

Self Assessment Report



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Background to KTS Training (2002) Ltd

KTS Training (2002) is based in Kingswood and also operates Entry to Employment in Yate and Southmead. The first 2 centres are in the local authority area of South Gloucestershire and Southmead is in the local authority area of Bristol.

KTS has been in existence since 1980 when it was originally formed as Kingswood CVS to deliver a range of community based activities for unemployed adults.

In 1991 it was purchased by the Bristol Tool and Gauge group and renamed Kingswood Training Services and delivery was expanded to include ICT for adults and Administration, Customer Service and ICT under the Youth Training Programme.

Over the years the company expanded and put more emphasis on provision for young people, especially those that are the most disadvantaged, offering in house employability training as well as an increasing number of apprenticeships.

In 2002 the company was the subject of a management buyout which necessitated the formation of a new company KTS Training (2002) Ltd.

The company's mission statement was reviewed to reflect the change in status and emphasis of the new organisation as follows:

'The company's mission is to be a leading training provider within its operating area and to provide a superior service to individuals and organisations via a client centred approach in the delivery of all of our services'

Since then KTS Training (2002) Ltd has discontinued training to unemployed adults although continues training to employed adults through Train to Gain and commercial delivery.

However, our main focus has become delivery to young people through Apprenticeships, Entry to Employment, Foundation Learning Tier (through a sub contract with City of Bristol College) and some work with year 11 pupils.

The organisation was recognised as an Investor in People from the inception of the award and we hold MATRIX accreditation for both internal and external services and the 'disability symbol' accreditation ✓✓

KTS Training (2002) Ltd currently has 28 staff, 26 of which are employed directly and 2 who work on a self employed basis (for staffing details see Appendix 3)

Context – South Gloucestershire Unitary authority

With a total land area of 497sq km South Gloucestershire is the largest unitary authority in the South West and the population counts for almost 5% of the South West total.

Over two thirds of the population lives in urban areas although the third that live in rural areas have problems particularly with transport and access to services.

Within the area there are approx 8,750 employers, however most of these are small with 5-49 employees or very small with 1-5 employees.

The largest employers in South Gloucestershire are local and central government, aerospace, the health sector and further and higher education.

Much of the job growth over the last 10 years has occurred in the Northern Fringe with areas such as Kingswood losing jobs particularly in engineering and manufacturing.

Despite the recession employment rates in many South Gloucestershire wards are above the national average although there are pockets of unemployment and deprivation and Kings Chase ward (where KTS is situated) is the most deprived ward.

In the domain of 'Education Skills and Training' New Cheltenham which is less than a mile from our centre is the most deprived in South Gloucestershire and GCSE results are significantly below the national average.

The area also has significant issues with violence, anti social behaviour and drugs/alcohol related issues.

Yate where our second South Gloucestershire centre is based has fewer issues although the town serves a largely rural population and there are issues with transport and access to services.

Kings Chase Ward

	Kings Chase	South Gloucs	National
JSA claimants	4.1%	2.3%	4.2%
DWP benefit claimants	16.6%	9.8%	15.7%
No qualifications	43.3%	30.5%	35.8%
Low level qualifications	47.1%	50.6%	43.9%
High level qualifications	9.6%	18.8%	20.4%

Yate Central

	Yate Central	South Gloucs	National
JSA claimants	3.4%	2.3%	4.2%
DWP benefit claimants	12.3%	9.8%	15.7%
No qualifications	37.2%	30.5%	35.8%
Low level qualifications	52.9%	50.6%	43.9%
High level qualifications	9.9%	18.8%	20.4%

GCSE Results 2008 – schools nearest to Kingswood centre GCSE A-C

	Result	England average
Grange School	33%	47.6%
Kingsfield School	37%	47.6%
Sir Bernard Lovell School	43%	47.6%

GCSE Results 2008 – schools nearest to Yate centre GCSE A-C

	Result	England average
Brimsham Green School	41%	47.6%
King Edmund School	36%	47.6%

Context - Bristol Unitary Authority

With a total land area of 110 sq km and a population of 425,500, Bristol is the largest City in the South West.

The region's labour market continues to deteriorate and although the South West as a whole has not been hit as badly as some other areas, Bristol has been particularly badly hit by the recession.

Bristol is highly dependent on the financial and business services sector which has suffered in recent years and other significant sectors are public administration and health along with distribution and the service sector.

Although GCSE results improved in 2009 the number of pupils achieving 5 A*-C including Maths and English increasing to 40.1, Bristol is still ranked 142nd out of 151 local authorities.

Southmead where our 3rd centre is located is in the top 10% of multiple deprivation in England and is one of the most deprived wards in the Bristol area.

There is a high level of crime, poor health indicators and low levels of educational achievement.

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The minority ethnic population is lower than Bristol and the surrounding area and Southmead recently featured in a Panorama documentary on racism and racist attacks.

Southmead

	Southmead	Bristol	National
JSA claimants	5.9%	4.00%	4.2%
DWP benefit claimants	24.3%	15.7%	15.7%
No qualifications	46.4%	31.3%	35.8%
Low level qualifications	42.2%	44.2%	43.9%
High level qualifications	11.4%	24.5%	20.4%

GCSE Results 2008 – schools nearest to Southmead centre GCSE A-C

	Result	England average
Filton School	35%	47.6%
Henbury School	25%	47.6%
Monks Park School	20%	47.6%
Portway School	24%	47.6%

LEARNER NUMBERS

Type of provision	Learner numbers November 2009
Apprenticeships	
16-18	18
19-24	48
25+	13
Train to Gain	45
Foundation Learning	
Entry to Employment	73
FLT (sub contract)	9
Total	206

GRADES AWARDED

Overall Effectiveness of Provision	2
Capacity to Improve	2
Outcomes for learners	2
Quality of Provision	2
Leadership and Management	2
Equality and Diversity	2
Safeguarding	2
Subject Areas	
Business Administration and Law	3
Preparation for Life and Work	2

OVERALL EFFECTIVENESS – Grade 2**Key Strengths**

- Excellent record of partnership working
- Outstanding financial health and management
- Strong business planning
- Effective, planned support and professional development of staff
- Good use of data to monitor starts, retention, achievement and progression

Areas for Improvement

- Timely completions on Apprenticeships and TTG needs improving
- SMART target setting at reviews not always consistent
- Action planning following observations of staff needs to be more systematic
- E- NVQ needs further embedding

Improvements put in place since last Ofsted inspection

- Improved target setting for E2E learners
- Moderation of teaching and learning observations
- Introduction of E-NVQ on Apprenticeships and TTG
- Development of VLE
- Improvements on ICT and development work on the introduction of Web 2.0 technologies

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KTS Training (2002) Ltd feels that the overall effectiveness of the organisation is good and that it has the capacity to continue to improve both outcomes for learners and the quality of its provision.

Leadership and management are good and there is an excellent record of partnership working.

Business planning is effective and financial health and monitoring is excellent.

Learners feel safe and well supported particularly within the centres which reflect the positive promotion of safeguarding.

Equality of opportunity is well integrated and promoted within lesson plans and reviews.

Gender mix of learners reflects the local community whilst ethnic mix is above the local average.

