



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Coalisland Training Services

Report of an Inspection in  
May 2014

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## 1. Context

Coalisland Training Services, established in 1982, is a private company limited by guarantee with charitable status. The responsibility for the operational management of the organisation resides with the manager, who is supported by a development officer, a development supervisor and a development administrator.

Since June 2013, under new contracting arrangements with the Department for Employment and Learning (the Department), Coalisland Training Services is contracted to deliver the Training for Success programme in the following areas: beauty therapy; children's care learning and development; hairdressing; health and social care; retail; trowel occupations; warehousing; and wood occupations. Until August 2013, the organisation was also contracted to deliver the ApprenticeshipsNI programmes at level 2 in children's care learning and development, construction, hairdressing and health and social care.

At the time of the inspection, 13 trainees were registered on the Training for Success programme; of these, five were registered on the 2008 legacy programme<sup>1</sup> and eight were registered under the new Training for Success 2013 programme. Of the newly registered trainees, seven were on the Skills for Work Level 1 strand and one trainee was on the Skills for Work Level 2 strand. Four apprentices were also registered on the ApprenticeshipsNI programme at level 2.

The entry profile of almost all of the trainees registered on the Training for Success programme is very low and a significant minority of them present with a range of barriers to learning. None of the trainees registered on the 2008 legacy programme, or the apprentices, had achieved a GCSE in English and mathematics at grade C or better, and only one of them held an equivalent qualification in communication or application of number at level 2.

Of those trainees registered since 2013, only two had achieved a GCSE qualification at grade C or better in English and mathematics. Overall, across both the Training for Success and the ApprenticeshipsNI provision, only one trainee had achieved four GCSE passes at grade C or above.

## 2. Overall finding

Overall, the quality of the training provided by Coalisland Training Services is good.

Overall Effectiveness	Good
Achievements and Standards	Satisfactory
Quality of the Provision for Learning	Good
Leadership and Management	Good

### What does Coalisland Training Services need to do to improve further?

- continue to address the low retention rate on the Training for Success programme and sustain the substantial improvements in retention made to date;

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<sup>1</sup> The legacy Training for Success programme was introduced in 2008 and was superseded by Training for Success 2013 programme.

- review the timetabling arrangements for the Training for Success 2013 programme to provide the trainees with more timely access to the provision for personal development and the numeracy essential skill;
- provide better opportunities for effective collaboration between all of the part-time tutors to improve the sharing of good practice and the development of a wider range of well-informed strategies for teaching, training, learning, assessment and feedback; and
- ensure that the processes used for the collation and use of data are rigorous and robust and that the data is used more effectively to inform evidence-based self-evaluation and quality improvement planning.

### **3. Key findings of the inspection**

#### **3.1 Achievements and standards are satisfactory.**

Whilst the achievements and standards are satisfactory overall, they are overly variable across the organisation. The evidence is clear that the standards of work achieved by almost all of the trainees and apprentices in their professional and technical programmes, and in the workplace, are mostly good or better. A significant issue, however, has been the retention of the trainees, which varies considerably from year to year and across the professional and technical programmes inspected.

Coalisland Training Services has been successful in working to good effect with trainees and apprentices from a range of backgrounds, including those with previously low levels of motivation and achievement. Despite their profile on entry, almost all of the trainees engage effectively with their programme of learning and almost all of them report positively on their learning experiences. A significant minority of the trainees achieve early success through the completion of short accredited courses. For some of the trainees, these achievements are their first formally recognised qualifications and they serve to boost their self-confidence, motivation and self-esteem.

Almost all of the trainees and apprentices undertake the essential skills and they make good progress in their learning. A significant minority of trainees and apprentices achieve more than one level of literacy and numeracy and additional sessions are provided, appropriately, to support those who target the essential skills qualifications at level 2. The standard of literacy in the trainees' and apprentices' professional and technical folders is good or better and the standard of their spoken communication demonstrates growing levels of both competency and confidence. The standards achieved by them in numeracy are mostly good or better and the trainees and apprentices are able to apply their skills across a range of appropriate contexts. In Information and Communication Technology (ICT), while the trainees and apprentices are able to carry out an appropriate range of tasks to a good standard at level 1, more needs to be done to progress their competences at level 2.

