

# YH Training Services Ltd

Inspection report

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Unique reference number: 55466

Name of lead inspector: Mike White HMI

Last day of inspection: 29 January 2010

Type of provider: Independent learning provider

Address: 37-39 Falsgrave Road  
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## Information about the provider

1. YH Training Services Ltd (YH) was established in 1975 as a group training association and in 1985 was converted to a private limited company. The head office is in Scarborough with six training centres across Yorkshire and Humberside; in Doncaster, York, Hull, Huddersfield and Scarborough. The main subject areas are retailing and commercial enterprise, information and communication technology, business administration and law, engineering and manufacturing technologies, and preparation for life and work. Of these subject areas only retailing and commercial enterprise, preparation for life and work, and business administration and law were inspected as part of this inspection.
2. YH has a contract with North Yorkshire Learning & Skills Council (LSC) to deliver apprenticeships, Train to Gain, and Entry to Employment (E2E). The majority of delivery takes place within Yorkshire and the Humber with a small number of learners supported in the North East and the North West. Since the previous inspection YH have started to contract for E2E and ceased offering programmes funded by the Department for Work and Pensions (DWP). Most of the YH training provision is government funded but the provider does offer a small amount of commercial full fee training amounting to around 3% of annual revenue.
3. Unemployment in August 2009 in Yorkshire and the Humber was 8.9% compared to 7.9% nationally. In 2009 the proportion of school leavers gaining five or more GCSE's at grade C or above, including mathematics and English, in Yorkshire and Humberside was 46.9%, compared with 50.4% in England. In January 2009 the proportion of school leavers not in education, employment or training (NEET) was 7.9% in Yorkshire and the Humber, compared with 6.7% in England.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: Further education (16 to18)	123 Full-time learners
Employer provision: Train to Gain Apprenticeships	421 learners 313 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Retail and commercial enterprise	3
Preparation for life and work	3
Business administration and law	3

## Overall effectiveness

- The overall effectiveness of YH training provision is satisfactory. Success rates across all programmes are satisfactory. However, timely success rates are generally poor. YH has good arrangements to monitor learner progress. The quality of teaching and training is satisfactory. Staff work productively with employers and other partners to provide satisfactory training at work that meets the needs of learners and employers. Arrangements to assess learners at work are flexible, efficient and well managed. Directors and senior managers have provided effective leadership that has successfully raised expectations and promoted ambition for learners. YH has implemented a range of effective recent improvements. Arrangements to safeguard learners are satisfactory. Learners state that they feel safe and protected from abuse. However, key aspects of management procedures and staff training require further development. YH is aware of the need to promote equality and diversity more effectively through staff training and learner reviews. Managers are not sufficiently measuring the achievements of all the different groups of learners.

## Main findings

- Outcomes for learners are satisfactory. Success rates are generally satisfactory for apprentices and Train to Gain but a significant number of learners fail to achieve their qualifications in the planned timescale.
- Learners enjoy their training and develop good work-related skills and increase their motivation and self confidence.
- Learners feel safe in their workplaces. They have a satisfactory understanding of health and safety and adopt safe working practices.
- Teaching, training and assessment are satisfactory. Individual coaching in the workplace is good. Teaching sessions are satisfactory although some lack a sufficient variety of activities to meet all learners' needs. Assessments are well planned and learners receive clear and constructive feedback.
- Reviews of learner progress are weak. Targets are insufficiently specific and reviews do not sufficiently check learner understanding of equality and diversity. The provider is implementing actions to address this but it is too early to judge the impact of these improvement actions.
- The range of provision is good with a wide choice of qualifications. Employers are well engaged in the planning of courses to meet both learner and business needs. The planning of training and assessment visits is carefully managed to meet learners' workloads.
- Leadership and management are satisfactory. Ambitious targets to improve success rates have been set. Monitoring procedures to drive forward achievement of these targets are starting to be effective.
- Arrangements for safeguarding are satisfactory. All relevant staff have completed a Criminal Records Bureau (CRB) check. All staff have undertaken awareness training in safeguarding. Policies and procedures are being revised to strengthen arrangements for safeguarding vulnerable adults.
- The promotion and reinforcement of equality and diversity is satisfactory. The range of training programmes has increased to engage with new learners from local communities. Staff and learners understanding of equality and diversity are satisfactory. However, the information that is routinely collected on learner achievement is not well used to monitor variations in performance by different groups of learners.
- Arrangements for quality assurance are satisfactory. The self-assessment process is satisfactory as is the collection and use of learner and employer feedback. The system for monitoring the quality of teaching and learning is incomplete and not fully embedded across the organisation.
- YH provides satisfactory value for money. Resources to support teaching, training and assessment are satisfactory as are the arrangements for supporting the professional development of staff.