There is a diverse range of staff although it is increasingly difficult to recruit E2E tutors who are male.

Achievement of qualifications is good although on Apprenticeships and Train to Gain more learners need to achieve by their planned end date which is recognised in the action plan and staff targets.

Main Findings

KTS Training (2002) Ltd is strong on business and strategic planning and sets clear, long term goals for the business. Financial health is outstanding which has been endorsed by the LSC and Framework for Excellence Grades.

Partnership working is very good and as well as the Managing Director the Operations Manager, Training Director, FLT manager and Administration Manager are on a number of strategic and operational forums across the 4 local unitary authorities.

Learners within the 3 centres feel particularly safe. Tutors, support staff and managers build good relationships with the learners which foster respect and trust and enhance the confidence of the learners. In a recent learner survey (November 09) all learners on Entry to Employment programmes said that they felt safe and all would be happy to speak to their tutor about any problems they might have.

Learners on Entry to Employment have the opportunity to achieve a range of qualifications and all learner outcomes are good.

On Apprenticeships and Train to Gain more outcomes need to be timely a fact which is recognised in the SAR and Action Plan.

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Equality and Diversity are integrated into lessons and tutors also take advantage of any naturally occurring opportunities for promotion. Data on gender, ethnicity and disability is monitored to ensure that achievements are consistent across all areas.

Safeguarding is effective. All staff have an enhanced CRB check and from July 2010 will be registered under the vetting and barring scheme.

KTS has a safeguarding policy which is understood by all staff and has links with the South Gloucestershire Safeguarding Board and is a registered user to Children and Young People partnerships in South Gloucestershire. Further staff training on both Equality and Diversity and Safeguarding is being carried out for all staff and managers in January 2010.

Learners across all programmes receive good individual and personal support and feedback shows this is highly valued. KTS has excellent links with a wide range of specialist and support agencies that they can liaise with where learner needs are more complex.

Assessment and training in the workplace is good and uses a variety of assessment methods. The introduction of E-NVQ in January 2009 has increased flexibility for both learners and employers. The internal verification process is good and well planned and feedback from learners shows they are clear about the process.

There is an effective, well established CPD programme for all staff and all relevant staff are registered with IFL. Staff qualifications are excellent and the support given for training and development activities is highly valued.

Lesson observations are carried out regularly using an external expert although action planning following observations is not always consistent and this is being addressed.

What do we need to do to improve?

KTS Training (2002) Ltd needs to ensure that more achievements on Apprenticeships and Train to Gain are timely and that learners and employers fully understand the importance of meeting their individual targets.

We need to ensure that the analysis and subsequent action plan following observations of learning is systematic and thorough and that feedback to tutors has very specific improvement actions and timelines.

SMART target setting and monitoring at reviews across all programmes needs further improvement to ensure all tutors and assessors are consistent.

We also need to further develop a VLE to ensure that all learners, employers and partners can access all resources at all times. Along with this we need to further

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upgrade the ICT systems and the use of web 2.0 technologies including wider use of RSS feeds, webcams for observations and open discussions and the use of social networking sites.

Summary of learner's views

What learners like:

'Everything'

'I love every minute, I love the tutors, they know how to have a joke but it is never boring and I learn loads'

'The help and support that you get'

'Getting paid and learning as well'

'Being treated as an adult'

'Assessment recognises what I can already do'

'I am never made to feel stupid'

What learners feel could be improved

'Better, faster computers'

'More trips and fun activities'

'Being able to use facebook'

Summary of employer's views

What employers like:

'Flexible staff, fit in with company'

'Involvement in planning and reviews'

'E-NVQ means I can check progress of my learner'

'Motivates staff and improves their confidence'

What employers think could be improved

'More involvement in the NVQ'

'Not always sure when visits are happening'

MAIN FINDINGS

Capacity to make and sustain improvement - GRADE 2

KTS Training (2002) Ltd has a clear strategic vision to improve outcomes for learners and make an effective contribution to the communities in which it is based. This is understood and shared by staff.

Partnership working is very good and effective links made and developed over many years has ensured that KTS is well known and respected throughout the area for the contribution it has made to learning.

Outcomes for learners are good particularly on Entry to Employment where learners can access a wide range of relevant qualifications and where positive progression rates are above the local and national average.

Quality of lessons is good with interesting and inter active sessions which ensure learners enjoy and achieve.

Data is used very effectively and a range of reports are analysed at monthly management meetings and information circulated to all staff.

More achievements need to be timely on Apprenticeships and Train to Gain but this is being monitored closely monthly overall and by assessor to ensure that these improvements happen.

KTS Training (2002) embraces change and in 2009 has introduced a range of new qualifications including functional skills to ensure that they will be fully embedded prior to the transition to Foundation Learning in 2010.

Premises are well equipped with good resources. There is a development plan in place to upgrade all ICT equipment in 2010/11.

Outcomes for learners – Grade 2

Learner outcomes are good.

On Entry to Employment learners make good progress and improve their literacy and numeracy skills as well as developing vocational skills and improving their personal and social skills.

They achieve a wide range of qualifications including:

- Certificate in Adult Literacy
- Certificate in Adult Numeracy
- ASDAN Employability Qualification

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- ASDAN Personal and Social Development Qualification
- Functional Skills
- A range of ICT qualifications
- First Aid Certificates
- Health and Safety Certificate

Learners are also able to take additional qualifications including CBT and CSCS cards and can take driving theory, cooking from scratch and other external activities depending on their individualised learning programme.

Progression into positive outcomes is above the local and national average and has been maintained so far in 09/10 despite the difficult economic climate.

	E2E Positive Outcome Rates			
	Provider Full Year			
	2006/07	2007/08	2008/09	2009/10 To Nov 09
Leavers from E2E	114	170	180	70
Apprenticeships	8 (7%)	5 (3%)	8 (4%)	12 (17%)
Further Education	11 (9%)	33 (20%)	37 (21%)	24 (34%)
Employment with Training	1 (1%)	21 (12%)	19 (11%)	3 (4%)
Employment Only	50 (44%)	48 (28%)	48 (27%)	6 (9%)
Success Rate	70 (61%)	107 (63%)	112 (63%)	45 (64%)

On Apprenticeships and Train to Gain learner outcomes are good and they gain or enhance employability skills which are recognised by the learners themselves and their employers.

The majority of learners are in employment when they are recruited and remain within the same employment after achieving. Progression is encouraged and a significant number of younger apprentices progress from level 2 to level 3. We have also had a number of level 3 learners who have progressed to level 4 in 2009 under full cost provision.

However there is still a need for more achievements to be timely, particularly across Train to Gain.

