



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision  
in Springvale Learning Ltd

Report of an Inspection  
in June 2011

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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	-	5%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

All of the statistics in this report have been supplied and verified by Springvale Learning.

### **Performance Levels**

The Education and Training Inspectorate use the following performance levels in reports:

<b>Performance Level</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## **PART ONE: SUMMARY**

### **1. CONTEXT**

1.1 Springvale Learning is a charitable organisation which was established in 1992 to provide training and employment opportunities for unemployed people in financial or other charitable need. It is now a large work-based learning provider, delivering training for over 430 trainees and apprentices, and working with over 500 employers. The organisation has three offices, all located in Belfast; the main office is on the Springfield Road with two smaller offices located on the Andersonstown Road and the Shankill Road. Over 75 staff are employed by Springvale Learning.

1.2 Since September 2007, Springvale Learning has been contracted by the Department for Employment and Learning (the Department) to supply training under the ApprenticeshipsNI programme at level 2 on the National Qualifications Framework in electrical engineering, hospitality and catering, information and communication technology (ICT), mechanical engineering services, retail operations and wood occupations. Springvale Learning also delivers the Training for Success programme. Springvale Learning provides training in the Antrim, Belfast, Castlereagh, Lisburn and Newtownabbey areas. Since 2009, Springvale Learning has worked effectively in partnership with Mivan Limited (Mivan), Antrim to deliver apprenticeship training in bench joinery.

1.3 At the time of the inspection, just over one-third (34%) of the 248 apprentices currently on ApprenticeshipsNI programmes had achieved at least four General Certificate of Secondary Education (GCSE) passes at grades A\*-C or equivalent on entry to their programme; 35% had achieved grades below this and 31% had achieved no qualifications. A significant minority (38%) of the apprentices had achieved a GCSE at grade C or better in English and around 29% of them had achieved a Grade C or better in mathematics; a significant minority (31%) of the apprentices had achieved a grade C or better in both English and mathematics.

1.4 Of the 196 trainees currently on Training for Success programmes, only 4% of them had achieved four or more GCSE passes at grades A\*-C or equivalent on entry to their programme; 70% had achieved grades below this and 26% of them had achieved no prior qualifications. Less than one-tenth (9%) of the trainees had achieved a GCSE at grade C or better in English and 8% of them had achieved a grade C or better in mathematics; only 3% of the trainees had achieved a GCSE grade C or better in both English and mathematics.

### **2. PROVISION**

2.1 At the time of the inspection, Springvale Learning was providing training for 248 apprentices, aged between 16 and 64 years. Of these, 154 (62%) were following apprenticeships in hospitality and catering, 74 (30%) in retail operations and 18 (7%) in wood occupations. There is one apprentice each in electrical engineering and mechanical engineering services (plumbing). Approximately one-half of the apprentices are employed in the Belfast area and the majority (70%) of them are female.

2.2 Springvale Learning was also providing training for 196 trainees registered on Training for Success programmes; 145 (74%) were on Programme-Led apprenticeships, 39 (20%) on Skills for Work and 12 (6%) on Skills for Your Life.

2.3 There has been a significant increase in the number of enrolments on ApprenticeshipsNI programmes, particularly in hospitality and retail operations programmes, since the introduction of the all-age apprenticeships in September 2008. From 1 April 2008 to 31 March 2009, a total of 26 apprentices were registered as apprentices on hospitality

programmes, which has risen to a total of 147 registered between 1 April 2010 and 31 March 2011. Similarly, the numbers registered in retail operations over the same period has risen from 20 to 74. In the same period, the numbers registered on the Training for Success programme have dropped from 264 to 196.

2.4 Almost all of the apprentices are existing employees who are employed in a variety of settings in small and medium-sized enterprises. In hospitality, the apprentices' job-roles include: accommodation manager, duty manager, housekeeper, bar or restaurant supervisor, bartender, hotel receptionist and night porter. In retail they include shop assistants and supervisors. In wood occupations, nearly all of the apprentices are employed as bench joiners by Mivan.

2.5 In the essential skills, 232 of the trainees and apprentices are undertaking essential skills training in communication, and 239 of them are undertaking numeracy; the remainder are exempt as a result of prior achievements. One hundred and 22 trainees and apprentices are also undertaking essential skills training in ICT.

