

INSPECTION REPORT

Hargreaves Training Services Ltd Reinspection

02 July 2003



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training 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.

SUMMARY

The provider

Hargreaves Training Services Ltd is a private training company with three training centres, in Leeds, Barnsley and Manchester. It was formed in 1967 as part of a larger national organisation and has been operating in its present form since April 2001. Hargreaves Training Services Ltd provides work-based learning programmes for young people, mainly in motor vehicle engineering, but also in lift truck driving. The learners are following modern apprenticeships or other work-based learning programmes leading to national vocational qualifications (NVQs). This training is funded by West Yorkshire Learning and Skills Council. Its main training centre is in Leeds. All its administration staff are based at this centre, as are its motor vehicle learners. Lift truck driver training takes place at Barnsley. Most learners are employed and work for a range of employers. Hargreaves Training Services Ltd also provides short job-focused training courses in lift truck driver training for clients at its centre in Manchester. This training is funded by Jobcentre Plus. Hargreaves Training Services Ltd also acts as a subcontractor providing lift truck driver training, at its Leeds centre, for other training providers. At the time of the reinspection there are 104 learners in motor vehicle engineering, of whom 35 are advanced modern apprentices, 36 are foundation modern apprentices and 33 are NVQ learners. There are eight learners in lift truck driver NVQ training and one client in short job-focused training. There have been 30 clients in short job-focused training since April 2002.

Hargreaves Training Services Ltd has a managing director and four directors responsible for finance, operations, business development, and human resources and systems. The provider employs an additional 25 staff, 15 of whom are directly involved in training. The business development director and a part-time basic skills tutor have been appointed since the original inspection and there has been some turnover in staff at tutor and training supervisor level. Most motor vehicle engineering learners attend the training centre in Leeds for day-release training. Tutors carry out assessments in the workplace for these light and heavy vehicle maintenance and repair learners. The paint, parts and body repairs learners attend one of two local colleges of further education for day- or block-release training and assessment. All the NVQ lift truck learners are employed. Off-the-job training takes place at the Barnsley centre or can be arranged at the employers' premises. Short job-focused training lasts for two weeks and is taught on a three-week rolling programme for a maximum of six clients. A maximum of three clients receive practical skills training in lift truck for five days. Two groups of three clients receive jobsearch training in the middle of this three-week rolling programme. The jobsearch training is designed to improve clients' employability and self-esteem, using a range of individual and group activities.

Overall judgement

The ALI's inspection in June 2002 found that quality assurance arrangements and

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training for learners in motor vehicle engineering programmes were satisfactory. However, the provider's leadership and management and arrangements for equality of opportunity were unsatisfactory. Transportation programmes were not inspected during the original inspection. At the end of the reinspection process, all aspects of the provision were found to be satisfactory.

Grades awarded

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

| | Original | Reinspection |
|--|----------|--------------|
| Engineering, technology & manufacturing | 3 | 3 |
| Contributory grades: | | |
| Work-based learning for young people | 3 | 3 |

| | Original | Reinspection |
|---|----------|--------------|
| Retailing, customer service & transportation | | 3 |
| Contributory grades: | | |
| Work-based learning for young people | | 3 |
| Work-based learning for adults | | 3 |

During the reinspection process, the inspection team identified the following key strengths, weaknesses and other improvements needed:

KEY STRENGTHS

- effective progress reviews
- good range of work placements
- high pass rates in the basic operator test
- good off-the-job training in transportation
- good actions to improve the weaknesses identified in the original inspection
- effective initiatives to promote equal opportunities

KEY WEAKNESSES

- unsatisfactory achievement rates in motor vehicle engineering
- poor understanding of key skills
- poor employment rates for adult learners
- ineffective use of individual learning plans on transport programmes
- insufficient use of management information to positively promote strategic objectives and targets
- incomplete arrangements for quality assurance

THE REINSPECTION

1. The reinspection of Hargreaves Training Services Ltd (HTS) was carried out in three stages and involved four inspectors over a total of 12 inspection days. Inspectors interviewed 18 learners, two subcontractors and six employers and held 38 interviews with provider staff. The first visit was on 24 January 2003. The second stage was completed on 29 April 2003 and the final stage lasted for three days and was completed on 2 July 2003. Inspectors considered a self-assessment report dated December 2002 and a development plan which was produced in July 2002 and updated regularly throughout the reinspection process. At the reinspection, six learning sessions were observed and graded.