Train to Gain Overall Success Rate

		Provider Full Year			National
		2006/07	2007/08	2008/09	2008/09
Full Level 2	Number of Aims Achieved	103	73	100	326,069
	Number of Leavers	122	80	116	443,275
	Qualification Success Rate	84.4%	91.3%	86.2%	73.6%
Full Level 3	Number of Aims Achieved	0	6	19	66,454
	Number of Leavers	0	10	22	99,095
	Qualification Success Rate		60.0%	86.3%	67.1%
Summary	Number of Aims Achieved	103	79	119	392,523
	Number of Leavers	122	90	138	542,370
	Qualification Success Rate	84.4%	87.8%	86.2%	72.4%

Apprenticeships Overall Success Rates

		Provider Full Year			National
		2006/07	2007/08	2008/09	2008/09
Overall	Number of Aims Achieved	16	16	27	140,851
	Number of Leavers	20	18	36	198,619
	Qualification Success Rate	80.0%	88.9%	75.0%	70.9%
Timely	Number of Aims Achieved	6	16	19	108,757
	Number of Leavers	16	23	32	216,639
	Qualification Success Rate	37.5%	69.6%	59.4%	50.2%

Safeguarding is good across all programmes and especially so on Entry to Employment where all learners feel safe and value the supportive environment of KTS. The 5 outcomes of Every Child Matters (ECM) are taken into account with all lesson plans and learners are well equipped to make informed choices about healthy eating, sexual health and safe living. Learners make a contribution to the community by volunteering and also raise money for charity with organised events to support red nose day, children in need etc.

Sustainability is encouraged with recycling, energy conservation and the use of low carbon transport.

Bullying is not tolerated and Equality and Diversity is embraced. There is a code of conduct for learners on Entry to Employment which is monitored closely.

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Health and Safety is very good and as well as being covered on induction learners on Entry to Employment have regular H&S sessions on topics such as:

- COSHH
- Fire Safety
- Safety Signs
- Accident Reporting

Quality of Provision – Grade 2

Teaching and learning are good.

On Entry to Employment tutors plan interesting activities that engage the learners and feedback is taken into account when making any improvements. Tutors work together across sites to share good practice and resources and they attend a range of training and professional development events both regionally and nationally.

Staff CPD is excellent and all have appropriate qualifications that are often above the expected industry requirements. All teaching and assessing staff are registered with IFL and use REfLECT.

Tutors have positive relationships with learners that encourages respect and trust. Learners are treated as adults, something that they value highly along with the safe learning environment.

Learner's personal and social skills are effectively enhanced and individual needs are taken into account when planning lessons and activities. Peer mentoring and development of learners is positively encouraged and provides challenge to more able learners.

There is a range of qualifications available across levels to ensure that all learners have the opportunity to achieve their maximum potential and progress into a positive outcome.

Premises are welcoming and friendly with a good range of resources and imaginative use is made of DVD recording, video cameras, digital photography etc. We are currently piloting greater use of other Web 2.0 technologies including RSS feeds to text learners more often and social networking sites including facebook and twitter.

Whilst progression into FE is particularly high and into employment is good more work is being done on progression into apprenticeships and we have given ourselves a target achievement of 25% into apprenticeships in 09/10 and 33% in 10/11.

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This is particularly challenging given the high level of additional needs our learners currently have.

We are currently (November 09) achieving 18% into apprenticeships, an improvement of 12% over 08/09 and are working closely with our business development team and a range of other training providers to ensure that we meet our targets.

KTS Training (2002) Ltd has very good links with the local community in all the centres where it operates and has built strong and effective links with schools including extending provision to groups of 14-16 year olds who are at risk of exclusion. It also works effectively with learners who have very poor levels of achievement and negative experience of education and training.

Relationships with Connexions, YOT and a wide range of referral and support agencies are excellent. KTS Training (2002) Ltd represents WBL on a number of groups including those set up to reduce NEET numbers in Bristol and South Gloucestershire and an LLDD group set up to ensure a smooth transition to local authority control from April 2010.

A few of the many recent comments from Connexions staff have included

'KTS in Southmead are an invaluable training provision for my 16-19 cohort. Liz and her team have made the referral process simple and flexible which is ideal when working with such a large and diverse group. KTS has also enabled us to work with a group of young people who have been the most challenging to engage, young parents. Through KTS it has become a self supportive group which has improved the learner's confidence and self esteem as well as their academic abilities.'

'KTS has identified the needs of the young people in the community and addresses these in a holistic way putting in place support for the young person and working with other agencies.'

'Young people are always made to feel welcome. The atmosphere is friendly and feels safe and the tutors are very accessible.'

Assessment in the workplace is good across all programmes and feedback is positive in motivating learners to achieve. Assessors use a range of assessment methods and make effective use of technology such as voice recordings, video recording and digital photography.

We are also exploring, in a partnership bid with other local providers, the possibility of using web cams in the workplace for remote assessment and for discussion forums.

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The introduction and development of E-NVQ has allowed learners to take more responsibility for their own learning and provides an instant analysis of distance travelled and any gaps that they need to fill.

It also enables employers to become more involved in their learners' progress and more active in planning tasks that can fill any 'gaps'.

However we recognise that we are not yet using E-NVQ to its full potential and are researching areas of good practice in this type of delivery.

Further development and embedding of our VLE will also enhance this and allow access to a wide range of training and support materials.

Relationships with employers are good and on Apprenticeships and Train to Gain employer needs are paramount when planning assessment and training.

Whilst feedback from employers is good it is very difficult get employers to participate very fully in the planning of training, which can lead to some good assessment opportunities being lost, or in suggesting any improvement actions.

Leadership and Management – Grade 2

Leadership and management are good.

Strategic planning is effective and managers and staff are clear about the direction of the company. There is a clear commitment to continually improving the quality and breadth of provision and ensuring good success rates for learners across programmes.

Data is used effectively and detailed reports on recruitment, retention and achievements along with financial data are used to monitor performance on a monthly basis. Remedial action is put in place where any of the areas fall below targets set.

Staff are well informed about the company's direction and decision making process and all staff are given the opportunity to contribute.

Managers of the company are always approachable and both staff and learners feel able to talk to them about issues that arise.

Financial control and management are very good and has been rated 'outstanding' on the FFE.

Stretching targets are set for improvement and KTS Training works hard to collect learner and employer views and use these to make improvement actions where necessary.

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The IV process is well managed with a comprehensive sampling strategy and monthly standardisation meetings.

Partnership working is excellent and the MD is both a director and treasurer of the local training provider network.

The Operations Manager is a member of a very successful PRD group with 3 other providers in the area which has concentrated on issues such as:

- Quality of Teaching and Learning
- IV/assessment process
- Recruitment and Induction
- Staff involvement and involvement with the self assessment process

Additionally the Operations Manager is the training provider network representative on The LSC/MOG transition group for LLDD and for the 'Into Learning' group set up by the LSC/Connexions to provide responsive, flexible solutions for young people in the NEET group or at risk of becoming NEET

The Training Director is a member of the OCR South West Quality Group and the IV/Assessment Manager is a member of the Golden Thread user group, which aims to ensure that learners in the workplace have access to high quality support to develop literacy and numeracy skills where needed.

The FLT Manager has forged strong links with Connexions and a wide range of referral agencies and is frequently asked to represent work based learning and give presentations to support workers, teachers about the benefits.

We have strong links with the local authority in South Gloucestershire and in 2008 were the only WBL provider invited to participate in the working group for the JAR and met with inspectors twice during the review.

The assessment and internal verification process is good and has led to improved action planning over the last 6 months. It has also enabled the transition from paper based portfolios to E-NVQ to run smoothly.