## What does YH need to do to improve further?

- Maintain the rate of improvement in overall apprenticeship success rates to exceed national rates by end of 2010/11.
- Improve timely success rates to at least the national rates by the end of 2010/11.
- Further establish more comprehensive safeguarding arrangements.
- Establish a more systematic approach to monitoring the quality of teaching and learning.
- More systematically analyse and use information on achievement of different learner groups to identify and reduce any achievement gaps.
- Improve target setting within individual learning plans and progress reviews to better inform learner progress.

## Summary of the views of users as confirmed by inspectors

### What learners like:

- gaining valuable skills to help me progress at work
- developing confidence in my abilities
- the trainers who are motivating, easily contactable, reliable and always arrive at appointments on time and the thoroughness with which my assessor explains everything
- the good help in adapting to the requirements of studying for an NVQ
- flexibility in the time of visits to meet my work pressures.

### What learners would like to see improved:

- the frequency of assessor visits to enable me to complete in a shorter time
- the communication regarding further progression routes
- the insufficient amount of work in my placement
- the lack of time at work to collect the evidence for my portfolio
- the information about key skills and tests.

## Summary of the views of employers as confirmed by inspectors

### What employers like:

- our involvement in choosing units to ensure the NVQ meets employer and business needs
- the support in helping us to recruit the right staff
- the trainers really help our organisation
- the good support for our staff
- the knowledgeable and enthusiastic trainers
- the improvements in employees' self-esteem and job satisfaction.

### What employers would like to see improved:

- the communication of what is going to be covered in forthcoming training to help with planning staff time
- the communication with managers about the assessment evidence to be collected
- the information regarding subjects that are available for staff
- the information on the overall progress that learners are making.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

5. YH's capacity to make and sustain improvements is satisfactory. YH has made satisfactory improvements since the previous inspection. In particular, YH has expanded its provision to include Train to Gain and employability training programmes in many areas and has developed partnerships that support social inclusion and widening participation. YH has satisfactory plans that provide a basic framework for improvement. In response to a period of poor overall and timely success rates, managers have set and closely monitor challenging targets. In-year retention and timely success rates are now improving.
6. Managers use self-assessment in a satisfactory manner to improve the quality of provision. They make satisfactory use of learner and employer feedback to evaluate and improve the provision. Overall and timely success rates have improved for most learners since the previous inspection. Support is tailored to meet individual needs and is effective. YH has recognised its shortcomings in some key areas of quality improvement and safeguarding. YH is in the process of improving its quality monitoring arrangements and its evaluation and use of performance data for different learner types to support quality improvement. New and improved safeguarding arrangements are now being developed.

### Outcomes for learners

Grade 3

7. Outcomes for learners are satisfactory. Overall success rates across all apprenticeship programmes have significantly improved year on year over the last four years but remain below national rates in 2008/09. Timely success rates across all apprenticeships showed a three-year trend of improvement to 2007/08 but declined slightly in 2008/09 and remain poor.
8. Overall and timely success rates for learners on apprenticeships in accounting and for those aged 19 to 24 in retailing are particularly good. However, for those on administration apprenticeships they declined significantly in 2008/09 to become poor. The success rates for learners aged 19 to 24 are generally better than for those aged 16 to 18.
9. Overall success rates across Train to Gain programmes are broadly satisfactory but in retailing, warehousing and administration they are low for timely success. In-year data indicate that measures to improve success rates for apprenticeships and Train to Gain are having a positive impact with improved retention as compared to the same period last year and current learners on all programmes making at least satisfactory progress.
10. Learners enjoy their training, develop good work-related skills and improve their self-confidence and motivation. The standard of learners' work is generally

good. For some learners the training contributes well to progression into new or more responsible roles. The rates of progression to positive destinations for learners on Entry to Employment are satisfactory.

