

GOOD PRACTICE SERIES

TEC/CCTE Activities to Promote National Vocational Qualifications

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Foreword

I am particularly pleased that Qualifications and Curriculum Authority (QCA) have been involved in overseeing the development of this guide along with the DfEE and others who work in this field. It has been encouraging to see the innovation and effort that TECs/CCTEs have put into promoting NVQs, endorsing the work of QCA and establishing the link between NVQs and business competitiveness.

Since their introduction in 1986, NVQs have become the most popular vocational qualifications in England, Wales and Northern Ireland. They now account for half of all the vocational awards made every year. Over 2.5 million NVQs have been awarded and they are now used by over 50 per cent of all businesses.

Their universal appeal is because they are based on national occupational standards which are set by employers to meet the needs of their particular industry. Not only do they help deliver a skilled workforce, they provide a flexible and accessible approach to learning, training and development for both business and individuals. NVQs now cover over 80 per cent of all occupations.

For many businesses they have become the qualification of choice in work-based learning helping them reduce staff turnover, increase productivity, and recruit and motivate their workforce.

This report is designed to help those who promote and market NVQs to businesses, to define a strategy that will help them realise the benefits that NVQs will deliver.

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Qualifications and Curriculum Authority



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Aims and objectives

This study was commissioned to identify successful strategies adopted by Training and Enterprise Councils (TECs)¹ to promote National Vocational Qualifications in the workplace outside of the main programmes. The purpose is to publish these ideas to TECs and others associated with training to improve the take up of NVQs.

1. Throughout this report the term TEC or TECs is used to represent both Training and Enterprise Councils (TECs) and/or Chambers of Commerce, Training and Enterprise (CCTEs).



Methodology

Staff from 13 TECs, 27 employers, four training providers, a learning centre at a school, a Local Education Authority, an employers' federation, and a business school were interviewed through a mixture of face-to-face and telephone interviews. Additional face-to-face interviews were held with two National Training Organisations (NTOs), and telephone interviews were conducted with three Government Offices (GOs) for the Regions. Fifteen case studies were produced and are published with this guide. They have also been included separately on the floppy disk attached to the inside back cover of this guide so they can be used individually or in small sets, with or without the rest of the materials.

Spectrum of Employers Interviewed for the Study

REGION	SECTOR	SIZE
North West	Motor vehicle manufacture	Medium
	Care	Small
	Advertising	Small
	Engineering	Small
	Textiles	Medium
	Electronics	Medium
	Hairdressing	Small
	Retail (Pharmacy)	Small
North East	Glass Manufacture	Medium
	Retail (Footwear)	Small
	Design	Small
	Engineering	Medium
	Animal Care	Small
Yorkshire and Humber	Food processing / distribution	Large
	Docks	Medium
	Horticulture	Medium
West Midlands	Higher Education	Large
	Engineering	Large
	Insurance	Medium
	Retail (Motor vehicle)	Medium



Summary of main findings and recommendations

The study identified many benefits recognised by employers who had developed their employees to national standards. It also identified some barriers to employers becoming involved in workforce development. TECs need to develop strategies to confront and address these barriers.

BENEFITS

- Staff turn-over is reduced because staff are more motivated.
- Recruitment is improved by offering potential employees the opportunity to develop and achieve qualifications.
- An informed and flexible workforce produces improvements in productivity.
- There are less errors, a reduction in waste and fewer accidents.
- Improvements in levels of production with less staff, together with reductions in material and insurance costs increase profitability.
- Having staff trained to national standards can make the difference between losing and securing a contract.
- Customer service is improved and there are less complaints to deal with.
- Staff take less time off sick.
- The business is managed better and there is greater consistency.
- Trained staff provide more potential for delegation and less need for “fire-fighting”.

BARRIERS

- Employer ignorance about training to standards and developing programmes for workforce development. This can become a greater barrier when the employer is confronted by TEC and/or NVQ jargon.
- NVQs have an image associated with programmes for unemployed people. Employers may have no knowledge about the growth and importance of industry-based standards and may be reluctant to replace in-house training programmes.
- Employee ignorance of the system, reluctance to be trained in areas where they feel they have a degree of competence and anxiety about future job security.
- Investment in staff training not seen as worthwhile if staff then move to work with other employers.
- Concerns about the assessment process, and the amount of paper involved.
- Poor experiences of local training providers.
- History of failure when NVQs have been tried before.
- Cost and time commitment.

TEC organisation

Many TECs in the study had improved their ability to promote NVQs with employers by re-organising their team structures and their approach to employer support. There were several main themes.

- All the TECs consider it critical to offer consistent and professional support to companies. Some think this is done better through one single point of contact for companies, others prefer to use a team of specialists. Most TECs find it unnecessary to have specific NVQ teams.
- TEC staff promoting training to recognised standards, benefit from having had business experience, understanding the national standards, and being fully briefed in the TEC strategy. It is important for TEC staff to understand the business of the companies they are working with so that their advice is relevant and professional.
- TECs who work seamlessly with their Business Links find that Personal Business Advisers (PBAs) can do much to promote the implementation of NVQs in the workplace. But PBAs need to be briefed about NVQs and their benefits. The contribution of PBAs needs to be co-ordinated and maximised.
- Employers involved in Investors in People (IiP), and those recruiting through Modern Apprenticeships are more likely to be implementing NVQs in the workplace, and successful TECs operate and organise their teams to take account of this.
- Those TECs who make proactive approaches in specific sectors or at critical times, rather than waiting until they are approached for help with workforce development, are most successful.
- Employers in the study think that TECs are most effective when their staff continue to make regular contact and provide support beyond the initial enquiry stage. It seems important, therefore, to maintain dialogue with companies once it has started, and to seek innovative ways of keeping the NVQ promotional messages both fresh and interesting.

TEC promotion and support strategies

TECs in the study had developed strategies to promote training to recognised standards and to support employers wishing to take forward employee development.

- NVQs are now the largest recognised vocational qualifications, and TECs can usefully reinforce this point when dealing with employers.
- TECs can engage employers when they focus on business benefits rather than starting with the NVQ processes. All employers have some sort of business problem or issue which is concerning them, and it is more productive to concentrate on solutions to business problems; linking them to training to national standards where it is appropriate. Commonly mentioned issues are financial management, people management, performance management, information management, progression planning the recruitment and retention of staff and multi-skilling.
- Several TECs in the study have invested resource in the development of management development programmes to good effect, and have seen improvements in the development of other staff in the companies involved as a result of securing the commitment of senior managers.

