



Education and Training
Inspectorate

ApprenticeshipsNI Provision in
Global Horizon Skills Ltd

Report of an Inspection in
October 2014

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1. Context

Global Horizon Skills Ltd (Global Horizon Skills) is a private company, limited by shares. It is owned by the managing director and the director who are supported by a programme/quality manager, a contracts manager and a finance manager. The company also employs two full-time essential skills tutors, two full-time professional and technical area tutors in customer service and team leading/management/hospitality, two part-time associate trainers and assessors in customer service and financial services, one part-time associate monitoring officer and a programme administrator.

Since August 2013, Global Horizon Skills has been contracted by the Department for Employment and Learning (the Department) to provide the ApprenticeshipsNI programme. Currently, it delivers apprenticeship programmes at levels 2 and 3 in the professional and technical areas of customer service, financial services, hospitality, IT users, management and team leading. While Global Horizon Skills is also contracted to deliver the ApprenticeshipsNI programmes in building services engineering, retail, transport and utilities, no apprentices were registered in any of these professional and technical areas at the time of the inspection.

Global Horizon Skills operates a model of work-based training for apprentices in which all of the training and assessment is delivered in the workplace. The training for customer service and financial services is delivered in four contact centres across Northern Ireland. The remainder of the training is delivered to a number of small businesses based in the Fermanagh and Tyrone areas.

At the time of the inspection, 94 apprentices were registered on the ApprenticeshipsNI programme at level 2, level 2/3 and level 3. Of these, 57 apprentices were registered on the level 2/3 or level 3 customer service; 31 on the financial services programmes, 28 on the level 2 and three on the level 3 programmes; two on level 3 management; two on the level 2 hospitality programme in food and beverage; and two were registered on the level 2 IT users programme. Of the 94 apprentices, 38 of them required training in the essential skills.

According to the information supplied by the organisation, 59% (55) of the apprentices hold four or more GCSE passes at grades A*-C, and 48% (45) of them have four or more GSCE passes at grades A* to C including English and mathematics. A majority of the apprentices have also achieved additional vocational and academic qualifications ranging from GCE A levels to honours degrees.

2. Overall finding

Overall, the quality of training and learning in Global Horizon Skills is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in achievements and standards, training and learning and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on Global Horizon Skills progress in addressing the areas for improvement.

Summary of key findings

Overall Performance Level	Satisfactory
Achievements and Standards	Satisfactory
Quality of Provision for Learning	Satisfactory
Leadership and Management	Satisfactory

Professional and Technical Areas Performance Levels	
Customer Service	Satisfactory
Financial Services	Satisfactory
Essential Skills	Satisfactory

What does Global Horizons Skills need to do to improve?

- Further develop and strengthen the self-evaluation and quality assurance arrangements, particularly the setting of key performance targets and reviewing of outcomes.
- Strengthen the curriculum planning process, including effective engagement with employers and the use of information and learning technology (ILT) to better support the apprentices' learning and progression.
- Increase recruitment to the apprenticeship programmes, across the full range of contracted professional and technical areas.
- Improve the overall retention rates on the customer service and financial services programmes.

3. Key findings of the inspection

3.1 Achievements and standards are satisfactory.

The professional and technical standards achieved by the almost all of the apprentices are good or better. In customer service, the apprentices demonstrate a sound understanding of the key principles of effective customer service and associated legislation. In financial services, they demonstrate a good knowledge and understanding and are able to give professional advice to customers. The employers of the customer service apprentices report that their participation on the training programme has increased their self-esteem and confidence and has enabled them to deal more effectively with customers and other professionals.

Most of the apprentices interviewed report favourably on their learning experiences and value the opportunity to achieve an accredited qualification while at the same time addressing deficits in their essential skills of literacy and numeracy. In some instances, however, they report that they experience difficulties in being released for training due to work demands and, as a consequence, this impacts adversely on their attendance at the directed training sessions and their progress in achieving the training milestones.

Overall, the standard of the apprentices' speaking and listening skills is good or better; the standard of their written communication skills, however, is more variable in both their professional and technical work and the essential skills. The work in the portfolios of a significant minority of the apprentices contains only limited evidence of the development of contextualised extended writing; it lacks appropriate structure with insufficient evidence of independent research being undertaken.

