



Education and Training
Inspectorate

Training for Success and ApprenticeshipsNI Provision in Belfast Central Training

Report of an Inspection
in January 2011



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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

All the statistics in this report have been supplied and verified by Belfast Central Training.

Note: In this report the word 'trainee' is used as an inclusive term to refer to: young people on the Training for Success Programme, known as participants in the Operational Guidelines; those on Programme-Led Apprenticeships; and employees in training on the ApprenticeshipsNI programme.

Grading System

The Education and Training Inspectorate use the following performance levels in reports:

Performance Level
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

PART ONE - SUMMARY

1. CONTEXT

1.1 Belfast Central Training (BCT) is a charitable organisation, limited by guarantee. It was established in 1978 as Voluntary Service Belfast Youth Workshop, to provide training for people who were unemployed or entering the labour market for the first time. It became known as Belfast Central Training in 1990.

1.2 Belfast Central Training is contracted by the Department for Employment and Learning (the Department) to supply training under the Training for Success (TfS) and ApprenticeshipsNI programmes, at level 2. The organisation's premises are located at Donegal Street in Belfast, and include administration offices, training rooms and a hairdressing salon.

1.3 Belfast Central Training is managed by a team of three managers, one to manage the finance of the organisation, one with responsibility for the overall day to day management and quality assurance of the provision, and one to oversee all of the essential skills provision. A small voluntary management committee is currently in place, whose members act in an advisory and supportive capacity to the management team. The management team is currently in the process of reconstituting this committee to ensure that there is a more appropriate representation to better match industry needs.

1.4 Belfast Central Training employs seven tutors and two administrative staff. Six of the tutors are responsible for the provision of pre-entry guidance and support, the management of directed training across the four professional and technical areas, and the work-based learning. The pastoral support and monitoring of the trainees' overall progress in directed training, and in the workplace, is also an integral part of the role of the tutors. A seventh tutor is employed to support the essential skills manager in meeting the literacy and numeracy needs of the trainees.

1.5 Belfast Central Training targets and works with people from areas of high deprivation and unemployment, many of whom are often long-term unemployed. Most of the trainees on the Training for Success programme are recruited from North Belfast, and in particular from the areas of Ardoyne, Duncairn, New Lodge and the Shankill. According to the Northern Ireland Social Research Agency Northern Ireland Multiple Deprivation Measures 2010, three of these areas are in the top ten of the one hundred Super Output Areas, and the fourth is in the top twenty. Young people and adults from both of the traditional communities in Northern Ireland are recruited onto the programmes. An increasing number of the trainees come to the organisation with personal, social and emotional difficulties, and require additional personal support and guidance from their tutors. Nearly all of the apprentices on the ApprenticeshipsNI programme are existing employees, recruited to the programme by their employers. A small number of the apprentices are originally from Eastern European countries, with English as their second language.

1.6 The prior achievements of the trainees on entry to the Training for Success and ApprenticeshipsNI programmes are variable. Of the 132 trainees currently in training, the majority (59%) had no formal qualifications on entry. A minority (26%) of them have achieved a General Certificate in Secondary Education (GCSE) at grade C or better in English and a small number (6%) have achieved a GCSE grade D to G. A minority (18%) of the trainees have achieved a grade C or better in mathematics and a further 11% of them

have achieved a GCSE grade D to G. Only a minority (17%) of the trainees have achieved a GCSE grade C or better in both English and mathematics. Similarly, only a small number (6%) of the trainees have achieved three or more GCSEs at grade C or better. In contrast, a small number of the apprentices, in hospitality and catering, had previously graduated with higher level qualifications such as Higher National Diplomas or degrees.

2. PROVISION

2.1 At the time of the inspection, a total of 132 trainees were registered on the Training for Success and ApprenticeshipsNI programmes in Belfast Central Training. Sixty-five trainees were registered on the Training for Success programme, 24 were registered on the Skills for Work strand, and 41 on the Programme-Led Apprenticeship. All of the trainees on the Training for Success programme are completing training in a range of professional and technical areas, at level 2 or below. Of the 65 Training for Success trainees, 52 are registered on a hairdressing programme, ten on hospitality and catering programmes, two on retail, and one on a warehousing programme. Twenty-five of the trainees were also completing an essential skills qualification in literacy, and 31 in numeracy.