- Local case studies are useful to demonstrate what can be achieved, and these are being used both by TECs and National Training Organisations (NTOs). Real examples demonstrate the extent to which national standards have been developed and are now recognised and used.
- Significant changes in a company or sector - new appointments at senior level, the introduction of new legislation or regulations, alterations to operational processes - offer opportunities for TECs to give advice on workforce development through use of the NVQ system. Successful TECs monitor what is happening in local companies and grasp these opportunities.
- The existence of a “champion” within the workforce has considerable impact on the take-up of NVQs, and TECs need to support these companies if the “champion” moves on.
- It is also useful to identify companies who are engaged in non-NVQ areas such as statutory health and safety training and food hygiene. They may go on to be persuaded of the benefits of wider workforce development programmes to national standards.
- Many TECs have helped employers with training needs analyses, skill audits, and the accreditation of prior learning and experience. Many also help companies to develop in-house assessors and verifiers, and to become NVQ assessment centres.
- Employers appreciate help given by TECs in planning development needs to deliver business plans, and in mapping their needs to the national standards.
- TECs can support workforce development by providing opportunities for company staff to network with each other. This can also be helped by mounting “Know Your TEC” events for those companies who are new to the area, or who are not using TEC services on a regular basis.
- TECs can play a significant role in identifying good local suppliers of training, and some TECs have taken this a stage further by helping companies draw up clear specifications for their training and development needs, manage training supplier contracts and evaluate the outcomes of training.
- The promotion of NVQs, and the encouragement of learning within the wider community, can be brought about by the setting up of enterprise, learning and resource centres supporting people in NVQs in places like schools and libraries. Whilst these activities do not in themselves deliver assessment and certification to national standards, they serve a useful purpose in supporting people towards being assessed and also in achieving units and whole NVQs. Successful TECs are targeting a wide range of clients both pre and post 16, together with those who influence their decisions.
- Successful TECs have identified that there are other sources of informed support; particularly from NTOs. TECs who form partnerships with others involved in training and development - local training suppliers, educational establishments, NTOs, employers federations - can engage and support their employers more effectively. There are many productive links possible between TECs and NTOs and, where NTOs are small and have limited resources, TECs need particularly to invest time in developing relationships.
- Generally TECs are not convinced of the value of unsupported blanket advertising, and most are selective in their use of promotional material. This is a view supported by the NTOs whose experience is that promotional material works best when used as part of face-to-face contact.

- Several TECs have worked with their employers, and trades union organisations to develop support strategies for employees undertaking training and development. Others have produced local support materials for employers to help with the planning and implementation of training programmes.

Funding support

- The levels of funding support given by the study TECs to employers varies. Some TECs gear their funding support to achievements in order to ensure effective use of the money spent, and many TECs find that funding support can often be withdrawn once the benefits to the company become apparent.
- Funding was most commonly provided to support the cost of employee development or to set up internal training and assessment structures. Many TECs in the study found that they could engage the initial interest of some employers only if they offered an element of funding support.
- It was clear that TECs in the study needed to be innovative to identify sources from which funding can be obtained and to produce funding packages which satisfy the employer need. How this is done is of no interest to the company, and it is important that the TEC deals with these complications itself without burdening the company.



Case studies

- 1 A TEC working in partnership.
- 2 Targeting top managers
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A TEC working in partnership

The background

Leicestershire TEC has developed a lifelong learning strategy driven by the need to achieve National Learning Targets. Surveys undertaken in 1988 indicated that achievements in the area were well below expectations - 42% of adults had a level 3 qualification, and 8.8% had a level 4 qualification. There was a need for the TEC to support the achievement of higher level qualifications. Employer investment in training was also causing concern. A business survey undertaken in 1987 showed that 40% of businesses employing less than 20 people had made no expenditure on training in the previous six months.

The East Midlands Engineering Employers Federation skill accreditation survey, conducted towards the end of 1998 gathered information from 25 companies. It showed that, of 1,650 people performing manufacturing operations, 41% could be classed as skilled but had no formal qualifications. Six of the companies surveyed had no skilled and accredited manufacturing employees below the age of 30.

The TEC and the University of Warwick together mounted a study to investigate training and qualifications in the textile industry. They found that it was important for the textile industry to improve their employee training and development programmes in order to improve standards, drive up performance and reduce costs.

The TEC initiative

The TEC allocated £46,000 from Block 3 funding to support investment in training for the workforce in manufacturing/engineering and textiles/polymers. NVQ Level 2 qualifications would receive support of £300 and higher level qualifications between £800 and £1,000. The TEC also contributed between £250 and £400 towards the registration and training costs of workplace assessors. The level of funding varied according to the circumstances of each individual case.

There was a partnership approach to supporting the initiative. Leicester Centre for Enterprise and Leicester City Council were made aware of the project, and training organisations who would be able to support employers were identified. The intention was to target employers with less than 250 employees, and to use those who implemented NVQ training for employees over the age of 25 as exemplars for other companies needing advice. The successful companies would also be encouraged to provide opportunities for Modern Apprentices and to become Investors in People.

In the engineering sector the TEC offered to contract directly with interested employers and to part-fund registration, training and accreditation. In the textile sector training suppliers offered training and assessment in order to accredit units of competence from the appropriate NVQs, and the TEC offered to pay 25% of the costs.

The outcomes

In the engineering sector 677 people were initially identified as being interested in training and accreditation to NVQ level 3 in Engineering Production and Engineering Maintenance, and another 300 have been identified since.

In the textiles sector 110 units of competence have been accredited at various levels. The units include assessor units, supervisory units and management units.

The initiative has shown that TEC support can make a real difference in performance and profits in the longer term.

Benefits

- More of the workforce are gaining qualifications.
- The initiative has enhanced partnership working.
- It has been possible to disseminate good practice within sector companies.

Good practice points

- Employers need help to identify their training needs and to evaluate the benefits of training. They want to know “What’s in it for me”, and they need business solutions to business problems. They frequently fear the loss of staff who they have trained and need help to understand the importance of succession planning for their industry as a whole.
- Employers often do not understand the NVQ standards. Avoid TEC/NVQ jargon and do not burden employers with the problems coming from complicated sourcing of the funds.
- Partnership working between all those involved ensures the development of coherent local plans.
- The competence of the TEC staff involved in the initiatives is important.
- Employers in the manufacturing sectors work in an environment of urgency. They expect TECs to respond quickly and efficiently. They are not impressed with bureaucratic TEC administrative systems and paperwork.