Most of the apprentices in customer service are making good progress in the achievement of their qualifications. In financial services, however, there has been a six week delay in training for the apprentices who work in a large contact centre, due to an increase in service demand. As a consequence, these apprentices are not making sufficient progress in their training and learning. In addition, it is a concern that too many of these apprentices have not had timely access to relevant essential skills training to support their training and learning. Global Horizon Skills, in collaboration with the employer, need to urgently review the delivery of the professional and technical training and the scheduling of the essential skills provision to ensure that all of the apprentices are able to fully and regularly participate in their training.

In 2013/14, based on the information supplied by Global Horizon Skills, the outcomes on the level 2 apprenticeship programmes are adversely affected by the overall low level of retention, which is inadequate (56%); the rate of retention was impacted by the high proportion (72%) of the early leavers from the customer service and financial services programmes who left to take up alternative employment. On the level 3 apprenticeship programmes, most (75%) of the apprentices are retained, and those who have completed to date have achieved the full framework qualification. Of the apprentices who commenced their training in 2014/15, most (80%) have been retained. In the essential skills in the past year, the overall outcomes in literacy are good (77%), with all of the apprentices having achieved at level 2. To date, however, due to the model of delivery of the essential skills and, in part, to the high percentage of early leavers who accessed alternative employment, no outcomes have been achieved by the apprentices in numeracy.

3.2 The quality of the provision for learning is satisfactory.

Global Horizon Skills has an appropriate induction programme in place for the apprentices, which introduces them effectively to the content of their programme along with the key elements of their professional and technical units. The apprentices also undergo an initial assessment in literacy and numeracy which is supplemented well by effective diagnostic assessment processes.

The quality of most of the teaching, training and learning in the directed training sessions evaluated is good or better. In the most effective practice, planning is good, the tutors use a range of training and learning strategies, including active learning. The group sessions provide good opportunities for the apprentices to discuss and evaluate their work roles. In the less effective practice, a minority of the sessions are overly tutor-led and assessment-driven. The use of ILT to support the apprentices' learning and progression is also underdeveloped. In the essential skills, there is not enough contextualisation related to the apprentices' professional and technical work area.

The planning of the apprentices' directed training is inconsistent; the training structure and models of delivery are not well enough established or agreed with the employers. As a result, attendance at both the professional and technical and the essential skills training sessions is variable and too low overall. In the essential skills, the planning for learning is adversely impacted upon by the variable attendance rates.

Global Horizon Skills has developed good links with employers who, through effective collaboration, work well to provide most of the apprentices with a relevant training programme which is matched appropriately to the employers' business needs and the job roles of the apprentices. Most of the apprentices report that they feel very well supported in their learning. While communication between staff in Global Horizon Skills and the employers is mostly good, the situation regarding the inappropriate suspension of training in financial services was not communicated well enough to the apprentices.

In financial services, the units have been well-mapped to match the skills and competences the apprentices need to support their ongoing development in their work roles. In customer service, whilst the organisation has collaborated well with employers in designing a range of units that are matched well to business needs, the extent of the curricular planning to ensure all aspects of the apprentices' learning experiences are organised in a structured, cohesive and timely manner is underdeveloped. .

Effective internal processes have been developed to verify and review the quality of the apprentices' portfolios of evidence, including a grading system which highlights how the apprentices can extend the level and quality of their written work and take more responsibility for their own learning. This process has not yet, however, impacted sufficiently on the overall quality of the work in the portfolios. In addition, the quality of the marking for improvement needs to be strengthened to provide the apprentices with sharper and more detailed feedback on how they can improve their work. At the request of one of the employers, appropriately Global Horizon Skills delivered a refresher session to the apprentices on effective writing, including those apprentices who already hold GCSE passes in English at grades A* to C. The organisation is also targeting the essential skills at level 2 to all of its level 2 apprentices, a level above that required by the respective frameworks.