2.6 Springvale Learning has a chief executive who is supported by six senior managers. Each senior manager is responsible for a specific area, including business improvement, finance and administration, quality and compliance, Steps to Work programmes, student support services and training delivery.

2.7 Springvale Learning operates a model of work-based training for apprentices in retail operations and hospitality where all aspects of training and assessment are provided by professional and technical tutors, and the essential skills tutors, on the employers' premises. In addition, Springvale Learning provides training for Mivan's bench joinery apprentices onsite in their Antrim workshops.

### **3. THE INSPECTION**

3.1 In June 2011, the Education and Training Inspectorate (the Inspectorate) carried out an inspection of the Training for Success and ApprenticeshipsNI programmes in Springvale Learning. A team of ten inspectors, supported by five associate assessors, observed a total of 55 directed training sessions and a small number of workplace assessments. In addition, 113 apprentices and trainees were interviewed during on-the-job training. Extended discussions were held with the chief executive, managers, professional and technical tutors, assessors and essential skills tutors. In addition, 45 employers were interviewed by the inspectors. The inspection team also examined samples of the trainees' and apprentices' work, portfolios of evidence and personal training plans (PTPs). The organisation's self-evaluation report and other relevant documentation were also scrutinised.

3.2 The arrangements for the inspection of pastoral care and the safeguarding of vulnerable adults included the opportunity for the trainees and apprentices to complete a confidential questionnaire prior to the inspection. Two hundred and forty nine questionnaires were issued to the trainees and apprentices, 134 (54%) of which were returned to the Inspectorate; 45 of these contained additional written comments. The inspection team also met with small groups of trainees and apprentices across the professional and technical programmes. The returns to the questionnaires and the comments from the trainees and apprentices during discussions show clearly that almost all them are very positive about their experiences in Springvale Learning. In particular, they appreciate the caring attitude of the staff and the good support they receive within their training programmes. The Inspectorate has reported to the chief executive the outcomes of the questionnaires and the discussions held with the trainees and apprentices.

#### 4. MAIN FINDINGS

4.1 In most of the areas inspected, the quality of training provided by Springvale Learning is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in leadership and management, achievements and standards, and the provision for learning which need to be addressed if the needs of all the trainees and apprentices are to be met more effectively. The Education and Training Inspectorate will monitor and report on Springvale Learning's progress in addressing the areas for improvement, over a 12-18 month period.

4.2 The main strengths are the:

- very good quality of the pastoral care and additional learning support provided to the trainees and apprentices;
- good quality of the learning opportunities provided in most of the work-places and the positive relationships with most of the employers;
- good or better quality of the directed training in a majority of the sessions observed;
- good average success rates, at 88%, for those trainees and apprentices who complete their programmes; and
- good occupational standards achieved by most of the trainees and apprentices.

4.3 The main areas for improvement are the:

- leadership and management of the provision, including the inadequate self-evaluation and quality improvement planning processes;
- inadequate use of the training review process to update personal training plans, engage employers and set training and progress targets for the trainees and apprentices; and
- overall average rates of retention and progression, at 66% and 52% respectively.

#### 4.4 Table of Performance Levels

<b>Overall performance level</b>	Satisfactory
<b>Contributory performance levels</b>	
Leadership and Management	Satisfactory
Achievements and Standards	Satisfactory
Quality of Provision for Learning	Satisfactory
<b>Area of Learning performance levels</b>	
Catering	Satisfactory
Electrical Engineering	Inadequate
Essential Skills	Satisfactory
Hospitality	Good
ICT Practitioner	Good
Mechanical Engineering Services	Good
Retail Operations	Satisfactory
Wood Occupations	Good

## **PART TWO: OVERALL QUALITY OF PROVISION**

### **5. LEADERSHIP AND MANAGEMENT**

5.1 The quality of the leadership and management of Springvale Learning's ApprenticeshipsNI and Training for Success provision is satisfactory. Springvale Learning has developed positive relationships with a wide range of local employers to provide mostly good quality work placements and good learning opportunities for most of the trainees and apprentices. There are, however, weaknesses in the management of the training review process for trainees and apprentices and in the self-evaluation process.

