



Education and Training
Inspectorate

Training for Success and
ApprenticeshipsNI Provision in
Ballycastle and District Community
Workshop Training Ltd

Report of an Inspection in
April 2015

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1. Context

Ballycastle Community Workshop Training Limited (BCW) is a small community-based training organisation with charitable status, established in 1981 and is based in an enterprise park on the outskirts of Ballycastle. The organisation is contracted by the Department for Employment and Learning (Department) to provide the Training for Success programme at levels 1 and 2, and the ApprenticeshipsNI programme at levels 2 and 3.

The BCW staffing complement includes a manager, assistant manager, quality manager, marketing officer, eight tutors and an administrative assistant. All of the tutors are employed on a part-time basis and work for the organisation one or two days per week.

The voluntary Board of Directors consists of local representatives with a range of experience; they provide governance and strategic direction through bi-annual meetings. The Chairperson is in regular contact with the organisation and reports that he is well informed about the programmes that BCW delivers and that he has a good knowledge of local labour market needs which is used to inform strategic planning.

At the time of the inspection, there were 20 trainees registered on the Training for Success programme and 12 apprentices registered on the ApprenticeshipsNI programme. Of the trainees registered on the Training for Success 2013 programme¹, eight were on the Skills for Your Life strand, nine on the Skills for Work level 1 strand, two on the Skills for Work level 2 strand, and one on the Programme-Led Apprenticeship strand. The organisation currently has a small number of trainees and apprentices registered in business and administration, children's care, learning and development (CCLD), construction, hairdressing, and retail. Over the last three years, there has been a steady decline in the overall number of trainees recruited to BCW.

Based on the data provided by BCW, 25% of the trainees had no formal qualifications on entry to their training programme. Around 16% of the trainees and 31% of the apprentices entered their programme with four or more General Certificates in Secondary Education (GCSE) passes or equivalent at grades A* to C. Only 10% of the trainees hold a GCSE qualification at grade C or better in English and mathematics. The organisation reports that a small number (15%) of the trainees has a disability or special educational need, and require support from external providers. In addition, BCW report that a majority of the young people who present to them, have a range of additional barriers to learning, such as addictions and involvement with the juvenile justice system.

At the time of the inspection, most (80%) of the trainees on the Training for Success programme were developing their professional and technical skills in a work-placement.

2. Overall finding

Overall, the quality of training provided by BCW is satisfactory.

Summary of key findings

Overall performance level	Satisfactory
Achievements and Standards	Satisfactory
Quality of Provision for Learning	Satisfactory
Leadership and Management	Satisfactory
Essential Skills	Satisfactory

¹ The Legacy Training for Success programme was introduced in 2007 and was superseded by the Training for Success 2013 programme.

What does BCW need to do to improve?

- Strategically review curriculum planning to ensure that trainees and apprentices can access a wider range of high quality learning experiences, particularly in relation to developing more consistently their personal, social and employability skills;
- enhance the quality of teaching, training and learning, to include the use of a wider range of approaches and Information Learning Technology (ILT), to ensure the needs of all of the learners are met more effectively;
- develop further the self-evaluation and quality improvement planning processes at whole organisation level, and within each of the professional and technical areas; and
- address the unsatisfactory progression rates to further education, training or employment of the trainees on the Skills for Work strand.

3. Key findings of the inspection

3.1 Achievements and standards are satisfactory.

During the inspection almost all of the trainees and apprentices were well behaved and respectful to their tutors. The levels of attendance and time-keeping were mostly good. Most of the trainees report that they are aware of improvements in their confidence and self-esteem, and in that they are developing their work-readiness skills. The trainees and apprentices report that they feel well supported by the staff and their employers.

During the directed training sessions observed most of the trainees and apprentices engaged well in classroom activities and displayed good levels of participation. Across all of the professional and technical areas, the trainees and apprentices display satisfactory or better oral communication skills. In construction the standards achieved by the trainees in the practical sessions range from satisfactory to good, and are mainly good. For example, they are progressing well in the development of their hand skills and the use of hand tools, building upon their prior achievements. In the other professional and technical areas, including personal development and employability, there is less evidence of the development of the trainees' and apprentices' additional understanding and skills.

In CCLD, construction, hairdressing, and retail most of the trainees and apprentices are making good progress and the standards they achieve are mostly good. For example, in CCLD a majority of the trainees and apprentices are contributing effectively to the staff teams within the pre-school settings and they are supporting the development of the children well. In hairdressing and retail employers report that the trainees and apprentices are developing their occupational skills well; and in construction employers are effectively supporting the development of the trainees' and apprentices' knowledge and skills in the use of new techniques. For a significant minority of the trainees, more work needs to be done to ensure that all of them are motivated and supported to sustain their work-placements, and to fulfil their full potential in their chosen professional and technical area. Although there are good opportunities for the development of the trainees' and apprentices' occupational skills in the work placements visited, there is a need for BCW to improve the co-ordination of the provision and the communication with employers, to enhance the overall learning experiences and to increase further the coherence between the directed training and the workplace training.