The quality of the personal training plans is satisfactory. While the plans contain the relevant background information about the apprentices, they do not identify in sufficient detail the training and development goals of the apprentices and how they can be supported in these by their employers. Although the progress reviews are implemented effectively, they do not always take sufficient account of the apprentices' overall experiences and progress in their training and the workplace.

The quality of the provision for careers education, information, advice and guidance (CEIAG) is satisfactory. Whilst a range of relevant materials have been developed, the provision is not fully enough embedded across the apprenticeship programmes, particularly in customer service. While the manager in charge holds a relevant careers qualification, the tutors are not yet sufficiently confident in the delivery of the relevant materials and would benefit from more support and staff development in the ongoing delivery of careers education and guidance. In addition, the resources deployed are mostly paper-based, with a lack of online materials to support the apprentices, particularly if they wish to undertake independent work or research.

3.3 The quality of the leadership and management is satisfactory.

The roles and responsibilities of managers are well-defined and understood by all staff; they are deployed effectively across the provision. Regular quality management review and professional and technical team meetings take place and the internal moderator and the monitoring officer meet regularly to review the overall delivery of the provision. There is, however, a lack of regular curriculum team meetings to support and enable the vocational and the essential skills tutors to work together, and plan for the better integration of the essential skills into the professional and technical work.

In customer service and financial services, the organisation has established very good relationships with three large contact centre employers. Currently, however, recruitment in the areas of hospitality, IT users, management, and team leading is very low. In addition, Global Horizon Skills has experienced difficulties in recruiting apprentices to a number of other professional and technical areas which it is contracted to deliver.

The management team and staff have a shared vision for the development and improvement of the quality of the provision. The arrangements for self-evaluation and improvement planning include the implementation of an appropriate quality improvement cycle to allow management and staff to monitor and review the provision on an ongoing basis. The quality assurance procedures appropriately include evidence from the observation by managers of the quality of teaching, training and learning. The quality improvement plan, however, does not include the critical areas for improvement of retention and recruitment and the use of effective target-setting is underdeveloped. As a result, the self-evaluation and quality improvement planning processes need to be further developed to ensure all key areas for improvement are included, actioned and monitored closely.

Whilst a new management information system has been developed to allow the organisation to more effectively track and monitor the progress of the apprentices, and highlight any gaps in their training, it is not yet being used effectively to identify the key areas for improvement across the provision, and requires further development. The tutors, who are largely deployed in the apprentices' workplaces, do not have remote access to the management information system to allow real-time recording of the apprentices' progress and attendance. In addition, the unit tracking information maintained by the tutors, which provides a precise measurement of the apprentices' progress, is not currently incorporated into the management information system. In the essential skills, the analysis of the data to better measure progression and to inform planning for learning is also underdeveloped.

The staff are well-qualified and experienced and have good opportunities to avail of relevant continuous professional development, including targeted external training to develop their pedagogic skills.

The quality of the accommodation used for directed training in the customer service and financial services employers' premises is very good. They are spacious, well-equipped with internet-connected computers and appropriate presentation facilities, all of which create a positive environment for learning.

On the basis of the evidence available at the time of the inspection, the arrangements for safeguarding vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007.

4. Conclusion

Overall, the quality of training and learning in Global Horizon Skills is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in achievements and standards, training and learning and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on Global Horizon Skills Ltd's progress in addressing the areas for improvement.

5. Professional and technical area reports

5.1 Customer Service

Key findings

In customer service, the quality of training provided by Global Horizon Skills is satisfactory.

Context

At the time of the inspection, 57 apprentices were registered in the professional and technical area of customer service, all of whom were following a level 2/3 or level 3 apprenticeship programme. Almost all of the apprentices are employed by international customer management companies as customer advisers, based in contact centres in Belfast. Most (88%) of them, on entry to the level 2/3 apprenticeship, were existing employees with relatively short periods of service and experience. The directed training is provided on the employers' premises at various times and durations to suit the business needs of the employers.

Achievement and standards are satisfactory.

The standard of the apprentices' occupational skills are generally good or better. They demonstrate a sound understanding of the key principles of effective customer service and the associated legislation. They understand, for example, the need for well-developed interpersonal skills, in-depth product knowledge and patience and empathy for handling complaints and resolving problems. The employers report that the apprentices make good progress in developing their skills to an industry standard. In particular, they report an increase in their self-confidence.

