



Education and Training
Inspectorate

ApprenticeshipsNI Provision in
Totalis People Ltd

Report of an Inspection in
January 2014



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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1. Context

Totalis People is a privately owned training provider. Since December 2012, following the financial administration of the previous contract holder, First4Skills, Totalis People has been contracted by the Department for Employment and Learning (Department) to provide ApprenticeshipsNI programmes under the 2008 contract arrangements. The organisation's headquarters is based just off the Castlereagh Road in Belfast, with a further small training and meeting facility in Newry.

The organisation is led and managed by the managing director, supported by a team of three operational managers who are responsible for three main geographical areas of the contract, namely Greater Belfast, Londonderry, and Newry and Kilkeel. Currently, a team of 18 learning support assessors (tutors) and three essential skills tutor deliver a combination of vocational and essential skills training and assessment to apprentices. A further team of two administrators and three business development advisers support the administration and marketing of the provision.

Totalis People is contracted by the Department to deliver level 2 apprenticeships across Northern Ireland in the professional and technical areas of business administration, call handling, customer service, hospitality and catering, retail, team leading and warehousing and storage. It is also contracted to provide level 3 apprenticeships in hospitality and catering for the Carrickfergus area.

At the time of the inspection, 248 apprentices were registered on ApprenticeshipsNI programmes at level 2. Of these: 35 (14%) were in the professional and technical area of customer service; 64 (26%) in hospitality and catering; 27 (11%) in retail; and 122 (49%) in team leading. A significant minority (33%) of these apprentices were receiving training for the essential skills of literacy and/or numeracy.

According to the records supplied by the organisation, only a minority (21%) of the apprentices hold four or more GCSEs at grades C or above, or equivalent, on entry to their apprenticeship programme. Just under one-half (44%) of them hold no qualifications on entry. A significant minority (40%) of the apprentices hold GCSE pass grades in English and mathematics, or equivalent.

2. Overall findings

Overall, the quality of training provided by Totalis People is good.

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

Professional and technical areas performance levels	
Essential skills	Satisfactory
Hospitality and catering	Satisfactory
Retail and Customer service	Good
Team leading	Good

What does Totalis People need to do to improve?

1. Further develop and embed more coherent and consistent approaches to teaching, training and learning across all of the professional and technical areas and the essential skills, underpinned by cohesive planning that utilises more fully all of the apprentices' potential learning experiences.
2. Integrate the developing areas of good practice in careers education, information, advice, and guidance across all of the professional and technical areas, including better links with industry sectoral bodies in order to promote a broader range of progression pathways to the apprentices.
3. Improve the effectiveness of the provision in the essential skills and in hospitality and catering, and in particular provide a more balanced delivery of teaching, training and assessment.

3. Key findings of the inspection

3.1 Achievements and standards are good.

Achievements and standards are very good in retail and customer service and in team leading. They are good in the essential skills and in hospitality and catering.

Most of the apprentices are well-motivated and develop good or better occupational skills and knowledge, at least to a level commensurate to the standards required within their industry sector. They are able to work as part of a team, organise and take responsibility for their own areas of work, and competently complete their occupational tasks at an appropriate pace. In retail and customer service and team leading, the apprentices achieve very good standards; employers report discernible improvements across the businesses' key measures of performance. These include: improved self-confidence and professionalism; increased customer satisfaction; and higher productivity and efficiency.

The standards of the apprentices' literacy and numeracy skills are mostly good. Their verbal communication skills are well-developed and they are able to engage effectively with work colleagues and customers in a professional and positive manner. Their written communication skills are, however, not consistently developed and consolidated within their vocational work or assessment portfolios. The apprentices develop and apply good numeracy skills, enabling them to successfully carry out work-related computations to an appropriate standard.

The progression in the apprentices' learning varies from good to satisfactory. In retail and customer service and team leading it is good; the apprentices build well on their prior learning and development, and achieve their qualification in a timely manner. By contrast, in the essential skills and in hospitality and catering progression is just satisfactory; a minority of the apprentices have undue gaps in their training and assessment and do not sufficiently extend their prior skills and knowledge.

Over the past two years, 2010/11 to 2011/12, based on the information supplied by Totalis People, most (77%) of the apprentices are retained, and almost all (95%) of those who remain achieve.