Most of the trainees on the Training for Success programme are in good quality work placements where they are well supported and motivated to develop a good range of occupational and wider employability skills. In health and social care, the apprentices achieve good or better standards of work in their jobs. Whilst there are good opportunities for the development of the trainees' occupational skills in the work placements visited for children's care learning and development, there is a need to develop further the coherence between the directed training and the workplace training, through better co-ordination and communication with employers.

It is a concern that a majority of the trainees did not complete their training over the last four year period. Consequently the rate of retention is inadequate for those trainees on the Training for Success programme. This is recognised as an issue by Coalisland Training Services and the organisation has developed a pastoral care tracking record which identifies clearly the reasons for non-completion and is working hard, and with success, to address the retention issue. A range of interventions have been introduced, including the appointment of a new member of staff and an investment in a new mentoring system, and these are beginning to have a positive impact. The retention rate for the current Training for Success 2013 intake has improved substantially but needs to be kept under ongoing review.

Over the past four years, based on the information supplied by Coalisland Training Services, the retention rate on the ApprenticeshipsNI programme has been good at 71%, and all of those who remain achieve the full framework.

Over the same period, in the essential skills, the achievements by the trainees and apprentices are good in literacy and numeracy; a significant minority of them achieve at level 2, from a very low baseline on entry. This represents considerable value added to the attainment profiles of these trainees and apprentices. By contrast, only those trainees and apprentices whose framework requires ICT have had the opportunity to undertake this essential skill. As a result, only nine trainees and apprentices have completed the qualification over the last four years, and almost all achieved at level 1.

### **3.2 The quality of the provision for learning is good.**

Coalisland Training Services has invested substantially in the Training for Success 2013 programme. There is a mostly well-developed curriculum in place for the trainees that is matched well to their learning needs and career interests. The organisation should, however, review the scheduling of the personal development and the numeracy provision. Personal development and numeracy are important aspects of the Training for Success curriculum and should be included formally at the start of the training programme.

A good induction process is in place for the trainees and apprentices which is underpinned by effective initial assessment arrangements. This is supplemented well by good diagnostic assessment processes in most of the professional and technical areas and in the essential skills. In children's care learning and development, however, the diagnostic approaches need to be applied more systematically across the duration of the programme so that the tutors can plan more effectively for differentiation. In addition to the curriculum offer, Coalisland Training Services has also introduced a brunch club with an emphasis on healthy eating; this is appreciated by the trainees and apprentices.

The quality of the teaching, training and learning was mostly good or better in the sessions observed. The very good or better (83%) training and learning sessions were characterised by strongly supportive relationships between the tutors and the trainees and apprentices. Almost all of the tutors demonstrate a clear commitment to the trainees' and apprentices' personal well-being and to their learning and progression. In the best sessions, the pace was brisk, there was an effective and engaging range of well-contextualised tasks and activities, good opportunities to consolidate learning, and good links between the learning and the development of the trainees' wider employability skills. Although the quality of the sessions observed was good in the children's care learning and development and the health and social care provision, the tutors need to develop their planning further to ensure that the learning intentions and learning outcomes are clear in order to improve further the impact of the teaching and training on the trainees' and apprentices' learning.

The overall effectiveness of the essential skills is good. In literacy, all of the trainees and apprentices engage well in their learning and contribute productively to class discussion which in turn informs their writing. In numeracy, nearly all of the learners are gaining confidence and develop good numeracy skills which they apply well in their professional and technical work. On occasion, however, there is too much reliance on the completion of worksheets by the trainees and apprentices and this needs to be reviewed. In ICT, the trainees and apprentices are able to work independently and use a good range of software to produce an appropriate range of well-presented, work-related documents.

