



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Oriel Training Services

Report of an Inspection in  
October 2013

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*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms

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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## 1. Context

Oriel Training Services is a privately owned supplier contracted by the Department for Employment and Learning to provide training under the Training for Success and ApprenticeshipsNI programmes. The organisation provides training in six offices across Northern Ireland. Oriel Training Services has recently invested in new training facilities by relocating its centres in Carrickfergus and Larne, and it has opened three new centres in Ballymena, Enniskillen and Omagh. Similarly, plans are at an advanced stage to refurbish its centre in Antrim.

At the time of the inspection, 187 trainees and apprentices were registered on the Training for Success and ApprenticeshipsNI programmes. A total of 35 trainees were registered on the legacy<sup>1</sup> Training for Success programme; four on the Skills for Your Life strand, 11 on the Skills for Work strand, and 20 on the Programme-Led Apprenticeship strand. There were 123 trainees registered on the Training for Success 2013 programme. Some 34 trainees were on the Skills for Your Life strand, 43 on the Skills for Work level 1, and 46 on the Skills for Work level 2 strand.

Over the last year, there has been a large reduction in the number of registrations on the ApprenticeshipsNI programme, with total numbers falling from 231 level 2 apprentices to the current enrolment of 29. Of these, 25 were registered in team leading, and four in warehousing and storage.

The entry profile of the trainees and apprentices is mostly low, particularly on the Training for Success programme. Oriel Training Services engages with a large numbers of trainees who have significant barriers to training and employment. Most of them at the commencement of their training have low levels of prior educational achievement; nearly all have essential skill needs in literacy and numeracy. Over one-third of the trainees have no qualifications on entry to the programme; well over 60% of the trainees in the Antrim, Carrickfergus and Larne centres have no formal qualifications. Oriel Training Services reports that approximately one-fifth of the trainees registered on the Training for Success 2013 programme have special educational needs.

At the time of the inspection, all of the trainees on the Training for Success 2013 programme were undertaking their initial assessment training, and all of the trainees on the Programme-Led Apprenticeship strand of the legacy Training for Success programme were undertaking an eight week block placement in the workplace.

## 2. Overall finding

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

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

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<sup>1</sup> The legacy Training for Success programme was introduced in 2007 and superceded by Training for Success 2013

Professional and technical areas performance levels	
Essential Skills	Satisfactory
Team Leading	Good

### **What does Oriel Training Services need to do to improve?**

1. To develop an appropriate range of strategies to improve the quality of teaching, training and learning in directed training sessions.
2. More effective planning and delivery of the essential skills provision.
3. To develop more coherent approaches to curriculum planning to more effectively engage all of the trainees in their learning programmes.

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

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

The majority of the trainees develop appropriate standards of work in their training sessions. In the best sessions, through well-planned activities, the trainees are developing the skills of team-working and problem solving; they are well-motivated and show confidence in their learning. In the least effective training sessions, the trainees are not sufficiently engaged in their learning, with instances of poor attendance. Those trainees, who are in work placements, are developing well a range of occupational and practical skills to meet the requirements of their training programmes.

The standards of work on the ApprenticeshipsNI programme are good. The majority of apprentices are well-motivated and able to demonstrate good supervisory skills in the workplace. Most of them have developed a good knowledge and understanding of the strengths and development needs of the teams they lead. While the majority of the apprentices are making good progress in their professional and technical units, the pace of progress for a minority of them is slow.

In the essential skills, the standards of the trainees' and apprentices' communication and numeracy skills are variable but are mostly satisfactory. Almost all of the Programme-Led Apprentices can speak with confidence about their work and training. A minority of the trainees on the Training for Success 2013 programme are reticent communicators and their self-esteem, self-confidence and use of language skills are underdeveloped.

Over the past four years, based on the information supplied by Oriel Training Services, most of the trainees on the Skills for Your Life and the Skills for Work strands of the legacy Training for Success programme are retained, and all of those who remain achieve. All of the trainees progressed to further training or employment. In contrast, the outcomes on the Programme-Led Apprenticeship strand are low. Over the same period, most of the trainees and apprentices achieve their essential skills.