3.2 The quality of the provision for learning is satisfactory.

The quality of the provision for learning is good in retail and customer service and team leading, which account for the majority (74%) of the provision. It is satisfactory in the essential skills and in hospitality and catering.

In retail and customer service and team leading, there is a well-developed curriculum for the apprentices. It provides them with a coherent learning and assessment programme to consolidate and accredit their existing skills and competence, together with opportunities to develop and apply new skills and knowledge. In the workplace, with appropriate support and guidance from a workplace mentor, the apprentices are provided with good opportunities to work in different areas of the business, work-shadow colleagues and take on new or additional roles and responsibilities. The curriculum planning for the essential skills and for hospitality and catering is satisfactory. There is an over-focus on the assessment of existing competences, resulting in insufficient planning to exploit the good opportunities in the workplace to extend the apprentices' skills and knowledge.

In the sessions observed during the inspection, the quality of the teaching, training and learning varied from very good to satisfactory. The majority (58%) of the directed training sessions were good or better, with almost one-quarter (23%) of them being very good. The remaining sessions (42%) were just satisfactory. In the good or better sessions, the tutors: work flexibly to best meet the apprentices' needs within the context of the workplace; use to good effect well-developed interpersonal skills to engage the apprentices and to develop their knowledge and skills through effective questioning; and use well a broad range of learning resources, including information communication technology (ICT), to support and enhance the apprentices' learning experiences. In the satisfactory sessions, the tutors focus the apprentices excessively on meeting the assessment requirements for the qualification. Consequently, there are too few opportunities for them to extend their learning sufficiently or develop a wider range of occupational skills and abilities. In addition, there are too few examples of the application by the apprentices of their essential skills within the context of their job or vocational assessment portfolios.

Assessment and internal verification arrangements are mostly good; they are supported and enhanced well through the use of an electronic assessment portfolio and an online recording and tracking system. Subsequently, for most apprentices, their assessment activities are varied, well-planned, and supported with constructive feedback. For a minority of the apprentices, however, the assessment process lacks coherence and there is an overly strong emphasis on accreditation, which does not inform sufficiently the identification and planning for any future learning and development needs. While the electronic assessment portfolio is an effective assessment management tool, it is not exploited fully enough to increase the apprentices' independent involvement in generating and submitting assessment evidence. In addition, marking for improvement to develop further the apprentices' literacy skills is underdeveloped.

The quality of the pastoral support is mainly very good. The responses to the online questionnaire and discussions with the apprentices indicate that their learning experiences are positive with a supportive and encouraging ethos, including sensitive signposting to additional health and well-being services if required.

The quality of the careers education, information, advice and guidance provided for the apprentices is mostly satisfactory, although there are some instances of good practice. The organisation is developing a range of careers support materials which are used to good effect by a minority of the tutors. More needs to be done to embed this good practice across all of the provision, including greater involvement of industry sectoral bodies to promote a broader range of progression pathways for the apprentices.

The quality of the apprentices' personal training plans is variable, but mainly good. The recent development of the bespoke management information system has provided a robust architecture and a cohesive system for planning training, recording and tracking progression, and identifying any underperformance. While this system is very efficient and reliable, there is a need to capture and use key data more accurately and informatively, including the apprentices' prior achievements and the setting of measurable targets that are monitored and reviewed systematically by the tutor, the apprentice and their workplace mentor.

3.3 The quality of the leadership and management is good.

Totalis People is led and managed effectively by the managing director, who is supported well by the team of operational managers. While the quality of the leadership and management is good in the professional and technical areas of retail and customer service and team leading, it is just satisfactory in the essential skills and hospitality and catering.

Since the inception of the organisation, just over a year ago, the managing director has worked very hard to establish a clear strategic vision, and has developed coherent, effective management and reporting structures and a reliable management information system. In particular, there has been an appropriate emphasis on building good relationships and confidence with employers, tracking and analysing the apprentice progression and achievement of the apprentices and establishing the arrangements for tutor appraisal and their ongoing professional development. It is noteworthy that despite the significant upheaval, the majority (73%) of the apprentices who transferred to Totalis People from First4Skills remained on their apprenticeship programme.

