



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision  
in Wade Training Ltd

Report of an Inspection  
in January 2012

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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	-	75% - 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 Wade Training.

### **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 Wade Training Ltd (Wade Training) was established in 1985 and is registered as a private limited company. Since 1985, it has supplied a range of training and employment programmes on behalf of the Department for Employment and Learning (the Department).

1.2 Wade provides training for 22 apprentices and 75 trainees and currently works with approximately 46 employers. The organisation has six offices. Two are located in Lurgan with the main office in High Street, one in Armagh, two in Portadown and one in Newry.

1.3 Wade Training is contracted by the Department to supply training for the Training for Success and the ApprenticeshipsNI programmes. The organisation has the following ApprenticeshipsNI contracts at level 2: business administration; barbering; call handling; children's care, learning and development (CCLD); furniture production; hairdressing; information technology (IT) users; IT services and development; nail services; printing; team leading; telecommunications; distribution and warehousing; and retail. Wade Training is also contracted to offer barbering, furniture production, hairdressing, nail services and telecommunications at level 3. The organisation provides most of its training in the Lurgan and Portadown areas.

1.4 Training for Business is contracted by Wade Training to deliver the professional and technical training in hospitality and catering and CCLD. Several other organisations, including the Youth Service and the Family Planning Association deliver specialist programmes for those trainees who are not in a work placement.

1.5 Wade Training report that a significant minority of the trainees recruited to the programmes present with complex needs and multiple barriers to education, training or employment. These include substance abuse, mental health issues including self-harm and suicidal tendencies, family problems or involvement in anti-social or criminal activities, and very low levels of educational attainment.

1.6 At the time of the inspection, 14 (64%) of the 22 apprentices currently registered 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; five (23%) of them had achieved grades below this and three (13%) had no qualifications. Fourteen (64%) of the apprentices had achieved a GCSE at grade C or better in English and 12 (54%) of them had achieved a GCSE grade C or better in mathematics; 12 (54%) of the apprentices had achieved a grade C or better in both English and mathematics.

1.7 Of the 75 trainees currently registered on the Training for Success programme, only five (7%) of them had achieved four or more GCSE passes at grades A\*-C or equivalent on entry to their programme; 57 (76%) of them had achieved grades below this and 13 (17%) of them had no qualifications. Four of the trainees had achieved a GCSE at grade C or better in English and six had achieved a GCSE grade C or better in mathematics. Only one trainee had achieved a GCSE at grade C or better in both English and mathematics.

## **2. PROVISION**

2.1 At the time of the inspection, Wade Training was providing training for 22 apprentices, aged between 16 and 64 years. Of these, nine (41%) were following an apprenticeship in IT users, eight (36%) in retail and five (23%) in hairdressing. There are currently no apprentices registered in barbering, business administration, call handling, CCLD, distribution and warehousing, furniture production, IT services and development, nail services, printing, team leading or telecommunications.

2.2 Wade Training provides training for 75 trainees registered on the Training for Success programme; 54 (72%) of them are on the Programme-Led apprenticeship strand, 18 (24%) on the Skills for Work strand and three (4%) on the Skills for Your Life strand. Of these, 24 (32%) are in retail, 19 (26%) in hairdressing, eight (10%) in IT services and development, eight (10%) in CCLD, 5 (7%) in IT users, five (7%) in business administration and three (4%) in hospitality and catering.

2.3 Recruitment to the Training for Success programmes over the last five years has remained steady with an average of around 73 trainees recruited each year; in 2011, there was a slight improvement with 83 trainees recruited. Over the same period, recruitment to the ApprenticeshipsNI programmes has been low with an average of ten apprentices recruited each year. Over the last two years, however, recruitment has improved with 23 apprentices recruited last year.

2.5 In the essential skills, 57 (76%) of the trainees are undertaking essential skills training in communication, and 62 (83%) of them are undertaking numeracy; the remainder are exempt as a result of prior achievements. All of the Training for Success trainees are also completing essential skills training in information and communication technology (ICT). Nine (41%) of the apprentices are undertaking essential skills training in communication, and ten (45%) are undertaking numeracy.