While the apprentices have well-developed verbal communication skills, the standard of their written skills is variable. For a significant minority of them, the quality of the written work in their assessment portfolios is just satisfactory. Their written work is not based on substantial research and lacks the appropriate structure and detail in order to provide sufficient responses to the assessment tasks. It is a concern that only 49% of the level 2 apprentices who commenced their training in 2013/14 were retained; the retention rate was impacted significantly by the high proportion (71%) of the early leavers who left to take up alternative employment. All of the apprentices who completed their training achieved and progressed to level 3. Of those apprentices who progressed to level 3, most (86%) have been retained. Almost all of the apprentices who commenced training in 2014/15 have been retained.

The quality of the provision for learning is satisfactory.

The quality of the directed training sessions is consistently good. The tutors are well-prepared, plan effectively and deploy a suitable range of teaching, training and learning strategies to engage the apprentices and to support them in their learning and development. The use of realistic scenarios from the apprentices' work flows are, however, not exploited fully enough to contextualise and consolidate the training and learning.

While the apprentices benefit from well-structured workplace training, this aspect of their training is not sufficiently integrated into the overall planning process by the tutors. The assessment arrangements are just satisfactory. While the apprentices make good progress in completing the assessment workbooks, online assessments, workplace observations and professional discussions, insufficient emphasis is placed on marking for improvement in order to provide them with appropriate and developmental feedback on how to improve further the quality and range of their written work.

The quality of the leadership and management is good.

Global Horizon Skills has worked hard to establish key links and develop collaborative partnerships with large employers in the customer management sector. The development of bespoke apprenticeships within this sector ensures structured career progression opportunities for employees, particularly those with lower levels of prior attainment. While the organisation has collaborated well with employers in designing a range of units that is matched well to business needs, the extent of the curricular planning to ensure all aspects of the apprentices' learning experiences are organised in a structured, cohesive and timely manner is underdeveloped.

Necessary and timely work is underway to develop a more fit-for-purpose ILT infrastructure with associated software applications to enhance the quality of the apprentices' learning and assessment. All of the tutors are suitably qualified, and are effective in establishing positive relationships with the apprentices and their employers. Staff development is under way to build further the skills and pedagogic capabilities of the tutors to deliver more effective teaching, training, learning and assessment. While the self-evaluation process is generally effective in identifying the nature and extent of weaknesses in curriculum and staff development, more sharply focused actions and measurable targets are required to bring about sustained improvement.

5.2 Essential Skills

Key findings

In the essential skills, the quality of training provided by Global Horizon Skills is satisfactory.

Context

At the time of the inspection, 94 apprentices were registered with the organisation; of these, 48% hold four GCSE passes including English and mathematics and 51% hold GCSE English and mathematics at grades A*-C.

Achievements and standards are satisfactory.

All of the apprentices interviewed are confident and capable communicators and make a positive contribution to their workplace. Overall, the standards of the apprentices' speaking and listening range from good to very good; the standard of their written communication, however, in their professional and technical work, and in their essential skills, is overly variable. Whilst the quality of the written communication is good in a majority of the work evaluated, Global Horizon Skills should focus on the development of the apprentices', extended writing skills for a wider range of audiences and purposes, matched more appropriately to the requirements of their workplace. The outcomes in literacy in 2013/14 are good at 77%, and all outcomes have been achieved at level 2, but no outcomes have been achieved by this cohort to date in numeracy. This is due, in part, to the model of delivery of the essential skills and, in part, to the overall retention rate which was affected adversely by the high percentage of early leavers who accessed alternative employment.

The quality of the provision for learning is satisfactory.

At the time the inspection, the provision for the essential skills was very limited and attendance was low. The overall quality of the provision for learning in the essential skills is currently restricted by the delivery models used which do not always support the apprentices in the development of their literacy and numeracy skills across the full duration of their professional and technical training programme; these models of delivery should be reviewed and revised in line with best practice.