The self-evaluation and quality improvement planning processes are good. The tracking arrangements to identify any underperformance of the tutors through monitoring a range of appropriate key performance indicators have just been recently developed and integrated into the new bespoke management information system. Together with these indicators and regular observations of training sessions, the management team are able to identify key areas for improvement, provide relevant staff development activities and facilitate sharing and development of good practice. The performance data now available needs to be integrated effectively into the next cycle of self-evaluation and quality improvement planning.

A wide range of links and partnerships with employers and other training providers have been established. The business development advisers and the tutors work to good effect to build and maintain professional relationships with a wide range of employers. In particular, Totalis People has developed very good partnerships with a number of employers in the development of bespoke apprenticeship programmes in customer service and team leading. These employers report high levels of satisfaction on how the programmes are meeting their business needs and the development needs of individual employees. A key feature of these partnerships is the role of the apprentices' workplace mentors, who guide and support well the apprentices' ongoing workplace learning and development. In a minority of employers, however, the role of the mentor is less well developed; they have insufficient involvement in the planning, monitoring and reviewing of the apprentices' training in the workplace.

The staffing complement is satisfactory. While there is an adequate range of suitably qualified and experienced vocational tutors, currently there are insufficient appropriately qualified essential skills tutors to meet the needs of all the apprentices. At the time of the inspection, however, the recruitment process to recruit additional essential skills tutors was at an advanced stage. Although the majority of the tutors hold a qualification in teaching and training, there is a need to increase the proportion of them with relevant teaching and training qualifications.

The quality of the learning resources and facilities are mostly satisfactory. Work is well-advanced in the development of an electronic learning platform, accessed through the organisation's website, to host a range of electronic learning resources. At the time of the inspection, the availability and effective use of these resources and other paper-based resources varied. Appropriately, the tutors are equipped with laptop computers to access a range of resources during training, but more work is needed to develop and embed the use of information learning technology to support the learning process. The quality of the learning environment is mostly good and on occasions very good, although on a few occasions there are inadequate facilities in the apprentices' workplaces to facilitate the delivery of good quality teaching, training and learning.

On the basis of the information available at the time of the inspection, the arrangements for safeguarding vulnerable groups comply satisfactorily with Safeguarding Vulnerable Groups (NI) Order 2007. Appropriately, a review and refresher training is planned for February 2014 to quality assure the organisation's current policy and procedures. A range of policies are in place to promote equality and diversity, and health and well-being.

4. Conclusion

Overall, the quality of training provided by Totalis People is good. The organisation has important strengths in most of its educational and pastverbal provision. The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address. The Education and Training Inspectorate will monitor and report on Totalis People's progress on the areas for improvement.

5. Professional and Technical Reports

5.1 Essential skills

Key findings

In the essential skills, the quality of the training provided by Totalis People is satisfactory.

Context

Totalis People provides the essential skills of literacy and numeracy to apprentices who have not yet achieved a recognised level 2 qualification in these areas. In most cases, the team of eight tutors deliver the essential skills training in one-to-one sessions in the workplace. There are also a few group-learning sessions. At the time of the inspection, there were 82 apprentices undertaking an essential skills qualification.

The achievements and standards are good.

The standard of the apprentices' work is mostly good. Almost all of the apprentices who complete their training programme achieve their targeted essential skills qualification, and a minority of them achieve at a level higher than that required by their apprenticeship framework. In literacy, the standards of speaking and listening are mostly very good. The standards in writing, however, are more variable. They range from very good in team leading, where there are examples of good practice, to satisfactory in hospitality and catering, where too few opportunities are provided for the apprentices to demonstrate their knowledge and understanding by undertaking extended writing activities in their occupational training. The standards in numeracy are mostly good; most of the apprentices are able to

carry out work-related computations to an appropriate standard. Most of the apprentices report that they enjoy their essential skills work and that their confidence in the application of literacy and numeracy to their specific job roles has improved as a result of their learning. Over the past two years, based on the data provided by the organisation, almost all (93%) of those who completed their training achieved both their literacy and numeracy qualifications.

The quality of the provision for learning is satisfactory.

