



Education and Training
Inspectorate

Training for Success and
ApprenticeshipsNI Provision in
People 1st

Report of an Inspection in
February 2015



Providing Inspection Services for

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



Contents

Section	Page
1. Context	1
2. Overall finding	2
3. Key findings of the inspection	2
4. Conclusion	7
5. Professional and technical reports	7
6. Inspection method and evidence base	21
7. Information about People 1 st	22
8. Quantitative terms used by the ETI	23

1. Context

People 1st 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 four main centres; two of them are in Belfast and the remaining centres are in Lisburn and Banbridge. It employs 52 members of staff as well as 65 part-time training associates. The organisation also provides a wide range of other professional and training programmes, as well as employment support programmes across Northern Ireland.

At the time of the inspection, there were 267 trainees registered on the Training for Success programme, and 235 apprentices registered on the ApprenticeshipsNI programme. The majority (64%) of the trainees² were registered on the Skills for Work level 1 strand, and the remaining trainees were registered on Skills for Work level 2 and the legacy Programme-Led Apprenticeships strand. On the ApprenticeshipsNI programme, 125 apprentices were registered on the level 2 strand and 110 were on the level 3 strand.

Over the last four years, there has been a significant decline in the number of apprentices registered on the ApprenticeshipsNI programme, with the annual intake falling from 820 apprentices in 2010 to 192 apprentices in 2014.

People 1st provides training programmes across 13³ professional and technical areas, namely: administration; children's care, learning and development (childcare); construction (bricklaying and wood occupations); customer service; distribution; health and social care; IT users and creative media; management; nails (beauty therapy); providing financial services; retail; sport and recreation; and team leading.

On the Training for Success programme, just over two-thirds (68%) of the trainees commenced their training with no prior level 1 qualifications; only 10% of them had attained four or more General Certificate of Secondary Education (GCSE) passes at grades A* to C. Nearly all (95%) of the trainees have essential skill needs in literacy and/or numeracy. Many of the trainees present with multiple barriers to learning, including personal, social, motivational and behavioural problems. A significant proportion (27%) of the trainees has identified learning difficulties or disabilities on entry to their training programmes.

On the ApprenticeshipsNI programme, approximately two-thirds of the apprentices commenced their training with four or more GCSEs including English and mathematics at GCSE grades A* to C. Just over one-third (36%) of the apprentices have essential skill needs in literacy and/or numeracy.

At the time of the inspection, the majority (71%) of the trainees on the Training for Success programme were developing their professional and technical skills in a work placement.

¹ People 1st, the trading name of Dairy Farm People 1st Limited

² There were no trainees registered on the Skills for Your life strand of the Training for Success programme

³ All professional and technical areas were inspected except, distribution, nails (beauty therapy) and providing financial services.

The organisation has partnership agreements with five training suppliers who provide professional and technical training to approximately one-half of the trainees and apprentices. The sub-contracted training suppliers are, Armstrong Learning NI⁴ (IT users- creative media), Bailie Connor Training Consultancy⁵ (construction), CITRUS Training Solutions (health and social care), Lear Training (sport and recreation), and Time Associates (management and team leading).

2. Overall Finding

Overall, the quality of training provided by People1st is very good.

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

Professional and Technical Area Performance Levels	
Administration	Very Good
Children's Care and Learning Development	Very Good
Construction	Good
Essential Skills	Good
Health and Social Care	Outstanding
IT Users (Creative Media)	Satisfactory
Management and Team Leading	Outstanding
Retail and Customer Service	Good
Sport and Recreation	Very Good

What does People 1st need to do to bring about further improvement?

- to improve the retention rates on the Training for Success programme, especially the level 2 strand of Skills for Work;
- to develop more coherent approaches to curriculum planning, including the timetabling arrangements, that is informed by more rigorous self-evaluation; and
- to further develop the management information system to track more effectively the progress of the trainees and the apprentices in their learning.

3. Key Findings of the Inspection

3.1 The achievements and standards are very good.

Nearly all of the trainees and apprentices are well-motivated and engage positively in their directed training programmes. With few exceptions, attendance at directed training sessions is good. The trainees and apprentices in their directed training sessions are developing well the pre-requisite underpinning knowledge and skills for their training frameworks. Most of them are well-informed about progression pathways. Across nearly all of the professional and technical areas inspected the trainees and apprentices are making good or better progress in their professional and technical units.

⁴ Armstrong Learning is also responsible for the delivery of essential skills, personal and social development and employability training, as well as progress reviews

On the Training for Success programme, most of the trainees in their directed training are developing a broad range of occupational, employability and personal skills to meet the requirements of their training frameworks. These skills are enhanced further through their participation in a wide range of well-planned enrichment activities which develop well their resilience and awareness of healthy living choices. The trainees are developing a good knowledge and understanding of the world of work through the use of guest speakers and industrial visits. Most of the trainees in work placements have good opportunities to develop and apply their occupational skills in relevant settings.

The training programmes have enhanced well the occupational skills of the apprentices, with clear evidence of up-skilling across all of the professional and technical areas inspected. The apprentices acquire additional understanding and skills over and above their experiences in the work place. The employers report that the training programmes have helped their employees develop a greater knowledge and understanding of contemporary work practices, and report high levels of contentment with the training provided through People 1st. In management, for example, the apprentices have applied their knowledge of performance and project management approaches to organising business events and projects in their workplace.

Across all of the professional and technical areas, the trainees and the apprentices display good or better spoken skills in their directed training, and in the workplace. The quality of work in their portfolios of evidence and essential skills folders is mostly good. Most of the trainees and apprentices are sufficiently competent in numeracy to apply these skills to good effect in their professional and technical work.

Over the last four years, based on the information supplied by People 1st, just over one-half (55%) of the trainees on the Training for Success programme are retained, and all of those who are retained achieved their target qualifications. As a result of targeted actions by the organisation, retention rates on the Training for Success programme have increased over the last three years from 50% to 59%. The average retention rate on the Skills for Work level 1 strand is very good at 71%. The retention rate on the Programme-Led Apprenticeship strand has been consistently low over the last four years; over this period 43% of the trainees who commenced their training programmes achieved their full frameworks.