Grades awarded to learning sessions at the original inspection

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Total |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| Engineering, technology & manufacturing | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 |
| Total | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 4 |

Grades awarded to learning sessions at reinspection

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Total |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Engineering, technology & manufacturing | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 3 |
| Retailing, customer service & transportation | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| Total | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 6 |

LEADERSHIP AND MANAGEMENT

Grade 3

During the reinspection process, the inspection team identified the following strengths, weaknesses and other improvements needed:

STRENGTHS

- good actions to improve the weaknesses identified in the original inspection
- effective implementation of new learning support strategies on motor vehicle programmes
- effective initiatives to promote equal opportunities

WEAKNESSES

- insufficient use of management information to positively promote strategic objectives and targets
- incomplete arrangements for quality assurance
- some gaps in equality of opportunity practices

OTHER IMPROVEMENTS NEEDED

- better involvement of staff, employers and subcontractors in the business planning process
- clearer job accountabilities for management roles

2. The management team has implemented effective actions to improve the weaknesses from the original inspection. The business plan has been modified to incorporate key strategies relating to HTS's work-based learning provision. However, some staff, employers and subcontractors are not fully aware of the business plan and have not been sufficiently involved in its development. A development plan which focuses on weaknesses arising from the previous inspection, has been reviewed and modified on a regular basis over the past 12 months. Associated action lists have also been produced with clear responsibilities for staff. The action lists form part of the development plan review process. HTS has reviewed its curriculum provision and will be shortly offering a full-time Entry to Employment (E2E) programme to meet the needs and interests of learners. HTS plans to move to a new centre in Leeds in August 2003 and this improved accommodation will offer better resources and workshop facilities for all motor vehicle learners. Retention rates have improved significantly on motor vehicle engineering programmes since the original inspection. Retention data are monitored regularly against HTS targets. Changes have been made to the initial assessment, induction and review processes. New learners are visited more regularly by HTS staff to reduce the risk of early leavers. These changes are improving the learners' experience at HTS. Employers are now more involved in the review process. HTS has produced a new employer agreement and logbook for improving the co-ordination of on- and off-the

job training. However, some employer initiatives have yet to make an impact. There is still slow progress towards the achievement of qualifications on motor vehicle programmes.

3. Since the original inspection, HTS has developed and implemented a new learning support strategy. There is now a more structured initial and diagnostic assessment process for learners. An additional part-time tutor has been appointed to give additional learning support for motor vehicle learners. This support is valued by learners and is improving their basic skills. Two members of staff have attended basic skills training and have started some development work using basic skills standards in a motor vehicle context. Learners who have additional learning needs are visited more regularly by HTS staff. An additional support form has been introduced to record learner progress. However, not all existing learners have been re-tested to identify their additional learning needs. HTS has been slow to introduce these new arrangements for learners on transportation programmes.

4. At the original inspection, there was insufficient use of data for action-planning. Some actions have been introduced to improve data analysis. However, the use of management information is still insufficient to positively promote strategic objectives and targets. For example, HTS has set an overall retention target and this is clear in the development plan, but there are no achievement targets for all of its training programmes. The analysis of management information does not focus sufficiently on achievement and progress. Some staff and subcontractors do not have a clear understanding of the targets or how they are contributing to their achievement. HTS staff do not always use management information effectively to set objectives and targets for its centres in Manchester and Barnsley. For example, there are no targets for transportation programmes. Staff do not have individual targets for performance. The analysis of management information is not sufficiently contributing to curriculum development, including the management of key skills training. The responsibility for key management functions and some decision-making responsibilities are not clear. There are now gaps in internal communication and appraisal processes. Some new staff have not yet had an analysis of their training needs.

Equality of opportunity**Contributory grade 3**

5. Since the original inspection, HTS has implemented some effective initiatives to promote equal opportunities. It has rewritten and simplified its equal opportunities policy which has been distributed to new learners and staff and is included in the new learner and employer handbook. HTS has carried out some good work to widen participation. For example, it has established links with local community groups. This work has started to be successful in encouraging applications from under-represented groups onto motor vehicle programmes. An equal opportunities video is used at the learners' induction and leads to lively and informative discussions. HTS has improved its actions to reinforce learners' understanding of equality and diversity. Equal opportunities has been introduced effectively into progress reviews. A range of equal opportunities themes is discussed at different stages of the review process. The motor vehicle syllabus has been adapted to include equal opportunities, to reinforce understanding. Since the original inspection, most of the staff have been trained in equal opportunities and they have a satisfactory recollection of this training. HTS has sent an equal opportunities self-assessment tool to all its employers to improve the monitoring arrangements. It has also offered equal opportunities training to employers in workshop or written format. It is too early to judge the effectiveness of these new initiatives with employers.