In all of the essential skills sessions inspected, the tutors are dedicated to supporting the apprentices and to engaging them in their learning. The planning for the individual training sessions is mostly satisfactory. Although the apprentices have opportunities to address the areas of weakness identified through the initial and diagnostic assessment processes, there are only limited opportunities for the apprentices to demonstrate the transferability of their literacy and numeracy skills across aspects of their job role. Most of the tutors use an overly narrow range of teaching and training approaches, mainly because they are restricted by the one-to-one delivery model in the workplace. In addition, the delivery of the essential skills is heavily assessment driven and more attention needs to be paid to the development of the apprentices' competence in literacy and numeracy. A very small number of opportunities for group-training sessions are provided; these sessions work well to support more collaborative learning. While most of the tutors bring a laptop computer to the training and learning sessions to support learning, very limited use is made of the available technology to enhance the learning, and a minority of the apprentices report that they have low levels of confidence in their use ICT to enhance and progress their learning. The organisation plans to introduce a blended learning model of delivery and to provide training in the essential skill of ICT for the apprentices; this is an appropriate and timely decision.

The quality of the leadership and management is satisfactory.

The organisation's recently introduced bespoke management information system is beginning to be used in an efficient manner to track and monitor the apprentices' progression and achievement rates in the essential skills. This is a timely development and is assisting the managers in their planning of the provision which, to date, has not always been systematic and, in a small minority of instances, lags considerably behind the occupational training, which is inappropriate. The organisation has sound internal moderation processes in place and managers have a good understanding of the standards to be achieved and have begun to implement a comprehensive plan for staff development. At present, there is an insufficient complement of qualified essential skills tutors involved in the delivery of the essential skills. The recruitment process, however, to recruit additional essential skills tutors is at an advanced stage. While there is a self-evaluation and quality improvement planning process in place it is not sufficiently robust in identifying the areas for improvement and in its approach to informing quality improvement planning.

5.2 Hospitality and catering

Key findings

In hospitality and catering, the quality of training provided by Totalis People is satisfactory.

Context

At the time of the inspection, there were 64 level 2 apprentices registered on the ApprenticeshipsNI programme in hospitality and catering. The majority of them were close to completing their training. Almost all of the apprentices are in job roles that provide them with good opportunities to develop and apply an appropriate range of occupational competences to achieve their qualification.

Achievements and standards are good.

Most of the apprentices are well-motivated and knowledgeable about the working practices of the industry. They appreciate the opportunity to gain a recognised hospitality qualification, leading to an increase in their levels of confidence. The standard of work demonstrated by the apprentices is good or better. From the inspection, however, it is clear there is an over-emphasis on the assessment of the apprentices' existing competences rather than the acquisition of additional skills, knowledge and understanding. The apprentices' verbal skills are mostly good. Their written literacy skills are, however, underdeveloped, particularly in the use of extended writing within the vocational context. While a majority of the apprentices are making good progress in their professional and technical units, the pace of progress for a significant minority is too slow. Over the past two years, based on the data provided by the organisation, the majority (73%) of the apprentices were retained, and almost all (93%) of those who remain achieve.

The quality of the provision for learning is satisfactory.

The tutors are hard-working and flexible and have developed positive relationships with the apprentices and their employers. The range and combination of units offered to the apprentices matches well their individual training needs, their prior experience and job roles, and meet well the business needs of the employers. Whilst the quality of the workplace training was good in one-half of the sessions observed, it was just satisfactory in the remainder. In the satisfactory sessions, there was insufficient challenge for the apprentices mainly because of the over-focus on them completing assessment tasks for their qualification. As a result, only a limited range of training and learning strategies were deployed by the tutors to enhance the apprentices' occupational skills. The quality of the personal training plans is mostly satisfactory, although improving. The recent introduction of the bespoke management information system is improving the accessibility and use of the training plans as effective working documents. The targets used within the review process are, however, insufficiently specific to help apprentices and their mentors focus on the development needs of the apprentices within the workplace training. While the provision for careers education, information, advice and guidance is satisfactory, the apprentices are not made sufficiently aware of the progression pathways available to them.

The quality of leadership and management is satisfactory.

The managing director and operational managers provide effective direction and management of the provision. Through the self-evaluation process they have identified accurately the shortcomings in the provision and have begun to take appropriate actions to address them. Through the new bespoke management information system, when fully implemented, there is the potential to track and monitor effectively the progress of the apprentices in their professional and technical units. Whilst the use of electronic assessment portfolios and electronic learning platforms is being developed, the range of specialist resources available to support training, learning and independent study is too limited. Good links have been established with a range of appropriate employers. More effective engagement with them, however, is needed to improve the quality of the apprenticeship programme. This includes the establishment of clearer roles and responsibilities for the apprentice mentor in the workplace and better linkages between directed training and workplace training. The tutors are well-qualified and industry experienced. They are also provided with good opportunities to develop further their occupational skills and knowledge through relevant continuous professional development.