Targeting top managers

The background

ELTEC was aware that sustained business growth and development depended on the skills, commitment and determination of senior managers. They also recognised that not all managers had the skills and competences needed to deal with the real issues affecting their business.

The TEC initiative

A management development programme was developed for senior managers in companies likely to benefit from training. It is delivered by local universities and leads to accreditation at level 5. It was piloted in 1996.

The TEC provides a free, skills benchmarking service for the whole management team of the company and funds 50% of the £2,500 individual candidate training cost from the TEC Development Fund

The MCI framework is used to assess the training need, followed up with individual guidance on the links between personal development and the needs of the company. The candidate is encouraged to reflect the on the job role and what they do - not how well they do it. The analysis of the results helps the candidate to decide where the priorities lie for development, and forms the basis of a flexible development plan.

The programme runs for 12 months, and consists of a series of workshops, personal project activity, mentoring and assessment.

The outcomes

50 managers have completed the programme and gained NVQ level 5. Many of them have completed their evidence collection in less than the 12 months allocated. A further 80 managers are currently on the programme and numbers are expected to rise in the current year. The success of the programme has generated interest in a similar programme at NVQ level 4.

Many companies can point to improved business outcomes as a result of their involvement in the programme:

- A director of one of the participating companies; Victoria Forge (Nelson) Ltd who had himself been on the programme said “I can’t say we’ve grown because of the programme, but we wouldn’t have grown effectively without it”. The number of employees has increased from 68 to 108 in three years. The director points to improved planning which has avoided short term working and improved the continuity of employment in the company, increased productivity, reductions in staff turnover, and better management/shop floor communications.
- First Class Childcare has four nurseries in the Accrington area and 42 employees. Its co-owner had participated in the programme. She involved the managers of each of the nurseries in her project activity, and she feels this has improved the service given to the clients, the monitoring of the business and the administration of records. At a personal level she has developed her skills of delegation. She said “Staff skills as well as working practices have improved as a result of the NVQ5. This means that I can leave much of the day-to-day running of the nursery to the staff and concentrate on developing the business”.

- The production manager at East Lancs Coachworks, which employs 300 people, can point to a doubling of production as a result of the changes introduced following participation in the programme. He feels he gained improved skills in people management, planning, use of time and strategic planning. He was able to introduce team-working to the company, modify some of the traditional work roles and change the flow of work on the production line. He said “We don’t firefight anymore”.
- The managing director of Capricorn Advertising was attracted by the opportunity to consolidate existing skills and develop new ideas among the 30 staff employed by the company. She appreciated the opportunity to network with others and liked the work-based project approach which avoided long periods away from the office. She feels that the programme enabled her to take a more strategic view of her business. She said “Along with commitment to Investors in People the NVQ helped me and the rest of the team to build a more competitive and productive business”.

Benefits

- Helps business grow and develop.
- Company production is improved.
- Encourages companies to network with each other.

Good practice points

- Don’t sell the NVQ in isolation. Concentrate on the promotion of management standards and their acceptance as a benchmark.
- Setting time limits on the length of programmes motivates participants.
- Using centres of excellence such as universities gives the programme credibility.
- Take time to dispel anxieties about the levels of academic theory likely to be involved, and the amount of time needed away from the business.



Customised training support

The background

Stockport and High Peak TEC recognised that they had taken a largely reactive approach to the promotion of NVQs. Small businesses are variously presented with problems associated with high staff turnover, recruiting staff, lack of team spirit, discontent with existing training courses, releasing staff for training and a need to improve staff competency.

The TEC initiative

The TEC set up its own direct delivery centre to provide management training/assessment, TDLB unit accreditation and IT training. The centre has also set up a management development web site. Other occupational training can be contracted through local training suppliers. The centre has five full-time staff supplemented by consultants as required. MCI provided £25,000 to start the project and other funding is provided from the full range of TEC budgets. The TEC centre is now self-supporting with an annual turnover of £300,000.

TEC staff visit small local employers in a range of sectors to encourage the take-up of individual contracts to support management development, training for work-place assessors and occupationally specific training. Employers are asked to match fund the delivery of agreed outputs.

The TEC approach is flexible to support the needs of the business:

- At Christopher Dineen Hairdressing a plan was drawn up to develop the business and the six staff. This would enable the salon to train, assess and verify their own trainees to NVQ level 2 in hairdressing and level 3 in customer care. A recommended consultant worked with the employer to improve control of the business.
- A Livesey & Sons Ltd is a small retail pharmacy employing nine people. The manager was helped to obtain management qualifications and accreditation as a trainer and assessor. This would enable her to train pharmacy assistants in retail skills. External training was arranged to help assistants achieve two mandatory units related to the sector, and the employer was put in touch with a local training consultant to offer additional support.

The outcomes

The hairdressing salon became an approved centre for the delivery of NVQs. A learning culture has rapidly emerged with employees achieving levels 2 and 3 in hairdressing, level 3 in customer care, TDLB D32,33 and 34 units, supervisory management skills, and key skills. The owners have between them achieved TDLB level 4, D32/33/34, and City and Guilds 7307, and are looking towards a Certificate in Education and NVQ4 in hairdressing. One of the owners said “NVQs make you manage properly”. The enthusiasm is such that the employer is considering seeking accreditation for Investors in People, and offering support to other hairdressing employers.

Nine candidates in the pharmacy achieved levels 1 and 2 in retail with mandatory units for *Chemist Counter and Pharmacy Interact*. The manager achieved levels 2 and 3 in management, level 3 in personnel management and level 3 in public relations. There has also been related training in dealing with drug abuse, personal safety, vitamins and minerals and the use of fire extinguishers. Some part-time assistants are studying at A-level and are exploring the potential to use their vocational qualifications to secure university places. The cleaner has embarked on retail training.

Benefits

- Reduced training costs by delivering in-house.
- Improved team spirit and motivation, and reductions in staff turnover.
- Enhanced business performance.
- Improved levels of customer service.
- Expertise and skills in assessment can be shared with other employers in the same sector.

Good practice points

- Facilitate the links between all those who need training, and those who can offer advice and support.
- Set up opportunities for employers to network with each other.
- Co-ordinate TEC support for small businesses.
- Avoid NVQ jargon.
- Promote business benefits.
- Establish individual relationships with employers and help them sort out any problems.