The majority of the trainees and apprentices are making satisfactory progress in developing their literacy, numeracy and ICT essential skills. A minority of the trainees, who engage fully in their learning, are confident in their oral responses, make very good progress in developing their written communication skills, and apply their mathematical and problem solving skills well in their professional and technical work. The majority of the trainees, however, are not progressing and developing well enough in their independent reading and extended writing tasks. In almost all of the professional and technical areas, there are limited opportunities for the trainees and apprentices to develop their extended writing skills and a significant minority of the trainees are unable to transfer their learning in the essential skills to other contexts, including their professional and technical work. There is a need for the essential skills and professional and technical tutors to work more effectively together to promote improvement in the trainees' literacy and numeracy skills. It is a strength that of the current cohort of learners, 43% of the trainees and apprentices undertaking the essential skill of literacy, and 30% in numeracy, achieve at a level above their framework requirement.

Over the last four years, based on the information supplied by BCW, the majority (72%) of the trainees on the Training for Success programme were retained, and almost all (98%) of those who remained achieved their target qualifications. The average retention rate on the Skills for Your Life strand over this period is good (63%), it is very good (76%) on the Skills for Work level 1 strand and good (71%) on the Skills for Work level 2 strand. The average progression rate is low with only 55% of the trainees who completed their training progressing to further education, training or employment.

The outcomes for the small number of apprentices are low. Over the last four years, the average retention rate on the ApprenticeshipsNI programme was satisfactory at 64%, and all of the apprentices who remained achieved their full training framework.

Over the last four years, the average achievement rates in the essential skills of literacy (96%), numeracy (95%) and ICT (95%) have been outstanding.

3.2 The quality of provision for learning is satisfactory.

The curriculum planning in BCW for the Training for Success programme is fragmented, managers having no strategic overview of the provision and its inter-related elements including the timetabling of directed training sessions. For example, for most trainees there is too much time scheduled for personal development compared with essential skills. There is also too much unstructured independent study, which is particularly inappropriate for the small number of trainees who lack motivation and confidence. In order to support the trainees and apprentices to develop further their employability and career planning skills, they would benefit from a coherently planned and structured programme of external visits and guest speakers which would enhance their current learning experiences and raise their awareness of the world of work. To improve the quality of provision BCW should carry out a strategic review of their curriculum planning to ensure that trainees and apprentices can access a more balanced and wider range of high quality learning experiences to better meet their training and learning needs.

The quality of the teaching, training and learning ranges from satisfactory to good, and is mostly satisfactory. In the professional and technical areas most of the sessions observed lacked pace and challenge, learning intentions and outcomes were not articulated well enough, there was an over-reliance on whole-class teaching and there was insufficient planning for differentiation to meet the needs of all of the learners, particularly those who are more able. In the essential skills of literacy and numeracy there is a need to develop further the differentiated planning, group learning plans, contextualisation and resources to support the trainees and apprentices who are targeting different levels of qualifications within the

same class. There is a need to enhance the overall quality of teaching, training and learning to include the use of a wider range of approaches to support differentiated learning to ensure the needs of all of the learners are met more effectively. The use of ILT to enhance teaching, training and learning is underdeveloped and further staff development is required to make effective use of it.

The quality of assessment across all of the professional and technical areas is satisfactory. In all areas, there is a need to develop the trainees' and apprentices' independent working. The trainees' and apprentices' summative assessment work is well-prepared and presented; the formative work, however, is less well developed and does not clearly demonstrate the progression they have made.

The quality of most of the work-based training is good in construction and hairdressing and satisfactory in the remainder of the professional and technical areas. The trainees and apprentices in construction and hairdressing are provided with good opportunities to develop their occupational, as well as their personal, social and transferrable skills. In retail and CCLD however, the training does not provide most of the trainees and apprentices with sufficient challenge.

The quality of the trainees' and apprentices' personal training plans is satisfactory. They capture well the qualifications the trainees and apprentices have on entry to the programme and the outcomes of the initial assessments. They do not, however, capture sufficiently the barriers to learning of the individual trainees or the strategies to be put in place to help the trainees overcome their barriers. Monitoring of the progress of the individual trainees and apprentices is satisfactory but there are inconsistencies in the frequency of visits to the workplace and in the quality of engagement with employers to involve them in planning, assessment and training.

The quality of the pastoral care in BCW is good. All of the staff demonstrate a clear commitment to the trainees' and apprentices' personal well-being and welfare and a high level of personal support is provided within the organisation. There is a high level of social inclusion within the organisation and reasonable adjustments are made to include learners with physical disabilities. Relationships between the tutors and the trainees and apprentices are good and the trainees and apprentices report that they feel well cared for and supported by their tutors. While the organisation has links to a number of local agencies who provide support to a small number of the trainees such as counselling, stress management and addiction services, a wider range of enrichment activities and a planned programme of personal, social and emotional inputs and events would enhance the learning experiences and meet more effectively the needs of all of the learners.