While marking for improvement and well-structured, constructive feedback are features of the tutors' work in the essential skill of literacy, children's care learning and development and hairdressing, the existing good practice needs to be applied more consistently across all of the professional and technical areas, and, in particular, across the health and social care provision.

Whilst there were a few examples of the good use of information and learning technology (ILT) to enhance training and learning in a minority of the sessions observed, it was not used consistently to enhance the quality of the teaching, training and learning across the range of provision.

The quality of the workplace training is consistently good. Employers are supportive of Coalisland Training Services and provide the trainees with a good range of opportunities to apply and further develop their professional and technical skills. There are good strategies in place to support the trainees in the workplace and, in most cases, they work well.

In children's care learning and development and health and social care, a good start has been made to further engaging employers in the training process, although this collaboration needs to be developed further to facilitate better collaborative planning for the overall training programme. In health and social care, the tutors also need to do more to ensure that the trainees and apprentices can apply their learning more effectively in line with the policies and practice in their employment settings.

The quality of the careers education, information, advice and guidance is mostly good. There are appropriate job-sampling opportunities provided for the trainees during induction and they have appropriate access to impartial careers advice and guidance through the Careers Service. There are some missed opportunities, however, to provide the trainees with a wider programme of activities such as visits to relevant businesses and industries, access to guest speakers and opportunities for engagement in competitions.

The quality of the personal training plans is mostly good, although there is some variation across the professional and technical areas. In wood occupations and health and social care, the personal training plans record well the trainees' and apprentices' prior experiences and qualifications. Their barriers to learning are also well-detailed in conjunction with the key actions to address them. The review and the monitoring of the trainees' and apprentices' progress are systematic; the reviews report progress against all of the key elements of the programme and include effective target-setting for improvement. In the better practice they also include evidence of regular contact with employers resulting in more effective input into the planning for progression. A key feature of the personal training plans in wood occupations is the inclusion of a monthly log that records the main duties carried out in the workplace and provides an effective tracking tool for the development of their occupational and transferable skills. In children's care, learning and development, the quality of the personal training plans is overly variable and more clarity is needed in the processes used to track the trainees' progress.

The quality of the pastoral care provided for the trainees and apprentices is very good. The senior management team and staff demonstrate a strong commitment to the pastoral care of the trainees and apprentices. The organisation sets high expectations for its trainees and apprentices and almost all of them recognise, endorse and articulate the significant contribution that Coalisland Training Services makes to their learning and progression opportunities. Coalisland Training Services maintains contact with a good range of external support agencies to help the trainees and apprentices through appropriate signposting and referral.

### **3.3 The quality of the leadership and management is good.**

Coalisland Training Services is led effectively by the manager who is supported well by the development supervisor, the development officer, and the development administrator. The role of the recently appointed development administrator is being strengthened appropriately to include the collation and interrogation of key data in order to inform better the self-evaluation and quality improvement planning processes. The organisation has also introduced a management tracking system to monitor the trainees' and apprentices' progression across their programmes. This is beginning to be used well by management to improve retention rates but needs to be shared with, and used more effectively by, the tutors across all of the provision.

The management team works hard to sustain an ethos of strong pastoral care which impacts positively on the trainees' and apprentices' self-esteem and achievements. The numbers of trainees and apprentices are small across the provision and, as a consequence, each professional and technical area has only one part-time tutor. While this is generally managed well, more needs to be done to increase opportunities for the sharing of best practice amongst these part-time tutors.

