



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Loughview Training Services

Report of an Inspection in  
May 2015



Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Loughview Training Services is contracted by the Department for Employment and Learning (Department) to provide professional and technical training, under the Training for Success and ApprenticeshipsNI programmes. The organisation operates from premises located on the Antrim Road in Glengormley. It was established in 1982 and is registered as a charitable organisation with liability limited by guarantee. The management committee consists of six voluntary members from local business and the community, along with the manager and assistant manager of Loughview Training Services.

Loughview Training Services sub-contracted out a significant proportion of their ApprenticeshipsNI provision to Totalis People in 2013. These arrangements continued until the end of April 2015 when, following the closure of Totalis People, four of the managers and 11 learning and skills assessors became employees of Loughview Training Services under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

At the time of the inspection, there were only seven trainees registered on the Training for Success programme; one was registered on the Skills for Your Life strand, four on the Skills for Work level 1 strand, and two were registered on the Skills for Work level 2 strand. There were 274 apprentices registered on the ApprenticeshipsNI programme, 185 on the level 2 strand and 89 on the level 3 strand.

Over the last two years, there has been a substantial increase in the number of apprentices registered on the ApprenticeshipsNI programme. This increase is partly due to the sub-contracting arrangements which accounted for approximately 65% of the provision. The annual intake increased from 15 apprentices in 2013/14 to 329 apprentices in 2014/15.

Loughview Training Services provides training programmes across the eight professional and technical areas of administration; catering, customer service, hospitality, management, retail, team leading and warehousing<sup>1</sup>.

On the Training for Success programme, a significant minority of the trainees commenced their training with no prior level 1 qualifications; only one of them had attained four or more General Certificate of Secondary Education (GCSE) passes at grades A\* to C. Most of the trainees have essential skill needs in literacy and/or numeracy. Many present with multiple barriers to learning, including personal, social, motivational and behavioural problems. The organisation reported that a significant minority of the trainees had identified learning difficulties or disabilities on entry to their training programme.

On the ApprenticeshipsNI programme, just over one-half (52%) of the apprentices commenced their training with four or more GCSEs including English and mathematics at grades A\* to C. Just over one-fifth (22%) of the apprentices have essential skill needs in literacy and 20% in numeracy.

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

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<sup>1</sup> The professional and technical areas of administration, catering and warehousing had low registrations of ten or less and were therefore not inspected.

## 2. Overall Finding

Overall, the quality of training provided by Loughview Training Services is satisfactory.

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

Professional and Technical Area Performance Levels	
Customer Service and Hospitality	Satisfactory
Team Leading and Management	Satisfactory
Retail	Satisfactory
Essential Skills	Satisfactory

What does Loughview Training Services need to do to bring about further improvement?

- produce a strategic plan to inform the future direction of the organisation to include a review of the Training for Success provision to ensure it meets more fully the needs of the local community;
- review and update the quality improvement plan to reflect the recent significant changes in the organisation;
- review roles and responsibilities in the organisation to provide more effective curriculum leadership and management to improve the provision;
- undertake a comprehensive review of the essential skills provision to ensure that they are delivered to all apprentices at an appropriate time in line with their needs; and
- improve the use of management information to more effectively track the progress of the apprentices in their learning, including key performance indicators, milestones and achievements.

## 3. Key Findings of the Inspection

### 3.1 The achievements and standards are good.

Achievements and standards range from good to satisfactory. They are good in management, retail and team leading. Nearly all of the trainees and apprentices are well-motivated and engage positively in their learning and skills development. The attendance at the directed training sessions and work-placements is good. Across nearly all of the professional and technical areas inspected, the trainees and apprentices are making good or better progress in the development of their specialist knowledge, skills and practice.

The trainees and the apprentices report that they have gained in confidence and self-esteem through participation in their training programme. They display good or better spoken skills in their directed training and in the workplace. In addition, they understand the importance of working as part of a team and put these skills into practice. Most of them are able to apply their numeracy skills to good effect in their professional and technical work and in the workplace. The quality of written work in the assessment portfolios is mostly good. In most professional and technical areas there are limited opportunities to develop and embed extended writing skills.

Over the last four years, the retention rate on the Training for Success programme is satisfactory at 64%, and achievement is good at 86% for those trainees retained.

Over the last four years, the average retention rate on the level 2 ApprenticeshipsNI programme was satisfactory at 66%, and all who were retained achieved their full training frameworks. The average progression rate for those apprentices on the level 2 strand who complete their training programme is outstanding at 100% with most progressing to relevant employment.

Over the last four years, the average achievement rates in the essential skills of literacy numeracy and ICT have been outstanding at 100%. It is a strength that a minority of the trainees and apprentices achieve at least one level higher than the required level in their training framework.

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

The quality of teaching, training and learning in the majority (72%) of the directed training sessions is good with the remainder satisfactory. The tutors are flexible and work hard to support and encourage the trainees and apprentices to progress in their learning. While the majority of directed training sessions are planned and developed well, a minority of the sessions lack pace and challenge. Across the provision, the use of information and learning technology (ILT) is under-developed. The range of assessment strategies, on occasions, is too narrow. There is an over-use of tape recorded oral responses for assessment at the expense of developing written communication skills. It is a strength that the organisation is using e-portfolios of evidence in a number of professional and technical areas, though they are not being used to their full potential and there are missed opportunities to allow the apprentices to take more responsibility for their own learning. In customer services and hospitality there is an over-emphasis on the assessment of the apprentices' existing competences and insufficient development of new skills and knowledge

The small number of trainees benefit from a tailored training programme that meets well their individual needs. Through their work-placements almost all of them have appropriate opportunities to increase their occupational skills and develop their knowledge of working in relevant commercial settings. The provision for the Training for Success programme is however under-developed, with very small numbers recruited to each of the three professional and technical areas across the different strands. There is a need for the strategic planning to include a review of the Training for Success provision to ensure it meets more fully the needs of the local community.

The range of professional and technical areas offered under the ApprenticeshipsNI programme is sufficiently broad to meets the needs of most of the apprentices and provides them with good progression opportunities to level 3. On occasions, employers cancel planned training sessions due to operational difficulties. It is appropriate that the organisation is working with these employers to find a solution so that the apprentices are able to receive more regular and consistent training.

In the essential skills, the significant staffing changes have impacted negatively on the provision. It is inadequate that, despite a back-log in providing directed training, there was limited directed training taking place during the inspection.

The quality of the pastoral care for the trainees and the apprentices is good. The tutors maintain positive relationships with the trainees and the apprentices across the provision. Most of the apprentices benefit significantly from having a dedicated mentor to support them in the workplace. The trainees are well supported by the tutors and the managers to overcome their personal, social and learning barriers so that they develop appropriate work-readiness skills. There are effective links with a wide range of external support agencies to assist the trainees and apprentices overcome any barriers to education and employment and to support them to develop their employability and life skills.

The quality of additional learning support is satisfactory. Those trainees with additional learning needs are provided with effective support in their training. Their specific learning needs are identified appropriately along with the related support arrangements. The arrangements for initial assessment to identify support needs for the apprentices however need to be further developed.

The quality of careers education information advice and guidance is satisfactory. The trainees are well supported and provided with tailored careers advice and guidance, to reflect their individual needs and aspirations. They are developing a good knowledge and understanding of the world of work through the use of guest speakers and industrial visits and work-placements. The provision for apprentices is under-developed and does not give sufficient attention to employment opportunities in the sector, or to progression pathways to further education or training.

The personal training plans capture well the trainees' prior levels of educational attainment along with any barriers to learning and employment. The milestones in most instances identify appropriately their key targets. For the apprentices however, they do not sufficiently capture previous experience, prior qualifications and current work roles. Although progress reviews are undertaken regularly, there is a variation in the quality of the written reviews, in the recording of progress made and key targets for improvement. Overall, the quality of the personal training plans is satisfactory.

### **3.3 The quality of leadership and management is satisfactory.**

The corporate governance of Loughview Training Services is provided by a voluntary management committee. The committee meet regularly and provide an appropriate challenge function, particularly in the area of finance. The quality of the strategic management of the provision is satisfactory with clear and open channels of communication between all staff, trainees, apprentices and employers. The organisation however, does not have a formal strategic plan that takes appropriate cognisance of relevant internal and external factors to inform curriculum planning and to support decision making, such as the development of the Training for Success provision.

The current management structure is the direct result of new staff being recently transferred into Loughview Training Services and the organisation recognises that this does not meet their current and future needs. While this presents a significant challenge, the management team is working hard to try and keep the staff motivated to ensure that the training programmes are not being affected by these significant changes. The management team recognise appropriately, that there is an urgent need to review the roles and responsibilities of the staff in the organisation to provide more effective curriculum leadership to further improve the quality of provision. The co-ordination of the training programmes also needs to be strengthened. At present, most of the co-ordinators have responsibility across too many professional and technical areas for the roles to be totally effective.

While the management has identified problems in the delivery of the essential skills provision for a significant proportion of the apprentices and have put in place appropriate interim arrangements to help resolve the issues, there is a need to undertake an urgent and comprehensive review of the provision to ensure that a sustainable solution is put in place as soon as possible.

The organisation demonstrates a strong commitment to self-evaluation and has recently appointed a quality monitoring officer who has commenced a programme of lesson observations. In particular good use is made of feedback from the trainees, apprentices and employers to inform the judgements about the quality of the provision. The self-evaluation report and quality improvement plan however, are out-of-date due to the recent changes. The organisation needs to urgently develop an action plan to address the inspection findings in the context of its current logistical and management circumstances.

The tutors are mostly well-qualified with relevant experience in their professional and technical areas. A majority of the learning and skills assessors and the associate tutors deliver across three or more professional and technical areas. This arrangement impacts negatively on the quality of provision as they do not have sufficient time to develop appropriate expertise and resources for all of the areas for which they have responsibility. In addition, there are insufficient opportunities for collaborative working between the tutors.

While the physical accommodation is very limited and severely restricts the number of trainee places, the available rooms are mostly well maintained and clean. The management have invested in appropriate resources for the essential skills, however, there are insufficient industry relevant resources to enhance the environment and provide resources to create a commercially relevant experience for the trainees. The tutors working with apprentices in the workplace require better connectivity to enhance the learning experience and to make more effective use of the e-portfolio system.

At present there are two parallel management information systems in use as a result of the recent changes and the former Totalis People's system is due to shut-down shortly. A single, effective management information system is required to provide better real time reports on the progress of the trainees and apprentices in all aspects of their training framework.

Employer links are strong in most of the professional and technical areas. Important links have been developed with a number of large employers who are very supportive of the organisation. The feedback from nearly all of the employers is positive and they report that there is good communication with them and that the tutors work hard and are flexible in facilitating their needs. It is noteworthy that these links are used to good effect to ensure that all the trainees are placed with an appropriate supportive company from an early stage in their training programme.

The trainees' and apprentices' responses to the confidential online questionnaires and in focus group interviews show high levels of satisfaction with the quality of the education and training in Loughview Training Services, including the good support they receive from staff in the organisation. On the basis of the evidence available at the time of the inspection, while the arrangements for safeguarding vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007, the following areas need to be addressed:

- to review and update all of the relevant policies and procedures to reflect the recent changes in the organisation; and
- to provide appropriate safeguarding training to members of the management committee not already trained.

## **4. Conclusion**

Overall, the quality of the provision is satisfactory. In most of the areas inspected the quality of training provided in Loughview Training Services 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 Loughview Training Service's progress in addressing the areas for improvement.

## **5. Professional and Technical Reports**

### **5.1 Customer Service and Hospitality**

#### **Key findings**

In customer service and hospitality the quality of training provided by Loughview Training Services is satisfactory.

#### **Context**

At the time of the inspection, there were 75 apprentices registered on the ApprenticeshipsNI programmes in customer service and hospitality. There were 18 apprentices registered on the level 2 programme in customer service and six on the level 3 programme, and 36 apprentices on the level 2 programme in hospitality and 15 on the level 3. 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.

#### **The achievements and standards are satisfactory.**

Almost all of the apprentices are well-motivated and knowledgeable about the working practices of their industry and are making good progress in their professional and technical units. They appreciate the opportunity to gain a recognised hospitality or customer service qualification. Their employers recognise an improvement in the apprentices' self-confidence and professionalism, an increased awareness of customer care, and in hospitality improved understanding of food safety and hygiene standards. The standard of work demonstrated by the apprentices in their work places is good or better.

The current provision focuses too much on the assessment of the apprentices' existing competences rather than developing new knowledge and skills. There is over-reliance on recording their oral responses to meet the requirements of the qualification. The assessors mostly take responsibility for transferring this evidence to the e-portfolio and the apprentices therefore do not take sufficient responsibility for managing their own learning. Subsequently their writing skills are underdeveloped, particularly in the use of extended writing within the professional and technical context.



For the cohort who commenced their training in 2013/2014<sup>2</sup>, the retention rates were inadequate on the level 2 and level 3 customer services strand. In hospitality for the cohort starting in 2013/2014, the retention rates were also poor at both level 2 and level 3. In both programmes the retention rates have been monitored closely and the organisation reports a number of reasons for their variability, for example, redundancy, emigration and pregnancy. Retention rates to-date have improved considerably in the second year of delivery.

### **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 in customer services and in hospitality. The range and combination of units offered to the apprentices' matches well their job roles, and meet well the business needs of the employers. The quality of workplace training and induction offered by employers is good or better and the apprentices are able to talk at length about their work roles, and are clear about the standards, processes and systems used in their work environment. The work-based training sessions provide insufficient challenge for most of the apprentices mainly because of the over-focus on completing assessment tasks for their qualification.

The quality of the personal training plans is mostly satisfactory and they need to be developed further to capture more fully the apprentices' prior achievements and record the development of their transferrable skills. The targets used within the review process are insufficiently individualised and 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, and has 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 the leadership and management is satisfactory.**

The tutors in customer services and in hospitality plan their work well and communicate effectively with both apprentices and employers. Visits are arranged to suit the business needs of the employer and high levels of flexibility are demonstrated by tutors to meet the frequently changing work patterns. While good links have been established with a range of appropriate employers, more opportunities for joint planning with them 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, the identification of the individual development needs of the apprentices and subsequent opportunities for extended learning and development of skills.

## **5.2 Essential Skills**

### **Key findings**

In essential skills the quality of training provided by Loughview Training Services is satisfactory.

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<sup>2</sup> Data trends over a three year period could not be provided as there was only one full year of data for 2013/2014 available at the time of the inspection.

## **Context**

At the time of the inspection there were seven trainees registered on the Training for Success 2013 programme three of whom required training in the essential skills. The entry profile of the trainees is very low and most present with barriers to learning. Of the 267 apprentices registered on the ApprenticeshipsNI programme, 66 require training in the essential skills with a minority requiring training in more than one essential skill.

### **The achievements and standards are satisfactory.**

All of the trainees and apprentices who complete their training achieve all of the essential skills required by their framework and a minority achieve the essential skills at a level higher than that required. The organisation promotes the involvement of its trainees in external essential skills competitions where individual trainees have achieved awards of highly commended in both of the last two years.

Almost all of the trainees achieve mostly good standards in their essential skills overall and make good progress from a low baseline on entry. In literacy, for example, there is an appropriate emphasis on the development of the trainees' talking and listening skills which contributes well to the development of their confidence and self-esteem. All of the trainees can report with relative ease on their duties and on their progress in their work-placement.

The standards and achievements of the apprentices are, however, satisfactory overall. Whilst almost all of them are confident communicators in the workplace, and the standards achieved by them in their summative essential skills folders ranged from very good to satisfactory, there is a strong, external assessment driven focus within the folders examined and very little evidence of an appropriate range of formative work. More needs to be done to develop and embed the standards, particularly those of extended written communication, and to track application of these standards in their professional and technical work. The apprentices report that the slow start to their essential skills training in a minority of cases has caused them to struggle with the written requirements of aspects of their programme.

### **The quality of the provision for learning is inadequate.**

Loughview Training Services has undergone significant changes in staffing in the essential skills which have impacted unfavourably on the consistency of the provision for the apprentices. It is inadequate that there was very limited directed training taking place for the apprentices at the time of inspection and the work inspected reflected a very small percentage of the overall practice. Whilst short term arrangements are now in place to address this issue, the pace of commencement has been too slow and more substantial arrangements are required immediately to ensure improvements in the quality of the provision.

The overall quality of the provision for learning for the small number of trainees on the Training for Success programme is good. The tutors work hard to support the trainees and provide them with good opportunities to consolidate existing skills and to extend their knowledge and understanding. The tutors use a good range of teaching, training and learning strategies, including well constructed active learning tasks and activities. There are good links being developed through literacy to other areas of the curriculum, including links to personal development.

All of the tutors work very hard and have put in place a range of initial and diagnostic assessment processes for the trainees and apprentices, some of which are detailed and are good. More needs to be done, however, to standardise and to share initial and diagnostic assessment practices, and improve the use of their outcomes to plan for learning across the full range of the provision.