Over the last four years, most of the apprentices on the ApprenticeshipsNI programme are retained, and those who remain achieve the full framework.

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

The quality of teaching, training and learning ranges from very good to inadequate. The quality of learning was good or better in half of the directed training sessions. In the better sessions, the tutors deployed an effective range of strategies to engage the trainees in their learning, with effective whole group exposition and skilful use of information and learning technology to stimulate and challenge them. In the less effective practice, there was little evidence of effective planning to meet the individual needs of the trainees, the pace of learning was slow, questioning was ineffective, and there was excessive use of low level tasks from worksheets.

The quality of workplace training on the ApprenticeshipsNI programme is good. The tutors set a positive tone for learning, establish a good balance between instruction and practical activities and provide constructive feedback to the apprentices to promote improvement in their learning.

The quality of training in the workplace for those trainees on work placement is mostly good. Oriel Training Services maintains effective communication with most of the employers.

Across the provision, the personal training planning process is mostly good. The plans are individualised and record well the learning and support needs of the trainees and the apprentices and their planned skills development. However, while progress reviews are implemented regularly the outcomes are not recorded in a timely enough manner in the trainees' personal training plans. It is appropriate that Oriel Training Services plans to incorporate the progress review process within the electronic-portfolio (e-portfolio) system.

In most instances, assessment arrangements are implemented effectively. Good use is made of the e-portfolio across the ApprenticeshipsNI provision and a start has been made to develop its use on the Training for Success provision. The apprentices make effective use of an appropriate range of evidence in their e-portfolios, including their personal training plans and relevant work evidence. However, the use of assessment for learning in the directed training sessions is underdeveloped.

Oriel Training Services has made good progress in developing a range of pastoral policies and procedures such as safeguarding, positive behaviour management, anti-bullying and a staff code of conduct to support their work with trainees. The provision for the care and well-being of the trainees and apprentices is well-led, and has been enhanced by the appointment of a dedicated pastoral care worker. The trainees across the centres, for example, are aware of the role of the pastoral care worker and feel comfortable to raise pastoral issues with the organisation.

Almost all of the trainees' and apprentices' responses to the Education and Training Inspectorate's (ETI) pastoral care questionnaires, and during focus group meetings, were positive in relation to Oriel Training Service's ethos and good pastoral support. On the Training for Success programme, however, most of the trainees reported that they would prefer that the initial assessment programme would incorporate more practical work and essential skills training.

On the basis of the evidence available at the time of the inspection, Oriel Training Services has comprehensive arrangements in place for safeguarding young people and vulnerable adults.

The quality of careers education, information, advice and guidance is satisfactory. Oriel Training Services has identified the need for the further development of the careers provision and is in the process of recruiting a careers specialist. The career planning would be enhanced with an ongoing structured careers programme for all trainees, which is appropriately integrated into their programmes to include taught careers classes, work sampling where appropriate, industrial visits and guest speakers. Trainees have good opportunities to undertake additional work-related qualifications and participate in enterprise training.

The recruitment process for trainees has been developed in order to identify more quickly those with additional support or learning needs, and good progress has been made in establishing links with a range of appropriate external agencies to help provide individual and group support for them.

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

Trainees have access to an induction course that covers effectively the requirements of their programme. Through the initial assessment process trainees have adequate opportunities to develop the skills of self-awareness and to identify their development needs that will be incorporated into their personal training plans. There are, however, shortcomings in the management and delivery of the initial assessment process. It is classroom based and lacks variety and challenge; the use of industrial visits, guest speakers and cultural and recreational activities is underdeveloped. In addition, too many of the learning activities rely on worksheets with low level tasks, which do not provide the trainees with sufficient opportunities to develop wider employability skills and independent writing skills.

The leadership and management of the essential skills provision is inadequate. At the time of the inspection, Oriel Training Services had not developed a coherent curriculum strategy for its planned delivery of essential skills to trainees on the Training for Success 2013 programme. While initial assessments have been undertaken, no diagnostic assessments had been carried out to inform teaching and learning strategies.

Oriel Training Services has recognised the need to develop more coherent approaches to curriculum planning through its plans to appoint a curriculum and quality co-ordinator.