The quality of the provision for careers education, information, advice and guidance (CEIAG) is satisfactory. While most of the tutors talk informally to the trainees and apprentices about career pathways, there is a need for a more formal structured taught programme of CEIAG with targeted advice provided at key points in the year, linked to a programme of visits and guest speakers from industry. The organisation also needs to develop further a wider range of careers resources to support the provision.

3.3 The quality of the leadership and management is satisfactory.

The management team in BCW work hard to sustain a positive and caring ethos which creates a welcoming and inclusive environment for learners. The roles and responsibilities of staff are mostly well defined, there are supportive working relationships between staff and management, and staff report that they feel well supported in the organisation. There is a need however for a stronger focus within the organisation on curriculum planning and development, including relevant continuous professional development for all staff and tutors.

In particular, the organisation needs to provide more opportunities for the tutors from the different professional and technical areas to meet together to develop further their pedagogical skills and to share best practice.

The accommodation and physical resources are satisfactory. BCW have recently invested in up-to-date ICT equipment. However there is a need for further investment in additional tools for the skills development of the construction trainees and apprentices, and in play based learning resources for those on the CCLD programme. In construction, the cleanliness of the classroom and the workshops needs to be addressed, along with implementing better systems to organise tools and equipment.

While BCW has introduced a management information system to monitor the trainees' and apprentices' progress in their programmes, this needs to be developed further and used more consistently and effectively by the tutors across all of the provision to ensure that all trainees and apprentices are making satisfactory progress in all aspects of their programmes.

The processes for self-evaluation and quality improvement planning are satisfactory and need to be developed further. The management team have implemented a quality cycle which includes key monitoring points throughout the year, but this should be shared more effectively with the tutors in order to develop further their understanding of the processes. An overall organisation self-evaluation report has been produced along with individual reports for almost all of the professional and technical areas and for the essential skills. The self-evaluation reports lack critical incisiveness and evidence based evaluations and there is insufficient attention paid to the overall quality of the learners' experiences. The tutors' self-reflection skills and their use of data to critically assess the impact of their teaching and training on learning, and the identification of actions to bring about improvement are areas for further development. It is appropriate that a cycle of tutor observations by management and peers has been introduced, but greater use needs to be made of these observations to improve the overall quality of teaching, training and learning.

The management team have recently placed a strong emphasis on marketing the organisation and its programmes with the aim of raising the low numbers of trainees and apprentices recruited. The organisation has worked to increase the recruitment of apprentices to its construction provision and it currently has eight apprentices across a range of construction programmes. The existing links and partnerships with employers and external agencies within the local community are good but links with the local college of further and higher education need to be strengthened to raise the profile of the organisation and to provide the trainees and apprentices with progression opportunities to further education and training.

The arrangements for the safeguarding of vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007. The safeguarding policies and procedures need to be developed further and in line with best practice. In particular, the organisation should develop further their e-Safety policy and review the code of conduct for staff.

4. Conclusion

Overall, the quality of the provision is satisfactory. In most of the areas inspected the quality of training provided in BCW is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, provision for training and learning, and leadership and management which need to be addressed if the needs of all the trainees and apprentices are to be met more effectively. The Education and Training Inspectorate will monitor and report on BCW's progress in addressing the areas for improvement.

5. 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.eti.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-igrs-work-based-learning.htm>

A team of four inspectors and one associate assessor observed a total of 24 trainees and apprentices in 16 directed training sessions. Inspectors visited 13 workplaces and 24 trainees and apprentices were interviewed. The inspectors also held discussions with managers and tutors. In addition, inspectors examined samples of the trainees' and 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.

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 trainees and apprentices to complete a confidential online questionnaire prior to the inspection.

The 16 apprentices and trainees who responded to the questionnaire and those who contributed to the focus groups with the inspection team were positive about their training experiences, and the quality of the support provided for them.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Learners	32	16	50%	1

6. Information about Ballycastle Community Workshop Training Ltd.

Current registrations by programme

Programme	Number of trainees/ apprentices	% of total registrations
ApprenticeshipsNI	12	38%
Training for Success (2008) Programme-Led Apprenticeship	1	3%
Training for Success (2013) Skills for Your Life	8	25%
Training for Success (2013) Skills for Work (strand 1)	9	28%
Training for Success (2013) Skills for Work (strand 2)	2	6%

Current registrations by professional and technical area

At the time of the inspection BCW had small numbers of trainees and apprentices registered across the professional and technical areas of bricklaying, business and administration, CCLD, hairdressing, joinery, plastering and retail. A breakdown of the registrations cannot be provided as each of the professional and technical areas had fewer than 10 registrations.

Qualifications of current trainees/apprentices on entry to their programme

Programme	Training for Success (%)	ApprenticeshipsNI (%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	(0%)	(28%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	(16%)	(3%)
(%) of learners with GCSE English and mathematics or equivalent at Grades A*-C	(6%)	(28%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	(25%)	(16%)
(%) of learners with no prior level 1 or level 2 qualifications	(25 %)	(3%)

Note: All data was sourced from BCW at the time of the inspection.

7. 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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