5.3 Retail and Customer service

Key findings

In retail and customer service, the quality of training provided by Totalis People is good.

Context

At the time of the inspection, there were 62 level 2 apprentices registered on the ApprenticeshipsNI programme in retail and customer service; 27 in retail and 35 in customer service. The apprentices have appropriate job roles in the workplace, across a broad range of occupational settings, including call centre administration and a variety of retail organisations. Totalis People have developed and sustained very good employer links across these industry sectors.

Achievements and standards are very good.

Most of the apprentices are making good progress in their professional and technical units and can demonstrate how the programme has developed and enhanced to good effect on their job performance and overall occupational skills. The standard of work achieved by most of the apprentices is very good. Their employers report a discernible improvement across key measures of performance. These include improved self-confidence and professionalism, increased customer satisfaction and higher productivity and efficiency. These achievements are recognised and celebrated by the organisation, in conjunction with their employers, through awards events which are organised for the apprentices on completion of their training. Although the written communication skills of most of the apprentices is good, a minority need further support in providing more detailed written responses in their assessment tasks. Over the last two years, based on the information supplied by Totalis People, the majority (70%) of the apprentices in retail were retained, and almost all (94%) of those who remain achieve. Over the same period, the majority (71%) of the apprentices in customer service were retained, and almost all (92%) who remain achieve.

The quality of provision for learning is good.

In retail and in customer service, there is a well-developed curriculum for the apprentices. It provides them with a coherent learning and assessment programme to accredit their existing skills and knowledge, and to provide opportunities for them to develop and apply new skills and knowledge. The quality of the directed training sessions observed was good or better, with 60% of them being very good. The better sessions are well-planned and characterised by clear learning objectives and a good range of training approaches to motivate and challenge the apprentices in their learning. In a minority of the sessions, an undue focus is placed on the apprentices completing assessment tasks, and as a consequence they have limited opportunities to extend, or take responsibility for, their learning. Assessment activities are well-planned and matched to the job roles of the apprentices. The tutors use a range of strategies to assess the apprentices' occupational competences and work hard to involve the workplace mentors in their learning and development. For example, with regular support and guidance from their workplace mentor, the apprentices have good opportunities to work in different areas of the business, and to take on new or additional roles and responsibilities. While most of the apprentices receive regular and ongoing careers advice and guidance, which is been tailored to reflect the sectors they work in, their knowledge of the broad range of progression pathways available to them is underdeveloped.

The quality of leadership and management is good.

There is effective team working by the managers and tutors which underpins the planning for retail and customer service, to ensure it is appropriate in meeting the needs of the apprentices. The introduction and ongoing development of the organisation's electronic learning platform is a significant enhancement to the provision for learning, and will facilitate greater flexibility of delivery and better access for the apprentices to online learning resources. While the self-evaluation and quality improvement planning processes for retail and customer service are mostly good, the documentation needs to be strengthened further. The self-evaluation reports, for example, need to focus more sharply on the impact of the provision on the apprentices' learning experiences and achievements, and the use of clear targets for improvement within the quality improvement plan. The quality of most of the apprentices' personal training plans is mostly good. These, however, need to be developed further to capture more fully the apprentices' prior achievements and record the development of their transferrable skills. Monitoring and tracking of the apprentices' achievements is systematic; effective use is made of the management information system to identify and address gaps in their progress. As a result, the apprentices' progress reviews are implemented consistently and to good effect. Internal verification arrangements are effective.

5.4 Team leading

Key findings

In team leading, the quality of training provided by Totalis People is good.

Context

At the time of the inspection, there were 122 level 2 apprentices registered on the ApprenticeshipsNI programme, which reflects a significant decline in new registrations from a peak of 360 in 2011/12. The apprentices have appropriate supervisory and team leading roles in the workplace, across a wide range of occupational sectors, including call centre management, child care, hair and beauty, hospitality and catering, manufacturing, and retailing.

Achievements and standards are very good.