Staff CPD is good with regular reviews and evaluation of training attended. Staff are well qualified, registered with IFL where appropriate and use REfLECT appropriately.

Regular observations of tutors and assessors take place with observations of teachers using an external consultant. Action planning following assessment needs to be more consistent and this has been recognised in the improvement plan.

Premises are welcoming and friendly and resources are good. Some ICT equipment needs updating and this is planned over the next 18 months.

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Health and Safety is very good and has been consistently recognised by the LSC as such with only minor action points ever identified (see Appendix 2)

SAFEGUARDING – Grade 2

KTS Training (2002) promotes safeguarding well and has comprehensive policies and procedures to protect all young people and vulnerable adults.

The 5 outcomes of Every Child matters (ECM) are paramount when planning all provision (see Appendix 1 for further information on how we meet these outcomes)

All learners on Entry to Employment in November 2009 said that they felt safe at KTS

‘Yes and there is CCTV everywhere’

‘Of course why wouldn’t I, it’s a great place’

‘If I ever didn’t feel safe I would say and they would help me’

No learners could suggest any improvement actions to make them feel safer.

We have CCTV cameras in all training rooms, learner rest rooms, corridors and parking areas in Kingswood and these are continually monitored by reception staff.

All visitors sign in and out of the building and wear visitor badges during their stay.

Health and Safety and Safeguarding are promoted through well planned lessons and activities delivered by the Health and Safety Officer. Learner feedback on these activities is very good along with their understanding which is checked at all reviews.

The safety of workplaces and procedures to safeguard learners in employers premises are assessed effectively before learners undertake placements, tasters or work based learning. A comprehensive check is also carried out where learners are already employed when they start a learning programme with KTS.

All activities undertaken by learners have appropriate risk assessments carried out.

Apprentices and Train to Gain learners in the workplace are also given information concerning our safeguarding policy and understanding is checked at reviews.

All staff have an enhanced CRB check along with any volunteers and from July 2010 they will all be required to register with the Vetting and Barring Service.

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The H&S officer has lead responsibility for safeguarding along with the Managing Director and Operations Manager. He holds the level 3 certificate in safeguarding and it is intended that all appropriate staff will undertake the level 2 certificate in 2010.

Further training in Equality and Diversity and Safeguarding is taking place for all staff in January with an external consultant. This is updated regularly.

All staff have a copy of the safeguarding policy and understands its importance and action that they need to take. The policy also contains contact details of relevant agencies.

KTS have effective links with all relevant agencies including the local safeguarding board and Young People's Information Service.

The Operations Manager is a registered user of the Children's and Young People's Partnership in South Gloucestershire and informs all staff of any updates.

All managers are undertaking training in March 2010 on the CIF and the limiting grades of safeguarding and E&D.

EQUALITY AND DIVERSITY - Grade 2

Equality and Diversity is well integrated into all aspects of the curriculum and learner's understanding is good. This is checked and reinforced at learner reviews on all programmes.

Tutors plan equality and diversity into lessons and also take account of any opportunities that may arise to promote equality and diversity.

Marketing materials including the monthly newsletter are inclusive.

Bullying and harassment is not tolerated, learners understand this and have produced a range of posters and displays for classrooms that illustrate this.

Policies and procedures are comprehensive and are understood by all staff and regular training/information sessions are held for all staff and delivered by an external consultant.

Employers are expected to have an equality and diversity policy or to use that of KTS and to show commitment to this. KTS have worked with employers to produce an E&D CD-Rom which has been given to all employers and supervisors and which has interactive quizzes, scenarios etc. It also has an e-mail helpline to the external consultant that delivers staff training.

Data including success rates and progression of different groups of learners is monitored including gender, ethnicity and disability/learning difficulty. There are

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currently no significant differences but improvement actions would be taken if differences were apparent.

Feedback from all learners shows that they feel well supported and encouraged to succeed.

KTS has friendly and welcoming premises that are conducive to learning although accessibility for motorized wheelchairs is not ideal. A good range of resources is available and learners value the opportunities and support they are given particularly on Entry to Employment.

The ethnic mix of staff is above the local average but males are under represented on the teaching staff.

KTS has very good links with a wide range of support agencies and arrange talks to learners from many of these including those that deal with drugs, sexual health, hearing and visual impairments, racist incidents etc

We also work closely with YOT, community police, young homeless agencies and schools where year 10/11 are excluded/at risk of exclusion to ensure that our programmes are as 'inclusive' as possible.

We have also just taken a learner who is profoundly deaf and requires a full time signer and are arranging deaf awareness training for staff and learners to ensure that the learner has the best possible experience whilst at KTS.

AREAS OF LEARNING

15 – Business Administration and Law - Grade 3

Strengths

- High quality support which is valued by learners
- Good development of occupational skills
- Company needs are paramount when planning assessment, training and reviews
- Excellent professional development of staff

Areas for Improvement

- Timely completion of qualifications needs improving
- E-NVQ needs more embedding particularly with employers
- More consistent employer involvement with training needed

Minimum performance levels on Apprenticeships are good at 75% which is above the national average.

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Timely completions still need improving although at 59.4% is above the national average.

Although MLP on TTG is 63.3%, overall success rates are 82.2% and action to improve this is identified in the QIP.

Apprenticeship Overall Success Rates

		Overall			National 2008/09
		Provider Full Year			
		2006/07	2007/08	2008/09	
16-18	Number of Aims Achieved	11	8	13	11,071
	Number of Leavers	14	8	19	14,981
	Qualification Success Rate	78.6%	100.0%	68.4%	73.9%
19+	Number of Aims Achieved	5	7	14	16,862
	Number of Leavers	6	8	17	23,042
	Qualification Success Rate	83.3%	87.5%	82.4%	73.2%
25+	Number of Aims Achieved	0	1	0	5,906
	Number of Leavers	0	2	0	7,688
	Qualification Success Rate		50.0%		76.8%
Total	Number of Aims Achieved	16	16	27	33,839
	Number of Leavers	20	18	36	45,711
	Qualification Success Rate	80.0%	88.9%	75.0%	74.0%

Apprenticeship Timely Success Rates

		Timely			National 2008/09
		Provider Full Year			
		2006/07	2007/08	2008/09	
16-18	Number of Aims Achieved	4	8	11	9,354
	Number of Leavers	12	9	18	15,933
	Qualification Success Rate	33.3%	88.9%	61.1%	58.7%
19+	Number of Aims Achieved	2	7	8	13,415
	Number of Leavers	4	12	14	25,759
	Qualification Success Rate	50.0%	58.3%	57.1%	52.1%
25+	Number of Aims Achieved	0	1	0	4,938
	Number of Leavers	0	2	0	9,329
	Qualification Success Rate		50.0%		52.9%
Total	Number of Aims Achieved	6	16	19	27,707
	Number of Leavers	16	23	32	51,021
	Qualification Success Rate	37.5%	69.6%	59.4%	54.3%

Train to Gain Success Rates

		Provider Full Year			National
		2006/07	2007/08	2008/09	2008/09
Full Level 2	Number of Aims Achieved	7	40	57	62,476
	Number of Leavers	8	45	70	87,324
	Qualification Success Rate	87.5%	88.9%	81.4%	71.5%
Full Level 3	Number of Aims Achieved	0	6	17	13,022
	Number of Leavers	0	10	20	19,623
	Qualification Success Rate		60.0%	85%	66.4%
Summary	Number of Aims Achieved	7	46	74	75,498
	Number of Leavers	8	55	90	106,947
	Qualification Success Rate	87.5%	83.6%	82.2%	70.6%

8.5% of the learners are from an ethnic minority group and 63% are female.