5.2 Springvale Learning's ApprenticeshipsNI provision for hospitality and retail has been marketed to good effect across a wide range of small and medium-sized employers. Consequently, for example, the organisation provides extensive and flexible ApprenticeshipsNI training in hospitality to a wide range of businesses including bars, restaurants, commercial kitchens and hotels. In retail operations, the businesses include fashion and sports outlets, jewellers and service stations. Almost all of the employers report that their employees benefit significantly from the available training.

5.3 Springvale Learning's training review process is mostly inadequate; most of the trainee and apprentice progress reviews are too generic in nature and do not involve the employers sufficiently, nor do they set clear training and progress targets for the trainees and apprentices. The reviews are not used effectively to update the personal training plans, which are also overly generic and do not reflect the progression of each trainee or apprentice through their programme. In the hospitality and retail apprenticeships, the professional and technical and essential skills peripatetic tutors complete regular reviews of the progress made by the apprentices in each training session and set progress targets for the next session. This information, however, is not summarised on the review document. In contrast, the personal training plans for the apprentices in Mivan are updated regularly online; regular reviews of the apprentices' progress are carried out with appropriate individualised progress targets being identified.

5.4 The self-evaluation and quality improvement planning process in Springvale Learning is inadequate. The comments in all of the self-evaluation reports are not sufficiently evaluative and do not highlight well enough the strengths and areas for improvement within the individual professional and technical areas and the essential skills. In addition, most of the self-evaluation reports for the professional and technical areas do not adequately include, collate or analyse the key performance data. The performance levels allocated by Springvale Learning though the self-evaluation process do not match closely enough those awarded by the Inspectorate.

5.5 The training accommodation and equipment provided for most of the trainees and apprentices in Springvale Learning is generally of a good standard and is well-maintained. Springvale Learning has recently introduced interactive whiteboards into the majority of their training rooms and some of the tutors have begun to use these resources well to enhance their directed training. In addition, the trainees are provided with a supervised, well-equipped recreation room including pool tables, computer games, boxing punch bags and a small indoor football area. The trainees report that they enjoy using the recreation room and that they treat it with respect.

5.6 In mechanical engineering services and wood occupations, there are good resources to support the trainees and apprentices in learning new skills, including materials, appropriate tools and well-equipped practical workshops. In the ICT practitioner programme, however, the computer training room is cramped, the equipment available for practical tasks is limited and most of the computer resources are out of date; in addition, there is limited

technical support for the tutor. In electrical engineering, there are too few electrical engineering resources for the trainees and apprentices in automation, control, electrical panel wiring and renewable energies. In catering, the resources are just satisfactory and do not match well enough the standard of resources that the trainees and apprentices use in their workplace or work placements.

5.7 The Project 220 initiative by Springvale Learning, to purchase a local property and undertake a renovation project to provide the wood occupations, electrical installation and mechanical engineering services trainees with on-site occupational skills training is excellent. Springvale Learning has committed significant resources to the scheme which is managed well by the training delivery manager. The development of Project 220 provides the Programme-Led apprentices with a real working environment which enables them to acquire the necessary competencies and assessment opportunities to achieve the national vocational qualification (NVQ) and complete their full programme. The Skills for Work trainees in construction also benefit from working on the project.

5.8 The roles and responsibilities of most of the managers and tutors within the organisation are clearly defined. Almost all of the staff across Springvale Learning are appropriately qualified and have relevant occupational experience. Six tutors have recently completed the Certificate in Teaching course at the University of Ulster and four other tutors are currently undertaking the programme.

5.9 In a small number of the professional and technical areas, the staff do not have sufficient up to date knowledge or experience of their area, nor have they recently undertaken sufficient professional development to update their specialist knowledge of current techniques, technologies or the Qualifications and Credit Framework (QCF).