The management team has robust arrangements in place to record and analyse those trainees who do not complete their training programmes. A significant minority of the trainees leave early due to health and family issues, or were dismissed from the programme, as per the Department's Operational Guidelines, due to poor attendance in directed training.

The majority of the trainees (59%) who complete their training progress to further training or employment. While progression rates on most strands of the programme are good or better, they are only 38% on the Programme-Led Apprenticeship strand.

The outcomes on the ApprenticeshipsNI programme are consistently high. Over the last four years, the average retention rate on the ApprenticeshipsNI programme was very good at 81%, and with the exception of six apprentices, all who were retained achieved their full training frameworks. Out of the 2,719 apprentices who commenced their training, 2,203 achieved their full frameworks. The retention rate of the level 2 ApprenticeshipsNI strand is good at 79% and it is very good on the level 3 strand at 82%.

The average progression rate to further education and/or training for those apprentices on the level 2 strand who complete their training programme is outstanding at 100%.

Over the last four years, the average achievement rates in the essential skills of literacy and numeracy have been outstanding at 100%. A minority (19%) 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 very good

The range of the provision under the Training for Success and the Apprenticeships NI programmes is sufficiently broad to meet the needs of most of the trainees and apprentices. The provision under the ApprenticeshipsNI programme is extensive and provides good progression pathways for the trainees under the Training for Success programme, particularly in childcare. Those apprentices who successfully complete their level 3 apprenticeship frameworks have further progression opportunities within the organisation to complete a level 5 programme in management under the Department's Management and Leadership Development Programme.

The quality of teaching, training and learning in most (90%) of the directed training sessions is good or better, and in a significant minority (38%) of the sessions they are very good or better. Most of the sessions are well-planned and the tutors make effective use of an appropriate range of teaching, training and learning strategies to engage the trainees and the apprentices in their learning. On occasions, however, the timetabling arrangements on the Training for Success programme are not always conducive to effective learning, with the use of lengthy teaching blocks in key areas of the curriculum, particularly in the essential skills and the IT users provision.

The quality of the pastoral care for the trainees and the apprentices is a key strength of the provision. The senior management and staff demonstrate a high level of commitment to the support and development of the trainees' and the apprentices' personal and social skills. The tutors maintain positive and harmonious relationships with the trainees and the apprentices across the provision. The trainees and apprentices also benefit from regular and insightful pastoral support and guidance provided through a dedicated and well-qualified team of job mentors⁶ and career mentors⁷. The mentors have excellent opportunities to share good practice across the four centres, including the development of 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 important life skills. On the Training for Success programme, the trainees report that they are very well-supported by all the staff which they recognise has contributed to their progress in learning, personal development and work-readiness skills. On the ApprenticeshipsNI programme, effective arrangements are in place to support those apprentices at risk of not achieving their training frameworks due to redundancy or other issues.

The quality of additional learning support is very good. Those trainees with additional learning needs are provided with effective support in their training. Their specific learning needs are identified appropriately in their personal training plans, along with the support arrangements. People 1st has strong links with some of the feeder special schools in order to provide a smooth transition into training and the workplace for the trainees. The organisation makes effective use of a wide range of appropriate external support agencies to arrange tailored support programmes to address the complex range of learning, physical, personal and social needs of the trainees in particular. Although the organisation has developed tracking systems in each centre to record and obtain feedback on the progress of the trainees, insufficient use is made of the data to evaluate the impact of the intervention strategies on the trainees' progress.

⁶ The job mentors support the trainees on the Training for Success programme.

⁷ The career mentors support the apprentices on the Apprenticeships NI programme.

The quality of the provision of careers education, information, advice and guidance (CEIAG) is very good. It is integrated effectively into most of the trainees' and apprentices' training programmes. In addition to the taught provision in employability, the job and career mentors provide well-considered advice and guidance along with job search support throughout the training programmes. In childcare, health and social care, and management and team leading, the apprentices receive well-considered advice and guidance to ensure they have the pre-requisite skills and work roles to progress to a level 3 apprenticeship programme. Career planning is also well-embedded in the vocational training programmes through highlighting progression pathways, job roles and a programme of industrial visits and guest speakers. The features of good practice need to be cascaded across the organisation, particularly the IT users provision in Armstrong Learning NI, and in retail where the provision for CEIAG is just satisfactory.

While the organisation makes good use of electronic portfolios of evidence in a number of professional and technical areas, the use of information and learning technology (ILT) to enhance teaching and learning is inconsistent. It is used effectively to enhance the quality of the trainees' and apprentices' learning experiences in childcare, health and social care, IT users, management and team leading and in sport and recreation. The use of ILT is underdeveloped in the other professional areas that were inspected.

With the exception of IT users, nearly all of the trainees with work placements have good opportunities to apply and develop their occupational skills in relevant work placements. Across the apprenticeship provision, the apprentices have good opportunities in the workplace to develop the occupational skills and competences they require for their training frameworks. Apprentices on the level 3 strand, for example, undertake appropriate supervisory roles in the workplace.

The personal training planning process in nearly all of the professional and technical areas capture well the trainees' and apprentices' prior levels of educational attainment along with any barriers to learning and employment. The milestones in most instances identify key targets for the trainees and the apprentices in their training frameworks. Although progress reviews are undertaken regularly, there is a variation in the quality of the written reviews in the identification of progress made and key targets for improvement. In IT users, the personal training plans are mostly generic and there are insufficiently effective systems in place to track and monitor the progress of the trainees.

Assessment arrangements are well-organised across nearly all of the professional and technical areas. Internal verification and standardisation procedures are applied systematically. They are particularly strong in childcare, health and social care and in management and team leading.

3.3 The quality of leadership and management is very good.

People 1st is led by three directors, a managing director, an operations manager, who is responsible for the delivery of the Training for Success and Apprenticeships NI provision, and a director for business development. The four centre managers are responsible for the management of the provision within their own offices.

The quality of strategic management across the company is strong, led by a capable team of directors. The five-year corporate planning processes give much coherence to strategic and business planning within the company, including the development of funding streams outside mainstream training programmes. Business and operational planning processes are robust and ongoing monitoring arrangements are applied systematically.