There is a well planned staff development programme and staff are well qualified. In addition to accredited training staff regularly attend meetings arranged by LSIS, ENTO and awarding bodies to keep up to date and to share good practice. All relevant staff complete reflective CPD logs.

KTS understands the needs of learners and employers well and opportunities are carefully matched. Effective working relationships with employers are maintained.

Learners undertake thorough initial and on-going assessment including the use of thorough induction and additional support is put in place where necessary

Any off job training required for technical certificates and key skills is planned well in advance to assist employers. Teaching is well structured and links topics to work situations and learner understanding is constantly checked.

Achievement rates on technical certificates are excellent.

Regular, effective assessment takes place using a diverse range of assessment methods and new technologies and is flexible (including evenings) to fit in with work patterns and training opportunities.

The introduction of E-NVQ in January 09 has given further flexibility to learners to access their 'portfolio' at times to suit their individual needs.

SAR

Comprehensive reviews include questions on E&D and H&S and where learner's knowledge is limited they are given additional information which is discussed at future reviews.

Employers are well informed on progress and whilst 95% are present at reviews we still need to engage employers more in using E-NVQ and playing a more active part in the identification of assessment/training opportunities (included in action plan).

Learner progress is monitored closely and reports produced which are discussed at monthly meetings with the assessment manager/assessors and at management meetings. Data is collected on an assessor and programme level and remedial action taken if falling below targets.

Development of learner's personal and occupational skills is very good and learners are enthusiastic and well motivated.

Learner feedback on the assessment process, quality of support etc is excellent with no improvement actions identified by them.

Learners are encouraged to consider progression routes and on Apprenticeships progression into level 3 is good.

Area 14 – Preparation for life and work – Grade 2

Strengths

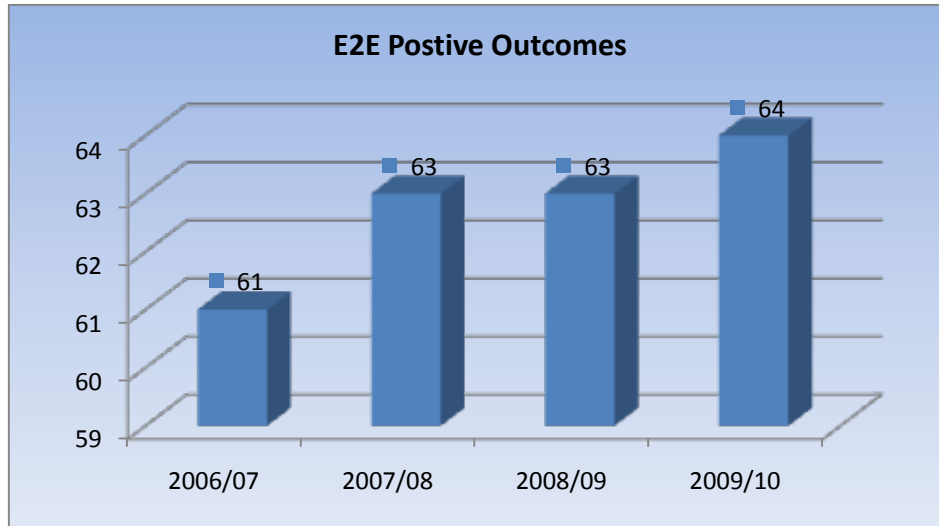
- Very good rates of achievement and progression
- Particularly effective use is made of assessment results
- Wide range of activities effective in engaging hard to reach learners
- Very good support for learners pastoral and additional social needs

Areas for Improvement

- More learners need to be in work placements/tasters
- Links with employers for vocational/employability sessions need developing
- Insufficiently challenging targets for some learners

Currently 59% of learners are female with 41% male and 12% are from a minority ethnic group.

Positive outcome rates are above the local and national average and have been maintained in 09/10 despite the difficult employment climate.



Achievement of qualifications is excellent and learners have the opportunity to achieve a range of qualifications at all levels including:

- Functional Skills
- Certificate in Adult Literacy
- Certificate in Adult Numeracy
- ASDAN Employability Qualification
- ASDAN Personal and Social Development Qualification
- A range of ICT qualifications
- First Aid Certificates
- Health and Safety Certificate

In addition learners are able to take additional qualifications including CBT and CSCS cards and can take driving theory, cooking from scratch and other external activities depending on their individualised learning programme.

Volunteering is actively promoted and the vast majority of learners take part in a range of volunteering opportunities in partnership with V-Inspired. All learners completing their volunteering targets are issued with certificates detailing hours and activities completed.

Achievement of qualifications is especially rewarding as the majority of learners come to KTS with no qualifications and a poor experience of the educational system. Learner feedback shows that they value the opportunities given to them to progress and achieve.

SAR

Initial and diagnostic assessment is good and uses a range of methods including BKSB. Learners understand the importance of assessment and how it is used in determining their individual learning plans and targets.

Whilst all learners are given individual targets according to their assessed needs and occupational choices there are some instances where these need to be more challenging (see action plan).

All learners undertake a comprehensive induction when Health and Safety and Equality and Diversity are covered in depth using a range of styles and resources appropriate to the learner group. Learners' knowledge and understanding of these areas is reinforced during their programme with a range of additional training sessions as well as at review and learners are clear about their rights and responsibilities.

Equality and Diversity is positively promoted in all lesson plans and learners' understanding is good.

Personal and social development is good and covers citizenship, independent living, cooking, nutrition and healthy eating, drug and alcohol awareness, sexual health and a range of other topics.

This is aimed at raising their social and economic well being, ensuring that they live a safe and healthy life and that their experience of Entry to Employment is as rich and rewarding as possible.

A range of outside agencies are also involved in the delivery of these topics including South Gloucestershire DAT, YOT, Connexions, Community Police, ASH, SARI, AA etc

Sustainability is positively promoted and recycling of paper, plastic, glass, cans, ink cartridges etc is carried out. Additionally we conserve energy, use water machines that filter and recycle water etc. Printing is closely monitored and challenging targets set to minimize printed materials.

Emphasis on employability is strong from the start and all learners understand that they will be undertaking work tasters and placements. However we need to have a higher percentage of learners in the workplace on a consistent basis and the work placement team have been given challenging targets to ensure they achieve this.

Enrichment activities are well planned and learners use evidence of their planning, budgeting and team working in a range of qualifications including ASDAN.

Staff are very well qualified and continually seek to improve and update their skills. In the last 6 months a lot of time has been devoted to functional skills training along with the development of VLE and other web 2.0 technologies including RSS feeds, social networking sites such as Facebook and Twitter and greater use of film/media.

SAR

Resources are good with plentiful ICT equipment, interactive whiteboards, video and audio equipment etc although we plan to update all ICT equipment to 'thin client' over the next 2 years.

