

INSPECTION REPORT

Yale Training Services

12 February 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

Yale Training Services

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Ashton in Makerfield YMCA is a Christian organisation and a registered charity. It provides a range of youth and adult community activities and training programmes to meet the social, physical, spiritual and educational development needs of all age groups in the community with particular regard to young people and unemployed adults.

2. Ashton in Makerfield YMCA was established in 1926 at the site at Bolton Road. The organisation now has purpose-built offices, training rooms and a nursery in Hilton Street. Yale Training Services (YTS) is the training arm of the YMCA in Wigan. It provides training for young people from across the Wigan borough, all of whom are placed in nurseries in or very close to Wigan. Learners work towards national vocational qualifications (NVQs) at levels 2 and 3 in early years care and education through the modern apprenticeship framework.

3. The organisation is headed by a board of management with wide-ranging professional skills. The chief executive oversees all YMCA activities. The training section is supported at a strategic level by an operations manager, a training manager with responsibility for quality assurance, a financial administrator, an information and communications technology (ICT) co-ordinator and a management information system administration co-ordinator. The training team of five staff includes a basic skills and key skills tutor supported by an ICT technician/facilitator and a work-placement officer responsible for retention and health and safety.

4. Work-based learning programmes are funded by the Greater Manchester Learning and Skills Council. Currently 31.5 per cent of young people aged 18-24 are unemployed in the Greater Manchester area, compared with the national average of 26.9 per cent. The proportion of people in Greater Manchester from minority ethnic groups is 8.9 per cent, compared with the national average of 9.1 per cent. In 2003, 47.1 per cent of young people in Wigan achieved general certificates of secondary education at grades C or above, compared with the national average of 47.9 per cent.

SCOPE OF PROVISION

Health, social care & public services

5. Currently 63 learners are on early years care and education programmes, of whom 48 are foundation modern apprentices and 15 are advanced modern apprentices. All learners are employed or paid a training allowance, and are placed in local nurseries for four days each week. Off-the-job training is provided at the Ashton-in-Makerfield training centre for one day each week and includes both progression awards and key skills. Assessment is carried out in the workplace by tutors and assessors and progress reviews are held every six weeks. Key skills moderation is subcontracted.

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	50
Number of staff interviews	35
Number of employer interviews	9
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	8

OVERALL JUDGEMENT

6. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the training in early years care and education is satisfactory; leadership and management are satisfactory; equality of opportunity is satisfactory; and quality assurance is unsatisfactory.

GRADES

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

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

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

KEY FINDINGS

Achievement and standards

7. Retention and achievement rates for advanced modern apprentices in early years care and education are good and improving.

8. Some foundation modern apprentices make slow progress. The retention and achievement rates for foundation modern apprentices are not consistent.

9. Learners develop a wide range of personal, social and life skills that prepare them well for employment. Learners progress well towards reaching their goals and fulfilling their potential. They develop effective work skills relevant to their job roles.

Quality of education and training

10. Learners have a good understanding of their work in the classroom, the workplace and in their key skills work. Learners' practical work is good and portfolios contain extensive, well written work.

11. **Resources are very good.** Learning materials produced by staff are of a high standard and encourage learners to improve their background knowledge.

12. **There is a good tutorial system** to support learners. Academic and pastoral support helps learners to progress. Staff are responsive to learners' needs and develop good working relationships with them.

13. Teaching, key skills training arrangements for initial assessment and induction are all satisfactory. Learning sessions are planned well with clear aims and objectives. The three learning sessions observed were satisfactory.

14. YTS works in partnership with several local organisations to widen participation and recruit from a broader spectrum of individual and community groups.

15. **Progress reviews are poor.** They do not contain set targets, details about what is required to complete units or how evidence can be collected from various sources.

16. **There is weak co-ordination of some training.** Some employers are not always made aware of their learners' off-the-job training arrangements and do not receive copies of individual learning plans or timetables.

Leadership and management

17. **Management of resources is good.** Training resources and ICT facilities for learners are very good. Accommodation is spacious and well equipped. Staff are professionally and vocationally qualified. There are detailed financial controls.

18. YTS has a strategic plan for 2004-05 that clearly states the mission of the organisation and its objectives. The strategic plan is linked to the development plan and is accompanied by clear action plans for the achievement of objectives. Links are made to the training needs of the organisation.

19. The planning and management of training are satisfactory, with effective initial assessment and induction and satisfactory assessment of learners' progress.

20. Internal communications are effective. YTS has good links with a number of external organisations. These provide support and additional training opportunities for learners.

21. The management of literacy and numeracy support for learners is satisfactory. All learners' additional learning needs are identified and appropriate support provided.

22. **There is good promotion of equality of opportunity.** The provider carries out audits and analysis of learner data to eliminate barriers to learning and improve access to learning.

23. Management of equality of opportunity is satisfactory as are the policies and procedures, which are reviewed every two months.

24. Collection and analysis of data are satisfactory. These are used effectively to aid planning and set targets for improvement and to aid marketing and recruitment.

25. Resources and accessibility are satisfactory. The YMCA is accessible with a lift. If access is poor, the provider makes other arrangements as appropriate. Learners also have access to a range of adapted learning resources and materials.

26. **There is insufficient monitoring of equal opportunities in the workplace.** YTS is not monitoring effectively employers' implementation of equality of opportunity or learners' knowledge, awareness and understanding of diversity in the workplace.

27. **Arrangements for quality assurance are weak.** There are detailed quality assurance procedures covering all aspects of training and the procedures are reviewed annually. However, the quality assurance arrangements do not focus on continuous improvement. Not enough use is made of quality assurance procedures for target-setting for continuous improvement. There is insufficient use of data for quality assurance purposes, and not enough collection and use of feedback from learners and employers.

28. YTS's self-assessment report is not sufficiently evaluative. The quality assurance arrangements do not provide enough information to enable YTS to adequately assess the effectiveness of the provision.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good management of resources
- good promotion of equal opportunities

Weaknesses

- insufficient monitoring of equal opportunities in the workplace
- weak quality assurance arrangements

Health, social care & public services

Strengths

- good retention and achievement rates for advanced modern apprentices
- very good resources
- good tutorial system

Weaknesses

- slow progress by some foundation modern apprentices
- poor progress reviews
- weak co-ordination of on- and off-the-job training

WHAT LEARNERS LIKE ABOUT YALE TRAINING SERVICES:

- the support provided by staff
- the practical focus of the course
- the small group teaching

WHAT LEARNERS THINK YALE TRAINING SERVICES COULD IMPROVE:

- the number of workplace visits from tutor/assessors
- the linking of the key skills training to the early years care and education programme
- the questions asked in progress reviews

KEY CHALLENGES FOR YALE TRAINING SERVICES:

- maintain the good tutorial support system
- establish sound quality assurance arrangements
- clarify staff roles and responsibilities
- improve the co-ordination of on- and off-the-job training
- improve staff training in equal opportunities
- develop rigorous monitoring of equal opportunities in the workplace
- maintain and improve partnership work

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good management of resources
- good promotion of equal opportunities

Weaknesses

- insufficient monitoring of equal opportunities in the workplace
- weak quality assurance arrangements

29. Management of resources is good. Training resources and ICT facilities for learners are very good. Accommodation is spacious and well equipped. The provider has plans to extend the training centre to accommodate more learners. Staff are professionally and vocationally qualified and are supported by an effective staff appraisal and development process. A training manager has recently been appointed to improve internal verification and quality assurance arrangements. Managers at YTS are consultative and supportive, and teamwork within the organisation is good. There are detailed financial controls and effective accounting procedures. Monthly financial reports are comprehensive and are discussed at management meetings.

30. The planning and management of training are generally satisfactory. Initial assessment and induction are effective. Tutorial support during off-the-job training is good and provides learners with a clear understanding of their progress. Training and assessment are satisfactory. Progress reviews have recently been improved. However, it is too early to judge the effectiveness of the new review process. There is some weak co-ordination of on- and off-the-job training. Training in health and safety is effective and arrangements for monitoring health and safety at the training centre and at employers' premises are adequate.

31. YTS has recently introduced a new management information system. The system produces a satisfactory range of reports for management decision-making and for the monitoring of equal opportunities. However, there is not enough use of data and management information for quality assurance.

32. There is an effective staff appraisal and development process. The strategic plan for 2004-05 clearly states the mission of the organisation and its objectives. It is linked to the development plan and is accompanied by clear action plans for the achievement of objectives. Links are made to the training needs of the organisation. Appraisal is rigorous and all staff have detailed personal development plans. Development plans are reviewed at least once every six months and all training activities are recorded and

evaluated. Job descriptions are reviewed annually as part of the appraisal and development process.

33. Internal communications are effective. The board of management meets every two months to review progress on the strategic plan and to monitor the financial performance of YTS. A subcommittee of the board of management also meets every two months to discuss the training provision in more detail and to focus on the operational management of the organisation. The weekly staff meetings are used effectively to discuss training and individual learners' progress. Assessors and internal verifiers also meet weekly to discuss assessment issues, share good practice and standardise assignments. The provider has good links with a number of external organisations that are used to provide support and additional training.

34. Management of literacy and numeracy support for learners is satisfactory. All learners have a comprehensive initial assessment that identifies additional learning and social needs. Learners with literacy and numeracy needs are supported by the basic skills tutor. These learners attend the training centre for an additional day each week. Support is planned carefully and provided on an individual basis. All learners are encouraged to develop their literacy and numeracy skills through individual help in key skills tutorials. There are satisfactory arrangements for monitoring the effectiveness of support for additional learning needs.

Equality of opportunity

Contributory grade 3

35. There is good promotion of equal opportunities through a number of effective initiatives. The provider carries out audits of learners by age, ethnicity, gender, and financial hardship. Reasons for leaving are discussed at staff meetings to analyse both shortfall and individual learner matters and problems. Actions have been implemented to eliminate barriers to learning and improve access to learning. Identified gender imbalances are being tackled through good liaison with schools. Marketing and publicity material is designed effectively to promote learning to hard-to-reach learners. Programme information is well written with good use of appropriate images of learners. Good action is being taken to assess and support individual learners' social needs. For example, learners with difficult home circumstances, problems with financial arrangements, young children, and those who are pregnant, are being supported effectively to continue their programme with flexible arrangements for on- and off-the-job training. Following identification of an increase in the number of learners with additional learning needs, improvements to the initial assessment procedure have been implemented. These enable all learners to have their individual learning needs and skill level supported and met. YTS makes good use of data analysis and local information to promote its learning programmes through school recruitment visits in the most deprived areas of the Borough and through links with local organisations to reach a wider representation of community groups.

36. Management of equality of opportunity is satisfactory. The chief executive has overall responsibility for equality of opportunity and is assisted by a co-ordinator who oversees implementation of the policy. The policy and procedures are reviewed every

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two months by the equal opportunities subcommittee. This is chaired by a member of the board of management and includes staff and parents. The subcommittee has an away day planned to revise policies and procedures and bring them up to date.

37. Policies and procedures are satisfactory. The equal opportunities policy contains a statement of principles and an explanation of key terms and procedures. Not all staff and learners fully understand their responsibilities or have an adequate understanding of the equal opportunities policy and procedures. However, their understanding of procedures for dealing with harassment, appeals and discrimination and bullying is satisfactory. The policy is not up to date regarding the legal requirements for race, sexual discrimination and disability. There is no race equality policy and plan. Learners, however, are aware of recent government legislation through their planned programme, and application of this knowledge is assessed. Complaints and harassment procedures are satisfactory. There is a clear description of the complaints and harassment and grievance procedure. Induction, tutorials and curriculum workshops reinforce learners' understanding of these procedures.

38. Collection and analysis of data are satisfactory. Data on ethnicity, gender, age, financial hardship and childcare are collected and analysed. Data are used to aid planning and set targets for improvement, and to aid marketing and recruitment. Systems to measure progress and performance against regional and national data are not being used.

39. Resources and accessibility are satisfactory. The YMCA is accessible with a lift. A number of work-placement providers are also accessible and if access is poor the provider makes other arrangements as appropriate. Learners with additional learning needs, such as those who have dyslexia, have access to appropriately adapted learning packages. The provider also has links to appropriate specialist support organisations.

40. There is insufficient monitoring of equal opportunities in the workplace, and of employers' training on equality and diversity issues. The provider is not monitoring effectively employers' implementation of equality of opportunity. Learners receive insufficient reinforcement of equality of opportunity at progress reviews. Questions do not tackle all aspects of the learners' experience and do not challenge learners' understanding of equality and diversity. Procedures for checking the effectiveness of employers' policy, practice and materials are informal and are not systematically recorded. There is no monitoring of consistency in policy implementation across learning centres. Some employers have insufficient information about the individual learning needs of their learners and their learning programme and are not always effectively involved in the review process. Resources are not formally or systematically monitored.

Quality assurance

Contributory grade 4

41. Quality assurance arrangements are weak. There are detailed quality assurance procedures covering all aspects of training. The procedures are reviewed annually. The quality assurance arrangements focus on compliance with the procedures and meeting

the standards set by external organisations. They do not focus on continuous improvement. There has been no formal training relating to quality assurance, but procedures are issued to relevant staff and there has been some discussion of quality assurance at management and staff meetings. There is some internal auditing of the implementation of procedures, but the effectiveness of the procedures is not evaluated. Quality assurance procedures do not make enough use of performance indicators or target-setting for continuous improvement. There is not enough use of data for quality assurance purposes. The provider has identified that there is no system in place to monitor the effectiveness of the provision on a regular basis and plans to introduce such a system are included in the development plan.

42. YTS has one subcontractor to provide support for key skills training and assessment. There is a written agreement in place with the subcontractor, detailing the responsibilities of each party. Monitoring of the subcontractor is satisfactory. A lead internal verifier was appointed in January 2004 and arrangements for assessment and internal verification have improved significantly. At the time of inspection, however, there were insufficient staff qualified to carry out internal verification. Two members of staff are working towards verifier qualifications and are expected to complete the qualifications in March 2004.

43. There is insufficient collection and use of feedback from learners and employers. Questionnaires for learners and employers do not collect sufficient detailed information about the effectiveness of the provision for self-assessment and continuous improvement. Some informal feedback is collected from learners and employers through individual discussions and progress reviews.

44. YTS introduced observations of learning in 2003, but these have not been extended to other parts of the training process, such as induction and progress reviews. The procedure for observation of learning requires each trainer to be observed once every three months, but the provider has not kept up to date with this schedule. The documents used to record the outcomes of observed sessions are appropriate, but in some cases the forms are not completed fully, particularly the section relating to action-planning for improvement. Written feedback from observers is not sufficiently focused on learning. It is not clear whether there have been improvements in the provision following observation.

45. The self-assessment report is not sufficiently evaluative. The quality assurance arrangements do not provide enough information to enable YTS to adequately assess the effectiveness of the provision. There is insufficient use of data in self-assessment. Parts of the self-assessment report are not adequately detailed and there is not enough reference to the 'Common Inspection Framework'. The report is not sufficiently focused on learners' experiences. Although the self-assessment report identifies some of the strengths and weaknesses identified by inspectors, it does not identify many other strengths and weaknesses. There has been slow progress in implementing some parts of the development plan.

AREAS OF LEARNING

Health, social care & public services

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	63	3

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention and achievement rates for advanced modern apprentices
- very good resources
- good tutorial system

Weaknesses

- slow progress by some foundation modern apprentices
- poor progress reviews
- weak co-ordination of on- and off-the-job training

Achievement and standards

46. Retention and achievement rates for advanced modern apprentices in early years care and education are good, with both at 70 per cent for 2000-01. Of the 22 learners who started in 2001-02, 64 per cent have been retained. All learners who started in 2002-03 and 2003-04 are still in learning. In 2000-01 the retention and achievement rates for foundation modern apprentices were both 70 per cent, compared with 31 per cent in 2001-02. There is an improving trend in retention and achievement rates in 2002-03 with the retention rate increasing to 62 per cent. Of those learners who enrolled in 2003-04, 76 per cent have been retained. Achievement rates for 2002-03 are improving.

47. Some foundation modern apprentices make slow progress. There have been some problems with the internal verification process but these are now being rectified. For example, internal verification arrangements are no longer subcontracted. There has not been sufficient assessment in the workplace of some learners. The assessment process is currently being revised. A more holistic approach to assessment is helping to resolve issues of slow progress.

48. Learners develop a wide range of personal, social and life skills that prepare them well for employment. They make progress towards reaching their goals and develop effective work skills that are relevant to their job roles. Tasks and assignments are work related and show the progress that learners are making. Learners have a good understanding of the subject in the classroom, the workplace and in their key skills work. Learners' practical work is good and portfolios contain extensive and well written

evidence.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																
Advanced modern apprenticeships (AMA)	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	4		7		22		10		9		2				
Retained*	0		0	100	14	64	7	70	5	56	2	100				
Successfully completed	0		0	100	14	64	7	70	5	56	2	100				
Still in learning	4		7	100	4	18	0	0	0	0	0	0				

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)	2003-04		2002-03		2001-02		2000-01		1999-2000		1998-99					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Number of starts	41		24		26		37		11		14				
Retained*	0		15	62	8	31	26	70	11	100	10	71				
Successfully completed	0		0	100	8	31	26	70	11	100	10	71				
Still in learning	31		15	62	2	8	0	0	0	0	0	0				

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

49. Training resources are very good. Training rooms are spacious and particularly well equipped. Computers have internet access and are used confidently by learners. Learners are encouraged to use these facilities to support their learning, especially in key skills sessions. Handouts are very good and use appropriate images. Workbooks and worksheets produced by staff are very good and encourage learners to develop their background knowledge. Staff are professionally and vocationally qualified, but some do not have enough training experience. Support for staff to gain additional qualifications and undergo professional updating is being provided. A recently appointed training manager is further developing the team and the training programme.

50. There is a good tutorial system to support learners. Tutorial sessions take place every four weeks and focus on both academic and pastoral support. The tutor/assessor, meets the learners to agree units that have been completed and those units still requiring further work. Targets for achievement are set and agreed. Assessment dates for planned targets are scheduled into the timetable. This encourages the learners to progress with

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their qualification. Pastoral support for learners is good. Staff are responsive to the learners' needs and establish good working relationships with them. Arrangements for initial assessment are satisfactory. Learners have a literacy and numeracy skills assessment and take a key skills diagnostic test. Learners identified with additional learning needs are supported by the basic skills tutor and other members of staff. However, not all tutor/assessors are informed early enough about those learners with additional needs to enable them to provide appropriate training. Induction arrangements are satisfactory and take place over a two-week period. Learners are introduced to health and safety and equal opportunities procedures, the programme requirements are explained and occupational expectations are discussed. During a one-day taster session, learners visit a nursery or playgroup.

51. Training for early years care and education learners is satisfactory. Teaching sessions are well planned with clear aims and objectives. A good range of teaching methods is used including group discussions and practical activities. Systems are in place for observations of teaching practice. Although learner attendance is good, tutors do not systematically discuss reasons for being late with learners. Some learners do not participate fully in all activities. Key skills training is satisfactory, but it is not sufficiently integrated with the vocational units. The specialist key skills tutor provides group and individual support. Learners are beginning to make good progress in achieving their key skills qualifications.

52. YTS works with several local organisations to widen participation and recruit from a broader spectrum of individual and community groups. There are effective links with employers. Informal regular communication with local nurseries is good. YTS provides only modern apprenticeships. There are no entry level courses to encourage participation. There are no progression opportunities for learners who successfully complete their qualification. Learners are not always able to access additional enrichment activities, on topics such as drug awareness, child protection and sign language, unless these are resourced through extra funding.

53. Progress reviews are poor. They do not contain set targets, details about what is required to complete units or how evidence can be collected from various sources. Progress reviews involve the employer, learner and provider staff, but the particular member of staff with responsibility for carrying out the reviews is not professionally qualified. Arrangements for conducting progress reviews have recently been revised but it is too early to judge their effectiveness. Individual learning plans are not completed appropriately and cannot be used as a working document to monitor progress and achievement. However, the procedures in place to support monthly tutorials monitor effectively learner performance.

Leadership and management

54. There is weak co-ordination of some on- and off-the-job training. Some employers are not always made aware of learners' off-the-job training arrangements and do not receive copies of their individual learning plans or timetables. They cannot plan effectively for learners to practise new skills. Employers do not consistently receive

feedback regarding learners' attendance, progress or achievements and are not always involved appropriately in progress reviews. Some employers do not make good use of this information when it is provided.

55. Some quality assurance procedures are not effective. For example, the individual learning plans and progress reviews operate concurrently with the learner progression sheets, assessment planning sheets and contract manager learner progression sheets used in tutorials.