11. Learners have a satisfactory understanding of health and safety and adopt safe working practices. The promotion of equality and diversity is satisfactory but insufficiently checked during progress reviews. Learners confirm that they feel safe and protected from harassment and bullying.
12. Learners on E2E programmes engage in good activities to increase their understanding of the benefits from a healthy lifestyle and good use is made of partnerships with voluntary organisations enabling learners to contribute to community-based activity.

### The quality of provision

Grade 3

13. Teaching, training and assessment are satisfactory. Trainers are well qualified with appropriate vocational experience. The use of resources and information technology is satisfactory. Individual coaching in the workplace is good. The quality of structured group training sessions is satisfactory, although some teaching lacks variety and many lesson plans are insufficiently detailed. As recognised by YH, the observation of the teaching and learning process is incomplete and does not yet address the over-emphasis on teaching rather than the learning that is taking place.
14. Initial assessment is satisfactory. All learners have a basic skills assessment and complete the learning styles questionnaire. In most cases, good use is made of skills scans on apprenticeships and Train to Gain provision to identify learners' individual training needs, although the recording of these is sometimes insufficiently detailed. Individual learning plans are weak and not well used with insufficient identification of interim milestones for measuring learner progress.
15. Assessment practice is satisfactory or better. A diverse range of evidence is used. Assessment action planning is thorough and well presented. Assessments are clear and well recorded. Learners receive clear assessment feedback with constructive criticism as appropriate. Employers receive good feedback from trainers following training or assessment visits. The internal verification arrangements are satisfactory.
16. The reviewing of learners' progress is weak. Targets are not specific enough. In the better reviews, monitoring of learners' progress has improved, particularly in regard to short-term target setting in the assessment action plans. Attention to checking and reinforcing equality and diversity at reviews is insufficient. Some employers and most learners have insufficient understanding of the progress made towards completion of the qualifications. These issues are recognised in the self-assessment report and actions have been implemented to address these concerns although it is too early to judge the impact of these improvement initiatives.



17. The range of provision is good and provides learners and employers with a wide choice of qualifications and levels that effectively meet their needs. Productive discussions fully identify employers' needs before the start of any training. Employers and learners are well involved in selecting optional units. Employers receive good feedback from trainers following training or assessment visits. Good work with the larger companies is effective in linking together company training with the learners' qualification needs. In some instances, YH trainers have attended training delivered by employers to better understand how to incorporate employers' training within the apprenticeship or Train to Gain programme. Excellent arrangements are in place with one small company to help their business planning and linking it to staff development. The involvement of employers in events to celebrate learners' success is good.
18. YH develops good partnership working. Contact with the Connexions service is regular and productive benefiting prospective E2E learners. Involvement by senior management in national and regional organisations and groups is significant. YH works closely with local authorities and other large public bodies such as the Yorkshire Ambulance Service to identify and meet any training needs. Much good work is done with companies to meet their business needs and to link company training with the qualification requirements. Good use is made of a local authority facility in York to benefit E2E learners and increase the range of learning opportunities available. Links to a wide range of voluntary organisations are good and well used to benefit learners.
19. Learning support overall is satisfactory but it is good in business administration. Trainers give good individual support in the workplace. Careful attention is paid to guiding learners through portfolio building with attention paid to the various completed assessments. Literacy and numeracy support is satisfactory and appropriately aimed at key skills achievement. Arrangements on the timing and frequency of visits to learners are flexible to meet individual and business needs. Good use is made of staff individual performance reviews to monitor support for learners. Pastoral support is good. However, there is no overall monitoring of the achievement of learners who receive support. Information, advice and guidance are satisfactory.

## Leadership and management

Grade 3

20. Leadership and management are satisfactory. Operational management at YH is satisfactory. YH's objectives are clear and based on developing a business that meets learner, employer and the local community needs. The managing directors and senior team have a satisfactory vision of where the company needs to be improved. YH adequately shares this vision with its staff. Monitoring arrangements focused on driving forward ambitious achievement targets are effective.
21. YH has satisfactory arrangements for ensuring the safety and safeguarding of learners. Arrangements to safeguard the most vulnerable learners are effective. Learners feel safe and staff respond quickly to meet learner needs. All staff

have been Criminal Records Bureau (CRB) checked and appropriate records maintained. YH's strong approach to individualised learning ensures that it quickly identifies indicators of vulnerability or when learners are in need of additional pastoral, vocational, welfare or financial support. Health and safety are prioritised and managed well. The current policy and procedures for child protection are being revised to include the development of safeguarding arrangements for vulnerable adults and disclosure procedures. All staff have received awareness training in safeguarding. YH has a designated member of staff responsible for safeguarding.