Glossary of Terms

AA	Alcoholics Anonymous
APDR	Appraisal and Performance Development Review
ASH	Anti Smoking Group
BKSB	Basic and Key skills builder
CBT	Compulsory basic training
CCTV	Closed circuit television
CIF	Common inspection framework
CPD	Continuing professional development
CRB	Criminal Records Bureau
CSCS	Construction Skills Card Scheme
DAT	Drugs Advisory Team
E&D	Equality and Diversity
E2E	Entry to Employment
ECM	Every Child Matters
ENTO	European Network of Training Organisations
E-NVQ	Electronic National Vocational Qualification
EV	External Verifier
FFE	Framework for Excellence
FLT	Foundation Learning Tier
H&S	Health and Safety
IFL	Institute for Learning
IV	Internal Verifier
LLDD	Learners with learning difficulties/disabilities
LSC	Learning and Skills Council
LSIS	Learning and Skills improvement service

SAR	
MOG	Machinery of government
MLP	Minimum level of performance
NEET	Not in education, employment or training
NVQ	National Vocational Qualification
RSS	Really simple syndication
SAR	Self Assessment Report
SARI	Support against racist incidents
TTG	Train to Gain
VLE	Virtual learning environment
WBL	Work based learning
WOE	West of England
YOT	Youth offending Team



APPENDIX 1 - EVERY CHILD MATTERS

Although the principles of 'Every Child Matters' are included in the main body of the SAR we have also outlined the way in which we meet the criteria in our every day practice below.

KTS deals with the most vulnerable and disadvantaged young people through Entry to Employment (E2E) and Foundation Learning.

Being Healthy

Whilst realising that it is very difficult to ensure that learners live a 'healthy' lifestyle we endeavor to inform and educate them and promote the benefits of good physical, mental, emotional and sexual health.

We do this by:

- Holding information sessions, run by outside agencies, on the dangers of drug and substance abuse, smoking, poor sexual health, mental health issues etc
- Having an anti smoking, alcohol and drugs policy which is strictly enforced
- Linking to a wide range of agencies that support young people and displaying their literature in our resource centre and training rooms
- Including health living, food hygiene and cooking in the timetable for E2E/FLT learners
- Promoting sport and active leisure
- Staff training on health and safety issues
- Having regular breaks with access to water and hot drinks
- Providing fruit for learners
- Carrying out health 'risk assessments' at induction
- Setting milestones on health issues where appropriate
- Following up issues at reviews/training sessions as appropriate
- Publicising special events such as National Stop Smoking Day, World Aids Day and involving these in the timetable for personal and social development

Staying Safe

We aim to keep learners safe from harm both physical and emotional whilst they are with us and give them advice that will benefit them in the longer term.

Measures we take are:

- Health and safety checks and risk assessments on all employers/work placements/activities undertaken etc

- Enhanced CRB checks for staff
- Safeguarding young people and vulnerable adults policy
- Ongoing staff training in safeguarding, dealing with difficult behaviour etc
- Comprehensive health and safety training at induction and ongoing lessons delivered by H&S Officer. H&S knowledge and understanding is also covered at all learner reviews
- Learner handbooks/induction/ongoing training that includes being safe, anti bullying procedures
- Comprehensive complaints procedures
- Checks on understanding during training and reviews
- Attendance records for all sessions
- Confidential learner help line and details of staff mobile numbers
- Links with relevant agencies and information accessible on the services they provide
- Talks from community police/prison service etc
- Improving young people's awareness of the impact of substance and alcohol abuse
- Working with local safeguarding boards

Enjoying and achieving

Learner feedback, both formal and informal is the main way in which we measure this along with attendance monitoring and success rates

- Consistently good learner feedback on all programmes
- Learners recommend friends to join KTS
- Raising aspirations and assisting all learners to achieve maximum potential
- Monitoring retention and achievement by different groups, occupational areas, levels etc
- Milestones set and monitored on E2E/FLT re attendance – action plans in place where attendance/achievement below targets
- Very good attendance at off job training for apprentices
- Learners value the support they receive from tutors and assessors
- Excellent achievement and progression rates on E2E/FLT
- Achievement rates on apprenticeships good
- Lesson observations by external consultant are very good and demonstrate learner engagement
- Bonuses for learner achievement and progression are valued
- Learner success celebrated and 'roll of honour' displayed
- Learners on E2E/FLT plan enrichment activities

Making a positive contribution

We try to ensure that learners make a positive contribution to their local community and beyond although this is particularly difficult on Pre E2E/E2E where the majority of learners who come to us have a history of poor and anti social behavior and usually understand their rights without accepting their responsibilities.

We aim to improve this by:

- Range of activities that improve team working, self esteem and confidence
- Using wider key skills including working with others
- Personal and social sessions that include anti bullying, rights and responsibilities, equality and diversity, local and national government etc
- Learner focus group on FLT to represent learner views on training, resources, facilities etc
- Establishment of learner forum for employer responsive provision
- Active participation with range of relevant agencies to develop My Place concept led by Young Bristol and using Big Lottery funding
- On-going training on employment rights and responsibilities
- Comprehensive complaints procedure
- Talks from voluntary and community agencies and pro actively promoting volunteering
- Targets set for numbers of learners engaged in volunteering projects in partnership with V-Inspired
- Promotion of sustainability and environmental issues, including recycling, energy efficiency etc

Achieving Economic Well Being

We aim to prepare learners for the world of work and independent living in a variety of ways including:

- Access to high quality information, advice and guidance
- Raise aspirations of learners, particularly those with low family history of education and training
- All apprentices are employed
- Learners on E2E have the opportunity to try a range of work tasters/placements in a wide variety of occupational areas
- Literacy, numeracy and financial skills are developed for all learners and embedded throughout the curriculum
- The development of employment skills including CV building, interview skills, workplace protocol is highly valued by learners on E2E
- Learners on E2E/FLT achieve ASDAN qualifications in Employability and Vocational Skills
- Progression into employment on E2E is above the local and national average

SAR

- Improve tracking and transition, particularly of learners who move on from FLT programmes



Appendix 2 - Health and Safety Sub Report

Policy

There is strong commitment to health and safety detailed in the safety policy with commitment shown from senior management with the policy statement signed by the managing director. The policy statement includes a commitment to developing safe learner concept and includes reference to learners throughout the document.

The health and safety policy includes sections for both arrangements and organisation. Documented evidence of risk assessment is incorporated within the policy.

Commitment to protecting vulnerable persons is stated in the health and safety policy and contained in other policies procedures and practices.

- Equality and Diversity Policy
- Standard Ten Form
- Young person's policy
- Lone working policy
- Child protection and vulnerable adults policy
- Violence policy
- Safe learner policy

The health and safety policy for KTS is reviewed at least annually. Review of policy was last carried out on 9/04/09

Access to the policy can be gained through the induction that is completed with all staff and learners and copies of health and safety policy put on notice boards throughout KTS. Staff can also access all policies and procedures on line through the 'company procedures' file.

Evidence: Documentation and LSC Assurance visit report.