2.6 Wade Training is led by a managing director, a financial director, a programmes director and an operations director, all of whom are supported by a chief development officer and a quality officer/centre co-ordinator. The operations director is responsible for the Training for Success and ApprenticeshipsNI provision.

## **3. THE INSPECTION**

3.1 In January 2012, the Education and Training Inspectorate (the Inspectorate) carried out an inspection of the Training for Success and ApprenticeshipsNI programmes in Wade Training. A team of five inspectors, supported by one associate assessor, observed a total of 24 directed training sessions and 25 trainees and apprentices were interviewed during on-the-job training. Extended discussions were held with the operations director, programmes director, quality officer, professional and technical tutors, development officers and essential skills tutors. In addition, 22 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. Seventy-four questionnaires were issued to the trainees and apprentices, all of which were returned to the Inspectorate; nine (12%) 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 of them are very positive about their experiences in Wade Training. In particular, they appreciate the friendly and supportive staff. The Inspectorate has reported to the programmes director the outcomes of the questionnaires and the discussions held with the trainees and apprentices.

#### 4. MAIN FINDINGS

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

4.2 The main strengths are the:

- good or better quality of teaching, training and learning in most of the sessions observed;
- good or better quality of most of the trainees' work particularly for those in work placement;
- well-qualified, dedicated and professional staff;
- strong well-developed continuous professional development programme for staff;
- outstanding achievement rates in nearly all programmes; and
- high quality accommodation and resources in the head office in Lurgan;

4.3 The main areas for improvement are the:

- planning of the curriculum, particularly for the trainees on the Skills for Your Life and Skills for Work strands of the Training for Success programme;
- better engagement of employers in the review process and in the setting of training targets; and
- the overall rate of retention for the trainees on the Training for Success programme.

#### Table of Performance Levels

<b>Overall performance level</b>	Good
<b>Contributory performance levels</b>	
Leadership and Management	Good
Quality of Provision for Learning	Good
Achievements and Standards	Good
<b>Area of Learning performance levels</b>	
Hairdressing	Good
IT Users and IT Services and Development	Good
Essential Skills	Good
Retail	Good

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

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

5.1 The quality of the leadership and management of Wade Training's provision is good. The management team has a very good strategic vision to provide training opportunities and potential employment opportunities, particularly in the area of IT. They have developed, for example, an innovative partnership with a regional software development company to provide work placement opportunities for trainees in Lurgan. The partnership provides a unique approach for trainees to acquire game design and website development skills through challenging workplace activities.

5.2 The management of Wade Training demonstrate a strong commitment to quality improvement. The self-evaluation and quality improvement planning processes are good. Wade Training make good use of peer observations and mentoring as part of their self-evaluation procedures. The company has identified accurately most of their strengths and areas for improvement and has an appropriate improvement plan in place, that is reviewed regularly.

5.3 Effective leadership is provided to ensure high quality teaching, training and learning for most of the trainees and apprentices. There is a good provision of additional skills training including raising aspirations, needle work and a money programme for most of the trainees who are not in work placement. The essential skills, professional and technical training and additional skills are allocated in daily blocks. This model results in tutors and trainees spending long periods of time together, and in the light of the changing entry profile of the trainees, a more varied and coherent programme each day would help to further motivate the trainees. Wade Training are working with a number of organisations to provide further sampling opportunities for the Skills for Your Life trainees across a range of professional and technical areas.

5.4 The staff are all well-qualified and have appropriate experience. Wade Training has an effective performance appraisal process in place to assist staff in performing to the best of their ability, to identify and address individual training needs and to highlight and affirm an individual's future potential. As a result, the company has a well-developed continuous professional development programme for the staff. A good range of courses has been provided to meet both the business needs of the organisation and the staff's training needs. Recently, five managers completed an appropriate level 5 management qualification; currently, six line managers are completing a level 3 management course and seven support staff are completing a level 2 qualification in ICT.

5.5 The company celebrated 25 years in training in 2010 which was marked by the opening of a new main office in High Street, Lurgan. The building represents a significant investment by the company with 6,500 square feet of space which includes seven training rooms, two IT suites and a fully equipped, modern hairdressing training salon. Overall, the facility provides high quality training accommodation with very good facilities. In addition there is a wide range of industry relevant training materials for most professional and technical areas.

