and spacious. The E2E base room provides adequate space for the learners. The working space in the computing room used by E2E learners is cramped. Benches are narrow and space is limited between the computer terminals for learners' books and papers. There is a shortage of computer-based learning programs and paper-based resources in the E2E room for literacy, numeracy, IT and vocational skills. Some of the teaching rooms are inadequately heated.

75. The planning of learning is not sufficient to meet individual E2E learners' needs. Diagnostic testing of some learners' literacy and numeracy skills is limited. Learners' written and verbal work is not always adequately assessed and used consistently to improve and develop skills and knowledge. Individual learning needs are not used consistently in forming the basis of individual learning programmes. Each learner has a learning plan which is kept in their personal file, but this is not always used for teaching and review purposes. Learners do not have copies of the plans and are uncertain of what they contain. Learners' daily activity plans are also poorly used to guide individual learning activities. Activity plans are not used to plan learning on a day-to-day basis, but to record the learning that has occurred. Some activity plans are only partially completed and do not form a systematic record of individual learning.

76. ICT is not used sufficiently to develop learning. ICT resources in the classroom are restricted. Resources at the training centre are made available to all learners, but the routine use of computers to support job application activities, for example, is not established teaching practice. ICT is not integrated with lesson plans or individual learning plans. Clients stated that insufficient ICT skills hampered their ability to find work.

Leadership and management

77. Regular formal and informal meetings enable staff to discuss learners and further programme developments. Communications among staff are good. Good training opportunities enable staff to keep up to date.

78. Internal verification is good. A planned schedule clearly identifies dates for internal verification and the work that is to be verified. Assessors receive useful feedback, and recommendations by the internal verifier are acted upon immediately.

79. Most learners have at least a satisfactory understanding of equality of opportunity and health and safety matters. They receive training about equality of opportunity and health and safety during their induction. This is reinforced at progress reviews and in learning sessions.

80. Insufficient action is taken to improve learners' progress into employment or further training. Planning of individual learning is managed sufficiently.