There are high levels of collegial working across the organisation, with a shared vision to meet the needs of the trainees and apprentices. The centre managers undertake competently their complex and demanding roles. With the exception of IT users and retail, the management and co-ordination of the training programmes are good or better; they are very good or better in administration, childcare, health and social care, management and team leading and in sports and recreation.

Although curriculum planning is good or better within each professional and technical area, there are insufficient opportunities for collaborative working between the professional and technical, essential skills, personal development and employability tutors to plan and review the provision.

The organisation's ability to meet the wide diversity of trainees and apprentices is facilitated by the extensive use of part-time associates and sub-contracted training suppliers. The organisation has used these partnership arrangements adeptly to ensure they have the pre-requisite skills to meet the needs of the trainees and apprentices. The organisation has effective arrangements in place to monitor the quality of the training provided by its sub-contracted suppliers, including the use of tutor observations to monitor the quality of the trainees' and apprentices' training and learning experiences.

Over the last few years, the organisation has invested significantly in a management information system which provides a range of useful reporting tools, including their entry qualifications and attainments. The organisation has identified appropriately that they need to develop the system to provide 'real time' data on the progress of the trainees and the apprentices in their training frameworks.

Self- evaluation arrangements for the whole organisation are applied systematically and key actions in the improvement plan are subject to rigorous monitoring and review. The process is complemented with effective use of an 'exceptions log' to inform self-evaluation and to identify best practice on an ongoing basis. The organisation has recently introduced more formal self-evaluation and quality improvement planning within each professional and technical area, and this is an appropriate development.

Employer links are strong in most of the professional and technical areas, but especially in childcare, health and social care, and management and team leading. On the apprenticeship programme, the provision is tailored well to meet the needs of employers and apprentices, including the use of 'twilight' sessions to meet the needs of apprentices on shift work. There is a need to develop these links further to enhance the range of work placements for trainees on the Training for Success programme, especially in retail and sport and recreation.

The tutors, including the part-time tutors, are well- qualified and experienced in their professional and technical areas, and show considerable commitment to their work and meeting the needs of the trainees and apprentices. The organisation has invested significant resources in staff development. The staff development programme has focused appropriately and to good effect on developing pedagogic practice across the provision that has been underpinned by an extensive programme of tutor observations. In addition, there are good opportunities for management and staff to benchmark their work against best practice both nationally and internationally.

The trainees and apprentices have good or better access to specialist resources to support their training programmes in most professional and technical areas. There is a need for more investment in industry-standard resources to support the trainees in childcare and retail.

The four centres are well-maintained although there is a lack of space for trainees to socialise in the Banbridge centre.

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 People 1st, including the relevance of their courses, and 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 update the safeguarding policy to reflect current legislation; and
- to put in place an appropriate anti-bullying policy.

4. Conclusion

Overall the quality of education and training provided by People 1st is very good. The organisation is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.

5. Professional and Technical Reports

5.1 Administration

Key findings

In administration, the quality of training provided by People 1st is very good.

Context

At the time of the inspection, three apprentices were registered on the level 2 strand and a further three were registered on the level 3 strand of the ApprenticeshipsNI programme. There were 26 trainees registered on the Training for Success programme; 13 on the Skills for Work level 1 strand, eight on the Skills for Work level 2 strand, and five on the legacy Programme-Led Apprenticeship. Just under 30% of the trainees and apprentices entered their training with four or more GCSE passes at grades A*-C or equivalent qualifications. At the time of the inspection, 65% of the trainees on the Training for Success programme had a work placement.

The achievements and standards are good.

The quality and standards of work in the trainees' and apprentices' portfolios of evidence, both paper-based and electronic, are mostly good or better. They demonstrate good information technology (IT) skills and use a range of industry-standard software well to research, write and present their work to a good standard. Attendance at the directed training sessions is good and most of the trainees and apprentices are making good progress in their learning. They speak with confidence about the positive experiences they are getting on their training programmes. The apprentices and those trainees with work placements have good opportunities to develop and apply their occupational skills in relevant settings. They carry out a range of office administration tasks to a good standard. Those trainees without a work placement undertake relevant additional training tasks to enhance their vocational and employability skills. Feedback from employers is extremely positive and they report that they are kept well-informed about the progress being made by the trainees

and apprentices. There is good evidence of up-skilling on the ApprenticeshipsNI programme, including training in the use of relevant stock control and accounting software. A number of apprentices have taken on additional responsibility in the workplace and have been involved in the review and development of administration systems.

Over the past four years, the average retention rate on the Skills for Work level 1 strand is very good at 73%. The average retention rate, however, on the Programme-Led Apprenticeships strand is low. The average retention rate on the ApprenticeshipsNI programme is very good at 84%. All of the trainees and apprentices who are retained achieve their full training frameworks.

The quality of the provision for learning is very good.

The quality of the directed and workplace training sessions observed was very good. The sessions were well-planned and included a range of tasks and activities to engage the trainees and apprentices in their learning; most of them worked well, both independently and in small teams, to complete their work. Although the quality of the learning resources is good, these tend to be mostly paper-based and consideration should be given to the development and use of more electronic learning materials to support and enhance the trainees' and apprentices' learning experiences. The assessment tasks are of an appropriate standard, they are matched very well to the abilities of the trainees and apprentices, and there is also good evidence of marking for improvement along with the provision of positive and constructive feedback.

The trainees and apprentices benefit from high quality pastoral support in their learning from the tutors and workplace mentors. In addition, relevant support is provided for the small number of trainees and apprentices who have additional learning needs. The trainees and apprentices undertake an appropriate induction programme and they are regularly provided with information about work placements and possible career progression pathways through 'job search' sessions and other career-related activities. The personal training plans are of a good quality, they are updated regularly through the monitoring and review process and are effective working documents.

The quality of the leadership and management is very good.

The provision is well-managed and co-ordinated. An appropriate curriculum offer is in place to meet the learning and progression needs of the trainees and apprentices, and the programme content is tailored well to suit their job roles. There are good examples of enrichment activities such as the use of guest speakers and external visits to support the learning experiences of the trainees. The quality of the training accommodation and physical learning resources is good. The tutors are well-qualified and experienced in the delivery of training programmes and they are provided with good opportunities to undertake continuous professional development. Effective links have been established with a range of employers and other external organisations and agencies to support the delivery of the administration programmes; good channels of communication have been developed and processes put in place to ensure that any issues are dealt with quickly and effectively. The tutors effectively track and monitor the progress of the trainees and apprentices in their professional and technical units. Although appropriate self-evaluation processes are in place, there is a need to articulate more clearly the planned actions for improvement.

