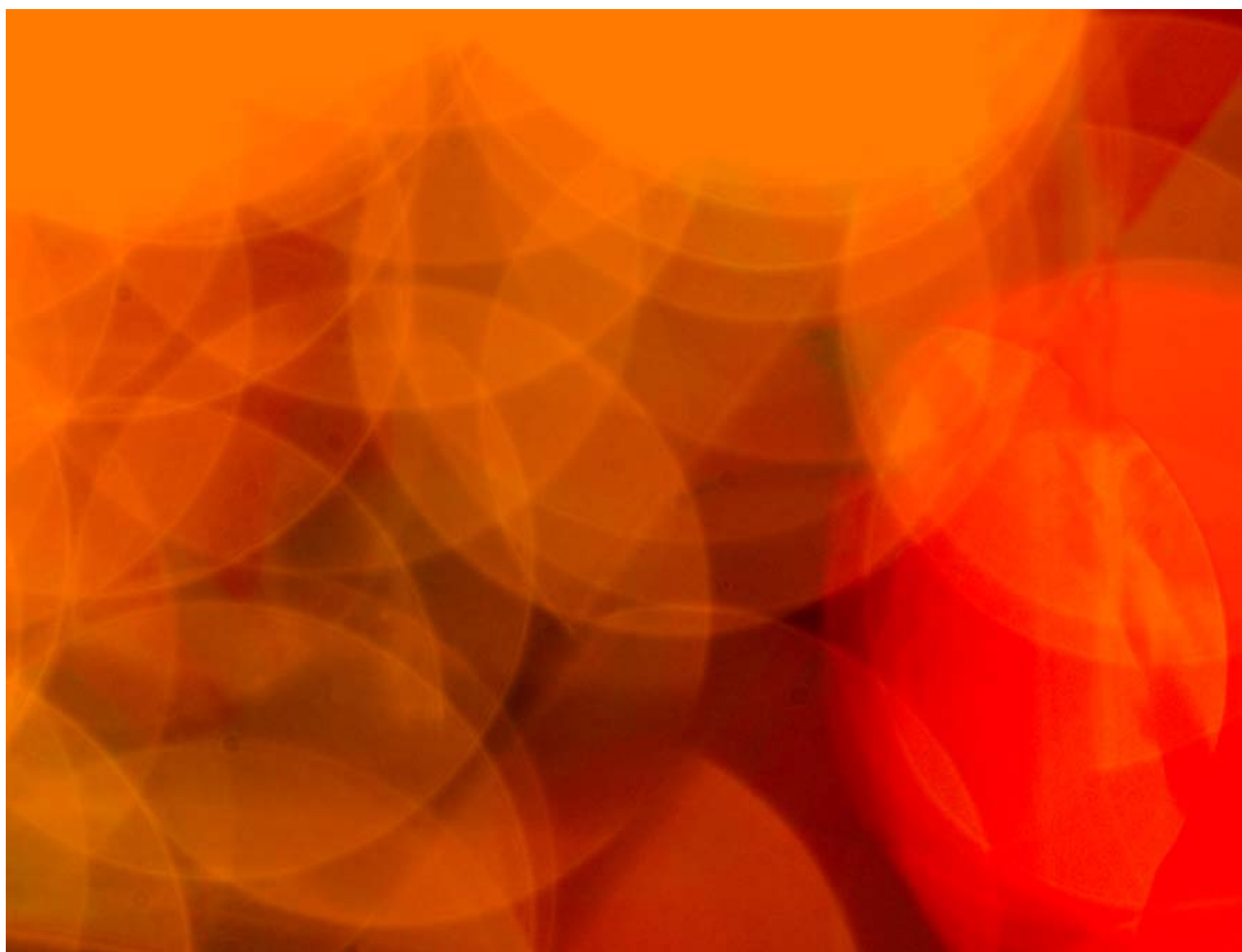


WCS

Developing Responsive Provision



Making Train to Gain paperwork work for all

The Train to Gain team at Tyneside Training Services Ltd has been reducing the paperwork trail, making it more specific to the learner journey.

Introduction

Tyneside Training Services Ltd (TTS) was established in 1969 by a group of haulage contractors serving the logistics, engineering and construction plant industries. The company offers Larger Goods Vehicles (LGV) and Passenger Carrying Vehicles (PCV) driver training, motor vehicle apprenticeships and construction plant courses.

There are 24 members of staff at the company involved in the work-based learning and commercially funded programmes but it is the Train to Gain team that has been involved in the main revamp of the information, advice and guidance (IAG) process.

They have written a development plan to improve various aspects of the Train to Gain paperwork, including the IAG and individual learning plan (ILP) paperwork, the review process and a more formalised exit strategy with new quality documents.



Figure 1: A TTS LGV training vehicle

The organisation and the Programme

A Development Programme for Train to Gain workshop provoked the company into thinking about improvements to their IAG processes and sharing effective practice.

Context

After the workshop the team discussed with a consultant how they could develop the IAG process to reduce the amount of paperwork, while ensuring that the documentation remained appropriate to learners' and employers' needs. Once the process began for IAG it was extended holistically to the whole Train-to-Gain paper trail. The existing paperwork was time-consuming and added unnecessary time to the induction process. Learners found the lengthy action plan too in-depth and a little confusing.

As a result the IAG, ILP and action-planning forms were merged and the planning section was reduced to brief and precise bullet points.

Challenges and Solutions

Timing was a challenge for TTS as they needed to move quickly to trial this effectively, part way through the contract.

Another challenge involved streamlining the IAG/ILP process to ensure that assessors, administration staff, employers and, most importantly, learners, all fully understood their learning objectives.

A recent inspection report from Ofsted said:

Employers appreciate the flexible training and assessment provided by TTS in the workplace, which accommodates their variable working patterns and site locations.

And:

Information and advice given to learners and employers is good.

Ofsted also commented that a key strength is good training and assessment to meet the needs of the learners.



Figure 2: A TTS excavator training vehicle

Key messages / learning points / outcomes

- Draw up a development plan. Decide on what you want to do, why, when and how best to take it forward. This will provide clear goals for what you want to achieve.
- Review current practices and policies holistically, as, ideally, all documents should cross-refer and be pertinent to the learner journey.
- Don't be afraid to talk to others!
- Share effective practice through visiting other training providers.
- Working within the UXL Consortium of 10 providers in the Newcastle area enabled TTS to share ideas and gave them insight into other areas.
- The new TTS paperwork gained approval from the local Learning and Skills Council (LSC) contracts manager and is now being evaluated by other members of the LSC for possible benchmarking.

Links

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Impact

The new IAG document was recently trialled at induction and proved to be a great success. Both learner and employer found it easier to digest the information and establish effective IAG through informal discussion. This has reduced time spent completing paperwork. Positive feedback from employers, learners and assessors has ensured that the process will continue and other quality documents will be reviewed. Liaison with the UXL Consortium meant that effective practice could be shared.

More employer engagement (approximately 40%) has now taken place, with in-depth discussions upfront to ensure that employer and learner needs are being met and that there is a more comprehensive plan of action from the beginning. It has also resulted in more workshops for the learners giving them more face-to-face contact and support with their learning programme.

Top Tips

- Decide on a development plan, including aims and objectives.
- Set times to implement and review the process.
- Review current practices and policies holistically.
- Share effective practice, visit other training providers and see what they are doing.
- Talk to employers and learners to gauge what they think and need.
- Involve all team members.

Useful information

The following resources used by Tyneside Training Services are attached:

- development plan
- individual learning plan
- review form
- feedback form.

Next Steps

There is continual review and trial of the new quality documents. Other companies are involved through the UXL Consortium and other consultants are continuing to work on processes.