5.6 The management team has developed a good range of links and partnerships. They have established, for example, good links with most of the local post-primary schools which are used to good effect to market their programmes to the pupils through attendance at open days. They also have developed good links with an appropriate range of relevant support agencies that they engage when needed. For example, trainees are encouraged to

participate in residential trips organised by The Gerry Rogan Initiative Trust. In addition, members of the management team are represented on the Portadown and Newry Chambers of Commerce. The operations director is a member of the local Workforce Development Forum and is the chair person of Lurgan Forward, which provides good links to both private and public sector organisations.

5.7 Wade Training has a range of appropriate policies and procedures in place to promote equality for all learners and staff. The provision is open and accessible to all learners.

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

6.1 Overall, the quality of the provision for learning in Wade Training is good. The quality of teaching, training and learning, in most of the sessions observed, is good or better; in a majority of them it is very good or better. The tutors' planning is effective in meeting well the diverse levels of ability and learning needs of the trainees. The tutors make very good use of an appropriate range of training approaches, including one-to-one support and practical activities, combined with effective questioning strategies. In retail, the tutor makes good use of information and learning technology (ILT) to stimulate the trainees and apprentices in their learning. In hairdressing, the tutors place a strong emphasis on the development of appropriate work-readiness skills which prepare the trainees well for their work placement. Those trainees and apprentices with weaknesses in their essential skills have good opportunities to develop their skills in literacy, numeracy and ICT beyond the requirements of their training frameworks. The quality of the work-based training for nearly all of the apprentices and the trainees is good or better; however, the involvement of employers in reviewing progress and target-setting for the trainees and apprentices is underdeveloped.

6.2 The assessment arrangements are effective and include a good blend of formative and summative assessment strategies. Assessments on the IT users programme are well-planned and appropriately contextualised to the apprentices' workplace activities. Although the essential skills tutors use a range of initial, diagnostic and formative assessment processes the outcomes of these are not always used sufficiently to plan for individualised learning, particularly for those trainees working at entry level. The arrangements for tracking the progress of the trainees and apprentices towards the completion of their framework are good.

6.3 The trainees and apprentices have good opportunities to develop and apply underpinning knowledge in their professional and technical areas, as well as their wider employability skills. All of the trainees are given the opportunity to complete the essential skill of ICT. It is noteworthy that those trainees who have already achieved a level 2 qualification in ICT are provided with further training in digital animation. There is a good personal and social development programme in place that includes, for example, The Law and Me, Money Management and B Positive.

6.4 The learning experiences of most of the trainees and apprentices are good. The tutors use their expertise in the professional and technical areas to good effect to motivate and encourage them. The trainees and apprentices report that they are building their self-confidence and developing sound employability and interpersonal skills and enhancing personal effectiveness through their engagement in the training programme. At the time of the inspection, a majority (59%) of the Training for Success trainees were in a work placement. However, only five (27%) of the Skills for Work trainees currently have a work placement and more needs to be done to improve access for all of the trainees to the workplace.



6.5 The pastoral care provision is good. Wade Training has a dedicated pastoral care officer who meets with the trainees and apprentices regularly. Trainees and apprentices also have the facility to self-refer to the pastoral care officer. The trainees and apprentices also have access to an appropriate range of personal and social services. Most trainees and apprentices report high levels of satisfaction with the good support and positive encouragement provided by the staff in Wade Training. The trainees and apprentices are provided with an effective induction programme and nearly all of them have a good understanding of the key elements of their training frameworks. The quality of the personal training plans is variable, they range from satisfactory to very good, but are mostly good. Where the plans are very good or better, they include accurate information on the trainees' barriers to employment, hobbies and interests and the support arrangements required to help the trainees address their identified barriers. The remaining plans are overly generic and do not identify clearly the trainees strengths and any barriers to be overcome.

6.6 The quality of the careers education, information, advice and guidance (CEIAG) is good. The careers co-ordinator has developed an appropriate programme and meets regularly with staff to help them to embed CEIAG into their professional and technical sessions.

6.7 Wade Training 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 The achievements and standards in Wade Training are good. Most of the trainees and apprentices are enthusiastic and work hard to achieve their target qualifications.