5.2 Children's Care Learning and Development

Key findings

In children's care, learning and development, the quality of training provided by People 1st is very good.

Context

At the time of the inspection, 64 trainees were registered on the Training for Success programme. There were 24 trainees on the Skills for Work level 1 strand, and 40 on the Skills for Work level 2 and Programme-Led Apprenticeship strands. A total of 42 apprentices were registered on the Apprenticeships NI programme; two on the level 2 strand and the remainder on the level 3 strand. Almost all of the trainees were in a work placement or were awaiting final vetting in advance of securing a placement.

The achievements and standards are very good.

Almost all of the trainees and apprentices are well-motivated and enthusiastic about their training programmes. Most of them engage readily in class discussions, offer views and opinions, ask relevant questions and regularly seek clarification from the tutors. In the directed training sessions and work placements, almost all of them demonstrate the ability to work well independently but also to be part of a team.

Nearly all of the trainees and the apprentices are making very good progress in their professional and technical units. The small number of trainees who require, and receive, additional support with aspects of their coursework are also making steady progress. The tutors have worked effectively with the essential skills tutors in order to improve the written communication skills of the trainees and the apprentices. Most of the trainees and apprentices have a good understanding about potential career pathways. The employers report that the trainees and apprentices are gaining in confidence, have very good attitudes to work and complete their job roles to a high standard. They are developing well, and applying to good effect, the occupational skills required for the childcare sector. A number of employers, for example, report that the trainees and apprentices regularly share with their colleagues the knowledge gained through their training sessions which has led to improvements in the workplace.

On the Training for Success programme, average retention rates over the last four years on the Skills for Work level 1 strand are very good at 72%, but are lower on the Programme-Led Apprenticeships strand at 57%. The average achievement rate across both strands is outstanding at 100%. On the ApprenticeshipsNI programme, average retention is good at 75% and achievement is outstanding at 100%.

The quality of provision for learning is very good.

The training programmes are thoughtfully planned to ensure a close match and balance between underpinning theory, legislation, statutory requirements and practice in the workplace. They are delivered effectively using a range of teaching strategies and methods to help ensure the learning needs of individual trainees and apprentices are met. In the sessions observed, the quality of the teaching, training and learning was nearly always good or better. In the best practice, the written planning identifies clearly the differentiation in the groups, including the challenge for the more able trainees and apprentices. The sessions are reviewed with a clear focus on the learning and the reviews are used well to inform future planning.

The managers, mentors and tutors work closely together to provide the trainees and apprentices with the guidance and support they need to help them achieve to their full potential. The personal training plans are of good quality and are used well by the trainees and apprentices, staff and employers to ensure steady progression throughout the training programme. High quality placements have been sought and used by the organisation to help trainees develop their work preparation, occupational and communication skills and to meet individual needs, interests and career aspirations. Very good careers advice and guidance is provided by the mentors and tutors to ensure the trainees and apprentices are clear about industry requirements and make the most appropriate choices to progress within the workplace. Very good links have been established with the employers and outside agencies to enhance the work and learning experiences for the trainees. The trainees and the apprentices make good use of ILT in their directed training where they research aspects of their course and redraft assessed work.

Assessment arrangements are mostly effective. In the best practice the tutors give regular constructive written feedback to the trainees and apprentices on how to improve and develop their learning. There is a need to develop this practice more widely in a minority of instances, to better inform the trainees and apprentices in their learning.

The quality of leadership and management is outstanding.

The managers and tutors are very well-qualified and have relevant experience in the childcare sector. There is a positive ethos across the centres, based on very good working relationships at all levels, effective mentoring and guidance and strong pastoral support. The roles and responsibilities of the staff are well-defined and there are clear lines of communication to ensure consistency of approach and the sharing of ideas and best practice among the staff across the centres. There are very good opportunities for the tutors to engage in continuous professional development which is impacting positively on the training and learning experiences for the trainees and apprentices.

The tutors and mentors are committed to providing high quality provision for the trainees and apprentices and are reflective in their work. There is a developing culture of self-evaluation which has led to improvements in, for example, planning and teaching, training and learning. The arrangements for quality assurance and internal verification are thorough and systematic. The standardisation processes are robust and the progress of the trainees and the apprentices is tracked effectively.

Employer links are very strong; the employers report high levels of contentment with the quality of the training provided by People 1st. Much emphasis is placed on sustaining the well-established links with employers who provide supportive work placements that enable the trainees to develop the necessary occupational and employability skills.

Although the trainees and the apprentices have good access to relevant training and learning resources, the training facilities within each of the centres do not sufficiently reflect current industry requirements, standards and trends.

5.3 Construction

Key findings

In construction, the quality of training provided by People 1st is good.

Context

Training for Success programmes are offered in wood occupations and trowel occupations (bricklaying) at levels 1 and 2. At the time of the inspection, 26 trainees were registered in bricklaying and 24 trainees in wood occupations.

The achievements and standards are good.

Most of the trainees display high levels of motivation and enthusiasm for their training and work very well in the directed training sessions to develop their occupational skills in line with their ability levels. In bricklaying, the trainees are able to set out brick return walls accurately and identify faults in the walls. In wood occupations, the trainees are able to operate a router safely to cut out the channel for a housing joint. Most of the trainees demonstrate a good standard of oral communications skills. The standard of the trainees' written communication skills, however, is variable and marking for improvement is underdeveloped.

Over the last four years, the average retention rate on the Training Success programme is satisfactory at 54%, but all of those trainees who complete their training achieve.

The quality of the provision for learning is good.

The tutors, job mentors and all the staff provide high levels of pastoral support and encouragement for the trainees. As a result, the trainees report that they feel very well supported in their training. The quality of the teaching, training and learning is good or better; the characteristics of the best practice are the high levels of engagement of the trainees in their training and the wide range of differentiated learning approaches used by the tutors. The use of ILT, however, to enhance the range of the learning experiences of the trainees is underdeveloped.