5.10 Springvale Learning provides weekly essential skills classes for the Programme-Led apprentices and Skills for Work trainees. The classes are delivered in well-equipped classrooms which provide good opportunities for the trainees to develop their literacy, numeracy and ICT skills. The management arrangements, however, for the delivery of essential skills to a significant minority of the retail and hospitality apprentices in the workplace are inadequate. There are insufficient peripatetic tutors to cope with the number of apprentices requiring essential skills support and development and, as a result, there is a significant backlog of apprentices whose essential skills needs are not being met and whose progress towards achievement of the full apprenticeship framework is being hindered.

5.11 In the directed training sessions for apprentices which take place on the employers' premises, the professional and technical tutors do not have sufficient access to ICT resources, and there are only limited opportunities for the apprentices to develop their ICT skills or to access learning materials online. In contrast, the essential skills tutors are provided with good ICT resources which they use well to support the trainees and apprentices in-house and in the workplace. The development of Springvale Learning's virtual learning environment is at an early stage and the managers are working with a small number of other training organisations and a local further education college to share and further develop suitable online resources.

5.12 Springvale Learning has developed an outstanding wood occupations provision in partnership with Mivan. There are 17 apprentices from Mivan currently registered with Springvale Learning on a Level 2 bench joinery apprenticeship. In addition to their bench joinery qualification, the apprentices complete a level 2 diploma in site joinery which enhances their occupational and transferable skills.

5.13 The leadership and management of the electrical engineering provision is inadequate. There is a poor match between the design of the training programme and the work placements available to the trainees. While a significant proportion of the directed training is focused on electronics, all of the work placements are in electrical installation. The monitoring and tracking arrangements for the trainees' progress are inadequate and do not provide a clear overview of trainee attendance or the proportion of time spent in work placement over time.

## **6. QUALITY OF PROVISION FOR LEARNING**

6.1 The relationships between the tutors and the trainees and apprentices are good. The staff are committed to their welfare and personal development and most of the trainees and apprentices report that the support provided by the staff is very good. Almost all of the trainees and apprentices respond well to the positive, supportive ethos that exists within and across the Springvale Learning provision, and appreciate the flexibility of the staff in dealing with their often difficult personal or domestic circumstances; Springvale Learning is monitoring closely the personal circumstances of a small number of highly vulnerable trainees. A significant proportion of the trainees enter their training with a range of social and educational barriers to learning. Springvale Learning provides these trainees and apprentices with good, sensitive support and strong encouragement to acquire occupational competences and nationally recognised qualifications.

6.2 Springvale Learning has developed effective links with a range of external support agencies including Lighthouse, Opportunity Youth, Health for Youth Through Peer Education and the Public Initiative for the Prevention of Suicide. The trainees report that they value the support provided by these organisations. Springvale Learning, in conjunction with the Belfast Health and Social Care Trust, also provides a nurse-led drop-in service for trainees for two hours each week. The organisation has supported their staff well with a range of appropriate courses regarding the personal support and welfare of the trainees and apprentices, including suicide awareness training and this is valued by them.

6.3 In a majority (72%) of the directed training sessions observed, the quality of the training and learning was good or better. In these sessions, the work was planned well and delivered using a combination of training approaches, such as practical activities, one-to-one guidance and group work. The quality of the directed training sessions observed was good in essential skills, hospitality, ICT practitioner, plumbing and wood occupations, but only satisfactory in catering, electrical engineering and retail. In catering, a few of the practical sessions were not matched closely enough to the pressures and time constraints of working in a busy kitchen or restaurant. In retail, there is insufficient planning of the apprentices' training and assessment to utilise fully information and learning technology, workplace training and development opportunities, and the effective integration of the essential skills.

6.4 In essential skills, the tutors carry out a good initial assessment process to identify the trainees' and apprentices' strengths and weaknesses in literacy, numeracy and ICT, and these are recorded accurately onto the group learning plans. However, the group learning plans are not used sufficiently or effectively by the tutors to monitor the progress made by the trainees in their learning. In most classes, there is good use of active learning to engage and motivate learners and they respond well to this teaching strategy. In the majority of in-house essential skills classes, the Programme-Led apprentices and Skills for Work trainees are regularly taught together, resulting in an overly wide range of ability in the same class; this creates difficulty for the tutors as they try to plan for and meet the needs of all the learners. Consequently, there is insufficient challenge for those trainees working at the higher level.