6. There are still some gaps in equality of opportunity practices. HTS does not set targets for equality and diversity. Participation on motor vehicle programmes is monitored by key equality performance indicators, but retention and achievement rates are not included in these indicators. HTS does not monitor equal opportunities data sufficiently for its transportation programmes. There is no disability statement. An action plan has been produced to improve the accessibility of premises, but this is not comprehensive across all sites and is not based on current information. The new equal opportunities policy does not incorporate the requirements of all relevant legislation. HTS does not use management information to work towards achieving a more representative staff profile. Some of the language on application forms for learners is not appropriate to improve under-representation from women on motor vehicle programmes. Some employers do not understand their responsibilities under HTS's new equal opportunities policy. Some new staff are insufficiently aware of the policy and its monitoring arrangements. HTS is not effectively promoting academic appeals procedures.

Quality assurance

Contributory grade 3

7. At the time of the original inspection, quality assurance was satisfactory. Quality assurance arrangements remain satisfactory, but are incomplete. HTS has developed its quality assurance procedures since the original inspection, to cover all aspects of the learner experience and the self-assessment process. However, some of the procedures are not established. Key performance indicators are currently being developed. Quality assurance arrangements for additional learning support and equal opportunities are not sufficiently represented. Short job-focused training (SJFT) is not effectively included in the quality assurance procedures. HTS has held a recent awareness session for staff on its new quality assurance systems. A quality forum now meets regularly to discuss quality assurance issues. Employer and subcontractor agreements have been improved and introduced. HTS carries out regular internal audits of document completion and staff have a good understanding of the outcomes of these audits. However, there is some slow progress in dealing with the actions identified.

8. HTS has an established system of training observation. All training sessions are graded and verbal and written feedback is given to staff. However, formalised observation does not take place at the Leeds and Barnsley centres. The training observation form has been recently improved to focus more effectively on learning and achievement. HTS has introduced observation targets for different aspects of the learning experience, such as reviews. However, the observation of assessment is not included in the targets. Outcomes of training observations do not form part of the staff appraisal process.

9. HTS collects feedback from learners and employers and also evaluates learner feedback from induction. HTS is aware that it does not have sufficient information on leaver analysis. Since the original inspection, staff have worked hard to introduce new measures to seek information from leavers. For example, financial incentives have been introduced to encourage learners to complete a leaver questionnaire. HTS's feedback systems are not incorporated into a formal quality assurance review cycle for continuous improvement.

10. Internal verification was a strength in the original inspection. Since then some verification practices have weakened. For example, inspectors found no evidence of internal verification having taken place on key skills assessments or portfolios. The internal verification plans for sampling have only recently been produced. Assessor standardisation meetings and internal verifier meetings have not been held regularly since April 2003. This has resulted in some external verifiers having to set rigid action plans to assure the quality of some training programmes. HTS has now completed internal verification and assessment plans in order to deal with these weaknesses.

11. HTS produced its last self-assessment report in December 2002, based on the evidence from the original inspection. Staff, learners and employers were not adequately involved in the self-assessment process. Since then, HTS staff have been using the development plan to positively promote improvements. HTS is currently developing the self-assessment process to become a key part of the quality assurance arrangements. HTS has also changed the timing of the self-assessment process so that it links more

effectively into the business planning and training and development processes.

Good Practice

Learners who are receiving basic skills support are revising the new equal opportunities policy for HTS, to make the policy more user-friendly. This activity is being used effectively to promote equal opportunities.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 3

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 104 | 3 |

During the reinspection process, the inspection team identified the following strengths, weaknesses and other improvements needed:

STRENGTHS

- effective progress reviews
- effective use of a telephone hotline for assessment purposes
- comprehensive induction for learners
- good range of work placements

WEAKNESSES

- unsatisfactory achievement rates
- poor understanding of key skills
- poor awareness of qualification requirements by employers

OTHER IMPROVEMENTS NEEDED

- better range of learning opportunities for off-the-job training

12. Since the original inspection, the progress review documents and processes have been developed effectively. Targets are now set at each review for learners to produce evidence for all NVQ units. The employer agrees the targets with the learners and provides the appropriate assessment opportunities. Evidence produced since the previous review is checked to help the learners complete their portfolio. If learners are having difficulty producing suitable evidence, this is discussed with the employer. Visits are then increased to help the learners achieve their targets on time. Every review form now includes a section on equal opportunities. A different theme is discussed every three months to reinforce the learners' awareness of equal opportunities. This new review process is improving pastoral support for individual learners.