Just under one-half (48%) of the trainees are currently in a work placement and this needs to be increased. The quality of the work placements is very good and provide the trainees with very good opportunities to gain relevant site experience and to develop their occupational, personal and work-readiness skills. Most of the trainees, however, do not demonstrate a clear understanding of the progression pathways available to them. While the trainees are provided with opportunities to visit sites and experience guest speakers, these opportunities need to be developed further to raise the trainees' awareness of the industry and their career pathways.

The personal training plans are effective working documents, updated regularly with the development of the trainees' occupational skills, including accurate information on the trainees' barriers to education and employment, and the arrangements for additional support. The quality of the feedback and target-setting in the progress reviews is inconsistent; most provide constructive feedback on the trainees' progress and set progressive targets for improvement but a minority of the reviews and the targets set are too general.

The quality of the leadership and management is good.

The partnership between People 1st and Bailie Connor is effective and is characterised by strong communication and mutually respectful working relationships. There is a shared vision for the development of the provision underpinned by high expectations of the trainees and a commitment to supporting them to fulfil their potential. Although the sub-contractor is

developing relationships with a wider range of employers, more work needs to be done to address the current low rate of trainees in a work placement, particularly in wood occupations, to enthuse and motivate them to perform to their full potential. There are appropriate quality assurance arrangements in place which include the use of tutor observations which helps to promote improvement, share practice and develop capacity.

The management team regularly review key performance data such as attendance, retention, achievement and progression rates. Although there are effective systems in place to track the progress of individual trainees, the monitoring could be enhanced further by the use of an overall group tracking process for all aspects of the trainees' programme.

The tutors are appropriately qualified and occupationally experienced to support effectively the trainees' directed training. Bailie Connor and People 1st provide the tutors with good opportunities for continuous professional development.

The arrangements for self-evaluation and improvement planning, however, are underdeveloped, particularly in the identification of planned actions to bring about improvement.

5.4 Essential Skills

Key Findings

In the essential skills, the quality of training provided by People 1st is good.

Context

Essential skills training is provided in literacy, numeracy and information and communication technology (ICT) up to and including level 2 for trainees and apprentices. At the time of the inspection, 60 apprentices and 260 trainees were undertaking training in at least one of the essential skills.

The achievements and standards are good.

Most of the trainees and apprentices are well-motivated and are making good progress in their learning, which is having a positive impact on their confidence and self-esteem. The attendance at essential skills sessions is mostly good, although in a minority of sessions it is just satisfactory.

Most of the trainees and apprentices develop good or better spoken literacy skills in their training. They participate well in class discussions and engage effectively with colleagues and customers in the workplace. Similarly, most of the trainees and apprentices achieve good or better written communication skills in their essential skills folders and in their professional and technical portfolios. The standards are consistently strong in administration, health and social care, management and team leading and sport and recreation. In construction and IT users the standards are more variable. Across the provision, the standard of the trainees' and apprentices' numeracy skills is also good with most of them being able to transfer and apply their skills to support their professional and technical work.

All of the trainees and apprentices who are retained achieve the essential skills. For those who completed their training in 2013/14, 19% of them achieved an essential skill beyond the requirements of their framework. Too many of the trainees and apprentices, however, are working towards level 1 in the essential skill of ICT. The initial and diagnostic assessment process needs to be reviewed to ensure that more of them are targeting and achieving at level 2.

The quality of the provision for learning is good.

The tutors have developed strong positive relationships with the trainees and apprentices. The quality of teaching and learning in most (85%) of the directed training sessions observed was good or better. These sessions were characterised by good behavioural management strategies, active learning tasks, sound group work, effective questioning strategies and well targeted one-to-one support. In the less effective practice, in a minority of the sessions observed, the planning for learning does not meet the specific needs of the trainees, with insufficient pace and challenge, and limited use of ILT.

The timetabling arrangements vary across the centres. In two of the centres, the sessions are too long resulting in a minority of the trainees disengaging from their learning for the latter part of their sessions. It is inappropriate that in a small number of the sessions observed, the existence of a wide range of ability levels from entry level to level 2 militated against effective planning for differentiation and progress of all of the trainees.

Most of the trainees and apprentices have good opportunities to apply and embed their skills across their professional and technical areas and gain confidence in their vocationally-related vocabulary. The links between the essential skills tutors and the professional and technical tutors are particularly strong in childcare, health and social care and in management and team leading. In childcare, for example, the trainees applied their numeracy skills to good effect when they designed a play area for children.

The quality of the leadership and management is good.

The quality of the leadership and management of the provision is mostly effective. The essential skills co-ordinator sets appropriately high expectations for good quality learning and achievement. Communication is good and almost all the tutors are well -supported in their work. The essential skills co-ordinator is well-supported by an effective team of four full-time tutors. Each of these tutors has responsibility for the delivery of the essential skills provision in the centre in which they are based.

The organisation invests considerable resources in relatively small class sizes and in essential skills clinics which are to the benefit of the trainees and apprentices in which they receive well targeted one-to-one support due to the small class sizes. Although the clinics are used primarily to deliver the essential skills to apprentices, trainees who require additional support in their learning also attend some of these sessions.

The tutors are all well-qualified with good experience in the delivery of essential skills programmes. The organisation values staff development and the staff have benefited from a range of training opportunities.

Good use is made of tutor observations to inform the self-evaluation process and to plan the tutors' continual professional development. More needs to be done, however, to make use of management information to track and evaluate the number of trainees and apprentices who achieve more than one level of essential skill.

5.5 Health and Social Care

Key findings

In health and social care, the quality of training provided by People 1st is outstanding.

Context

At the time of the inspection, 90 apprentices were registered on the ApprenticeshipsNI programme: 48 at level 2 and 42 at level 3. Over the last four years, recruitment to the apprenticeship programme at both levels 2 and 3 has declined significantly. The provision is delivered in partnership with CITRUS Training Solutions (CITRUS). The programme is delivered to apprentices across a wide range of residential and domiciliary settings.

The achievements and standards are outstanding.