2.2 Sixty-seven apprentices were registered on the ApprenticeshipsNI programme; of these, 32 were registered on a hospitality and catering programme, 23 on retail, seven on warehousing, and five on a hairdressing programme. Thirty-one apprentices were also completing essential skills qualifications in literacy and numeracy. Twenty-two apprentices in hairdressing are registered to complete their essential skill in information and communication technology (ICT). Belfast Central Training is contracted to deliver apprenticeships at level 2 only.

3. THE INSPECTION

3.1 The Education and Training Inspectorate (Inspectorate) carried out an inspection of the Training for Success and ApprenticeshipsNI programmes in Belfast Central Training in January 2011. A team of four inspectors and two associate assessors observed a total of 89 trainees in 22 directed training sessions, and visited 32 trainees in the workplace. Discussions were held with the managers, the designated safeguarding officer, tutors, trainees, workplace supervisors, employers, office administrators, and support agencies. The inspection team also examined samples of the trainees' work, portfolios of evidence, the provision for careers, education, information, advice and guidance (CEIAG) the trainees' personal training plans (PTPs), the organisation's self-evaluation report, and other relevant documentation.

3.2 The inspection of the arrangements for the pastoral care and safeguarding of vulnerable groups included the opportunity for the trainees and apprentices across the professional and technical programmes to complete a confidential questionnaire prior to the inspection, as well as meeting with members of the inspection team. Seventy-five questionnaires were issued to the trainees, 70 (93%) of which were returned to the Inspectorate. The returns included 50 additional written comments. The returns show that almost all of the trainees enjoy being at Belfast Central Training. In particular, they appreciate the high levels of care and support they receive from the staff. A significant minority of the apprentices reported an increase in their confidence and self-esteem as a result of the opportunity to gain a qualification through the ApprenticeshipsNI programme. The Inspectorate has reported the outcomes of the questionnaires and the discussions held with trainees to the senior managers.

4. MAIN FINDINGS

4.1 In the areas inspected, the quality of training provided by Belfast Central Training is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement in leadership and management which Belfast Central Training has demonstrated the capacity to address. The Inspectorate will monitor the Belfast Central Training's progress in addressing the areas for improvement.

4.2 The main strengths are the:

- commitment of the staff to the welfare of the trainees and the very good quality of the pastoral support;
- well-motivated apprentices on the ApprenticeshipsNI programme, who are keen to achieve their qualifications;
- positive behaviour demonstrated by nearly all of the trainees on the Training for Success programme, underpinned by the good relationships between tutors, staff and trainees;
- very good quality of the essential skills provision, which is contextualised well to the trainees' professional and technical areas;
- excellent success rates for trainees across all of the professional and technical areas, and the essential skills; and
- good quality of almost all of the work placements.

4.3 The main areas for improvement are the:

- lack of adequate staffing and accommodation to meet the training and learning needs of all of the trainees;
- ineffective use of personal training plans and the review process, to actively involve employers in the planning, recording and tracking of trainees' and their progress; and
- too few opportunities for the tutors to develop their training and learning approaches, including the use of information and learning technology (ILT), to improve further the quality of the training and learning.

Table of Performance Levels

Overall performance level	Good
Contributory performance levels	
Leadership and Management	Satisfactory
Achievements and Standards	Very Good
Quality of Provision for Learning	Good
Area of Learning	
Essential Skills	Very Good
Hairdressing	Good
Hospitality and Catering	Good
Retailing Operations	Good

PART TWO - OVERALL QUALITY OF PROVISION

5. LEADERSHIP AND MANAGEMENT

5.1 The quality of the leadership and management of Belfast Central Training is satisfactory. The managers have developed a style of management which is characterised by good channels of communication and good working relationships between staff at all levels within the organisation. They are strongly committed to the care and welfare of the trainees, and management and tutors meet each day to discuss a range of issues, with a strong emphasis placed on the welfare of the trainees. One of the managers, for example, successfully secured funding from a youth-based charitable organisation to support the more disadvantaged trainees in purchasing uniforms and the necessary specialist equipment for their professional and technical training.