The tutors, who are well-qualified and committed to the progress of the apprentices; they work hard and prepare well for the sessions, however the variable attendance during the inspection impacted negatively on tutors' planning and delivery.

An initial and diagnostic assessment process is in place and the tutors have supplemented these processes appropriately with one-to-one interviews and additional diagnostic writing opportunities. The outcomes from both of these processes are recorded usefully in a case conference record which facilitates communication, and the sharing of information, between the essential skills tutors and their professional and technical counterparts. More needs to be done to embed this process and to monitor its impact in order to improve the contextualisation of the essential skills within the professional and technical areas. The tutors have established a good rapport with the apprentices and appropriate systems are in place to record progress and to signal the need for any intervention.

The quality of the leadership and management is satisfactory.

The organisation is working hard to develop and embed its essential skills provision and the provision is well-resourced and is responsive to the needs of the employers that it serves. There are two dedicated and well-qualified essential skills tutors in place, one for literacy and one for numeracy. The management team has taken the decision that most learners targeting level 2 in their professional and technical areas will also target level 2 in their essential skills; this is both appropriate and of benefit to the apprentices.

An internal moderation process has been established and is working well. The scheduling of the essential skills, however, is working less effectively. Global Horizon Skills needs to review its scheduling of the essential skills to ensure that all apprentices have access to more timely provision.

The self-evaluation and quality improvement planning for the essential skills is satisfactory overall. Whilst some evaluation of the essential skills is carried out as part of the organisation's wider self-evaluation processes, there is insufficient analysis of the impact of the models of delivery on the apprentices' attendance, learning and progression. Equally, while there are scheduled meetings for the essential skills, action planning and target-setting for improvement are limited. Data gathering, effective data presentation and analysis for the essential skills are also at an early stage of development.

5.3 Providing Financial Services

Key findings

In providing financial services, the quality of the provision in Global Horizon Skills is satisfactory.

Context

At the time of the inspection, 31 apprentices were registered on the ApprenticeshipsNI programme. Three were registered on the level 3 strand with the remaining 28 on level 2. The apprentices are employed in two contact centres which outsource customer advice and support services to a range of institutions. Two-thirds of the apprentices commenced the training programme in June 2014 and the remainder commenced in July 2014. Most of the apprentices entered the programme with a good range of prior academic and/or professional and technical qualifications; just under two-thirds of them have achieved level 3 qualifications. A significant minority (42%), however, have essential skill needs in literacy or numeracy.

Achievements and standards are satisfactory.

The apprentices have a good knowledge and understanding of financial services and the requirements of the regulatory frameworks they are subject to in their work roles. They receive extensive in-house training in financial services to meet the requirements of their regulatory bodies. Most have good or better spoken communication skills. They display good or better customer service skills in the financial services sector, across a wide range of relevant settings. Some of them, for example, provide professional advice and guidance to customers in different jurisdictions on key actions they have to undertake to address mortgage default payments. Those apprentices on the level 3 strand undertake appropriate supervisory and team leadership duties in the workplace. Most of the apprentices are keen to undertake the programme to enhance their careers prospects in the sector, and this has been well mapped by their employers to the apprentices' own personal development plans.

Retention rates on the level 2 and level 3 strands are only satisfactory at 65% and 60% respectively. This is due to the loss of staff in one of the employers to another company working in this field. In response to the loss of staff and the resulting additional pressures on workloads, the employer requested a temporary six-week suspension in training to focus on meeting business objectives. This break in training, however, has had an adverse impact on the progress of the apprentices, and their motivation and engagement in the training programme. The communication of the suspension of training by Global Horizon Skills to the apprentices was not carried out effectively.

The quality of the provision for learning is satisfactory.

Induction arrangements are effective in preparing the apprentices for their training programme. Careers information and guidance is well-embedded into the learning programme. In conjunction with one of the employers, a training session was provided to help improve the written communication skills of the apprentices.

The quality of the directed training evaluated is good, and focused appropriately on helping the apprentices improve their written communication skills in their work. The tutor has developed an appropriate range of paper-based training and learning resources to support the apprentices in their vocational units. The use of ILT, however, in training and assessment is underdeveloped, and marking for improvement needs to be strengthened in the written work evaluated.