The apprentices are highly motivated and enthusiastic about their learning. They are very well supported by their employers and by staff from CITRUS and People 1st. The written work of the apprentices is mostly of a very good quality. Their extended written responses demonstrate a clear understanding of good practice across all aspects of their care work. All of the apprentices interviewed during the inspection reported improved levels of self-esteem and confidence in their work roles. All of the employers reported that their employees had greater knowledge and understanding of work practices, and the health and safety aspects of their work as a result of participation in the training programme.

The average retention rates are very good (82%) and outstanding (92%) respectively for the apprenticeship level 2 and 3 programmes. Achievement rates for the full framework are outstanding at 100%.

The quality of the provision for learning is outstanding.

The co-ordinator of the provision is highly experienced, committed and knowledgeable about health and social care practices. An effective and supportive team ethos exists with evidence of resources and teaching and learning strategies being shared and promoted. The quality of the directed training sessions observed was very good or better, with a clear focus on developing and enhancing the knowledge, skills and understanding of the apprentices in order to improve their practice. An appropriate and effective range of active learning approaches were used such as group work, case studies and scenarios, demonstrations and good use of ILT to enhanced learning.

Planning for the delivery of the health and social care programme is detailed and thorough with a strong and appropriate focus on quality along with developing the apprentices' vocational and technical knowledge. The integration of the essential skills into the provision is well-organised and structured. The apprentices receive high levels of support and encouragement on all aspects of their programme from tutors, People 1st staff and their employers.

The quality of the leadership and management is outstanding.

The leadership and management of all aspects of the provision is highly effective and the managers are fully committed to continuous improvement. The strong and supportive management of the health and social care provision is based on robust and rigorous quality assurance processes and systems. The effective partnership work and co-ordination of the delivery of the programme between CITRUS and People 1st results in positive learning

experiences for the apprentices, and high standards of work and achievement. The respective roles and responsibilities are clearly defined and relationships between staff in CITRUS and People 1st, and with employers, are excellent. Communication at all levels is also very good, and employers describe all of the staff with whom they have contact as helpful and responsive.

The personal training planning process is effective and is supported by regular and systematic progress reviews in the workplace. Levels of employer engagement are very strong; there are very good levels of contact and engagement with employers through the effective work of the career mentors. There is a clear focus on the continuous professional development of the tutors, who receive professional and specialist training and development through CITRUS and a range of training opportunities through People 1st, which helps to ensure high quality learning experiences for apprentices.

Although the tutors are highly reflective in their practice, the written self-evaluation and quality improvement plan do not reflect fully enough the high quality of the work that is undertaken. There is a need to ensure that the self-evaluation and quality improvement planning processes capture more fully the overall agenda for ongoing improvement in the health and social care provision.

5.6 Information Technology (IT) User/Creative Media

Key findings

In IT user/creative media, the quality of training provided by People 1st is satisfactory.

Context

People 1st have been contracted by the Department to offer the IT user programme since September 2013. The organisation has been offering the IT user/creative media programme, in partnership with Armstrong Learning (NI), since September 2014. At the time of the inspection, 26 trainees were registered on the Training for Success programme; 24 of them were undertaking their training with Armstrong Learning (NI) and two with People 1st. Twenty of the trainees were registered on the Skills for Work level 1 strand, and six on the Skills for Work level 2 strand. At the time of the inspection, only five of the trainees had a work placement.

The achievements and standards are satisfactory.

The trainees' demonstrate good practical IT skills and most are competent in the use of a range of industry-standard IT and multi-media software applications. A majority of the trainees have good oral communication skills and they speak confidently about their work and their experiences on the programme. The amount of work in their portfolios of evidence is variable and, while there are some examples of good quality written work, the overall standard of the evidence gathered is not consistent across the trainees' areas of study. For a minority of the trainees, the work presented is minimal in content and of low quality. It is clear that the trainees are currently not making sufficient progress in the completion of their overall programme. While those trainees who are in a work placement are developing good work-related skills, most of the placements are not in IT or media related companies. Since the commencement of the programme, all of the trainees who registered have been retained.

The quality of the provision for learning is satisfactory.

The quality of the teaching, training and learning in the directed training sessions observed was mostly good. There was evidence of appropriate planning with identified links between the vocational area, the essential skills, and the learning support needs of the trainees. In the best practice, there were high expectations for the trainees, they were encouraged to participate effectively in the sessions and good use was made of ILT to support learning. In a minority of the sessions, however, there was a lack of differentiation in the tasks set for the trainees, the pace of the session was slow and there was insufficient stretch and challenge for the more able trainees. In addition, marking for improvement and the provision of constructive feedback for the trainees were not applied consistently across the provision. The current timetabling arrangements need to be reviewed, the sessions are too long and do not suit the range of learning needs and abilities of all of the trainees. The behaviour and engagement of the trainees in directed training was good, they have developed harmonious working relationships and receive effective pastoral support from the tutors.

While a relevant induction programme is in place the trainees have too few opportunities to develop a knowledge and understanding of relevant careers or possible progression opportunities in the IT/software or creative media industries; a small number of the trainees interviewed were unaware of the possible progression routes available to them on completion of their programme. The personal training plans are mostly generic; no effective system is in place to track and monitor the overall progress of the trainees and, as a result, the plans are not regularly updated and are not effective working documents.

The quality of the leadership and management is satisfactory.

A good working relationship exists between People 1st and Armstrong Learning (NI) and appropriate resources have been put in place by management to support the development of the IT user/creative media programme as part of The Training for Success programme. While a relevant curriculum offer is in place, with a planned enrichment programme for the trainees, the IT user curriculum needs to be more closely aligned and matched to current IT industry needs in order to provide the trainees with the relevant skills and competences needed to pursue an IT-related career. In addition, links to IT companies and other industry-related bodies such as the sector skills council are currently underdeveloped. Staff are well-qualified and the quality of the training accommodation is good. Important quality assurance processes, including processes to track and monitor the overall progress of the trainees and to carry out effective self-evaluation and quality improvement planning are also underdeveloped.

5.7 Management and Team Leading

Summary of key findings

In management and team leading, the quality of training provided by People 1st is outstanding.