5.2 While the management team assume responsibility for the day-to-day running of the organisation, their respective roles and responsibilities need to be more clearly defined. Important responsibilities such as curricular leadership, the development of the professional and technical areas offered and the monitoring and quality of the provision need to be assigned to individual managers within the programme areas. As a result of the current management structure, specific weaknesses in the provision are not being adequately identified or addressed. For example, the trainees on the Skills for Work and Programme-Led Apprenticeship programmes need to gain a wider range of accreditation, to include employability skills and personal development. In addition, there is a need for the implementation of a more structured approach to careers education, information, advice and guidance across all of the professional and technical programmes.

5.3 While a satisfactory range of quality assurance and improvement planning processes are in place to ensure that good quality training and learning takes place, these are not sufficiently robust or formalised to underpin effectively the self evaluation, improvement and curriculum planning processes. The available data needs to be used more effectively to monitor the key performance indicators across the provision. Also, the management team need to develop more rigorous systems to record, monitor and manage all aspects of the provision more effectively. Belfast Central Training also needs to ensure that there are sufficient work-based mentors in place to effectively support the ongoing development of the apprentices' skills and knowledge in their workplace settings.

5.4 The range of training provided by Belfast Central Training is appropriate and the professional and technical areas offered meet the needs of almost all of the trainees and apprentices. Under the ApprenticeshipsNI programme, the organisation is currently working with a range of employers who have their own in-house staff development and training programmes, providing the apprentices with many good opportunities to enhance existing skills and acquire new competences.

5.5 The staff in Belfast Central Training are appropriately qualified, have relevant industrial experience, and are supported well by senior management in their continuous professional development within their professional and technical areas. While the current deployment of staff is adequate in most of the professional and technical areas and the essential skills, in hospitality and catering the tutor is responsible for the training and assessment of too many trainees. This high tutor to trainee ratio is impacting negatively on the quality of training for these trainees, with too little time given to workplace training and too few opportunities to link effectively with the workplace mentors. The management team

need to continually monitor all of the professional and technical areas and the essential skills provision, to ensure that the ratio of tutors to trainees effectively meets all of the trainees' training and learning needs. The management of Belfast Central Training have identified staffing in hospitality and catering as an area for development and have begun the process of recruiting additional staff members.

5.6 The quality of the accommodation and physical resources ranges from inadequate to good; it is mostly satisfactory. The computer training facility is well resourced and equipped, with appropriate directed training facilities. Some of the other training rooms, however, are small and become cramped when larger numbers of trainees are in attendance. The space in the retail and warehousing training room, for example, is often insufficient to accommodate the number of trainees scheduled for the timetabled sessions. With the exception of hairdressing, the quality of the equipment and materials for skills training is inadequate across the professional and technical areas. The trainees in hospitality and catering, for example, do not have access to practical facilities for directed training; as a result, there are inadequate opportunities for them to develop basic food preparation skills such as knife skills or safe food storage and disposal skills before entering the workplace, or to reinforce these skills while in the workplace.

5.7 The management of Belfast Central Training has recently invested in ILT equipment, including laptops and E-beam technology, to support tutors in the delivery of directed training sessions. More investment in data projectors needs to take place, however, to support tutors in delivering group training sessions. The quality of the learning resources for the professional and technical areas is variable, and is mostly paper-based. There needs to be more investment in appropriate on-line systems, which would provide tutors, trainees, and apprentices with flexible access to on-line training and support materials, particularly for those on the ApprenticeshipsNI programmes. Almost all tutors would benefit from professional development in the use of ILT, to increase the range of training and learning approaches used to enhance the overall quality of the training provision.

5.8 Belfast Central Training has established very good links and partnerships with a range of external organisations, including employers, training providers, schools, community organisations, specialist support organisations and other external agencies. These positive working relationships are effective in ensuring that agencies and organisations work together in the best interests of the trainees. The organisation has recently established a trainee record database system to capture the range of interventions made around the pastoral needs of individual trainees.

6. ACHIEVEMENTS AND STANDARDS

6.1 Most of the trainees on the Training for Success programme are achieving good standards of work and are making good progress in their training and learning. They are developing appropriate work-related skills and most of them report an increase in their confidence and motivation. Most of the employers visited during the inspection report that the trainees develop the appropriate knowledge and skills to enable them to become more employable.