6.5 The start of the essential skills training for too many of the hospitality and retail apprentices in their workplace has been delayed due to a lack of specialist essential skills tutors. It is clear that some of these apprentices require literacy and numeracy development and support to underpin their occupational training, and the lack of it is impeding their progress. The apprentices report that these delays are de-motivating and affecting adversely their prospects of completing their full apprenticeship framework.

6.6 In Mivan, the directed training in high-specification joinery techniques is conducted in a dedicated training workshop. The tutor works effectively with the company to plan the training so that it is matched very well to the company's needs. The directed training in Mivan is mostly very good, and on occasion outstanding.

6.7 Almost all of the training for the apprentices in hospitality and retail is undertaken within the workplace. Almost all of the employers report that they welcome the flexibility provided by this approach. In hospitality, the quality of the one-to-one training provided for apprentices in the workplace ranges from very good to satisfactory, but is mostly good. The training sessions are planned well and the tutors use a range of training approaches to match the ability, motivation and prior learning and achievement of the apprentices. A minority of the training sessions took place in noisy public areas which makes communication between the tutor and apprentice difficult. In retail, the training is satisfactory; workplace training and development opportunities are not utilised fully enough and formative assessment methods are under-used. In both hospitality and retail, there is insufficient planning of the apprentices' training and assessment to exploit adequately information and learning technologies. The use of information learning technology in the workplace is constrained by the variable levels of access to internet and there are insufficient good quality on-line learning resources available to the apprentices.

6.8 The opportunities for practical training for the Programme-Led apprentices in Project 220 are excellent. Although the project is at an early stage, the mechanical engineering services and joinery trainees work well in teams to prepare the building for renovations.

6.9 In mechanical engineering services, good use is made of the interactive whiteboard during directed training and this leads to good question and answer sessions in most of the sessions observed. In the remaining professional and technical areas, the tutors are not yet fully confident in using the interactive whiteboards effectively to support their teaching, training and learning.

6.10 Most of the apprentices report that they found their induction to be useful, and a majority of them have a sufficiently clear understanding of the structure of their training programme including, where appropriate, the requirement for essential skills.

6.11 The arrangements to provide apprentices with good quality careers education, information, advice and guidance are under-developed. Consequently, a majority of the apprentices are not sufficiently aware of the career progression pathways available to them.

6.12 Springvale Learning promotes effectively the safeguarding of young people and vulnerable adults. The arrangements for safeguarding young people and vulnerable adults comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007.

## **7. ACHIEVEMENTS AND STANDARDS**

7.1 Most of the trainees and apprentices are well-motivated and enthusiastic about their training. The occupational standards achieved by most of the trainees, and the majority of the apprentices are good.

7.2 Almost all of the apprentices in hospitality and retail are returning to formal training after a significant period out of education. It is a concern that a significant minority of these apprentices have not been provided with the opportunity to improve their essential skills as an integral part of their apprenticeship training and to complete their essential skills in literacy and/or numeracy, alongside their occupational qualification. For these apprentices, there is clear evidence to show that the delay in starting their essential skills provision has hindered progress in their professional and technical training. In addition, they have too few opportunities to refine and further develop their ICT skills.

7.3 The occupational standards developed by the apprentices in the Mivan partnership are mostly outstanding; a small number of these apprentices have worked recently in Barbados and Germany on the fit-out of cruise ships and luxury residential properties. In hospitality, the tutors have high expectations of the apprentices and, as a result, the apprentices produce good or better standards of work in their portfolios and make good progress towards their qualification.

7.4 The standard of most of the trainees' work in electrical engineering is just satisfactory. There is a poor match between the trainees' experiences in the workplace and their career aspirations. The exercises recorded in the trainees' logbook are presented well, but are much too similar in their scope and standard and do not reflect the trainees' individual achievements or abilities. It is unsatisfactory that almost all of these trainees are unclear about the structure of their programme and the progression routes that are available to them, especially in electrical installation.

7.5 The standard of the trainees' and apprentices' written work in their occupational portfolios varies from outstanding to poor; overall, it is mostly good. Where it is outstanding, the professional and technical tutors continually encourage the trainees to produce good quality, well-presented and varied evidence and there is effective marking for improvement. In a small number of programmes, it is clear from the portfolios of evidence that many of the trainees have basic weaknesses in their spelling and grammar, which the professional and technical tutors are not addressing adequately.