Context

At the time of the inspection, 47 apprentices were registered on the ApprenticeshipsNI programme, 31 on the level 2 in team leading and 16 on the level 3 in management. In September 2013, People 1st entered into a sub-contracting arrangement with Time Associates to further support the delivery of apprenticeship training in management and extend the curriculum with the introduction of the team leading provision. At the time of the inspection, 69% of the apprenticeship training was delivered by Time Associates.

The achievements and standards are outstanding.

In the directed training sessions, almost all of the apprentices are highly motivated and engage with enthusiasm in their learning. They are keen to contribute to discussions and speak with confidence about the benefits of their training. The majority of apprentices are making significant progress in their learning and they demonstrate high levels of knowledge and understanding of management and team leading practices, which they apply effectively to their work roles. In management, the apprentices have gained skills and knowledge of performance management techniques and project management skills and have applied their learning to managing business events and projects within their organisations. In team leading, the apprentices have gained skills and knowledge of appraisal systems and policy development and have applied this learning within their workplaces to support and improve management practices and the application of business policy.

The apprentices' portfolios of evidence are well-structured and the quality of the written work is consistently of a high standard. Almost all of the apprentices report that they enjoy their training and value the learning and knowledge they are gaining through the programme. The tutors work very hard to raise the expectations of the apprentices. Consequently, they gain higher levels of confidence in their work roles and are very well-informed about the range of career pathways and the standards required to successfully progress.

The attendance rates are consistently high and the management information system is used very effectively to record attendance and reasons for absence. Over the past four years, the average retention rate on the management programme is very good at 81% and all of the apprentices achieved. The retention rate for the first cohort of apprentices in team leading is outstanding at 96%, and all of these apprentices achieved the full framework.

The quality of provision for learning is outstanding.

The quality of the teaching, training and learning is a key strength of the provision; it was very good or better in all of the observed sessions. The tutors provide well-planned opportunities for the apprentices to engage in group discussions, active learning and research activities. Through their learning, the apprentices have very good opportunities to develop their spoken and written communication skills, as well as their team working and problem-solving skills. Marking for improvement is very well used by the professional and technical tutors to support the development of the apprentices' written communication skills. The tutors make effective use of an extensive range of ILT applications and approaches to enhance the range of the apprentices' learning experiences.

The tutors have an excellent rapport with the apprentices and provide a supportive and inclusive learning environment which caters well for individual apprentices' learning needs and their personal development. The tutors and mentors provide an excellent level of care, guidance and support that is delivered sensitively and effectively to the apprentices. The provision of careers advice and guidance is strong; the apprentices and their employers are provided with clear and well-informed impartial advice along with good sign-posting to relevant progression pathways.

The personal training plans are effective working documents which clearly reflect the prior achievements and the progress of the apprentices. The electronic portfolio is used to good effect to support the efficient co-ordination and delivery of the programme.

The quality of leadership and management is outstanding.

The business development co-ordinator provides effective leadership of the provision and is clearly focused on ensuring that the apprentices benefit from high quality training and learning experiences. The self-evaluation and quality improvement planning processes effectively identify the strengths and the areas for development in the provision and outlines clear actions to further promote improvement. The data used to inform tracking and monitoring of the provision is robust and review arrangements to monitor the apprentices' progress are highly effective.

External links with employers and industry representatives are well-developed. The tutors and mentors maintain highly effective communication with the employers to support the apprentices in their training and progression. The employers report high levels of contentment about the quality of the programme, particularly the flexible provision to meet their needs and the needs of their employees. These links with employers have been used to good effect to develop the curriculum. The business development co-ordinator, for example, has worked effectively to support the introduction of two pilot programmes, each reflecting different and more tailored pathways within the professional and technical area.

The sub-contracting arrangement with Time Associates is managed effectively. It is working very well to support high quality training and access to the apprenticeship programme for a range of employers and learners.

The tutors are very well-qualified and have a wide range of relevant professional experience and expertise. They have access to excellent curriculum resources to support the apprentices in their learning. All of the staff are encouraged to participate in ongoing professional development opportunities, including work-based training observations, to enhance their teaching and training expertise.

The standardisation and internal verification processes are robust and well-developed to ensure consistent standards across the provision.

5.8 Retail and Customer Service

Key findings

In retail and customer service, the training provided by People 1st is good.

Context

Over the last four years, recruitment levels have declined. At the time of the inspection, 31 trainees were registered on the Training for Success programme for retail. Nine apprentices were registered on the ApprenticeshipsNI programme, eight in customer service and one in retail. The majority (52%) of the trainees were in suitable work placements.

The achievements and standards are good.

The standard of the apprentices' work and for those trainees in work placements is good. They develop a sound understanding of the key principles and practices relating to the sector they work in, which they can apply competently in their job roles. In retail, the trainees are able to engage confidently with customers, replenish stock with minimal supervision, and work well with colleagues to complete routine duties. Similarly in customer service, the apprentices are developing a suitable range of skills and strategies to engage

effectively with clients, achieve better customer satisfaction levels, and to handle and resolve complaints competently. The trainees without work placements are well-motivated, engage well in training activities, and complete their assessment log books to an acceptable standard. While they make good progress in acquiring key aspects of underpinning knowledge, such as statutory rights and responsibilities, their practical occupational skills are not well enough developed.

Over the last four years, the majority (60%) of the trainees on the Training for Success programme were retained, and all of those who remain achieve. Over the same period, most (76%) of the apprentices on the ApprenticeshipsNI were retained, and almost all (93%) of those who remain achieve. While the progression rate from level 1 is very good, the progression rate from level 2 programmes is too low, only 41% of trainees progressed to employment or further training.

The quality of the provision for learning is good.

The quality of the directed training sessions observed is good. The training sessions are well-planned, characterised by an ethos of mutual respect and co-operation, individualised learner-support and realistically high expectations. A suitable range of teaching and learning strategies are deployed to good effect. Consequently, most of the apprentices and trainees engage well in the learning activities and make demonstrable progress in their learning. Their understanding and progress is reviewed and consolidated through effective questioning and written responses. In the best practice, the tutors work patiently and persistently in embedding higher standards of literacy and numeracy, particularly in building the trainees' confidence and competence in using a vocationally-related vocabulary. While there is occasional use of digital learning resources to enhance the learning, the wider use of ILT to support learning, particularly to underpin independent learning and to promote research and critical thinking skills, is underdeveloped.