Making the link between training plans and business plans

The background

Hertfordshire TEC operates in an area where the qualification level of the population is high, and where the staying on rate at 16+ is 81%. The TEC is keen to ensure that the work-based vocational routes to qualifications are seen by parents and employers as a credible alternative to academic routes.

The TEC initiative

The TEC maintains contact with over 2000 companies and has directly advised 150 on NVQ opportunities. Contact is made by Personal Business Advisers from the Business Link and also by Human Resource Advisers employed by the TEC. Initial advice takes the form of presentations and awareness training, and it is free of charge to the company. The TEC can also help the company to develop training to NVQ standards either by charging for consultancy or by recommending a training provider.

The TEC has created area partnerships which bring together groupings of employers and training providers within common activity areas such as hospitality, catering, leisure and tourism.

TEC and Business Link advisers visit and advise companies on vocational training schemes. They also mount training days for companies on business development topics. Companies receive help in linking training to the successful implementation of their business plan, and with setting up a training implementation plan for their staff.

The outcomes

40 companies have received presentations on national standards during the past year.

The TEC is monitoring the effectiveness of training providers in matching training to the business needs of the companies.

Benefits

- Employers are aware of the services offered by the TEC.
- Partnership working is enhanced.
- Business planning is more effective.

Good practice points

- Encourage training providers to adapt their approach to satisfy the needs of businesses.
- Provide networking opportunities.



Producing support material for employers

The background

The Link Group operates with a NVQ advisory team of three who visit over 100 companies in Gloucestershire to give advice on vocational training. This involves working with companies to encourage employers to gain vocational qualifications, to map the relevant national standards for their business, raise awareness of senior management and identify appropriate training providers. Experience suggested that companies would benefit from reference material to support these activities.

The TEC initiative

The TEC developed an NVQ toolkit to help with the development of an action plan for implementing NVQs. It has 14 sections, running to 188 pages, and covers national standards, NVQs as qualifications, the principles of assessment, identification of training needs, evaluation of training, and the use of NVQ programmes as evidence for lIP recognition.

The outcomes

Accredited local training providers deliver NVQs - five further education colleges and 17 private training companies. All of them use the toolkit. The TEC has also arranged half-day workshops for assessors at which the toolkit is used. Although by itself the toolkit should not be seen as the reason for successful outcomes it has clearly supported the 130 companies in Gloucestershire who are implementing NVQs and the 250 who are using national standards.

Specific examples of successful outcomes:

- 30 candidates working towards NVQs in childcare.
- 8 candidates achieving NVQ level in customer service in the Gloucestershire Constabulary. Four candidates obtained assessor awards. Another 8 candidates working towards the level 3.
- 22 staff in an insurance headquarters obtaining NVQ level 3 in customer service.
- A commercial vehicles dealership encouraging staff to work to level 2 and 3 in customer services and level 4 in management.

Benefits

- NVQ training enhances the evidence available for Investors in People recognition.
- Senior managers in companies are better equipped to identify training needs, and support those participating in NVQ programmes.
- NVQ training increases the morale and self esteem of staff.

- The toolkit is a useful reference point for what the training provider should be doing.
- The NVQs have resulted in better relationships with and between staff.

Good practice points

- Sell business benefits rather than vocational qualification.
- Avoid mass marketing; it is ineffective. Make contact with individual employers and discuss their specific needs.
- Use liP as a vehicle for discussing vocational qualifications.
- Provide constant information - the benefits of training first, followed by information about the national standards agreed by employer bodies, and then about the vocational qualifications which correspond to the standards.
- Consider targeting specific vocational areas.
- Help employers to match what they do to the appropriate NVQs.



Developing learning through outreach activities

The background

Hertfordshire and Kent TECs have developed training to standards within their wider communities. Both TECs identified opportunities to develop IT skills, and Kent TEC has been involved with an unusual project involving the use of IT within the farming community.

TEC initiatives and their outcomes

IT in the community

Hertfordshire TEC has worked in partnership with Spring Education to set up four multi-media learning centres in secondary schools. The capital and set-up costs for each centre were approximately £60,000 and ADAPT funding has been used to support the initiative. The annual revenue for each centre is around £75,000.

Each centre has 16 multi-media PCs and internet access. The host school uses the centre for 30 hours each week during term time and, at other times, the centres are available for use by individual members of the public, community groups and companies.

At Onslow St Audrey's School there is an IT learning club which meets for 14 hours each week. Members include retired people, mothers who wish to return to work, unemployed people seeking to improve their skills and employees from local companies. Users are given an initial test as part of an accreditation of prior learning process, and the individualised learning programmes can lead to NVQ level 1 in IT or business administration and to IT units for higher level NVQs.

Companies pay £60 each month for each of their employees using the facilities. Facilities include:

- Personalised training linked to the needs of the company.
- 45 training programmes.
- A booking system.
- Management reports on staff progress.

The centres have made an important contribution to the acquisition of skills for NVQ units. And, because the centres have access to the Qualifications and Curriculum Authority database of NVQs, they provide users with a wide range of information about national standards.

Benefits

- The use of school premises is maximised for the benefit of the community.
- Whilst the support does not always lead directly to the acquisition of NVQs it encourages the culture of life-time learning.
- The centres make information about national standards more readily available in the community.

Farming management in Kent

Kent TEC worked with the Mid-Kent and East Kent Training Groups of farmers to give financial support to farm owners and managers so that they can pursue NVQ level 4 in management through distance learning. Their support has been used to cover the cost of PCs and associated software. At the end of their training the farmers are able to purchase the PCs at reduced cost.

All the material relating to the NVQ standard, competences and assignments are available on CD. Assessment and progress recording is done through the PC and access to the tutor/assessor is via e-mail. Additionally the farmers receive five or six visits from the training provider - Thanet College during their 18-month training period.

The initiative has resulted in 24 farmers, many of them running their farms virtually single-handed, beginning the training and 21 have so far completed the NVQ. It is clear that the farmers involved found the experience very rewarding.

Benefits

- Mr Highwood of Crow Plain Farm thought that the business administration of farming in Kent had improved as a result of the initiative.
- Mr Gordon of Little Ovingdean Farm spoke of the isolation connected with working in farming and the benefits he had found from coming into contact with other farmers in a similar position.

Good practice points

- Work with local partnerships to capture opportunities to develop learning.
- Consider unfamiliar sectors where there may be a training need.



Developing learning in the community

The background

In 1997 the Saracens Rugby Club moved from North London to Watford where it shares the Vicarage Road stadium with Watford Football Club. Saracens wanted to play its part in the local community and develop a 'Rugby in the Community' programme. They received sponsorship for this initiative from Kenwood Electronics UK.

The TEC initiative

Hertfordshire TEC has helped the Saracens Rugby Club with its community development programme by identifying suitable partners for their work in the community, providing finance to develop a video on mentoring, and advising the club on national standards and NVQs which are sports specific or which relate to the development of personal skills. An additional feature of the programme is that the club is also developing a mentoring scheme which uses young people aged between 16-20 who are considered 'at risk' as mentors. The programme, which has cost Saracens around £75,000 per year, is aimed at 11 year olds and their parents. It involves:

- Foundation sports skills.
- Sports education taken from the physical education section of the national curriculum.
- Chalk and talk project to broaden the national curriculum, This has included the development of a guidance pack for teachers.
- Positive lifestyle programme in which the players are involved with the discussion of social issues in schools.

The outcomes

6000 young people have been involved with the programme since it started in August 1997. It has been very successful and was awarded the Best Community Sports Programme in 1998.

The TEC is involved in similar initiatives with Watford and Arsenal Football Clubs.

Benefits

- Employees benefit from the opportunity to be involved with the programme.
- Young people involved with the project see a positive image of NVQs generated which they can carry forward into their working life.
- The club benefits from taking an active role in the community.

Good practice points

- TECs can interest “at risk” people in training and qualifications through organisations and activities in the community with which they identify and which they find attractive.



Celebrating success

The background

The shipping lines are competing for cross-channel customers, and it is important that they provide a good service in order to attract business. The human resources manager of the P&O Stena Line identified 32 different jobs in the company associated with customer service ranging across the restaurant trades, retail distribution, banking, reception and modern languages. Most of the traditional training for seafaring staff had been through 'sitting with Nellie', but it was also clear that most of the in-house training programmes used elements similar to those of the NVQs in customer service.

The TEC initiative

Kent TEC worked with Thanet College to help the company link their training schemes to national standards. The College is the external training provider for the company, and internal assessment is carried out by people who do not work on the same ship as the candidate.

The outcomes

800 seafaring staff have received training and about 250 are involved in NVQs at any one time. Most staff achieve an NVQ level 2 in customer services. Some individuals progress to level 3 and there are plans to start a management NVQ at level 4 for senior staff. To encourage staff to participate in the programme each candidate was given £100 by the company when they achieved their level 2 qualification. This is no longer necessary, but the human resources manager makes a special presentation to every successful employee.

The company has come to regard NVQs as a necessary qualification for promotion. It is convinced that the professionalism of staff has increased and with it has come improvement to customer service.

The success of the programme has also led to the company registering interest in achieving IIP status.

Benefits

- Training is consistent.
- Customer service is improved.
- The profile of training within the company has been enhanced.

Good practice points

- Equip TEC staff with the skills to offer professional advice to employers.
- Recognise that training can be carried out with a very mobile workforce.



TECs working together to develop standards in the workplace

The background

Dudley TEC and Sandwell TEC/Business Link have worked with partners such as local councils, Business Links, Chambers of Commerce, FE Colleges, training suppliers, and the careers service to build on the momentum generated by the Black Country Development Corporation which ceased operation in March 1998. The aim is to support economic and skill development across a large area of the Black Country, to support existing employers and to attract new investment. Many of the local businesses are small, third tier suppliers involved in the “metal bashing” trades. The workforce generally has a low level of skills in manufacturing, assembly, retail and catering. Employers are concerned with common issues of health and safety, job descriptions, succession planning, recruitment and high staff turnover.

The TEC initiative

The TECs have implemented customised business support strategies which develop and accredit vocational and management competence, create a local force of work-based assessors and encourage organisations to become learning and accreditation centres in their own right.

Account managers advise and support individual employers by identifying their business and training needs and putting together a package of employee development initiatives which meet the identified needs. Employers produce an action plan and negotiate levels of support, both practical and financial, with the account manager. Payments are staged and there are regular reviews. Account managers obtain the funding for projects using a wide range of options from the TEC or partner organisations.

The outcomes

Retail

Sainsbury Savacentre has 800 employees and operated in an environment where there was a high level of staff turnover, staff recruitment was difficult and where staff had no accredited qualifications. A new personnel manager had moved from another store where retail NVQs had been piloted and where there was a successful assessment centre.

An account manager from Sandwell TEC/Business Link helped with a plan to develop workplace assessment and internal verification, and to develop the workplace as a recognised centre for the delivery of retail NVQs at level 1 and 2. The TEC provided 50% of the funding needed. Within 18 months six in-house trainers worked towards ENTO standards, centre recognition was achieved, 18 staff achieved retail NVQ level 2, three achieved retail NVQ level 3, and there were other qualifications achieved in customer service at level 3, business administration at level 2, and warehousing at level 2. There are plans to develop all managers as workplace assessors and for them to achieve management qualifications.

Benefits

- The workforce is more flexible and more informed about the business.
- Staff are more interested in job opportunities.
- Staff are more willing to become involved in health and safety issues.
- The TEC has been able to use the success as a lever to encourage the company to commit to Investors in People.

Hotel and Catering

The Copthorne Hotel in Dudley employs 88 staff and was experiencing similar problems to those of the supermarket - high staff turnover, recruitment problems and an unqualified workforce. They also had a new personnel manager who came from a hotel where he had seen the impact of NVQs on employee motivation.

TEC staff worked at a variety of different levels within the company to develop the workforce. Help was given to provide a better introduction to the industry for young people still at school, internal assessors were trained to support levels 2 and 3 in hotel and catering NVQs, and individual support was given to a hall porter who had reading difficulties.

The employer has worked in partnership with the Hospitality NTO. Seven people have achieved assessor qualifications and nine people are working towards NVQ levels 2 and 3. A particular success story is a member of staff with reading difficulties who has been a particular success story in that he has been helped to realise his aspirations to become a chef. He is undertaking NVQ level 1 at college and will work towards levels 2 and 3 with special assessment.

The next step for the company is for 50% of staff to achieve level 3 customer service and to introduce a level 3 qualification in reception duties.

Benefits

- The company was able to improve its image with schools and improve recruitment.
- Training is consistent across the company.

Good practice points

- Identify the range of funding options available, and don't involve employers with any complications which may ensue.
- Simplify contracting and funding processes for employers. Keep paperwork simple.
- Provide TEC staff with the skills needed to discuss business needs with employers.
- Develop all the intermediaries - personal business advisers, Investors in People advisers.
- Help companies to identify local training provision, and let them manage the funding.
- Monitor staff changes at senior level in local companies. New staff may have experience of standards/NVQ development elsewhere and may be more receptive to work-force development than their predecessors.
- Promote standards first, the interest in NVQs tends to follow.
- Offer business solutions tailored to business needs.
- Seek to build a relationship for the long term and manage the relationship through dedicated account managers.
- Ensure quick benefits. Small amounts of activity, funding and help make a lot of difference to small companies.

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TECs working together to support education

The background

Dudley TEC and Sandwell TEC/Business Link and their local partners continue to build on the momentum generated by the Black Country Development Corporation which ceased operation in March 1998. They are concerned about educational achievements which are well below the national average.

The TEC initiative

The TECs have implemented two successful initiatives - one to develop school governors in Sandwell and the other, in Dudley, to engage young people in the hotel and catering industry. TEC education managers agreed a package of practical and financial support which formed the basis of a contract between the TEC and the organisations involved.

School Governors

The Sandwell Metropolitan Borough Council education and training team were involved in a national pilot which was developing formal training and qualifications for school governors. When the pilot was suspended, with the support of a local training consultancy the team decided to carry on with training and assessment using management qualifications at level 4.

An initial briefing meeting attracted 60 governors and a group of 15 were chosen to pilot the project. There were monthly training sessions over a 10-month period using 11 training manuals developed by the training consultant using the MCI standards. The training was supported by 10 work-based tasks, homework assignments, and portfolio building systems designed to simplify the evidence recording process. Assessment was undertaken in-house and supported by an external verifier.

Alongside this project, 16 school administrators worked with Sandwell College to achieve administration qualifications.

The TEC was able to match-fund the initiative which is now part of the TEC's three-year plan, and managed through a steering group.

Hospitality Careerships

The hotel and catering industry had local difficulty attracting young people into the industry. The manager of the Copthorne Hotel developed a close relationship with three local schools and became involved in the delivery of careers education programmes. Dudley TEC helped with the development of a project - Hospitality Careership - which encouraged interested year 10 students to train for the industry and achieve NVQ units while still at school. This was done through extended work experience on one day a week for a period of 6 months with students working towards core units of the Hotel and Catering NVQ level 2. Parents and teachers were closely involved in supporting the students and the Hotel and Catering Training Board provided free assessment during the first year.

The first intake of students will act as mentors to the second intake of 15 year 10 students when they move into year 11.

The outcomes

School Governors

Five governors have achieved level 4 management qualifications, and eight have achieved units towards the full qualification. Seven of these people have been trained as assessors and mentors so that the approach can be cascaded to others. Sixteen administrators achieved level 3 in administration, and a further 11 began the programme in September 1998.

The feedback from participants has been very positive. One governor said “The course gave us a great deal of confidence in dealing with a variety of situations, from personnel matters to financial decisions. It made us step back and look at our roles and responsibilities as Governors in a completely new way”.

Benefits

- Governors are drawn from a wide range of people, including people from current priority groups. Their experience of the management NVQs is likely to influence their approach to life-time learning and training to standards in their working environments, and elsewhere; particularly if they are employers of staff.

Hospitality Careerships

21 students were involved in extended work experience. 18 of them achieved level 2 units for safe and secure working environment, and effective working relationships. They also achieved a food hygiene certificate, and some of them have been registered for special units which interest them. 14 of them have expressed an interest in joining the industry when they leave school. The experience has had a marked impact on maturity, attitude and motivation at school, and often students had to be reminded to go home at the end of their shift.

Benefits

- Recruitment in the industry locally is likely to improve.
- Young people are receiving more meaningful work experience.
- The experience makes a contribution to the development of key skills, and improves student participation in the school curriculum.

Good practice points

- Avoid the danger of being seen as threatening to those who currently manage training e.g. for governors. Concentrate on the benefits to the school, the potential for improved performance, and the pay-back to people who are volunteers.
- Work in partnership with careers services, parents and schools to ensure that everyone understands what is happening with extended work experience programmes, and can identify the benefits.
- Ensure that contracts are clear and that expected outputs are straightforward, achievable and planned.
- Keep the paperwork simple.
- Celebrate achievement.
- Empower TEC staff to negotiate and resource deals.
- Develop in-house assessor capacity to reduce costs and ensure control and coherence.
- There are benefits from understanding particular occupational areas so that the audience for training can be engaged successfully.

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The work of an Investors in People team

The background

Focus Central London TEC believes that many of its current initiatives can be delivered effectively through its work with Investors in People, and now offers all its support to employers through the activities of the Investors in People team.

The TEC initiative

Companies apply for financial support for training, and then find a suitable training provider from an accredited list. The TEC generally funds the cost up to maximum of £1000 for any employer.

St Luke's Hospital for the Clergy

St Luke's employs 17 full-time nurses and part-time staff as required. The TEC discussed with St Luke's the possibility of financial support for NVQ development. Information about national standards and the NVQ structure was provided by the TEC; detailed information on the specific awards was provided by the training provider, Primary Link. The decision was taken that all staff would benefit from training either through NVQ level 2 in reception or NVQ level 3 in administration. The receptionist is working towards level 2 in reception and four nurses, including the matron, are working towards level 3 in administration. The TEC is funding the project at approximately £400 per candidate.

The training provider visits the hospital each month to discuss portfolios of work and competences achieved. There are plans to train the matron as an assessor.

Lloyds TSB

Lloyds TSB has over 2,000 staff based in three national centres dealing with automated paper and credit card transactions. NVQs at levels 2 and 3 in administration and customer services have been introduced. There are also moves to introduce NVQs in IT. 80 staff are working towards NVQs through a training provider who makes all the arrangements for the training.

The TEC provided some funding to carry out a needs analysis and skills audit of all staff in the automated transactions section of Lloyds TSB.

Look Ahead Housing Association

The TEC provided advice to the Association about the NVQs appropriate to the needs of the business. With the help of a training provider the Association is now providing all its 400 employees with training leading to care qualifications.

The outcomes

Since April 1998 the team had helped 543 candidates to receive NVQ training using its Discretionary Fund and 540 candidates through its Investors in People programme.

Benefits

- Staff confidence and self-esteem has improved.
- Employers and employees like the fact that the qualification is job-related.
- Staff confidence has improved because the NVQ training builds on and accredits skills they already possess.
- There are improvements in performance.
- The time of senior staff in a company can be saved if training is out-sourced.

Good practice points

- Training providers are a useful information source for employers to use, and TECs can usefully investigate, identify and implement their training provider NVQ expertise.
- Find out what businesses want and help them to find someone who can provide it.
- It is important to introduce the accreditation of prior learning so that previous learning and experience is accredited and the appropriate level of training is selected.
- Training needs analyses and skills audits are helpful to identify the training needs required to carry through the objectives of business plans.



TEC organisational structures and customer focus

The background

Some TECs are seamless organisations combined with Chambers of Commerce and Business Links; others work independently. However they operate, many TECs are recognising that benefits come from changing their organisational structures so that they have a greater customer focus. Teams which concentrate on Investors in People, NVQs and business activities can have more impact if they are merged, re-located or otherwise come to work more closely. Multi-disciplinary teams in TECs enable those in contact with employers to share knowledge, and market initiatives so that the appropriate connections are made across Government programmes and objectives.

The TEC initiative

Business Link County Durham

The TEC was working on a Regional Competitiveness project and the importance of developing company benchmarking as the starting point for business development was identified. The TEC needed to consider a range of funding sources and services provided in the region. It became apparent that companies were having to deal with different parts of the TEC and were receiving different bits of support which were not part of a long-term strategy.

In October 1998 the TEC brought together into one team, 40 staff working in Business Link, workforce development, NVQ and Investors in People. Most of the staff are human resource advisers. There are a number of specialist benchmarkers and a small core of personal business advisers. Increasingly staff will become multi-skilled.

The main focus of operations will be benchmarking companies backed up by an assessment of their needs. Support will then be taken forward by an account manager. The approach is being tested with 10 companies of various size with TEC staff working in pairs to develop expertise.

The Link Group

In Gloucestershire there was a merger of TEC and Business Link activities in November 1998. This has resulted in closer contact between staff and less confusion for customers. Before the merger there were teams for Investors in People, NVQ advice, Training and Development and Business Link. Now there are three operational 'links', training, education and business, which group all the TEC activity in a more logical way. NVQ advice and support is delivered through the training link.

Kent TEC

The TEC, Business Link and Education Business Partnerships are merged and co-located. The TEC sees the functions of teams working with Investors in People and NVQs as complementary to each other. They also hope that additional links to the work of the team dealing with Modern Apprenticeships will encourage employers to consider training across the whole company.

The merger will help staff towards a better understanding of the work of others, and all staff will receive the same training on national standards and NVQs.

Rochdale Borough Chamber

The work of the Business Link and TEC business services team has been merged since 1995. The joint business support team includes Investors in People, employment development and the NVQ advisers. Staff sell complete business solutions rather than individual products, and NVQs are seen as an element of the whole package.

Benefits

TEC staff are not competing individually for the attention of a company, but work together more effectively as a team to provide solutions. This combined approach also helps the team to pool financial resources.

Good practice points

- Identify TEC staff development needs and train them accordingly.
- Train all staff dealing with companies in national standards and NVQs.
- Use the fact that working on Investors in People produces evidence that can be used for NVQ units as a lever when dealing with companies.

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Co-operation and teamwork helping businesses to develop

The TEC initiative

There are three features to the approach used by Humberside TEC in working with businesses and promoting the benefits of NVQs. Aspects of the three features combine in practice to give the best support possible to the company.

Firstly they believe in a teamwork approach which enables the business to get the best advice needed from the most appropriate part or parts of the TEC. They maintain separate functional teams in Business Link, Investors in People, Education and NVQs, but work hard to share information, co-ordinate their services and co-operate with each other to find the most appropriate business solution in each situation arising. All the Business Link advisers have responsibility for a specialist area including NVQs.

Secondly the TEC has a range of services and products to help staff to promote business improvement. Some are available nationally; others have been developed on Humberside.

- A guide to help small businesses to improve the development of their workforce. The guide explains seven steps to help the company prepare a business plan and consider how occupational standards and NVQs can help.
- A route-planner file for use in schools. This explains the various training and education routes available to school leavers.
- A CD-ROM package developed by a member of staff at Hull Prison deters people from offending by emphasising what can be achieved through NVQ qualifications.
- 'NVQ Way Ahead' annual awards with four categories of award for young people working towards NVQs.
- A range of programme initiatives including management development, Business Blueprint etc to support the promotion of NVQs in the workplace.

Thirdly there is what is described as a 'subtle' marketing approach. The first consideration must be the business need which, in turn, may lead to staff development needs and discussion about the importance of national standards.

The outcomes

Hedon Salads started up from a company in receivership and received support from the TEC and a local training provider, Workforce of Beverley, to revise their salary structure, improve communications, and introduce a development programme incorporating NVQs. The TEC provided 100% funding for assessor training. Within two years the company was delivering NVQs in agriculture and commercial horticulture and is an approved centre for horticulture training. 112 members of staff have NVQs in either intensive crop production or warehousing and stores. 154 are either undertaking or are about to begin programmes in management, crop production food and hygiene IT and fork lift truck driving. Other staff are working towards work-based assessor awards.

Northern Cargo Services had about 130 permanent staff and wanted to improve safety and training standards. They had looked at quality assurance standards and had concluded that 'they could not create a quality system without improving the quality of the people'. They became involved with British Ports Industry Training and in establishing standards for the industry. They received help from the TEC to fund assessor training, to pilot the emerging NVQs in Cargo Handling, and to identify possible training providers. In a period of five years the company has moved to a rolling programme of NVQ delivery both for their permanent staff and for those employed on a casual basis. Around 94 people have been involved in NVQ levels 1, 2 and 3 in Cargo handling and around 30% of those have been agency staff.

The company has rewarded employees through their pay structures for obtaining NVQs, and are gradually making NVQs a requirement for casual employment.

Marr Foods wanted to develop a self-financing training plan to provide formal training in induction, food hygiene and health and safety. The TEC team offered advice on the options available and also brought in the Employment Service to offer help on recruitment and employment issues. The lack of company funding for the programme resulted in involvement in government-funded training programmes and the TEC also offered 100% funding for assessor training. This provided the security the company needed to persuade them to pursue a broader training and development programme. The company has now formed its own training company which as well as continuing training and development within their own company enables them to provide training services to customers and competitors.