7.6 The standards of the trainees' and apprentices' literacy and numeracy skills are variable, ranging from very good to poor; they are mostly good. In the Training for Success programme, a minority of the trainees are working successfully in literacy (19%) and numeracy (12%) at a level above that required by their professional and technical qualification. In the ApprenticeshipsNI programmes, a minority of the apprentices are working successfully in literacy (14%) and numeracy (27%) at a level above the framework requirement.

7.7 For those apprentices and trainees who have completed their essential skills programmes, overall achievements in literacy and numeracy for the period 2008/09 to 2010/11 are good at 88% and 86% respectively. In the Skills for Work strand and the Programme-Led apprenticeship programme, there is evidence of continuous improvement in the outcomes in literacy, numeracy and ICT.

7.8 During the past year, Springvale Learning identified the need to improve the rates of retention across the provision and has worked hard to reduce the numbers of trainees and apprentices leaving their programmes prior to completion. During the 2007/08 year, around 35% of the trainees and apprentices left their programme early, but in the 2010/11 year this has been reduced to 21%, a significant achievement given the many and often complex impediments to training and learning that many of the trainees and apprentices initially present with.

7.9 The current placement rate for trainees with employers across the professional and technical areas varies from over 80% in catering to less than 40% in the ICT practitioner programme; the average placement rate across all programmes is 57%. The organisation recognises the need to further increase the number of work placements available to the trainees and is taking appropriate steps to address this.

7.10 During the period 2008/09 to 2010/11, the overall retention rate on the ApprenticeshipsNI programme is satisfactory at 77% and the success rate is excellent at 98%; progression to further education or training, however, is poor at 22%. Over the same period, the overall retention rate on the Training for Success programme is modest at 60% while the success rate is good at 84%; progression is modest at 64%.

7.11 Springvale Learning has worked closely with other local training providers, who hold Level 3 contracts in construction and hospitality and catering, to develop appropriate progression routes for the trainees and apprentices. In contrast, the progression routes in the majority of other professional and technical areas are under-developed and this needs to be addressed by the senior managers.

## **PART THREE: PROFESSIONAL AND TECHNICAL AREA REPORTS**

### **8. CATERING**

8.1 In catering, the quality of training provided by Springvale Learning is satisfactory; the strengths outweigh the areas for improvement. The inspection has identified areas for improvement in leadership and management, the provision for learning, and achievements and standards which need to be addressed if the needs of all of the trainees and apprentices are to be met more effectively. The Inspectorate will monitor and report on Springvale Learning's progress in addressing the areas for improvement, over a 12-18 month period.

8.2 The main strengths are the:

- good, supportive relationships between the tutors and the trainees and apprentices;
- appropriate curriculum, including additional subjects and enrichment activities which enhance the trainees' and apprentices' personal and social development;
- good or better quality of most of the work placements which provide a suitable range of opportunities for the trainees and apprentices to develop and apply good occupational skills;
- good quality of the majority of the directed training observed; and
- good average success rate, at 88%, for those trainees and apprentices who complete their programmes.

8.3 The main areas for improvement are the:

- inadequate arrangements for the monitoring and quality assurance of the provision, and actions to address the poor (55%) average retention rate;
- inadequate quality of the personal training plan process, reviews of progress and use of the workplace for assessment purposes; and
- standards of work in most of the trainees' and apprentices' portfolios.

<b>Performance Level</b>	<b>Total No of Trainees and Apprentices</b>
Satisfactory	39

### **9. ELECTRICAL ENGINEERING**

9.1 In electrical engineering, the quality of training provided by Springvale Learning is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in leadership and management, the provision for learning and achievements and standards which need to be addressed urgently if Springvale Learning is to meet effectively the needs of all of the trainees. The Inspectorate will monitor and report on the Springvale Learning's progress in addressing the areas for improvement, over a 12-18 month period.

9.2 The main strengths are the:

- high levels of enthusiasm and commitment demonstrated by the recently appointed electrical tutor;
- good quality of most of the work placements; and
- good standards of work demonstrated by those trainees who have a workplacement.