13. HTS has an established telephone hotline which is used effectively for assessment purposes. The hotline allows learners to contact their assessor when they are working on jobs that could be assessed. Whenever possible, HTS assessors respond quickly and visit the workplace to carry out an assessment. The hotline helps learners take control of

the assessment process, and allows assessment to be carried out on demand. This is particularly useful when assessment opportunities arise from new work. This strength was identified during the original inspection. However, some learners are based some distance from the training centre and when the assessor arrives the assessment opportunity has sometimes passed.

14. New learners attend a two-day induction. HTS has improved its induction process since the original inspection and it is now effective, comprehensive and very supportive for learners. HTS has developed a new learner handbook which includes information on learners' qualification route and structure, their rights and responsibilities and the support HTS will make available to them. HTS staff agree the content of individual learning plans with each learner. Each learner now has an initial assessment before induction. Additional learning support needs are discussed with the learner as part of the induction process. Health and safety, equal opportunities and NVQ delivery and assessment procedures are all explained effectively. HTS has introduced an equal opportunities video into the induction programme, which prompts good discussion on a wide range of equal opportunities issues. HTS offers the induction programme on a regular basis to ensure that late starters are not missed. All new learners had good recollection of the new induction process. HTS visits new learners in the workplace immediately after the induction to ensure that they are comfortable with their programme.

15. Learners are based in good work placements, which range from sole traders to main dealers and can support qualifications from level 1 to level 3 in all aspects of motor vehicle engineering. HTS has learners training in heavy and light vehicle repairs, vehicle body repairs, vehicle fast-fit, and tyres and exhaust centres. Learners have access to a wide range of modern equipment and facilities that offer excellent training and assessment opportunities. Employers give learners a thorough induction into the workplace and assign them to a supervisor who will support them throughout their training. The workplace supervisors are well qualified and experienced and are keen to pass on their knowledge. Relationships between learners, HTS staff and employers are good. Employment rates continue to be good. The employment rate for NVQ learners has now increased to 81 per cent and all modern apprentices are employed.

16. The achievement rates across all programmes are unsatisfactory. However, there is evidence that the provider is improving its retention rates, which were found to be unsatisfactory during the original inspection. Fewer learners are leaving early. In 2000-01, retention rates were 39 per cent for advanced and foundation modern apprentices and 34 per cent for NVQ learners. At the time of the reinspection, retention rates were 100 per cent for advanced modern apprentices, 80 per cent for foundation modern apprentices and 68 per cent for NVQ learners. However, many learners are making very slow progress. Of the 98 learners who started an NVQ between 1998-99 and 2001-02, only 15 have achieved and 20 are still in learning. Of the 83 learners who started a foundation modern apprenticeship between 1998-99 and 2001-02, 24 are still in learning and there have been no framework completions. Of the 89 learners who started an advanced modern apprenticeship between 1998-99 and 2000-01, only four

have completed the framework and 18 are still in learning.

17. There is poor awareness and understanding of key skills requirements by learners and their employers. Key skills achievement is very poor with only seven learners successfully completing their key skills since 1999. There has been little achievement of key skills since the original inspection. HTS has not been successful in managing and co-ordinating its approach to the delivery of key skills and its support for achievement of key skills.

18. Employers and workplace supervisors have little understanding of qualification requirements. This was a weakness identified during the original inspection. Many employers have little awareness of the content of the off-the-job training sessions. They are often unable to make effective links between the skills developed at work and the off-the-job training. Employers are not fully aware of how to support their learner with appropriate assessment opportunities. However, HTS has worked hard to inform employers and work-based supervisors about qualification requirements. The new review process is starting to improve the employers' awareness. HTS has developed and started to distribute a new employer handbook. It has also developed and distributed an information logbook to help employers understand the qualification requirements. However, these initiatives have not yet had sufficient impact.

19. Off-the-job training at HTS is usually based on background knowledge and relates to the technical certificate. Learners are often in a classroom for six hours a week, but the training lacks variety and does not maintain interest and motivation.

Retailing, customer service & transportation**Grade 3**

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 8 | 3 |
| Work-based learning for adults | 1 | 3 |

During the reinspection process, the inspection team identified the following strengths, weaknesses and other improvements needed:

STRENGTHS

- high pass rates in the basic certificate test
- good off-the-job training
- good standard of practical testing
- comprehensive induction for learners

WEAKNESSES

- poor employment rates for adult learners
- slow progress towards NVQ achievement for some learners
- ineffective use of individual learning plans
- inadequate initial assessment

OTHER IMPROVEMENTS NEEDED

- better follow-up of learners' destinations

20. There is a high pass rate in the lift truck basic test. Almost all clients who start the SJFT programme pass the basic lift truck test. In the year 2002-03, 22 of the 23 clients who started the course, passed the basic test for either counterbalance or reach trucks. Many of the long-term unemployed clients gain confidence and are able to understand a range of warehousing and distribution processes. All of the NVQ learners passed the basic test before proceeding to the NVQ in lift truck operations at level 2. NVQ achievement rates are satisfactory. The rate of achievement for 2001-02 is 64 per cent. However, this is the first year the programme has been taught. All NVQ learners are employed when they start the programme.

21. There is a good standard of practical lift truck instruction on the SJFT and NVQ programmes. Effective training is given on an individual basis. Learners observe the training of others while waiting for individual instruction. Instructors are well-qualified and experienced lift truck instructors and operators. Training focuses on safe working practices and learners are encouraged to develop good and safe operating routines.

Good use is made of the limited space and the various types of loads. Learners practise good loading and unloading techniques at a range of heights to the left and right racking. They learn sound pivoting and good manoeuvrability through the chicanes. Detailed explanations are given for the particular movements to be followed and methods of operation to be used. Instruction is frequently repeated and questions are encouraged. Question and answer techniques are used well to extend and reinforce learning and check understanding. Learners are encouraged to assess their own performance. Problems identified by instructors are handled with care and sensitivity. Standard tolerances allowed in the movements used by the instructors are shared with learners. Oral and practical instruction is reinforced by written material. Classroom instruction is good with comprehensive visual aids, videos of health and safety, and good use of effective models. For example, a model lift truck is used to demonstrate the correct method of moving goods up and down an incline.

22. Lift truck training resources are adequate and meet the requirements of the accrediting authority. The range of reach and counterbalance trucks is good. There is a good range of loads including ammunition boxes, drums, palletised tanks, intermediate bulk containers and mixed pallets loads. The racking is satisfactory. Accommodation is adequate, but insufficient to provide permanent chicanes at Manchester. Although not part of the basic test, there is little opportunity for learners to practise kerb manoeuvres, flat back loading, slope work and on rough ground.

23. There is a good standard of practical testing of adult clients and NVQ learners. Tests meet the requirements of the lift truck awarding bodies. Instructions to learners are clear. Mistakes during the test are adequately recorded and learners are encouraged to proceed to the next movement. Successful movements are praised. Clear marking schedules are used and detailed feedback is given after each test. Time taken for the test is accurately measured and repeat tests are arranged without difficulty.

24. The induction programme has been significantly improved and now has increased focus on health and safety, equal opportunities and off-the-job briefing. The induction programme is frequently given at employers' premises. Learners are aware of the requirements of their programme and the induction is a memorable experience.

25. The support for learners is adequate. Portfolios are satisfactory. Progress reviews are satisfactory and employers are now more involved in the process and are given a copy of the report. Pastoral support for learners is adequate.

26. On the SJFT programme, the rate of employment after training is poor. Of the 23 adults who started the programme, only six have confirmed jobs. HTS's follow-up arrangements with clients after they leave the training are insufficiently focused to improve the job entry rates. Jobsearch arrangements have been developed satisfactorily, and adequate help and guidance are given as part of the SJFT programme. A local employment agency that specialises in lift truck driver appointments, participates in the programme. However, despite the improved arrangements, the success rate remains low.

27. For some NVQ learners there is slow progress towards NVQ achievement. Assessment visits were irregular before January 2003, but they are now more frequent. There is insufficient target-setting for assessment and no training and assessment plan. Employers have insufficient guidance from HTS and do not have a copy of the NVQ standards. There are insufficient witness testimonies, and learners do not keep their portfolios. Slow progress was identified as a weakness in the self-assessment report, but the provider has taken significant action in the past few months to improve the situation.

28. Although there has been some recent improvements in initial assessment, the procedures do not sufficiently identify additional learning needs. Arrangements for supporting additional learning needs are inadequate. One learner who has additional learning needs has not had a satisfactory initial assessment and HTS has not taken specific action to support this learner's needs. The learner is making slow progress.

29. Individual learning plans are completed at induction but copies are sent to the Leeds centre and are not kept locally. Individual learning plans are not used effectively and contain insufficient detail. Individual learner targets are not detailed and are not linked to the assessment process. Individual learning plans are not regularly updated to include changes in the learners' circumstances or outcomes of progress reviews.