Self-evaluation and quality improvement planning arrangements are well-developed for the ApprenticeshipsNI provision and in the review of pastoral care staff development programmes. Across the provision, there are high levels of participation by staff, trainees and apprentices and employers in self-evaluation and quality improvement planning. For the Training for Success programme, more needs to be done, however, to develop the evidence based judgements on the quality of teaching, training and learning, as well as on curriculum planning and delivery, including the provision for the essential skills.

Effective arrangements are in place to monitor the attendance and progress of trainees. Similarly, the progress of the apprentices is particularly well-monitored through the e-portfolio system.

The tutors are appropriately qualified within their professional and technical areas. All staff have good opportunities to undertake continuous professional development and there is evidence that a significant amount of staff training has taken place, both in-house and externally. However, a majority of the tutors would benefit from undertaking a recognised teaching qualification.

The accommodation in nearly all of the centres is appropriate to meet the needs of the trainees in their directed training. It is timely that Oriel Training Services is planning to refurbish its centre in Antrim, and plans to introduce enhanced catering facilities across its centres.

The training centres are in most instances well equipped with information and communication technology (ICT) resources. There has been a significant investment in the ICT infrastructure across nearly all of the centres. Good progress has been made in the implementation of an appropriate e-portfolio system, and an online learning platform is currently under development. In addition, video conferencing facilities are also available across the centres.

#### **4. Conclusion**

Overall, the quality of training provided by Oriel Training Services is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in the quality of the teaching, 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 ETI will monitor and report on the organisation's progress in addressing the areas for improvement, over a 12-18 month period.

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

##### **5.1 Essential skills**

##### **Key findings**

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

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

The speaking and listening skills of the apprentices are mostly good. In addition, almost all of the Programme-Led Apprentices can speak with confidence about their work and training. However, a minority of the trainees on the Training for Success 2013 programme are in need of substantial support to address their underdeveloped language skills, low levels of self-esteem and self-confidence. The standards of work in the essential skills summative assessment folders are mostly satisfactory. In the initial assessment sessions observed, while there is variability in the standard of spoken and written work, it is mostly satisfactory. In numeracy, the standards of the trainees' skills are mostly satisfactory. The trainees observed showed a lack of confidence in their approaches to problem-solving and their use of the language of numeracy to articulate solutions was limited. Based on the information supplied by Oriel Training Services most of the trainees and apprentices achieve their essential skills.

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

On the ApprenticeshipsNI provision, the directed training sessions in the workplace provide the apprentices with satisfactory opportunities to develop their essential skills in literacy and numeracy. However, Oriel Training Services need to ensure that a minority of employers facilitate more effectively the provision of essential skills training in the workplace.



Through the initial assessment process, the tutors have undertaken a baseline assessment of the essential skills needs of the trainees on the Training for Success 2013 programme. At the time of the inspection, these trainees had yet to commence their essential skills training sessions; the tutors had still to undertake diagnostic assessments in literacy or numeracy to inform teaching and learning strategies.

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

The leadership and management of Oriel Training Services have invested appropriately in ICT resources to support the trainees' and apprentices' learning in the essential skills.

Oriel Training Services plans to introduce a new model for the delivery of the essential skills for the trainees registered on the Training for Success 2013 programme. For example, those trainees at entry level will be provided with essential skills in Oriel Training Service's centres, and further sessions will be provided for those requiring additional support. In addition, those trainees targeting level 1 and level 2 will receive their essential skills training in the workplace. The essential skills policy does not provide an adequate rationale for the introduction of this new model, nor does it provide, or inform, a coherent strategy for its delivery. Considerably more work will need to be done by Oriel Training Services to ensure that all employers will commit to supporting their trainees throughout the training period, in the development of their essential skills. The essential skills policy needs to be reviewed to ensure it plans for the holistic and developmental learning required for those trainees targeting levels 1 and 2.

The self-evaluation and the quality improvement planning for the essential skills is limited and does not make adequate use of data in order to make comprehensive judgements about the overall effectiveness of the provision

## **5.2 Team leading**

### **Key findings**

In team leading, the quality of training provided by Oriel Training Services is good.