Organisation

Health and Safety officer for KTS has achieved NEBOSH General Cert, Health and safety in the workplace unit D and CIEH

Working together to safeguard children Level 3 updating practice BSCB

Health and Safety officer has attended LSC workshops relating to HASPS

KTS have four trained fire marshals.

SAR

Fire evacuation procedures are detailed in health and safety policy, procedures and notices displayed throughout building as well as the on-line folder..

Fire evacuation is also covered on health and safety induction for employees and learners.

KTS have one full first aider and four trained one day appointed persons members of staff.

Quality control of health and safety company checklist is completed by business development officer who has achieved ENTO D unit

Health and safety responsibilities are clearly stated in H&S Policy (Evidence: Policy and procedures)

Health and safety communicated through staff meetings. (Evidence meeting minutes)

Health and safety is also included on agenda for monthly senior management meetings.

Planning and Implementing

Risk assessments have been carried out including COSHH, Manual Handling, DSE, Slips, Trips and falls, Violence, Pregnant Worker, Young Worker, Lone Working and fire risk.

These are reviewed annually or when identified by change of process

Outside visits risk assessment form is filled out by relevant staff and quality controlled by Health and Safety officer (Evidence risk assessment documentation)

Health and Safety development plan is in place and being implemented

PAT testing of equipment carried out and ongoing. (Evidence pat test log book)

Arrangements are in place to carry out specific risk assessment on individual learner if any special needs or circumstances are identified on their health questionnaire also

(PEEPS) Personal Emergency Evacuation Plan will be drawn up with learner or employee if there is a disability or mobility issue identified on health questionnaire.

(Evidence fire procedures documentation)

Standard ten forms filled in for all learners on completion of induction. (Evidence standard ten form documentation)

PPE will be provided free of charge if identified in risk assessments.

SAR

Procedures identified in health and safety policy and procedures manual are also covered on health and safety induction carried out with learners.

(Evidence induction forms and information pack declaration form).

Fire drills carried out three monthly (Evidence Fire Log Book)

Measuring Performance

Learners are monitored by the use of health and safety questions regarding accident reporting on 12 weekly reviews. (Evidence review form and LSC Assurance Visit Report)

Accident /incident reporting covered on induction by all learners and all learners are aware of reporting procedure. Accident incident form is in place and flow chart is included in policy to illustrate accident /incident reporting procedure.

Fire drills are recorded in log book and evacuation times recorded

KTS is researching the best way to benchmark performance and set realistic health and safety targets and goals

Review and Audit

Annual internal health and safety audit carried out with resulting development plan in place.

External assurance visit carried out by LSC.

Action plans are discussed and performance monitored by senior managers at management meetings with H&S advisor present

KTS are committed to continuously raising standards in health and safety and achieve good practice in these areas.

Safe Learner

Safe Learner Policy and procedure in place

All learners receive KTS induction and training pack containing guidance information on manual handling, use of VDUs, safe learner book and duties under the health and safety at work act. In conjunction with this they are shown an induction video with accompanying quiz and one health and safety video (Oh What the Hell) which covers underlying causes of accidents.

SAR

All learners are then given a tour around KTS premises and introduced to the workplace with fire points, extinguishers and exits shown, and first aid and accident and emergency procedures covered

E2E learners attend four three hour training sessions covering safety signs, coshh, accident reporting and fire. These sessions are part of our programme to meet the safe learner blueprint

Learners who are on apprenticeship programmes complete health and safety units as part of their NVQ. KTS use health and safety questions on 12 weekly review form and assessor evaluates their understanding and knowledge in review. (Evidence review form and quality assurance visit report).

Safe and Healthy Learning Environment

KTS Premises are well maintained and meet welfare legal requirement. and there is a weekly check of all premises and equipment to ensure no repairs etc are outstanding.

Every work place is health and safety vetted before placement of learner.

Workplaces monitored according to risk banding 3 monthly, six monthly and annually according to their risk banding.

KTS company vetting form fully HASPS compliant

Supervisors are issued with

- Health and Safety information pack this contains Trident guidance sheet on child protection
- Pocket guide to Supervising learner Health and Safety
- Safe behavior is sound business
- **HSE Leaflets**
- An introduction to Health and Safety
- RIDDOR explained
- Health and Safety regulation (...a short guide)
- The right start
- Managing Health and Safety (five steps to success)
- Five steps to risk assessment

Strengths

- Health and safety policy reflects high standard of commitment to both safe learner concept and learners and staff (source policy statement).
- Thorough risk assessment programme in place (documented risk assessments)

SAR

- Good attitude to raising health and safety standards and safety culture.
- Active monitoring including workplace and learner reviews (source learner review and health and safety monitoring documentation)
- High level of information given to learners and employers regarding health and safety (source learner declaration on info packs, employer info packs)
- Commitment to HASPS standards and the use of standard 10 internally embodies good practice, exceeding contractual requirements (source LSC assurance visit report).

Weaknesses/Areas of improvement

- Training to be arranged for all staff with regard to child protection and protection of vulnerable adults (Booked for January 10)
- KTS may have to update policy and procedures in line with any guidelines from the Independent safeguarding authority (refer to action plan attached).



Health & Safety action plan/09/2010

Objectives	Actions	Measurement	Timescale	Responsible For action	Responsible (monitor)	Cost
Determine the status of KTS regards the introduction of the independent safeguarding authority	Action according to findings and reflect in related policy and procedure	Completion of amended policy and procedure	JAN 2010	Karl Jeacock		
Staff to receive safeguarding training	Arrange training for staff in safeguarding children and vulnerable adults	Completion of training				

Appendix 3 - Staff Qualifications

STAFF QUALIFICATIONS and EXPERTISE

Provider: KTS Training (2002)Ltd

To be completed by the provider and returned to the Adult Learning Inspectorate

Area of Learning:

Name and job role	Occupational, training and other qualifications & experience				Assessment qualifications				
	Occupational qualifications	Training or teaching	Other qualifications	Experience	D32 A1	D33 A2	D3 4V 1	D3 5V 2	D3 6
1 ANDY HAYNES Managing Director	CIPD Diploma.			25 years operational and strategic/senior management experience in training organisations managing national and local contracts. Chartered member CIPD. (Owner KTS Training 2002 Ltd).					
2 LORRAINE SHEARING Training Director	BA (Hons) Business Studies TDLB NVQ level 4 HRD option Counselling	C and G 725 Trainer Award Teachers Cert 7407 Stage 1 Adult Trainers Cert. TEFL cert.		22 years operational/senior management experience in training organisations, teaching/training /assessment/IV and EV. Business sector assessor. Chartered member CIPD. (Co-owner, KTS Training 2002 Ltd)	Y	Y	Y	Y	

	cert.								
JILL TAYLOR Operations Manager	NVQ level 4 Management CIEHO cert.			16 years Contract Manager (govt programmes) Formerly TEC Youth Training Manager. Audit Manager (Training Agency) Jobcentre Manager. 25 years Civil Service. Chartered member CIPD	Y	Y			
4 MICHELLE WHEELER Administration Manager	Advanced MA Administration. NVQ 3 Customer Service. Level 3 Certificate in Management Studies. NVQ level 4 Management		CLAIT IBT2 BCS Level 2 IT User Cert. / ECDL Level 2. Fire Marshal Cert	9 years experience in general administration. Accounts and advanced PICS super-user. ECDL Invigilator. Management of administration team					
5 LISA SLEVIN Internal Verifier and Moderator (S/E)	IPM Cert. TDLB NVQ L4 HRD.	Craft Trainer Award		18 years HR management/training experience. Former NVQ centre manager. Training design, delivery and	Y	Y	Y		Y