9.3 The main areas for improvement are the:

- inadequate leadership and management of the electrical engineering provision;
- poor match between the curriculum, the workplace training and the aspirations of most of the trainees; and
- poor average retention rate at 50% on the Skills for Work strand, and the poor average progression rate at 25% on the Programme-Led apprenticeship strand.

Performance Level	Total No of Trainees and Apprentices
Inadequate	27

## 10. ESSENTIAL SKILLS

10.1 In the essential skills, the quality of training provided by Springvale Learning is satisfactory; the strengths outweigh the areas for improvement. The inspection has identified areas for improvement in leadership and management which need to be addressed if the needs of all of the apprentices and trainees are to be met more effectively. The Inspectorate will monitor and report on the Springvale Learning's progress in addressing these areas for improvement, over a 12-18 month period.

10.2 The main strengths are the:

- good or better quality of the teaching and learning in most of the lessons observed;
- very good one-to-one tuition provided for individual learners who are identified as making insufficient progress in their essential skills;
- very good relationships between the tutors and the trainees and apprentices, and the positive attitude to learning demonstrated by almost all of them;
- good use of ICT resources to support the trainees in-house; and
- good average success rate over the last three years for the trainees and apprentices in literacy and numeracy, at 88% and 86% respectively.

10.3 The main areas for improvement are the:

- delay in the provision of the essential skills training for a significant minority of the apprentices in the workplace;

- strategies to address the overly variable attendance and timekeeping of the trainees and apprentices; and
- inadequate arrangements for the quality assurance of the essential skills provision.

Performance Level	Total No of Trainees and Apprentices
Satisfactory	239

## 11. HOSPITALITY

11.1 In hospitality, the quality of training provided by Springvale Learning is good. Springvale Learning has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Springvale Learning has demonstrated the capacity to address. The Inspectorate will monitor Springvale Learning's progress in addressing the areas for improvement.

11.2 The main strengths are the:

- development of positive relationships with a wide range of appropriate hospitality employers;
- flexibility and commitment of the tutors, who work hard to develop and up-skill the apprentices;
- high expectations of the tutors, resulting in good standards of work in the apprentices' portfolios, and good progress towards the achievement of their hospitality qualification;
- good quality of most of the individualised directed training sessions delivered in the apprentices' workplace;
- close and effective involvement of the employers in the apprentices' training programme; and
- excellent average success rate at 100% for those apprentices who complete their training.

11.3 The main areas for improvement are the:

- ineffective arrangements for the monitoring and quality assurance of the provision, in particular the process of self-evaluation;
- improved planning for the more effective integration of the essential skills into the hospitality provision; and

- inadequate quality of the personal training plan and review processes, including the generic nature of the personal training plans and the lack of target-setting in the reviews, against which apprentices' progress can be measured.

Performance Level	Total No of Trainees and Apprentices
Good	147

## 12. ICT PRACTITIONER

12.1 In the ICT practitioner programme, the quality of training provided by Springvale Learning is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Springvale Learning has demonstrated the capacity to address. The Inspectorate will monitor Springvale Learning's progress in addressing the areas for improvement.

12.2 The main strengths are the:

- well-qualified and experienced specialist tutor who effectively supports and encourages the trainees to achieve to their full potential;
- good quality of the training and learning;
- good quality of the majority of the work placements;
- good standards of work demonstrated by most of the trainees;
- well planned and effective range of assessments and the very good quality of the trainees' portfolios of evidence; and
- very good pastoral and additional learning support.

12.3 The main areas for improvement are the:

- strategic leadership and management of the provision to address limitations in key areas including technical support, employer involvement, and linkages between the various elements of the programme;
- limited ICT resources to meet fully the needs of all the trainees; and
- poor average success rate, at 50%, for the Programme-Led apprentices.

Performance Level	Total No of Trainees and Apprentices
Good	26

## 13. MECHANICAL ENGINEERING SERVICES (PLUMBING)

13.1 In mechanical engineering services, the quality of training provided by Springvale Learning is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Springvale Learning has demonstrated the capacity to address. The Inspectorate will monitor Springvale Learning's progress in addressing the areas for improvement.