The apprentices achieve good or better standards of work. Nearly all of them are making good progress in achieving their professional and technical units. They are well-motivated and speak with enthusiasm about the programme. Most of the apprentices can demonstrate, with confidence, how participation in the apprenticeship programme has enhanced their supervisory management and team leading skills. They are able to apply relevant management and motivation theories to improve the performance of the teams they manage in the workplace. The apprentices, for example, monitor effectively the performance of individual employees, delegate work roles to their team members and, with sensitivity, address potential conflict within their teams. They also develop good verbal communication skills through their team brief assessment activity that is completed in the workplace. Although the written communication skills of most of the apprentices is good, a minority need further support in providing more detailed written responses in their assessed tasks. Over the past two years, based on the information supplied by Totalis People, most (80%) of the apprentices are retained, and almost all (96%) of those who remain achieve.

The quality of the provision for learning is good.

The quality of the directed training sessions observed was good or better. The training sessions were well-planned and matched effectively to the work roles of the apprentices. The apprentices receive good one-to-one support and guidance on how to develop their supervisory management skills. While there is an appropriate balance between the learning and assessment activities, the apprentices do not take sufficient independent responsibility for the management of their portfolios of assessment evidence. A good start has been made by the tutors in the development of relevant training resources on the electronic learning platform. Most of the employers report high levels of contentment and commitment to the programme. Although the quality of most of the personal training plans is good, they do not consistently record fully enough the prior educational achievements of the apprentices. The progress reviews are implemented effectively to identify and support the apprentices in their professional and technical units. While the essential skills are well-embedded into the training programme for most of those apprentices in need of support, there are delays in the provision for a minority of the apprentices. The tutors make appropriate use of a broad range of strategies to assess the occupational competences of the apprentices. Although the apprentices receive regular ongoing advice and guidance on how to develop further their management capabilities, their knowledge and understanding of the full range of potential further education and training progression pathways is underdeveloped.

The quality of leadership and management is good.

There is effective collegial working by the tutors in the development of learning resources, and in the standardisation of assessment strategies. Self-evaluation procedures are implemented effectively and the tutors have a clear understanding of their own development needs. Internal verification arrangements are applied systematically, and appropriate measures are in place to quality assure the resources that are used on the electronic learning platform. There are effective levels of engagement with employers in the planning and delivery of the programme. Initial assessment and induction arrangements are well-managed. The tutors have relevant industry expertise and demonstrate high levels of motivation in their work. While there is evidence of good use of the electronic assessment portfolio, the provision is not sufficiently flexible to meet the needs of those apprentices without internet access. Tracking systems to monitor the progress of the apprentices are used effectively in most instances through the organisation's management information system. In the further development of this system, it is important that managers collate information on the apprentices' progression rates to further education and training. The tutors have appropriate access to wireless enabled resources to support the apprentice's use of the electronic learning platform in learning and assessment.

6. Inspection method and evidence base

The inspection focused on:

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

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.etini.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-iqrs-work-based-learning.htm>

A team of six inspectors observed a total of 28 apprentices in 26 training sessions, and 101 apprentices were interviewed in the workplace or in focus groups. The inspectors also held discussions with the Managing Director, the operational managers, a business development adviser, all of the tutors and 51 employers. In addition, the inspectors examined samples of the apprentices' work, tutors' schemes of work and session plans, and apprentices' personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

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 questionnaire prior to the inspection.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Apprentices	248	59	24%	16

The returns show that the apprentices' training experiences are good. While almost all of the apprentices surveyed through the questionnaire were positive about their training experiences, one apprentice expressed a concern regarding the timely processing of the final certification.

7. Information about Totalis People

Current registrations by programme

Programme	Number of trainees and apprentices	% of total registrations
ApprenticeshipsNI level 2	248	100%
Total	248	100%

Current registrations by professional and technical area

Professional and technical area	Number of apprentices	% of total registrations
Customer service	35	14%
Hospitality and catering	64	26%
Retail	27	11%
Team leading	122	49%
Total	248	100%

Qualifications of current apprentices on entry to their programme

Qualifications of current trainees/apprentices on entry to their programme	ApprenticeshipsNI Number (%)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	44 (18%)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	52 (21%)
Number (%) learners with GCSE English and mathematics or equivalent at Grades A*-C	99 (40%)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	40 (16%)
Number (%) learners with no qualifications	109 (44%)

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 ETI use the following performance levels in reports:

Performance Level
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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