Fourteen staff have been trained as internal assessors, four as internal verifiers, and the centre is now approved for NVQs in food and drink and customer service. There are over 40 staff working towards one of the NVQs and there are more on the waiting list. Supervisors are becoming involved in the management NVQ at level 3. Outside of the NVQ system, 54 of the companies' team-leaders are receiving training in Managing Safely and Risk Assessment (IOSH).

Benefits

- Production, turnover and profits have steadily increased and businesses have the potential to continue their expansion.
- Recruitment activity attracts better candidates when training is offered.
- Staff have a better awareness of customer needs, and customers are more satisfied with the service being offered.
- Staff are happier in their work, have better motivation and are more confident.
- There is a marked reduction in sickness days (Marr Foods estimated savings of around £12,000 a year).

- Improved training has reduced the need to recruit so many temporary staff (Marr Foods estimated savings of around £50,000).
- The working environment is safer (Marr Foods reported a 50% reduction in the number of accidents, and Northern Cargo Services also referred to a reduction in accidents). This reduces the time lost in production and has saved on insurance costs.
- Northern Cargo Services identified a reduction in cargo damage.

Good practice points

- Focus on business need not the promotion of NVQs.
- Co-ordinate TEC approach to companies.



Training providers playing a part in workforce development

The background

Two providers in Kent; Link Employment Services and Transed Europe Ltd have found that, by supporting Modern Apprentices and National Trainees in-company, they are able to generate business by helping companies to set up programmes of training for the wider workforce.

Provider initiatives

Transed was working with three trainees doing NVQ level 2 warehousing in the Coty cosmetic manufacturing company which employs 700 people. The provider was supplying regular and frequent support for the trainees, undertaking work-place observation for assessment purposes, involving the work-place supervisor in reviews of progress and action planning the work needed between visits.

Senior managers in the company approached the training provider and discussed how they could improve their approach to employee development and training. It was felt that the impetus across the company had fallen off and they were keen to re-establish a learning culture. It was agreed that the first step needed was to train team managers, and a deal was struck for the training provider to support 82 managers to achieve NVQ level 3 in management. Eight have since dropped out of the programme, but there is considerable commitment among those remaining.

Link had a similar story to tell about a large employer - the local hospital trust which was in the process of being assessed for Investors in People. The provider was supporting four Modern Apprentices in Administration, and was regularly in evidence around the hospital carrying out work-place observation and assessment. The training manager approached the provider on one of the visits and discussed the possibility of delivering training for the existing workforce. They particularly wanted to develop their supervisors to NVQ level 3 so that they could help other employees with level 2 qualifications.

The provider has found the workforce keen to tackle qualifications. Many of them missed out on opportunities at school and were not aware of the NVQ structure. Progress is almost always excellent and sometimes better than that made by the Modern Apprentices. The provider spoke of one employee, a 51 year old employed part-time as a gymnastics coach, who has almost finished her level 3 in administration and is prepared to come in to do work on Saturdays. She finds it so satisfying that she wants to progress to NVQ level 4.

Link also spoke of the growing wish there is among employers to support those of their employees who are training. One example is among hairdressers where there is a growing demand for training for assessor qualifications. Another example was that of a retail outlet owner/manager whose son was working towards NVQ level 2 in retail and hoping to progress to level 3. She decided that she wanted to do the same qualification so that she could understand what he was doing and support him.

Good practice points

- It is worth training providers putting in the effort with just a few trainees in large companies because it often pays dividends in terms of the business generated.
- Take time to find out about the nature of the company's operations, where it gets its business, and the problems it faces so that you can talk about the benefits training will bring to the business, and can discuss training solutions if the opportunity arises.
- Find out what a company is doing as regards Investors in People and other quality standards such as ISO9000. The requirements of these standards require attention to workforce training and development.
- It is best to focus on training to a nationally recognised standard without putting too much emphasis on the NVQ structures.
- Companies often wish to develop training programmes, but are just not prepared to make the effort. Training providers can do much of their thinking for them and absorb much of the effort.
- Handle the business of in-company assessment and review sensitively and flexibly so as to avoid unnecessary pressures on trainees and their supervisors.
- Try to achieve quick progression and positive experiences with the trainees you start with early on.
- Make sure the work-place supervisors know what you are doing and feel involved in the processes of training, assessment and review.
- Make yourself available to discuss problems.



Training providers working in partnership

The background

A large housing estate being built in Stoke-on-Trent by Wimpey Homes, was being used to offer disadvantaged and disaffected young people the opportunity to obtain jobs with training. Most of the young people involved in the programme were low achievers and many of them lacked numeracy skills. Although the building development was being undertaken by Wimpey Homes almost all the work was being sub-contracted to small building employers who were unable to offer the appropriate level of training. Many of them were not paying the CITB levy and many did not have an understanding of the CITB Construction Apprenticeship scheme or the relevant NVQs.

The initiative was taken forward by a partnership consisting of the main contractor and local training provider: Construction Projects Training(CPT) and the CITB.

Training delivery

Trainees receive six weeks full-time training with CPT covering vocational GNVQ units. The trainees then move into employment with one of the sub-contractors involved in the project, and begin a year as National Trainees leading to the achievement of NVQ 2. During this time, supported training is delivered by the local training provider through workshops held on-site, and CITB give support with on-site assessment. Trainees then begin a year as Modern Apprentices with the aim of achieving the NVQ 3.

CPT takes responsibility for acting as the focal point for both training and assessment, with the CITB working in support.

The partnership

Being involved with the initiative has enabled the CITB to make presentations to the five local sub-contractors involved in the project (two of whom were previously unregistered with them). These presentations have covered:

- The role of the CITB.
- The reasons for and the administration of the levy.
- The Construction Apprenticeship Scheme.
- The CITB grants scheme.
- The Construction Skills Certification Scheme.
- The On-Site Assessment and Training Programme.

This has served to improve CITB's relationship with local building employers and is enabling them to improve the training available to the existing construction work-force.

Good practice points

- Training has to be delivered in a way which suits the needs of the employing company - in this case, on-site.
- Small employers do not keep abreast of training developments in their industry and need help to understand what is necessary to maintain standards.
- Explore ways of grouping training needs in individual sectors.



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