**The quality of the leadership and management is satisfactory.**

There have been significant staffing changes and this has resulted in delays in the commencement of the essential skills delivery, and in a slower pace of delivery, for a minority of apprentices. It is timely for the organisation to undertake a strategic review of all aspects of the provision, including the staffing complement, and to use the outcomes of the review to plan robustly for the timely delivery of the essential skills for all apprentices. A cycle of tutor observations is in place but this needs to be strengthened and the outcomes of this process need to be used more effectively to inform improvements in training and learning.

### **5.3 Management and Team Leading**

#### **Key findings**

In management and team leading, the quality of training provided by Loughview Training Services is satisfactory.

#### **Context**

At the time of the inspection, there were 40 apprentices registered on the level 2 strand in team leading, and 18 apprentices on the level 3 strand in management. The majority (69%) of the apprentices had commenced their training under the previous sub-contracting arrangement with Totalis People. The apprentices have appropriate management and supervisory roles in the workplace, across a wide range of occupational sectors, including call centre management, retail and hospitality and catering.

#### **Achievements and standards are good.**

Most of the apprentices achieve good standards in their professional and technical units. They are well-motivated and speak with enthusiasm about the programme. Most of the apprentices can demonstrate their supervisory and management skills, which they apply to good effect in the workplace. In team leading, the apprentices monitor effectively the performance of individual employees, delegate work roles to their team members, and with sensitivity, address potential conflict within their teams. In management, they have a good understanding of important issues in human resource management and in the management of risk in the work place. Nearly all of the apprentices are making good progress in their professional and technical units.

Although the majority of apprentices have good opportunities to undertake extended written work in their assessment tasks, a minority have too few opportunities to develop their written communication skills through relevant project work.

For the cohort who commenced their training in team leading in 2013/2014<sup>3</sup> the retention rate is satisfactory, and it is good in management. The achievement rate is outstanding for each strand.

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<sup>3</sup> Data trends over a three year period could not be provided as there was only one full year of data for 2013/2014 available at the time of the inspection.

### **The quality of the provision for learning is satisfactory.**

The apprentices receive good one-to-one support from the tutors on how to develop their supervisory and management skills in the work place. They are provided with good opportunities to take optional units that are matched to their development needs. The work-based directed training and assessment sessions are mostly well-planned and are matched effectively to the work roles of the apprentices. Although the tutors have developed a range of learning resources to support both programmes, the range and quality of the resources are in need of development to make them more relevant. In addition, there is little use of ILT to enhance the range and quality of the apprentices' learning experiences.

Assessment is only satisfactory. For the majority of the apprentices, the tutors deploy a broad range of assessment strategies in the workplace. For the remaining apprentices, excessive use is made of tape recorded oral questions to assess their occupational knowledge and competences. Across the provision, the apprentices have too few opportunities to manage their own learning by directly uploading relevant assessment to their e-portfolios of evidence. This is compounded by the fact that tutors do not have appropriate access to mobile technology to support the apprentices' use of the e-portfolio in learning and assessment.

The personal training planning process is satisfactory. The plans do not record fully the prior educational achievements and current work roles of the apprentices. In addition, the progress reviews are not sufficiently rigorous to help the apprentices plan their learning. The essential skills provision is well- embedded into the training programme for the small number of apprentices in need of support. Across the provision, the apprentices' knowledge and understanding of the full range of potential further education and training progression pathways is underdeveloped.

### **The quality of leadership and management is satisfactory.**

At the time of the inspection, roles and responsibilities for the co-ordination and delivery of the programme were in a state of flux. There is insufficient curriculum leadership of the programme to meet the needs of the apprentices, including a cohesive approach to curriculum planning, assessment strategies, internal verification arrangements and in the sharing of learning resources by the tutors. The self-evaluation process lacks rigour in the identification of key areas for improvement in the delivery of the provision.

Although it is noteworthy that the organisation has used its contacts with employers to sustain the provision, the use of real-time data to track and record the progress of the apprentices in their learning is underdeveloped.

The tutors have relevant industrial expertise and demonstrate high levels of motivation in their work. The organisation deploys a large bank of tutors who work across different professional and technical areas. This limits their capacity to develop further their expertise in team leading and in management.

## **5.4 Retail**

### **Key Findings**

In retail, the quality of training provided by Loughview Training Services is satisfactory.