While the personal training plans identify the main training milestones, they do not specify in sufficient detail the training and development goals of the apprentices and how they can be supported by their employers.

The vocational units being undertaken by the apprentices are negotiated appropriately between the employer and the tutor and are well-mapped to reflect and support individual job roles in the workplace. On the level 3 programme, there is appropriate stretch and challenge through the addition of a level 4 unit in managing people. For the majority of the apprentices who have essential skill needs, however, they have not received any training or support to help improve their literacy or numeracy skills, and this is a concern given the high proportion requiring support.

The quality of the leadership and management is satisfactory.

The tutor is well-qualified and experienced in the planning and delivery of financial services training programmes. Although staff from Global Horizon Skills have worked effectively to launch the financial services training programme, there are insufficient opportunities for the vocational and essential skills tutors to work together to improve coherence in the curriculum planning and ensure more effective integration of the essential skills within the vocational training and learning.

Levels of engagement with the employers are variable; they are very good in one but underdeveloped in the other. In the best practice, respective roles and responsibilities are clear and subject to regular governance reviews. This good practice needs to be extended. While the tutor and the monitoring officer individually maintain good records on attendance and the progress of the apprentices, the use of online tracking tools to share information across the organisation is underdeveloped.

6. Inspection method and evidence base

The inspection focused on:

- the achievements and standards;
- the quality of provision for training and learning;
- the quality of the leadership and management of the organisation; and
- the effectiveness of the self-evaluation and quality improvement planning processes;

The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of training supplier organisations, which were applied to this inspection, are available in the ETI's publication *Improving Quality Raising Standards Work-based Learning* <http://www.eti.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-igrs-work-based-learning.htm>

The inspection of Global Horizon Skills took place over two phases, the first in February 2014 and the second in October 2014. A team of 6 inspectors observed a total of 8 apprentices in 5 directed training sessions. Five directed training sessions were observed also during phase one. Inspectors visited 9 workplaces and 26 apprentices were interviewed

in focus groups. The inspectors also held discussions with the managing director, director, contracts manager, programme manager, monitoring officer, co-ordinators, and tutors. In addition, inspectors examined samples of the apprentices' work, tutors' schemes of work and lesson plans and personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

As part of an ongoing pilot, the programme/quality manager of Global Horizon Skills agreed to undertake the role of inspection representative which involved participating in inspection team meetings.

The inspection also focused on the arrangements for care, support and guidance and safeguarding of vulnerable groups. The arrangements for the inspection included the opportunity for the apprentices to complete a confidential online questionnaire prior to the inspection.

The returns show that almost all of the apprentices are very positive about their training programme. In particular they felt that they are making good progress in their training programme which prepares them well for their next steps in their career, and all of those who made written comments were positive about the quality of training and support provided by Global Horizon Skills.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Apprentices	70	22	31%	3

7. Information about Global Horizon Skills

Current registrations by programme

Programme	Number of apprentices	% of total registrations
ApprenticeshipsNI Level 2	53	56%
ApprenticeshipsNI Level 3	41	44%
Total	94	100%

Current registrations by professional and technical area

Professional and technical area	Number of apprentices	% of total registrations
Customer Service	57	61%
Financial Services	31	33%
Management	2	2%
Hospitality	2	2%
IT users	2	2%
Total	94	100%

Qualifications of current apprentices on entry to their programme

Programme	ApprenticeshipsNI (%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	48%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	59%
(%) of learners with GCSE English and mathematics or equivalent at Grades A*-C	51%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	80%
(%) of learners with no prior level 1 or level 2 qualifications	3%

Note: All data was sourced from Global Horizon Skills Ltd at the time of the inspection.

8. Quantitative terms used by the ETI

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%

Performance levels

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

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Key Performance Indicators

Key Performance Indicators and Definitions	
Retention	The percentage of enrolments at week 4 of year one who completed their occupational training framework, measured over the full duration of their course.
Achievement	The percentage of trainees/apprentices who completed their occupational training framework and who fully achieved their framework qualification.
Progression	The percentage of successful completers who progressed to further/higher education/training or employment.

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