22. Arrangements for equality of opportunity are satisfactory. YH is effective in engaging new learners from the local communities. Training programmes aimed at meeting employer and funding body priorities have expanded the provision and increased employer engagement and adult learner participation rates. Yoho's equality working group provides strong support in the development of appropriate policies. However, while YH routinely collates data on the performance of all learners, these data are not used sufficiently well to monitor any variations in performance across the different learner groups.
23. Staff and learners' working understanding of equality and diversity is satisfactory. Equality, diversity and safeguarding training and awareness training for YH staff have been limited but arrangements are in place to improve the training of all staff. Assessment and learner action planning arrangements are sufficiently effective in the management of learners' progress through their qualification but less effective in evaluating or further developing their experience and understanding of equality and diversity.
24. The collection of learner and employer feedback through questionnaires is routinely carried out. Surveys are thoroughly analysed and confirm a good level of satisfaction with the training. Arrangements to better engage learners through a learner voice initiative are developing with questionnaires being revised to formally account for learner views on issues such as personal safety and well-being.
25. The self-assessment process is satisfactory but insufficiently evaluative. The self-assessment report is generally clear and accurate. It has contributions from both learners and employers. However, the quality improvement plan is too narrow in its scope. For example, it does not have clear actions to improve teaching and learning. YH's two most effective strategies to improve retention and success rates in the current year involve close monitoring of learners' qualification progression rates and the impact of timely support interventions, should progress not match agreed timescales. The system for observing teaching and learning is incomplete. It requires fully embedding across the organisation with an increased focus on the evaluation of learning.
26. YH has satisfactory resources for teaching, training and assessment. Adequate arrangements are in place to support the continuing professional development of staff and to ensure that trainers and trainees are up-to-date with changing technology. The provision represents satisfactory value for money.

## Subject areas

### Retail and commercial enterprise

Grade 3

#### Context

27. YH currently has 135 learners working towards retailing qualifications. Of these, 73 are on apprentice or advanced apprentice programmes and 62 are completing awards through Train to Gain. There are 54 learners on warehousing and distribution programmes. Of these, 36 are apprentices and a further 18 are completing NVQs through Train to Gain. All learning takes place in the workplace. Trainers visit learners at least once a month to carry out training and assessment and to review their progress.

#### Key findings

- The overall success rate for retail apprentices aged 19 to 24 is very good. In 2008/09 it was 15 percentage points above the national average. Overall success rates of all other retail learners are satisfactory. Overall success rates of warehousing apprentices aged between 16 and 18 are low and significantly below the national average. Success rates of other warehousing learners are satisfactory.
- Timely success rates for retail apprentices aged 19 to 24 are good; however, on all other retailing and warehousing programmes they are low and significantly below national averages. Current learners are making steady progress towards their qualifications.
- Learners develop good work-related skills. They increase in confidence and become more self-motivated. Some learners, particularly those working towards warehousing awards, have very low or no prior qualifications. They make significant progress during their training, particularly in the development of their literacy and numeracy skills. Some learners who have successfully completed their awards have gained promotion and additional responsibility following their training.
- Learners enjoy learning. They are generally well motivated to complete their awards and take pride in their work. Learners have a satisfactory understanding of health and safety in the workplace that is reinforced by work completed during their programmes. Learners adopt safe working practices and state that they feel safe.
- Trainers provide good coaching in the workplace, helping learners to broaden their work-related knowledge. Coaching to develop learners' literacy and numeracy skills is satisfactory. Trainers work sensitively with learners; however, in some instances they lack confidence in their approach to delivering more complex topics. Resources are of a satisfactory standard. Trainers have good sector knowledge and are appropriately qualified.