### **Context**

At the time of the inspection, there were 125 apprentices registered on the ApprenticeshipsNI programme; 63% on the level 2 and 37% on the level 3 programme. The apprentices have appropriate retail roles in the workplace, across a range of commercial settings; approximately one-half of the retail apprenticeship provision is with one key employer in the sector.

### **The achievements and standards are good.**

Most of the apprentices have developed their knowledge and understanding of retail working practices such as stock management and visual merchandising; which they can relate to the workplace. They have a good understanding of how individuals and teams contribute to the effectiveness of a retail business. Levels of attendance and punctuality in directed training are good for the majority of the apprentices.

The professional and technical standards are mostly good and almost all of the apprentices are making good progress in their units. Most of the portfolios are well structured and the quality of written work is mostly good. While the tutors integrate the essential skills within the learning experience, the apprentices would benefit from more opportunities to develop their independent writing skills.

Based on the data provided by the organisation, the average retention rate over the last four years on the ApprenticeshipsNI programme is good. The achievement rates are very good and the progression rates to further training and employment are outstanding. It is a strength that almost all of the apprentices who stay on their programme achieve their qualification.

### **The quality of the provision for learning is satisfactory.**

The planning for the training sessions is mostly good and the apprentices are provided with good opportunities to match their training needs with a choice of units. The tutors work hard to support and encourage the apprentices in their learning and provide effective one to one support which is matched well to the work roles and learning needs of the apprentices. The quality of the directed training sessions ranges from good to satisfactory; and is mostly good. The apprentices have access to a satisfactory range of resources to support their learning. The use of ILT and resources to support and enhance the learning is underdeveloped.

The workplace assessments for the apprentices are undertaken regularly. Most of them receive good feedback on how to improve their professional and technical skills. The majority of the apprentices are assessed using a range of approaches and evidence from their workplace. However there is over use of remote learning using the telephone and technology rather than visiting and engaging with the apprentices. Within the retail provision the e-portfolio is used to good effect to support the delivery of the programme; however

there are too few opportunities for apprentices to manage their own learning through individual access to the system. While the progress of the apprentices is monitored regularly and the assessment is mostly well-planned, the quality of the review process and associated personal training plans is satisfactory. The personal training plans do not record fully the job roles or the prior educational achievements of the apprentices. The progress reviews are not adequately thorough to support the apprentices in their learning.

### **The quality of leadership and management is satisfactory.**

The provision for retail is not co-ordinated effectively, and roles and responsibilities for the management of the provision are not clearly defined. The tracking and monitoring of the provision is satisfactory and the data gathering to inform these processes is underdeveloped.

Most of the tutors have relevant commercial experience and demonstrate high levels of enthusiasm in their work. However a significant number are deployed across a range of professional and technical areas including retail, which limits their capacity to build up their knowledge and expertise with a focus on the individual area.

There are insufficient industry relevant resources within the training accommodation to enhance the environment and provide a commercially relevant experience for the apprentices.

The use of self-evaluation to plan for improvement should be strengthened further to specify measurable outcomes for improvement in this professional and technical area. These processes do not use data effectively to identify the strengths and the areas for development within the provision. While there is an internal and external verification process in place, which contributes to the quality assurance arrangements, the processes are not consistently applied.

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

A team of five inspectors observed a total of 21 directed training sessions. Inspectors visited workplaces and trainees and apprentices were interviewed in focus groups. The inspectors also held discussions with the management team, co-ordinators and tutors. In addition, inspectors examined samples of the trainees' and apprentices' work, the tutors' schemes of work and lesson plans and trainees' 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 the 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 returns from the apprentices and trainees were mostly positive and indicated that they were well cared for in the organisation.

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	135	37	27	11

## 7. Information about Loughview Training Services

Current registrations by programme

Programme	Number of trainees/ apprentices	% of total registrations
ApprenticeshipsNI Level 2	185	66
ApprenticeshipsNI Level 3	89	32
Training for Success (2013)	7	2

Current registrations by professional and technical area

Professional and technical area	Number of trainees and apprentices	% of total registrations
Administration	5	2
Catering	1	-
Customer Service	24	9
Hospitality	51	18
Management	18	6
Retail	132	47
Team Leading	40	14
Warehousing	10	4

## 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	14	52
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	0	13
(%) of learners with GCSE English and mathematics or equivalent at Grades A*-C	0	15
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	43	8
(%) of learners with no prior level 1 or level 2 qualifications	43	5

**Note:** All data was sourced from Loughview Training Services 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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