				evaluation. Chartered member CIPD. Member of ILM and IVA					
6 DAVE LEE Internal Verification Manager	V1 award, A1 and A2. C and G FAETC cert S1 Cert. in Mentoring Appointed Person First Aid	Units D/F Occ. Health and Safety. IOSHH BTEC Int Security Systems	Range of security and electrical equip. quals	British Army Soldier 10 years. Installation technician for security systems. Lecturer/Trainer/ Assessor and Internal Verifier	A1	A2	V 1		
7 SUE SEALY Internal Verifier for Warehousing / Assessor	Customer Service NVQ 3.	C and G Retail Trades Cert (bronze medal) IBT 3.	C and G FAETC A1/V1 upgrade	Freelance consultant trainer and assessor. OCR and EDI external verifier .Background in retail management, company secretary/director for family company. Lecturing and training	y	y	y	y	y
8 NICOLA LACE E2E Tutor	BA (Hons) Film, Media Philosophy	PGCE pending	4 A levels. Scholar of Norfolk Award 2005	Retail experience, Customer Service Advisor, Bar Supervisor					

9 KARL JEACOCK Monitoring Officer and Health and Safety Officer	NEBOSH Nat. General Cert. NVQ Level 2 and 3 Customer Service.	Full First Aid Cert to 2008 C&G 7302 Cert CTLLS pending	OCR IBT Stage 2 cert in IT user skills Ad. Lit Cert L2	Main background in construction industry prior to joining KTS. 10 years as reviewing officer with learners/employers; carrying out health and safety assessments on employer premises. General and H and S inductions/training					
10 CLAIRE MITCHELL Assessor	BA (Hons) Primary Ed with QTS ILM Level 5 Dip Management	A1Award for Assessors		Resourcing and Development Co-ordinator, management development programmes. Network Co-ordinator. NVQ Co-ordinator.	A1				
11 ZOE ASHLEY E2E Tutor	PGCE Secondary Art and Design BA (Hons)Fine Art		3 'A' levels	Teaching placements, Call Centre customer service agent. Sales and Admin experience and retail experience					

12 RACHEL GRANT Recruitment and Placement Advisor	Beauty Therapy qual. First Aid at Work	People Management and appraisal training etc		Team Manager (media) 19 years. Administrative and clerical posts prior to. Classroom assistant					
13 KATY DODD Recruitment and Placement Advisor	Level 3 Certificate in Management Studies. NVQ level 3 Advice and Guidance NVQ 2 business Admin Unit A22 (TDLB suite)	FETC Stage 1 cert Introductory certificate in counselling	H&S initial cert First Aid 2006	PA. originally. Customer Service manager then training officer and placement officer. Tutor/advisor for E2 for 4 years 18 months senior tutor					
14 SUSAN ORAM Assessor	D32/33 Assessor award D34 Internal Verifier award NVQ level 4 Managing Call Handling	Counselling and Coaching Skills training. First Aid at Work	'A' level Eng	Operations Manager. Team Leader, Insurance Claims Handler, Telephone Advisor. Customer Service specialism.	Y	Y	Y		

15 AYSHA MUZAFFAR E2E Tutor	BSc (Hons) IT C and G Intro to Delivering Learning L3	Multi-lingual (Urdu, Punjabi, Hindi)	Post Grad Cert Ed in progress	Background in technical administration, data co- ordinator and Business support manager, aircraft industry					
16 SALLY STONE E2E Tutor	PGCE MA Film/European Cinema BA (Hons) Phil and Media	Glass Design and Technology specialism	3 'A' levels	Teaching placement, Glass Technician, Senior Administrator and Programme Administrator, film review writer.					
17 LIZ BARKER Foundation Learning Manager	Level 3 Certificate in Management Studies. PTLLS certificate CTLLS pending	Reality Therapy Counselling Cert. Basic Skills Level 2 Support cert. (pending)	A levels: Physical Education and Sociology	Volunteer youth worker, Housing Support Officer, Information Adviser (Connexions). Outreach and Development worker and project leader					
18 EMMA SMITH E2E Tutor	BA (Hons) Product Design and marketing	5 'A' levels	PGCE Secondary – Design and Technology	Office Administrator, Recruitment industry, senior administrator/PA. Key account co-ordinator.					

				Recruitment office manager. Trainee teacher with placements					
19 SHARON COLE Recruitment and Placement Advisor	NVQ level 3 Developmental Care Modern Apprenticeship in IT	2 'A' levels PTLLS pending		Early experience as a Care Officer (adults). Recruitment consultant, sales consultant and branch manager and project manager					
20 LORRAINE SPILLER E2E Tutor	NEBOSH cert. Manual Handling Cert. Emergency First Aid cert. Food Hygiene Cert.	TDLB D32, D33, D34 and A1 revision Unit Credit 'Adult Learner Support' Level 3 Unit certs 'Delivering Learning' C and G 7302		Retail Supervisor, Catering Supervisor 18 years. Distributive Ops Assessor, Administration Assessor and IV. Currently E2E Tutor	Y D3 2 D3 3	Y	Y	D 34	

21 KAMAL BABRA Business Development Executive	AREC certificate GNVQ Advanced IT IOSH	C&G 7307 teaching cert		Business Development manager Recruitment manager in training especially for those disadvantaged in the employment market					
22 ALAN HEADFORD Assessor	Intermediate certificate in communication	Engineering and technical qualifications		35years with BT as engineer, then technical officer/manager responsible for 20+ staff. Qualified as an assessor/IV and delivered customer relations training within the company After early retirement in 2001 worked as an assessor for several training companies delivering NVQs in Administration, Customer Service and Team Leading					
23 ASHLEY PLUMMER Administrator	Advanced Apprenticeship in Business and Admin pending (L3) IAB and AAT	GNVQ ICT merit 4 GCSE NVQ 2 in Business		Assistant Buyer for tool hire organisation					

	certificates pending	Administration							
24 KADIE-MARIE SMITH Administrator	Apprenticeship in Business and Administration	7 GCSE Food Hygiene Cert Level 2 Adult Literacy		Previous work experience in waitressing and administration					
25 CLIVE JENKINS Assessor	ONC Business Studies CNA diploma in Management studies CII Financial Planning Certificate IFS Certificate in Mortgage Advice and Practice ECDL Cert	FAETC 7306 Teaching Certificate		33 years experience in financial services sector including management, HR, customer service Experienced NVQ assessor in administration, customer service, management and team leading. Key Skills assessor	Y	Y			
26 JULIE BAUGH Business Development	A22 IOSH	Train the Trainer training		Roles in sales and sales management. Account management, training					

Executive	<p>Unit D in Occupational Health and Safety Practice</p> <p>Unit 1 Level 2 Cert in Adult Learner Support</p>	Basic Counselling certificate		consultant and advisor and business development executive in training industry					
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