- Assessment on retailing programmes is generally well planned. Planning on warehousing programmes is satisfactory. Most trainers provide learners with clear targets that provide them with sufficient challenge. Trainers on both programmes use questions effectively to check learners' knowledge and understanding. They use an appropriate range of assessment methods. Learners' portfolios contain a satisfactory standard of work.
- Programmes meet the needs of learners well. Trainers use information gathered through initial assessment satisfactorily to identify training and support needs. Good use is made of information gathered through skill scans to ensure that both learners' and employers' needs are taken into account when selecting optional units. However, individual learning plans are weak. They lack detail and do not provide interim milestone targets against which progress can be measured.
- Partnership working with employers is good. Employers value the way in which trainers ensure that training is delivered to meet their business needs and the flexibility with which visits are planned to accommodate busy trading periods and working patterns.
- Trainers ensure that learners' support needs are met satisfactorily. Some employers work well with YH to monitor learner progress and to identify where they can provide them with additional support. Arrangements to ensure that structured information, advice and guidance are routinely provided for all learners are not well planned and largely depend upon the motivation of the individual assessor.
- Progress reviews are generally weak. Trainers do not use them to evaluate progress against longer-term programme goals or to check the effectiveness of support provided. They do not use them adequately to check learner understanding of equal opportunities and health and safety.
- Some employers and most learners have insufficient understanding of the progress learners make towards completing their qualifications. Learners have insufficient ownership of their qualifications and rely too heavily on their trainers to manage their learning.
- Internal verification arrangements are satisfactory; however, quality assurance arrangements fail to adequately highlight inconsistencies in the approach taken by different trainers or in the standard of the documents that they complete.

What does YH need to do to improve further?

- Review arrangements to plan learning to ensure that clear short and long-term targets are set and progress in meeting them is routinely evaluated with learners and employers.
- Ensure that staff fully reinforce and check learner awareness of equality and diversity and safeguarding during progress reviews.

## Preparation for life and work

Grade 3

### Context

28. YH currently has 85 learners on E2E programmes, 68 in North Yorkshire and 17 in West Yorkshire. The E2E contract awarded in January 2007 is to be delivered in the York and Scarborough centres. YH also acts as a subcontractor for a consortium in Huddersfield, West Yorkshire and a small contract in South Yorkshire, delivered through the Doncaster centre. YH has very recently started to subcontract to a provider for learners seeking to enter the armed forces. Most learners are referred through Connexions and the Youth Justice Service and many come from disadvantaged educational and social backgrounds.

### Key findings

- Outcomes for learners on the E2E programme are satisfactory. Progression data demonstrate that 55% of learners progressed from the programme in 2007/08, with 51% progressing in 2008/09. In-year data suggest there has been an improvement in progression.
- Most learners are making satisfactory progress. There are appropriate opportunities to develop personal and social skills and to improve literacy and numeracy skills. In the best sessions, learners clearly enjoy learning and develop confidence and self-awareness.
- Initial assessment is satisfactory. Processes are in place to ensure that initial assessment takes place and results recorded in each learner's file. Progress reviews are held on a regular basis with learners.
- Teaching and learning are satisfactory overall. However, some teaching and learning are good, using a varied set of methods to develop understanding and challenge learners. There are, however, lost opportunities to differentiate making appropriate adjustments to methods and resources that relate to individual learner needs. Some taught sessions lack detail in planning and do not focus sufficiently on the needs of individual learners.
- The use of technology is satisfactory but YH recognises the need to increase the amount and use of technology to develop more creative teaching and to involve learners more actively in sessions.
- Staff have appropriate vocational skills and expertise. Some staff have enhanced qualifications, particularly in literacy and numeracy. Regular team meetings are used well to share good practice but there is limited observation of teaching, training and assessment.
- Assessment is satisfactory but feedback on written work lacks detail. Too often there are no detailed written comments to suggest ways of improvement. Informal verbal feedback on progress is supportive and builds confidence. Internal verification is satisfactory.

- Learners receive good support in developing literacy and numeracy skills which are given a high priority in the learning programme. Arrangements for delivering support are good and effectively implemented through separate workshop sessions and embedding into the curriculum.
- There are some good partnership arrangements opening access to a wider range of facilities and resources to learners. The Danesgate Skills Centre in York offers vocational skills opportunities in land-based, catering, hairdressing and construction courses. Good liaison with voluntary organisations provides opportunities for learners to secure placements in a range of voluntary sector organisations.
- Pastoral support for individual learners is good. Trainers know their learners well and learners state that they feel safe.
- The promotion of equality and diversity is satisfactory. Equality and diversity policies are in place and shared with learners. Issues relating to equality and diversity are built into the overall E2E curriculum but not into individual session plans.
- The self-assessment report is generally accurate and identifies the key issues but does not identify all the areas for improvement. Some issues of concern highlighted during the inspection had not been identified in the self assessment report.

What does name of provider need to do to improve further?

- Increase the use of ICT to develop more creative teaching and involve learners more actively in lessons.
- Ensure that group learning sessions meet the needs of all learners through the use of a broader range of activities and resources.

## Subject areas

Business, administration and law

Grade 3

### Context

29. YH currently has 436 learners who are working towards qualifications in business, accounting, management and customer service. Of these 304 are on apprentice or advanced apprentice programmes and 132 are completing National Vocational Qualification (NVQ) awards through Train to Gain. Customer service programmes make up the largest group of learners. The majority of learners are employed in retail, commercial and industrial businesses across the Yorkshire region. Accounting learners attend weekly off-the-job training and have 12-weekly progress reviews. Trainers visit all other learners at least once every month to carry out training and assessment and to review their progress.

### Key findings

- Outcomes for learners are satisfactory overall. Success rates for accounting apprenticeships are good and exceed national averages. Rates for advanced 19 to 24 year-old apprentices are particularly good; however, for the smaller group of 16 to 18 year-old advanced apprentices the timely success rate is poor. In customer service programmes success rates are broadly satisfactory, although rates for advanced apprentices dropped in 2008/09 to significantly below national rates.
- In administration, success rates are poor for the 2008/09 group and have declined significantly from previous years. For the largest group of learners, 16 to 18 year-old apprentices, achievement is significantly below national rate. Success rates for Train to Gain are satisfactory. The progress of current learners across apprenticeships and Train to Gain is good and most are ahead of the targets that they have been set.
- Learners' economic and social well-being is greatly improved. Learners enjoy their training and are well motivated. They produce a good standard of work. They engage enthusiastically to complete the tasks set by their trainers. The training contributes well to learners' progression into new and more responsible roles. Adult learners are particularly well motivated and their involvement in the training is encouraging many to progress onto higher levels of qualifications.
- Learners feel safe at work and on training courses. Trainers place adequate emphasis on health and safety and learners' well-being. Learners feel they are well treated and protected at work and receive adequate support from their employers.
- The quality of provision is satisfactory. Teaching and learning are satisfactory. There are effective work-based coaching sessions. Trainers focus carefully on technical and numeracy skills which enhance learners' effectiveness. In

accounting teaching is highly effective at preparing learners for demanding external assessments. There are variations in the quality of planning for these sessions and there is scope for introducing more imaginative activities.

- Assessment is satisfactory. Trainers manage assessment very effectively, keeping good records of learners' targets and outcomes. Learners produce a suitable range of appropriate evidence and trainers undertake effective observations of learners at work. There are missed opportunities for more use of digital media for capturing evidence.
- Initial assessment of learners is adequate. Trainers build up a clear profile of learners' prior achievements and learning needs. They help learners to develop a good understanding of their learning style and develop programmes accordingly. There is good involvement of employers in initial assessment and in agreeing targets. Trainers do not always record details of the training required in the documents provided.
- Reviewing of learners' progress is satisfactory overall. Learners receive a full summary of their progress towards their qualifications. Trainers take time to discuss learners' progress with their employer. Some reviews are conducted in unsuitable environments where there is little privacy. Learning plans are satisfactory with the better ones containing reviews and a good level of information. There is insufficient reference to learning plans during progress reviews.
- Literacy and numeracy support is adequate and appropriately aimed at key skills achievement. Learners with additional support needs receive intensive individual coaching.
- Learners' needs are particularly well met through a good range of programmes and YH is very well regarded by both employers and learners. The fit between learners' work roles, business priorities and the qualifications selected is good. Communication with employers is frequent and productive.
- Care and support for learners are particularly good. Trainers respond well to learners' personal circumstances to keep the learning on track. Information, advice and guidance at the recruitment stage are good and satisfactory throughout the training. Trainers provide learners with helpful information about progression levels and refer them to relevant agencies.
- The self-assessment report is broadly accurate although there is insufficient emphasis on overall success rates.

What does name of provider/college need to do to improve further?

- Improve overall and timely success rates in administration by continued close monitoring and timely support.
- Review the use of technology in assessment to accelerate learner progress.



- Improve the planning of training sessions and introduce imaginative ways to engage learners.

## Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's director of training and development, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC), the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**YH Training Services Ltd**

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	85	85	
Part-time learners	665		665
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	3		
Are learners able to make informed choices about their own health and well being?*	2		
How well do learners make a positive contribution to the community?*	2		
Quality of provision	3	3	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	N/A		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

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