13.2 The main strengths are the:

- good or better quality of the teaching, training and learning;
- good attendance in the directed training sessions inspected;
- excellent initiative to purchase a renovation property to provide a real working environment for the trainees, particularly those not on work placement;
- very good resources, including well-equipped practical workshops; and
- good or better standards of the trainees' work.

13.3 The main areas for improvement are the:

- insufficient rigour in the quality assurance and self-evaluation of the provision;
- quality of the personal training plans and the trainee reviews; and
- poor average retention rate at 58%.

Performance Level	Total No of Trainees and Apprentices
Good	31

#### 14. RETAIL OPERATIONS

14.1 In retail operations, the quality of training provided is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in leadership and management and in training and learning, which need to be addressed if the needs of all the apprentices are to be met more effectively. The Inspectorate will monitor and report on Springvale Learning's progress in addressing the areas for improvement, over a 12-18 month period.

14.2 The main strengths are the:

- good range of optional units available within the apprentices' training programme, which are matched well to their workplace training opportunities and their individual training requirements;
- good relationships and co-operation between the tutors, the apprentices and their employers to facilitate a flexible delivery of the apprenticeship programme;
- good or better standards of the professional and technical skills achieved in the workplace by most of the apprentices; and
- good average retention rate, at 85%, and the excellent average success rate at 100%.

14.3 The main areas for improvement are the:

- inadequate leadership and management of the retail programme, including the planning of the apprentices' directed training, the extent of employer involvement in their workplace training, and use of the self-evaluation process to bring about sustained improvement;
- insufficient planning of the apprentices' training and assessment to utilise more fully information and learning technology, workplace training and development opportunities and better integration of the essential skills; and
- inadequate use of the apprentices' personal training plans to plan, monitor and review the apprentices' acquisition of occupational skills, essential skills, transferable skills and knowledge of career progression opportunities.

Performance Level	Total No of Trainees and Apprentices
Satisfactory	74

## 15. WOOD OCCUPATIONS (JOINERY)

15.1 In wood occupations, the quality of training provided by Springvale Learning is good. The organisation has important strengths in most of its training and pastoral provision. The inspection has identified areas for improvement which Springvale Learning has demonstrated the capacity to address. The Inspectorate will monitor Springvale Learning's progress in addressing the areas for improvement.

15.2 The main strengths are the:

- good or better quality of training and learning in the directed training sessions observed;
- outstanding bench joinery apprenticeship provision in partnership with Mivan;
- good quality of the work placements and improved average placement rate for the trainees at 69%;
- excellent initiative to purchase a renovation property to provide a real working environment for the trainees, particularly for those not on work placement;
- good support and encouragement provided for trainees by the tutors, particularly for those with additional learning needs; and
- excellent average retention and success rates on the level 2 ApprenticeshipsNI programmes, at 96% and 100% respectively.

15.3 The main areas for improvement are the:

- modest average retention rate on the Training for Success programmes, at 60%;

- weak self-evaluation process which does not include sufficient evidence to support the evaluations; and
- further development of the review process to record sufficiently the progress of the trainees.

<b>Performance Level</b>	<b>Total No of Trainees and Apprentices</b>
Good	68

## **PART FOUR: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT**

### **16. CONCLUSION**

16.1 In most of the areas inspected the quality of training provided by Springvale Learning is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in leadership and management, achievements and standards, and the provision for learning which need to be addressed if the needs of all the trainees and apprentices are to be met more effectively. The Education and Training Inspectorate will monitor and report on Springvale Learning's progress in addressing the areas for improvement, over a 12-18 month period.

### **17. KEY PRIORITIES FOR DEVELOPMENT**

There is a need for Springvale Learning to revise its annual quality improvement plan to take account of the following key priorities for development:

- improved strategic management and leadership of the provision;
- better procedures for the self-evaluation of the individual professional and technical areas, essential skills and the overall provision;
- the development of an effective training review process to inform the trainees' and apprentices' personal training plans and set appropriate training targets for them in their occupational skills development; and
- improved strategic management of the apprenticeship provision to ensure that the apprentices receive timely essential skills training in the workplace.

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