6.2 The standards of work achieved by the apprentices on the ApprenticeshipsNI programme are good. While almost all of the apprentices demonstrate very good occupational standards, it is a concern that they report that the training programmes, for the most part, mainly affirm their existing knowledge, understanding and skills. This is confirmed by the evidence from this inspection which shows clearly an overly strong focus on the

assessment of the apprentices' existing competences by the tutors, rather than on the extension of their skills and the acquisition of new knowledge and understanding. In addition, the apprentices are not well enough informed about the structure and content of their programme, nor how the training programme could enhance their career prospects.

6.3 In the essential skills, while the trainees on the Training for Success programme are making very good progress in their learning, up to and beyond the levels required, more needs to be done to develop their oral communication skills. On the ApprenticeshipsNI programme, there is evidence of good achievement and increased confidence by the apprentices and very good levels of motivation to achieve the essential skills qualifications. The standards of their oral communication are mostly good, although more could be done to enhance the technical language of the small number of apprentices for whom English is their second language.

6.4 Over the past three years, the retention rate for the Training for Success programme is good at 80% and the success rate is excellent at 98%. The progression rate to further training, education or relevant employment for trainees on the Skills for Work strand is good at 87%, but poor for those on the Programme-Led Apprenticeship strand at 46%. Over the same period, the retention rate for the ApprenticeshipsNI programme is good at 87% and the success rate is excellent at 100%.

6.5 The success rate in the essential skills of literacy and numeracy are excellent at 100%. All of the trainees and apprentices who completed their training achieved an essential skills qualification at a level in line with, or above, their target qualification or framework requirement.

7. QUALITY OF PROVISION FOR LEARNING

7.1 The relationships between the tutors and the trainees are very good. The staff at all levels in the organisation are committed to the trainees' welfare and personal development. The tutors establish effective relationships with almost all of the trainees and provide them with very good levels of support.

7.2 In a majority (72%) of the directed training sessions observed, the quality of the training and learning was good or better. There was considerable variation in the quality of training and learning across the professional and technical areas and the essential skills; the quality of the directed training sessions observed was very good in essential skills, good in hairdressing but just satisfactory in hospitality and catering, and in retail and warehousing. Where the training was good or better, it was characterised by effective planning and appropriate pace and challenge. In the essential skills sessions delivered in the workplace, for example, the tutor ensured that all activities were relevant to the context of the workplace, and used a range of differentiated approaches, including ILT, to reinforce and extend the understanding and learning taking place. In hairdressing, the tutors ensured that there was an appropriate balance of practical and theoretical activities which reinforced knowledge and understanding, and skills development. The directed training sessions evaluated as satisfactory were characterised by a narrow range of training and learning approaches, a slow pace of training and learning and a lack of adequate differentiation for the more able trainees. In addition, the lessons were over-directed by the tutors with only limited opportunities for the trainees to engage in independent learning. There is a need for the management team in Belfast Central Training to ensure that the good practice identified in teaching, training and learning during the inspection is disseminated effectively across all of the professional and technical areas in order to enhance further the overall quality of the provision.

7.3 The quality of planning for the delivery of the essential skills of literacy and numeracy is very good. The essential skills tutors work hard to plan for the development and assessment of the trainees' essential skills within the professional and technical areas. The essential skills tutors use a range of vocational contexts to engage and motivate the trainees in developing their essential skills. They work well with the vocational tutors and employers to plan their visits to the workplace to good effect and very good use is made of ILT to support the development of the trainees' essential skills during workplace visits. The good ongoing support is valued highly by those trainees in the workplace who require support in improving their literacy and numeracy skills. A very good start has been made in providing the essential skills materials on-line to support trainees, which can be accessed from the workplace and at home. There is, however, a need to ensure that all the vocational tutors consistently reinforce the development of the trainees' essential skills by identifying and correcting spelling and grammatical errors in professional and technical portfolios. Appropriate planning is in place for the delivery of the essential skill of ICT to the hairdressing trainees, and two tutors are nearing the completion of an ICT qualification to enable them to deliver this essential skill to the trainees and apprentices.