The processes for self-evaluation and quality improvement planning are mostly good. The management team has introduced a quality cycle which includes key monitoring points throughout the year. The overall whole-organisation self-evaluation process is improving and individual self-evaluation reports have been compiled for each professional and technical area and for the essential skills. The quality of the self-evaluation report is good in the essential skills but the reports for the other professional and technical areas are just satisfactory; they lack adequate critical incisiveness and evidence-based evaluations. The further development of the tutors' self-reflection skills and their use of data to make critical assessments on the impact of their teaching and training is an area for further development. A cycle of tutor observations has been introduced but greater use needs to be made of the outcomes of these observations to plan for improvements within the self-evaluation process. The management team also needs to keep under constant review the tutors' qualifications to ensure that all tutors are qualified in line with the Department's requirements.

The roles and responsibilities of staff are clearly defined and there are supportive working relationships between staff and management; the staff report positively on the support they receive from management. Staff also report positively on the opportunities that they are afforded for internal and external staff development.

Coalisland Training Services has developed good links and partnerships with a range of employers and external agencies and has invested in a mentoring role which is working well in the early identification of trainees at risk of non-completion. The organisation also invests in individualised training and support to help those trainees most in need of support as identified through the mentoring processes.

The quality of the accommodation and resources are mostly good and the organisation has invested in a second ICT suite. There is an absence, however, of displays of the trainees' and apprentices' work or displays to help the trainees in their choice of career pathways.

The arrangements for the safeguarding of vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007. The Safeguarding policy, however, needs to be updated in the context of the Safeguarding Vulnerable Groups (NI) Order 2007. The organisation should also continue to assure itself that the arrangements for safeguarding/child protection are made known directly to staff, trainees, employers, and to parents/guardians at least every two years. In line with best practice, the organisation should develop a policy for the promotion of positive behaviour; develop further the policy on e-Safety; and review the Code of Conduct for staff.

#### **4. Conclusion**

Overall, the quality of the training provided by Coalisland Training Services is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the organisation'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 Inspectorate'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 three inspectors observed a total of four apprentices and ten trainees in six training sessions, and a further ten apprentices and trainees were interviewed in the workplace or in focus groups. The inspectors also held discussions with the main key staff and employers. In addition, the inspectors examined samples of the apprentices' and trainees' work, tutors' schemes of work and session plans and the apprentices' and trainees' personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised. The scrutiny inspection process was also carried out during the inspection.

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



Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Apprentices and Trainees	17	17	100%	7

The returns show that the apprentices' and trainees' training experiences are mostly good. While almost all of the apprentices and trainees surveyed through the questionnaire were positive about their training experiences, a very small minority of respondents raised concerns about the quality of their training and the feedback they received on their work. All of the trainees and apprentices interviewed during the inspection reported very positively on the teaching, training and learning they received. They also reported very positively in the focus group on the high levels of support that they receive in Coalisland Training Services.

## 6. Information about Coalisland Training Services

### Current registrations by programme

Programme	Number of trainees	% of total registrations
Training for Success 2008	5	29%
Training for Success 2013		
Skills for Work (strand 1)	7	41%
Skills for Work (strand 2)	1	6%
ApprenticeshipsNI	Number of apprentices	% of total registrations
Health and Social Care	4	24%

### Current registrations by professional and technical area

Professional and technical area	Number of trainees	% of total registrations
Hairdressing	1	6%
Retail	1	6%
Wood Occupations	4	24%
Health and Social Care	1	6%
Children's Care Learning and Development	6	34%
Professional and technical area	Number of apprentices	
Health and Social Care	4	24%

## Qualifications of current apprentices and trainees on entry to their programme

Qualifications of current trainees and apprentices on entry to their programme	Training for Success (%)	ApprenticeshipsNI (%)
(%) of trainees/apprentices with 4 or more GCSEs or equivalent at grades A*-C including English and mathematics	0%	0%
(%) of trainees/apprentices with 4 or more GCSEs or equivalent at grades A*-C	6%	0%
(%) of trainees/apprentices with GCSE English and mathematics or equivalent at grades A*-C	12%	0%

**Note:** All data was sourced from Coalisland Training Services 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 use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## Key Performance Indictors

Key Performance Indictors 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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