In the workplace, the trainees and apprentices are provided with good learning experiences that are matched well to their vocational qualification. Through regular, well-informed monitoring and review meetings, the employers are well-informed and respond accordingly to provide opportunities for the apprentices and trainees to further develop their occupational skills. The assessment arrangements are mainly good. The ongoing development of electronic portfolios provides the apprentices and trainees with more efficient ways to submit assessment evidence and review feedback.

The quality of leadership and management is satisfactory.

There is important ongoing work to establish a more coherent and cohesive curriculum. Currently, a revised qualification offer is being introduced. The transition to the new curriculum has, however, led to a number of challenges in the delivery of training and assessment. These include: the trainees' slow progress in submitting workplace assessment evidence; an overly wide ability range in some sessions; and over-reliance on workbooks for learning and assessment. Notably, there is an enthusiastic and dedicated team of appropriately qualified tutors and mentors who are committed to continuous improvement. While they meet regularly to plan and review, there is insufficient critical evaluation of the effectiveness of the teaching, training, learning and assessment.

There are good links with local employers and well-established partnerships with external support agencies. Strategic employer engagement is, however, underdeveloped. The quality of the apprentices' and trainees' personal training planning and review processes is variable, but mainly good. The personal training plans capture well key information which is used effectively to plan appropriate training programmes. The setting and tracking of measurable targets for monitoring and reviewing progress against is not sufficiently cohesive.

While the tutors exploit the convenient access to local retail centres to enhance the quality of the trainees' learning experiences through educational trips, the investment in a suitable range of training resources to enable them to develop more practical occupational skills is not sufficient.

5.9 Sport and Recreation

In sport and recreation, the quality of the training provided by People 1st is very good.

Context

The Training for Success programme is offered in sport and recreation at levels 1 and 2. At the time of the inspection, 38 trainees were registered on the Skills for Work level 1 strand and 15 on the Skills for Work level 2 strand. The professional and directed training in sport and recreation is provided by Lear Training in a sub-contracting arrangement.

The achievements and standards are good.

Most of the trainees have a positive attitude to learning, show enthusiasm for their chosen course and a desire to progress within the sports industry. During directed training sessions, most of the trainees develop an appropriate range of occupational skills. They undertake competently a range of active leisure activities, including physical activity sessions for children and fitness instructing. They also have very good opportunities to develop their communication and numeracy skills along with the wider skills of team-working, problem-solving and time management. A key strength is the good quality of most of the trainees' written work.

The average retention rate over the last four years on the Skills for Work strand is good at 69%, and the average achievement rate is outstanding at 100%. The outcomes on the legacy Programme-Led Apprenticeship strand are low due to unsatisfactory retention rates. However, retention rates have improved over the past year and are now very good at 80%. Overall progression rates to further education, training and employment are satisfactory at 61%.

The quality of the provision for learning is very good.

Induction arrangements are effective in preparing the trainees for their training programme. The commitment of the tutors, job mentors and all the staff to support the needs of the trainees is a particular strength; a strong inclusive ethos permeates across all aspects of the provision. The quality of most of the directed training sessions observed was very good or better. The sessions are consistently well-planned. A wide range of training and learning strategies, including peer assisted learning and differentiated learning activities are used effectively to meet the diverse range of learning needs of the trainees. There is an appropriate balance of theory tasks and practical activities. Very good use is made of ILT to enhance and enliven the training and learning. The progress of the trainees is well-tracked

by tutors and management at all levels. The personal training plans are mostly good and are effective working documents. Although the progress reviews are implemented regularly, a minority of the reviews and associated target-setting for improvement are too generic. The trainees have very good opportunities to gain experience of the industry through visits to sporting and leisure facilities, guest speakers and engagement in sporting trials and competitions.

The quality of the leadership and management is very good.

The sport and recreation provision is trainee-centred and underpinned by a clear strategic vision of providing high quality training supported by a culture of effective pastoral support for the trainees. The tutors are well-qualified, suitably experienced, and very skilful at building productive relationships with the trainees. They work hard to support the trainees in helping them to overcome their barriers to learning. Of particular note is the high priority that People 1st places on providing opportunities for the tutors to engage in relevant continuous professional development. Curriculum planning of the provision is strong and is reflective of current industry needs. The programmes are matched well to the specific needs of the trainees, and provide them with relevant skills and additional accreditation that well exceed the requirements of their training frameworks.

The self-evaluation and quality improvement planning processes have accurately identified the key strengths and areas for improvement. The senior management team has demonstrated a commitment to improving the quality of the provision by putting in place a range of intervention strategies to deal with any issues, in particular improving retention rates. Links to sport and active leisure companies and other industry-related bodies are well-developed and used to good effect to enhance the quality of teaching, training and learning. At the time of the inspection, however, only a minority of the trainees were in a suitable work-based training placement to develop their personal and employability skills. Consequently, People 1st has already begun to develop and implement appropriate strategies to address the low number of workplace opportunities for the trainees.

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-igrs-work-based-learning.htm>

A team of 14 inspectors observed a total of 68 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.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Learners	502	323	64%	50

7. Information about People 1st

Current registrations by programme

Programme	Number of trainees/ apprentices	% of total registrations
ApprenticeshipsNI	235	47
Training for Success (2008) Skills for Work	17	3
Training for Success (2008) Programme-Led Apprenticeship	22	4
Training for Success (2013) Skills for Work (level 1)	154	31
Training for Success (2013) Skills for Work (level 2)	74	15

Current registrations by professional and technical area

Professional and technical area	Number of trainees	% of total registrations
Administration	26	10
Child Care	64	20
Construction	51	19
Distribution	6	2
IT User/Creative Media	24	9
Nails (Beauty)	12	5
Retail	31	12

Professional and technical area	Number of apprentices	% of total registrations
Administration	7	3
Child Care	42	18
Customer Service	7	3
Health and Social Care	93	40
Management	15	16
Providing Financial Services	31	31
Team Leading	37	16

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	3	68
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	10	64
(%) of learners with GCSE English and mathematics or equivalent at Grades A*-C	5	78
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	32	74
(%) of learners with no prior level 1 or level 2 qualifications	88	8

Note: All data was sourced from People 1st 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.

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk