



TRAINING STANDARDS COUNCIL

INSPECTION REPORT JANUARY 2001

Hospitality Training
Partnership (IOW)
Limited



SUMMARY

Hospitality Training Partnership (IOW) Limited provides good training in hospitality. Its arrangements for assessments are flexible, and frequent visits are made to the workplace to monitor trainees' progress. Trainees have a good understanding of their learning programme and the qualifications they aim to achieve. Most trainees are able to gather a wide range of evidence from the workplace to meet the requirements of the programme. Those who cannot obtain the full range of evidence in the workplace are given off-the-job training. However, the co-ordination of on- and off-the-job learning is poor. The company promotes equal opportunities. Its practices safeguard trainees' rights and clarify their responsibilities, and prompt action is taken to tackle difficulties. Trainees receive a high level of pastoral and additional learning support, which is not always formally recorded. Initial assessments do not fully assess trainees' basic skills and key skills requirements. The company has a good programme of staff development, and it provides continuous training and support for work-based assessors. The company has good links with employers and external agencies. Data are recorded, but are not used to evaluate and improve training. The company has clear quality assurance procedures which are understood and applied by staff, and internal verification is rigorous. However, no formal checks are made on the quality of the training provided in the workplace or off the job.

GRADES

OCCUPATIONAL AREAS	GRADE
Hospitality	2

GENERIC AREAS	GRADE
Equal opportunities	3
Trainee support	3
Management of training	3
Quality assurance	3

KEY STRENGTHS

- ◆ good rates of retention
- ◆ rigorous internal verification
- ◆ effective links with external agencies
- ◆ flexible arrangements for work-based assessment
- ◆ high level of additional learning support for trainees
- ◆ additional qualifications undertaken by trainees

KEY WEAKNESSES

- ◆ poor co-ordination of on- and off-the-job learning
- ◆ no use of data to evaluate and improve training
- ◆ no regular monitoring of employers' arrangements for equal opportunities
- ◆ no formal monitoring of the quality of training
- ◆ inadequate initial assessment
- ◆ insufficient recording of additional learning support



INTRODUCTION

1. Hospitality Training Partnership (IOW) Limited (HTP) was established in February 2000. It has offered training funded by Wight Training and Enterprise Council (TEC) since March 2000. The company also offers commercial training programmes to local clients. From March to December 2000, the company operated from premises on the outskirts of Newport, Isle of Wight. Its present offices and off-the-job learning facilities are situated above a charity shop on the high street in the centre of Newport. Training and assessments are carried out in the workplace, at a local subcontracted college, and at the company's premises. Two directors run the company. They also act as trainers, assessors and internal verifiers. The company appointed two full-time trainers early in 2001. HTP also employs two full-time administrators. One of these, who was appointed shortly before the inspection, is working towards an advanced modern apprenticeship in customer service.

2. The company has a contract with the TEC to offer work-based training. The TEC is part of the Isle of Wight Partnership, which also includes the local Business Link and the Isle of Wight Chamber of Commerce. HTP provides training in hospitality and in customer service. The training covers a wide range of skills, including food preparation and cooking, food service, bar service, quick service, reception and kitchen portering. The company has 57 TEC-funded trainees in hospitality. Thirty-seven are advanced modern apprentices, 14 are foundation modern apprentices, and six are on other work-based learning programmes leading to national vocational qualifications (NVQs). The company also has one trainee in customer service. This area was not inspected. All trainees are employed on the island, in hotels, restaurants, leisure parks and bars.

3. The Isle of Wight has a population of approximately 125,000, of whom 53 per cent are economically active. The island has a land area of 147 square miles, with 57 miles of coastline. Farming land and forestry cover 76 per cent of this area. Over half the island is designated as an area of outstanding natural beauty. Employment is mainly in wholesaling and retail distribution, hotels and catering, public services and administration, and health and social work. Businesses are mainly small and medium-sized enterprises, and most employ fewer than 25 staff. Only 13 companies employ 200 or more staff. The island's unemployment rate is consistently above the national average, and is subject to wide seasonal variations, which reflect the island's dependence on tourism. The unemployment rate was 6.6 per cent in January 2001, compared with a national average of 3.5 per cent, and a regional average for the Southeast of 1.9 per cent. Most job vacancies are in the retail and hotel and catering sectors.

4. Minority ethnic groups in the Isle of Wight comprise less than 1 per cent of the working population, which is well below the national average of 6.4 per cent. In July 2000, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grade C and above was 44.6 per



cent, compared with the national average of 47.9 per cent. Over 80 per cent of school leavers continue in full-time education.

INSPECTION FINDINGS

5. HTP completed its first self-assessment in November 2000. Both directors prepared the report, taking account of informal feedback from employers and trainees, as well as the views of staff. The report contained good background information on the company and the island's economy, and detailed comments on the occupational and generic areas. Inspectors considered that some of the strengths identified in the report were no more than normal practice. The process of self-assessment contributed to improvements in the quality of training and its management.

6. A team of four inspectors spent a total of 16 days at HTP during January and February 2001. Inspectors visited 17 work placements and interviewed workplace supervisors and other employers' staff. They also interviewed 32 trainees, all the company's staff, and senior staff at the subcontracted local college. Seven off-the-job learning sessions were observed at the college and at the company's premises. Grades for these sessions are recorded in the table below. Other training was observed in the workplace. Inspectors examined trainees' files, portfolios of evidence and records of assessment. Other documents inspected included internal and external verifiers' reports, the TEC contract and audit report, quality assurance policies and procedures, minutes of meetings, staff files and marketing materials.

Grades awarded to learning sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Hospitality		4	3			7
Total	0	4	3	0	0	7

OCCUPATIONAL AREAS

Hospitality

Grade 2

7. HTP has 37 advanced modern apprentices, 14 foundation modern apprentices and six trainees on other work-based learning programmes. The numbers of trainees on each programme is shown in the table below. All trainees are employed on the island in a wide range of establishments, including hotels, restaurants, public houses, theme parks and schools. Most trainees are employed. HTP finds suitable employers for trainees who are not in employment when they join the programme. On most programmes, training is undertaken solely in the workplace. Trainees on food-preparation and cooking programmes spend one day each week at the local college for additional practical and theoretical training. This is supplemented by off-the-job learning at the company's offices. All trainees have the opportunity to work towards additional qualifications. HTP's staff visit trainees in the workplace to carry out progress reviews, assessments and internal

verification. The self-assessment report identified five strengths and two weaknesses. Most of the strengths were considered by inspectors to be no more than normal practice. Inspectors agreed with the weakness relating to key skills, identified additional strengths and weaknesses, and awarded a grade higher than that given in the self-assessment report.

Qualification	Level	No of Trainees
Preparing and serving food	1	1
Kitchen portering	1	1
Reception	1	1
Bar service	2	8
Food preparation and cooking	2	22
Quick service	2	1
Hospitality service	2	8
Restaurant supervision	3	2
Kitchen supervision	3	1
Multi-skilled hospitality	3	6
Front office supervision	3	3
Kitchen and larder	3	3
Total		57

POOR PRACTICE

Three trainees working towards level 3 NVQs in kitchen and larder were being assessed in a kitchen at the local college which was not a realistic work environment. Trainees were preparing no more than four portions of any dish, and the food was not served to customers. This did not provide the conditions required for assessment towards a level 3 NVQ.

STRENGTHS

- ◆ flexible arrangements for work-based assessment
- ◆ frequent visits to work placements to monitor progress
- ◆ good rates of retention
- ◆ strong support by employers for training
- ◆ highly motivated and confident trainees

WEAKNESSES

- ◆ inadequate arrangements for key skills training
- ◆ inappropriate off-the-job training towards food preparation and cooking at NVQ level 2
- ◆ lack of detailed plans for assessments

8. Assessments in the workplace are completed at times which are convenient for the trainee and the employer. Some trainees are assessed at evenings and



weekends to fit in with the operational requirements of employers and the working patterns of trainees. A suitably qualified work-based assessor or one of the company's staff undertakes assessments. There are currently 12 qualified work-based assessors. More staff have been designated to undertake assessors' training. Staff at HTP with good occupational experience and appropriate assessors and internal verifiers' qualifications, support the work-based assessors. The trainees are regularly visited for progress reviews and assessments. In most cases, the progress reviews take place every four weeks. More frequent visits are made if necessary. Regular visits are also made to support the work-based assessors, particularly those who are newly qualified.

9. Trainees are making steady progress. Most have achieved units towards their NVQs. In the 10 months before the inspection, one trainee gained an NVQ at level 1 in kitchen portering, five trainees achieved NVQs at level 2 in food preparation and cooking, and one trainee achieved an NVQ at level 3. Of the 84 trainees recruited since March 2000, 24 left the programme early with no qualifications. Most of these left within a few weeks of starting. Some transferred to a New Deal option, one trainee left because of a food allergy, and five left for employment outside the island. This retention rate of over 70 per cent compares well with rates often found in the industry. No trainees had completed their apprenticeships by the time of the inspection.

10. Employers give strong support to training. All employers pay HTP a small monthly fee towards the cost of training. Employers play an active role in the reviews of trainees' progress and in identifying opportunities for training. Trainees are put on flexible rotas so that they can cover the full requirements of the NVQ. Employers and workplace supervisors set time aside to participate in progress reviews. They all sign the progress-review forms and retain a copy. Some employers offer additional, in-house training courses. The trainees are highly motivated and confident. All trainees are given the opportunity to attend a national culinary exhibition which is held in London every two years, as well as other trade events.

11. Training in key skills is inadequate. Trainees are aware of the key skills to be undertaken, but the collection of evidence is not introduced early in the programme. Trainees are told when they need to complete the key skills qualifications, but are not given adequate targets for the completion of individual units. All trainees receive an induction to the programme. Most induction takes place in the workplace where the trainees are already working. Individual learning plans take account of the activities trainees undertake at work as well as their level of responsibility. The plans are prepared in collaboration with employers, trainees and trainers. The optional NVQ units are chosen to be relevant to each trainee's place of work. Assessment plans, however, lack detail, and some trainees were uncertain about when they were to be assessed, and about the criteria for the assessment.

12. Trainees take advantage of their opportunities to achieve additional qualifications. All trainees attend additional training courses. These include



courses in basic food hygiene, and basic health and safety, and a course in customer service provided jointly with an organisation which promotes tourism. Six trainees have gained a hazard-analysis and critical-control-points qualification. Trainees also attend courses in first aid. Some trainees attend in-house courses run by their employers. These include courses in cellar management, wine tasting and supervisory skills. Trainees in food preparation and cooking attend off-the-job training at the local college and the company's premises for additional practical and theoretical work towards the level 2 NVQ. However, much of the work they undertake at the college repeats what they do in their place of work. The course progresses trainees' skill levels over 36 weeks, starting in September. There is no special provision for candidates who join the programme later. Basic craft skills are taught in the first few weeks in September, and trainees who join later have to try to catch up. Three trainees who have recently joined the programme have been struggling to make the same dishes as others in the group. The trainees who joined later were disadvantaged and learning little.

GENERIC AREAS

Equal opportunities

Grade 3

13. HTP has a written equal opportunities policy which is intended to ensure that all trainees and staff are treated fairly. All staff are aware of the policy and promote it at work. The policy is included in the separate handbooks given to trainees and employers. Equality of opportunities is covered during the induction of new trainees. The formal agreement with employers refers to equal opportunities. HTP's equal opportunities policy meets contractual and legal requirements. At the time of the inspection, there were no procedures for evaluating, reviewing or updating the policy. Some employers lack a written equal opportunities policy but have indicated their commitment to equality of opportunity. Questionnaires completed by trainees contain questions relating to equality of opportunity, and are consistent with HTP's policy. Of the 57 trainees, 39 are men and 18 are women. Minority ethnic groups make up less than 1 per cent of the population of the Isle. HTP has one trainee from a minority ethnic group. There are three trainees with disabilities. Inspectors considered that four of the six strengths identified in the self-assessment report were no more than normal practice. Inspectors agreed with the remaining two strengths and identified one other. Inspectors agreed with the weaknesses identified in the self-assessment, identified two additional weaknesses, and awarded a lower grade than that given in the report.

STRENGTHS

- ◆ prompt action to tackle incidents of discrimination
- ◆ good promotion of equal opportunities in marketing materials
- ◆ clearly written equal opportunities policy and procedures



WEAKNESSES

- ◆ no analysis and use of data on equal opportunities
- ◆ no formal monitoring of employers' arrangements for equal opportunities

14. The company has a clearly written equal opportunities policy and procedures. Its staff are recruited through appropriate selection procedures, and are aware of the policy. Through the staff-development programme, several staff are planning to gain formal qualifications in the promotion of, and training in, equal opportunities. Staff have obtained qualifications during the past year which have assisted them in making training accessible to trainees of all abilities and backgrounds. The policy is included in the handbooks for trainees and employers. The trainees are aware of the policy and of what to do if they have a complaint or grievance. The company intends to review its procedures. It works in partnership with other agencies on the island to raise awareness of equality of opportunity.

15. The company's marketing materials promote equality of opportunity. They contain clear statements about equal opportunities together with information about the content of the training, the requirements for entry, and the support available to trainees. Positive images of trainees from under-represented groups are used in displays at careers events, trade fairs and the company's premises. These photographs show trainees working in real jobs on the island, and attempt to break down barriers of gender and ethnicity.

16. HTP has taken prompt action to tackle contraventions of equality of opportunity, such as incidents of racism, sexual discrimination and discrimination on the grounds of age. In all cases, the wellbeing of the trainee received priority. To ensure that there is no repetition of inappropriate behaviour, the company makes recommendations to workplace supervisors and employers. These have included disciplinary proceedings and staff-development activities. If employers do not respond to these requests, the company stops working with them.

17. HTP does not analyse its data on equal opportunities to evaluate the success of its policy, and the effectiveness of its marketing and selection procedures. Targets are not set and monitored.

18. The company has an agreement with employers which requests them to have an equal opportunities policy and to promote equality of opportunity. However, there is no formal monitoring of employers' arrangements for equal opportunities during progress reviews and visits to trainees, and there is insufficient discussion with trainees and employers about their awareness of equal opportunities and how it can be promoted at work. For some smaller employers which do not have a written policy, there is an example of a policy in the handbook for employers. No subsequent checks are made to ensure that these organisations are following HTP's guidelines. Some employers are part of larger companies. In these cases, although the trainees have seen the equal opportunities policy, its relevance to their particular job has not been explained to them.



Trainee support

Grade 3

19. Employers, the careers service and schools refer potential trainees to the company. A trainer helps trainees not already in employment to find either a work placement or employment. Staff from the company attend careers events to speak to potential trainees and their parents. They also talk to groups of careers advisors in schools, and have links with the careers service. HTP has worked with other training providers to prepare an information pack on opportunities in hospitality and tourism on the Isle of Wight. One trainee has been interviewed on local radio. The company advertises its training with posters, brochures, information packs and advertisements in a range of publications and on local radio and through attendance at trade fairs and other events attended by employers. New trainees are interviewed and assessed by means of an initial test of their literacy and numeracy. There are no occupational assessments or initial assessments of key skills. Trainees attending off-the-job training at the college are given an initial test. Trainees are advised of the most appropriate programme to suit their abilities and the opportunities to gain key skills which will be available in their work placement, and are helped to draw up an individual learning plan. All staff at HTP are trained to interview and assess trainees. When needs for additional learning support are identified, they are recorded on the individual learning plan. All trainees receive an induction to the programme, either individually or in a group. Trainees are supported by means of six-weekly progress reviews carried out by a trainer. Progress review sheets are completed and action plans are drawn up. Support is given with portfolio-building, and with the collection, use and cross-referencing of evidence. All trainees have a separate workplace induction. Trainees are visited in the workplace at least every six weeks, and in many cases more frequently, by a trainer who assists with pastoral matters of concern to the trainee. All trainees attend off-the-job training at the company's premises.

20. Trainees with extensive work experience can progress more swiftly through the NVQ programme, and are given additional support by HTP's staff. Trainees' success is acknowledged through a trainee-of-the-month award. Trainees are also entered for a trainee-of-the-year award offered by an association of training providers on the island. A trainee with HTP achieved this award in 2000. Inspectors considered that some of the strengths identified in the self-assessment report were no more than normal practice. Inspectors identified additional strengths and weaknesses, and awarded the same grade as that given in the report.

STRENGTHS

- ◆ well-planned induction programme
- ◆ high level of additional learning support for trainees
- ◆ additional qualifications undertaken by trainees

WEAKNESSES

- ◆ inadequate initial assessment

- ◆ insufficient recording of additional learning support
- ◆ lack of detailed action-planning at progress reviews

21. All trainees receive an induction from a trainer, either individually or in a group when numbers allow. Induction takes place either in the workplace or at the company's premises. In an individual induction, the workplace supervisor or employer is invited to attend part of the session. There is a planned programme of activities, including a quiz, a general discussion and exercises. The trainees' handbook is used during the induction. It includes information about the company, the qualification and the training, the grievance and assessment-appeal procedures, health and safety, equal opportunities and trainees' entitlements. The handbook also contains the names and telephone numbers of the trainers and of other agencies involved in the training. A few weeks after the induction, trainees complete a check list on the topics covered in the induction. If they are unsure about any topic, the trainer gives them further explanations. In addition, all trainees receive an induction to the workplace, for which there is also a check list.

GOOD PRACTICE

The company participates in a project funded by the European Social Fund which helps trainees with transport. The island's bus service is expensive and infrequent outside the holiday season. This creates difficulties for trainees in travelling to work. The company obtains grants for trainees for the purchase of bicycles and safety helmets, as well as passes for bus and ferry travel. The project has also enabled trainees to borrow mopeds and pay for driving lessons.

22. Trainees who attend the local college for off-the-job learning receive an induction there. This covers the college's policies and procedures, and includes guidance on the facilities available, such as the computers.

23. Good support is given to trainees with personal difficulties such as illness, stress, financial hardship and bereavement. The company gave financial support to two trainees while they were unable to continue training because of job changes. When appropriate, the company refers trainees to other agencies for help, and maintains contact to ensure that action is taken.

24. Copies of specialist textbooks are available for trainees to borrow, and copies of catering journals are available for trainees to read at the company's office. A wide range of additional learning support is given to those who need it. This has included individual help for trainees with hearing impairments and for those with reading, writing and spelling difficulties. In many cases, this additional support has not been recorded. Additional one-to-one support is available for trainees to progress quickly through the programme if they have relevant previous experience. Trainers allocate extra time for work-based observations and assessment for this purpose. Schedules for assessments are designed to suit the trainees and the workplace. Trainers assess trainees in the evenings and at weekends.

25. Transport can create difficulties for trainees, particularly outside the tourist season. HTP helps by advising trainees about possible sources of help, and by providing lifts. Trainees with housing difficulties have been helped to find accommodation, both temporary and long term. The company has links with a housing association.

26. Some trainees attend additional courses and obtain qualifications through their employer. Help is also available from employers to pay for uniforms, books and



equipment. HTP encourages this. Some employers help by arranging transport and by providing shop discounts and other benefits for trainees.

27. Trainees' handbooks contains the code of practice which defines the employer's role in the training and outlines the consequences if the code is broken. HTP also asks employers to comment on the training and to make suggestions for improving it.

28. HTP has commissioned a consultant to provide a special course on hazard analysis for trainees working in smaller establishments with little in-house training. Trainees attending the course are supplied with a relevant textbook.

29. HTP undertakes no occupational assessments and no key skills assessments. Trainees attending the local college for off-the-job learning are initially assessed using the college's basic skills assessment. HTP has not requested the results of the college's assessments. A member of HTP's staff has recently qualified as a key skills practitioner. Another member of staff is working towards a basic skills assessors' qualification as part of a European Social Fund project to develop employability skills on the island.

30. Progress reviews take place regularly, every six to eight weeks. In some cases, trainees are visited every two weeks. However, action-planning is too brief. It does not give the detailed information which the trainee and the employer need in order to focus on particular areas of learning which require attention. This slows trainees' progress.

Management of training

Grade 3

31. The company's two directors worked for a large national training provider before they founded HTP. Until shortly before the inspection, the team consisted of the two directors and an administrator. In January 2001, two additional trainers and an administrator were appointed. The directors take part in recruitment, and assess and verify trainees' work. The recruitment of trainees is undertaken through job advertisements in the local papers and on local radio, and at career fairs at schools. Most trainees are employed. Trainees are given an induction, usually on a one-to-one basis in the workplace, and employers attend this meeting. They sign an employer's agreement, committing themselves to the company's code of practice and the contractual requirements of the TEC and HTP. The company has an initial meeting with the employer to ensure that the trainee can obtain the range of skills required for the programme in the workplace. If there are gaps, the company arranges for the subcontracted college to fill them. The college acts as a subcontractor to provide training and assessment for trainees on food preparation and cooking programmes. The company has accommodation for off-the-job learning sessions. These are carried out regularly. Access to the premises is difficult for those with limited mobility, and arrangements have been made to use the careers service's nearby premises for interviews. The company has links with



all relevant services on the island, such as the Employment Service, the careers service, other training providers, and employers. Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report, and identified additional strengths and weaknesses. Inspectors agreed with the grade given in the self-assessment report.

STRENGTHS

- ◆ effective links with external agencies
- ◆ comprehensive staff development
- ◆ good support for work-based assessors

WEAKNESSES

- ◆ no use of data to evaluate and improve training
- ◆ poor co-ordination of on- and off-the-job learning

32. The two directors have good links with organisations, both on and off the island. The careers service, which is close to the company's office, provides an alternative site for interviewing those with limited mobility. The company also has many contacts in the industry, and an agreement with another training provider to use each other's facilities.

33. When staff are appointed, their experience and qualifications are appraised. Their individual training and personal development needs are assessed, and detailed individual development programmes are prepared. The training provided has benefited the company, the employee and the trainees.

34. The company has 18 work-based assessors. It encourages workplace supervisors and managers to become work-based assessors. To help workplace supervisors to gain an assessor's award, the company provided a two-hour workshop at its premises, which was attended by all assessors. Information was given on the role of the work-based assessor, and experienced assessors gave advice on best practice. Assessors were encouraged to share their experiences and concerns, and agreed to meet regularly for mutual support.

35. Weekly meetings are held for all staff, and minutes are kept. Information is shared at these meetings, but statistical data are not analysed and used to improve the training.

36. The company has a detailed off-the-job learning programme. It has a contract with the local college to provide training for those on food preparation and cooking programmes. HTP also provides off-the-job training at its premises one day each week on areas which are not fully covered in the workplace. However, these sessions do not necessarily relate to the on-the-job learning. One off-the-job learning session gave guidance on the customer care unit. Food preparation trainees attended this session, even though they did not have to complete the unit.



They were dissatisfied with spending two hours on a topic they did not need for their qualification.

Quality assurance

Grade 3

37. The company has written quality assurance policies and procedures. Its mission statement defines its commitment to providing the Isle of Wight with good training in hospitality. The procedures are changing to meet the needs of the business as it grows. NVQ units are internally verified as they are completed. Managers regularly monitor internal verifiers and their reports. Weaknesses are identified and prompt action is taken. The self-assessment process was completed earlier than planned because of the inspection. All staff took part formally in the process. Trainees were consulted informally, and were also asked to complete a questionnaire. The company took immediate action on any negative comments, and recorded what was done. Inspectors considered that many of the strengths in the self-assessment report were no more than normal practice, and identified other strengths. Inspectors agreed with most of the weaknesses identified in the report, and awarded the same grade as that given in the self-assessment report.

STRENGTHS

- ◆ rigorous internal verification
- ◆ clear quality assurance procedures understood and applied by all staff

WEAKNESSES

- ◆ no formal monitoring of the quality of training
- ◆ insufficient procedures for target-setting and measuring progress

38. Internal verification is carried out as the trainee completes each unit. The internal verifier checks all the trainee's work. As each unit is submitted, a note is put on a wallchart, which is visible to all trainees when they attend for their regular off-the-job learning. When the unit is internally verified, it is marked accordingly on the wallchart. This motivates the trainee whose unit has been internally verified and encourages other trainees to progress. All units of an NVQ are internally verified. Trainees' progress is also monitored on central record sheets to provide information to management and to meet the awarding body's requirements. If gaps are found in the evidence, the assessor takes action quickly. Detailed feedback is given promptly to trainees and assessors. The directors check the process periodically and record their findings for reporting at staff meetings.

39. The company has a clearly laid out quality assurance manual. Although it is still being developed and is frequently amended, the manual is used and understood by all staff. It contains policies which relate directly to the hospitality industry, together with clear and concise descriptions of procedures, instructions



for work, and copies of the forms to be used. All staff understand which quality assurance procedures to follow, and ensure that they are applied.

40. Training takes place in the workplace, the company's offices and at the subcontracted college. HTP has only recently begun to check the quality of the training at its offices. These checks lack detail, and do not identify strengths and weaknesses. The college has its own procedures for classroom observations which are undertaken regularly, with grades awarded. At the time of the inspection, HTP was unaware of this, and did not receive details of the observations of classes attended by its trainees. No formal checks are made of the quality of training in the workplace.

41. HTP collects data and has an adequate management-information system, but the information gathered is not used to monitor the company's progress. The company's business plan states that it aims to become the best training provider on the island. However, the plan does not set specific targets for how this is to be achieved, and for the growth which is expected. Staff have weekly meetings, which deal with current issues.