7.4 The quality of almost all of the work placements for the trainees on the Skills for Work and the Programme-Led Apprenticeship programmes are good; the trainees are provided with good opportunities to develop suitable occupational skills. The current model of provision, however, where most of the trainees are in the workplace for around four days each week does not comply with the Department's operational guidelines. While some of the trainees do spend periods of time in Belfast Central Training when waiting to be placed with an employer, the organisation needs to review and monitor their provision to ensure that all of the trainees have sufficient directed training time to develop the necessary occupational skills, as well as the wider employability and personal development skills, as required by the operational guidelines for these programmes. While it is noteworthy that a good range of appropriate work placements have been accessed for the trainees, in order to enhance the trainees' overall employability and personal development skills more effectively there is a need for additional directed training to be provided for the trainees, comprised of work related skills and knowledge development.

7.5 The overall quality of the workplace training and ongoing assessment for the apprentices on the ApprenticeshipsNI programme is good. Almost all of the apprentices work in job roles that are well matched to the requirements for their national vocational qualification (NVQ). They appreciate the opportunity to acquire industry relevant qualifications in a period of economic uncertainty and there is good support from their workplace managers. A few of the apprentices have gained promotions as a result of completing the ApprenticeshipsNI programme. In a minority of the workplaces, the apprentices are not well enough supported and insufficient attention is given to their support and development on day-to-day operational tasks. To improve the quality of the provision, the respective roles of the tutors, employers and work-based mentors in the training and learning process need to be more clearly defined.

7.6 In a small number of the sessions observed, the tutors make effective use of E-beam technology to support the training and learning. In the main, however, the effective use of ILT to support training and learning, across the professional and technical areas, is under-developed. The quality and range of training resources for the professional and technical areas is variable. Most of the resources scrutinised during the inspection were paper-based. In addition, access to, and the use of, good quality on-line training resources by tutors to motivate and engage the trainees and apprentices in their learning is inadequate.

7.7 The quality of the personal training plans is mostly satisfactory across the professional and technical areas. In order to improve the overall quality of the plans, tutors need to set out the specific training and learning needs of individual trainees and identify clear, short-term targets for the trainees against which success can be measured. In addition, the monitoring and review of the trainees' and apprentices' progress in both directed training and the workplace needs to be strengthened, with a particular focus on including input from the employers.

7.8 Belfast Central Training provides effective additional learning support for those trainees who experience significant barriers to their learning. The trainees have good access to an appropriate range of personal and social services including, support from Disability Action, the Department's Careers Service and a range of counselling services. The outcomes from initial assessment are also used well to plan adequate provision for those trainees identified with additional support needs.

7.9 The arrangements for the care, guidance and support of the trainees and apprentices are very good. They are characterised by a caring and supportive ethos, and in particular, the contribution made by staff in providing the necessary support to ensure that trainees remain on their programmes. Belfast Central Training provides a safe and secure environment for the trainees. There are good procedures in place for involving, where appropriate, parents and guardians in decisions relating to the trainees' training programmes, progress and any specific support needs.

7.10 The arrangements for safeguarding vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007. The management in Belfast Central Training, however, need to update the written context of the policy and to take further action to more formally share their policy on safeguarding with all employers and relevant parents or guardians.

7.11 The quality of the provision for careers education, information, advice and guidance ranges from good to inadequate. It does not form an integral element of the professional and technical training programmes, and is not sufficiently focused on the trainees' individual needs. The trainees on the Training for Success programme would benefit from more visits by relevant guest speakers, including former trainees, and increased opportunities to visit local businesses to enable them to understand more fully the career pathways available to them. Only a minority of the apprentices were aware of relevant career progression pathways, particularly beyond level 3 training, in their professional and technical area.

PART THREE - PROFESSIONAL AND TECHNICAL AREA REPORTS

8. ESSENTIAL SKILLS

8.1 In essential skills, the quality of training and learning provided by Belfast Central Training is very good. The organisation is meeting very effectively the educational and pastoral needs of the trainees; and has demonstrated its capacity for sustained self-improvement.

8.2 The main strengths are the:

- strong supportive ethos of the organisation and the commitment and hard work of the essential skills tutors in helping the trainees develop their essential skills;
- very good relationships developed by the essential skills tutors with the trainees;
- high level of motivation demonstrated by the trainees in addressing their essential skills needs;
- good or better quality of teaching, training and learning underpinned by good teaching resources developed by the tutors;
- very good use of appropriate vocational contexts to engage and motivate the trainees in developing their essential skills; and
- excellent outcomes at 100% in the essential skills of literacy and numeracy in both the Training for Success and ApprenticeshipsNI programmes.

8.3 The main area for improvement is:

- a more consistent approach to the marking for improvement in the professional and technical portfolios, in line with the organisation's essential skills policy.

Performance Level	Total No. of trainees
Very Good	62 (Literacy) 56 (Numeracy)

9. HAIRDRESSING

9.1 In hairdressing, the quality of training provided by Belfast Central Training is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Belfast Central Training has demonstrated the capacity to address. The Inspectorate will monitor the organisation's progress on the areas for improvement.

9.2 The main strengths are the:

- very good, supportive relationships between trainees and tutors;
- well-motivated and responsive trainees;

- hard working staff who are committed to the development and progress of the trainees;
- mostly well-organised and structured portfolios of evidence of the trainees; and
- excellent success rates at 100% across the hairdressing programmes

9.3 The main areas for improvement are the:

- insufficient attention paid to marking for improvement in the hairdressing portfolios;
- inconsistent involvement of employers in supporting the trainees' skills development in the workplace; and
- modest retention rate at 64% on the Programme-Led Apprenticeship strand;

Performance Level	Total No of Trainees
Good	57

10. HOSPITALITY AND CATERING

10.1 In hospitality and catering, the quality of training provided by Belfast Central Training is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Belfast Central Training has demonstrated the capacity to address. The Inspectorate will monitor the organisation's progress on the areas for improvement.

10.2 The main strengths are the:

- effective links with employers to identify and meet the training and development needs of the workforce;
- well-motivated adult trainees on the ApprenticeshipsNI programme who are keen and eager to achieve their qualifications;
- good communication and interpersonal skills demonstrated by the trainees in the workplace;
- very good pastoral care and support provided by the tutors; and
- excellent success rates at 100% across the hospitality and catering programmes

10.3 The main areas for improvement are the:

- lack of adequate accommodation, equipment and resources to develop the practical skills needs of the trainees;
- inadequate staffing complement to support the trainees sufficiently in the workplace; and

- increased opportunities for the tutors to improve their training and learning approaches, including better use of ILT.

Performance Level	Total No. of trainees
Good	44

11. RETAILING OPERATIONS

11.1 In retailing operations, the quality of training provided by Belfast Central Training is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which Belfast Central Training has demonstrated the capacity to address. The Inspectorate will monitor the organisation's progress on the areas for improvement.

11.2 The main strengths are the:

- flexible and well-planned work-based training provided to the apprentices under the ApprenticeshipsNI programme;
- mostly good work placements which are suitably matched to the requirements of the trainees' training frameworks;
- well- planned provision of essential skills support for the trainees;
- excellent outcomes on the ApprenticeshipsNI programme; and
- clear evidence of skills enhancement for the apprentices on the ApprenticeshipsNI programme.

11.3 The main areas for improvement are the:

- ineffective use of personal training plans to identify the specific learning needs of individual trainees;
- provision of effective mentoring support for all trainees from their work-based supervisors; and
- development of the training facilities and learning resources, and additional work-related learning opportunities for trainees on the Training for Success programme.

Performance Level	Total No of Trainees
Good	25

PART FOUR – CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT

12. CONCLUSION

12.1 In the areas inspected, the quality of training provided by Belfast Central Training is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement in leadership and management which Belfast Central Training has demonstrated the capacity to address. The Inspectorate will monitor the Belfast Central Training's progress in addressing the areas for improvement.

13. KEY PRIORITIES FOR DEVELOPMENT

13.1 Belfast Central Training needs to revise its annual improvement plan to take account of the following key priorities:

- more robust monitoring and evaluation of all aspects of the work of the organisation;
- improved arrangements for the collation, analysis and use of data to monitor performance and support improvement planning;
- further development of the curriculum, across the professional and technical areas, to better meet the needs of trainees' in the Training for Success programmes;
- to improve further the quality of the training and learning; and
- review of the staffing complement and quality of accommodation and resources to ensure that the needs of the trainees' in all programmes are met.

APPENDIX

OVERALL SUMMARY TABLE – 2007- 2010

Programme	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to FE/other training	Progressed to relevant employment
Skills for Work	130	78%	100%	88	0
Pre-Apprenticeship/ Programme-led Apprenticeship	59	81%	96%	8	3
Level 2 Apprenticeship	168	87%	100%	2	129
Overall totals	357	82%	97%	98	132

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