#### **Context**

Over the past year, there has been a decline in registrations in team leading. At the time of the inspection, there were 25 apprentices registered on the ApprenticeshipsNI programme. Of these, the majority were nearing the completion of their training. Almost all of the apprentices work in appropriate supervisory roles across a range of occupational sectors, including the hospitality industry, pre-school education, and retailing.

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

The apprentices demonstrate good or better standards of work. A majority of them are well-motivated and able to demonstrate good leadership skills in the workplace. Most have developed a good knowledge and understanding of the strengths and development needs of the teams they have responsibility for and benefit from good instruction on health and safety in the workplace, delegation, key elements of employment law and resolving conflict. While a majority of the apprentices are making good progress in their professional and technical units, the pace of progress for a minority of them is overly slow. The e-portfolios contain a good range of appropriate job-specific product evidence. Over the past four years, based on the data provided by the organisation, most of the apprentices were retained and those who completed their training achieved the full framework.

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

The quality of the workplace training observed is good. The tutors set a positive tone for learning, establish a good balance between instruction and practical activities and provide constructive feedback to the apprentices for improvement. The tutors work hard to support and encourage the apprentices, and are committed to their welfare and personal development. The apprentices are encouraged and supported to self-reflect on their own skills and competences and how these can be applied and developed. The tutors plan effectively to ensure that the training is matched appropriately to the needs of the apprentices in their specific work roles and responsibilities. A strong emphasis on up-skilling the apprentices in their supervisory job roles is a feature of the provision and there is an appropriate, consistent emphasis on the development of the apprentices' knowledge and understanding on how to be more effective team leaders.

Assessment is mostly well-planned and progress reviews are implemented effectively by the tutors. The personal training plans are mostly good, accessible on the e-portfolio and are working documents. There have, however, been some disjoins in the training provision for a minority of the apprentices, mainly as a result of busy work patterns in the apprentices' workplace, but more needs to be done to ensure stronger employer support and engagement throughout the entirety of the apprentices' training period.

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

The tutors plan their work effectively. They work well together to develop and deliver the apprenticeship programme, including the preparation of a range of appropriate, shared learning resources, available online. The e-portfolios are well-established and embedded into the programme and used to good effect by the apprentices, tutors and verifiers. Tracking arrangements to monitor the progress of the apprentices in their professional and technical units are implemented effectively through the e-portfolio system. The tutors are well-qualified and have relevant industrial experience which they use to good effect to develop the apprentices' team leading and supervisory skills in the context of the workplace. There are areas for improvement, however, in the planning and implementation of the essential skills provision, which needs to be integrated more effectively into the occupational training throughout the apprentices' training period. Quality assurance arrangements and internal verification arrangements are applied systematically.

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

A team of nine inspectors observed a total of 20 directed training sessions and 24 trainees and apprentices were visited in the workplace. The inspectors held discussions with managers and tutors in the organisation. In addition, the inspectors examined samples of the trainees' and apprentices' work, tutors' schemes of work, 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 safeguarding of vulnerable groups. The arrangements for the inspection included the opportunity for the apprentices to complete a confidential questionnaire prior to the inspection.

### **Pastoral Care and Safeguarding**

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Apprentices and trainees	187	81	43	15

## **7. Information about Oriel Training Services**

### **Current registrations by programme**

Programme	Number of trainees and apprentices	% of total registrations
Training for Success	158	84
ApprenticeshipsNI level 2	29	16
Total	187	100

### **Current registrations by professional and technical area**

Professional and technical area	Number of apprentices	% of total registrations
Team Leading	25	87
Warehousing and Storage	4	13
Total	29	100%

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

Qualifications of current trainees/apprentices on entry to their programme	Training for Success Number (%)	ApprenticeshipsNI Number (%)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	3 (2)	6 (21)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	13 (8)	8 (28)
Number (%) learners with GCSE English and mathematics or equivalent at Grades A*-C	5 (3)	8 (28)
Number (%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	94(59)	10 (34)
Number (%) learners with no qualifications	53 (34)	8 (28)

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