7.2 In hairdressing, almost all of the trainees and apprentices achieve very good standards in their work. Most of the trainees and apprentices are building their self-confidence, developing good interpersonal skills and personal effectiveness through their engagement in their training programme. In addition, they are developing appropriate hairdressing skills in line with their level and stage of training, for example, the apprentices are developing well their cutting, colouring, setting and up-styling skills.

7.3 In IT users and IT services and development, achievements and standards are good. The trainees and apprentices demonstrate good standards of work and are well-motivated. In retail, the apprentices and most of the trainees attain good or better standards of work in directed training and in the workplace. Nearly all of the apprentices, and those trainees in work placements, have good merchandising skills and have a sound knowledge of consumer legislation.

7.4 The achievements and standards of most of the trainees and apprentices in the essential skills of literacy, numeracy and ICT are good and a significant minority (41%) are achieving beyond the minimum level required by their framework. Most of the trainees and apprentices are developing good standards in their written work.

7.5 During the period 2007/08 to 2010/11, the overall retention rate on the ApprenticeshipsNI programmes is good at 77% and the achievement rate is outstanding at 100%; progression to further education or training is also outstanding at 100%. Over the same period, however, the overall retention rate on the Training for Success programmes is

just satisfactory at 54% and needs to be improved. The organisation has identified, where possible, the reasons why the trainees have left and reported that in many cases they had moved to alternative programmes, for example, the Prince's Trust. The achievement rate is outstanding at 95% and progression is good at 78%.

7.6 For those trainees who have completed their essential skills programmes, overall achievements in both literacy and numeracy for the period 2007/08 to 20010/11 are very good at 89% and 83% respectively. For the apprentices, achievements in both literacy and numeracy are outstanding at 100%.

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

### **8. ESSENTIAL SKILLS**

#### **MAIN FINDINGS**

8.1 In the essential skills, the quality of training provided by Wade Training is good.

8.2 At the time of the inspection, 62 (83%) of the 75 trainees were identified as having essential skills needs in literacy, 67 (89%) of them as having essential skills needs in numeracy and 51 (68%) having essential skills needs in ICT. Of the 22 apprentices registered on the ApprenticeshipsNI programme, 6 (27%) were identified as having essential skills needs in literacy, and 10 (46%) as having essential skills needs in numeracy.

8.3 The leadership and management of the essential skills provision is good. The overall provision for the three essential skills is well planned. All trainees have the opportunity to undertake all three essential skills. The trainees are facilitated appropriately to undertake enhancements in digital animation on the successful completion of their essential skill in ICT at level 2. There are good systems in place for the quality improvement of the provision, which include peer observations and mentoring, and effective support arrangements for newly appointed staff. The essential skills tutors are encouraged to undertake an appropriate range of continuous professional development activities including opportunities for collaborative planning and the sharing of practice.

8.4 The quality of the provision for learning in the essential skills is good. The quality of training and learning ranged from satisfactory to good, with one-half of the sessions being good. The pace of learning in most of the sessions is good and the tutors embed ICT appropriately into their training and learning to stimulate and engage the trainees and apprentices. The apprentices benefit from a structured one-to-one and small group provision which is facilitated in Wade Training's premises during their day release from the workplace. All of the tutors provide support and encouragement for the trainees and apprentices, resulting in good levels of achievement and success. The essential skills tutors work hard to engage and motivate all of the trainees, a minority of whom present with complex social, emotional and behavioural barriers to learning. A number of trainees receive additional and appropriate support to help them with their essential skills.

8.5 Although the essential skills tutors use a range of initial, diagnostic and formative assessment processes, the outcomes of these are not always used sufficiently to plan for individualised learning, particularly for those trainees working at entry level. While there is good evidence of the contextualisation and integration of the essential skills into the apprentices' work, the tutors need to review and improve the contextualisation of the essential skills within the Training for Success programme.

8.6 The achievements and standards of most of the trainees and apprentices in the essential skills are good, and a significant minority (41%) are achieving beyond the minimum level required by their framework. Most of the trainees and apprentices are developing good standards in their written work, and a minority of apprentices have made significant improvements in their literacy and numeracy from a very low base. A minority of trainees, however, particularly those on the level 1 and entry level programmes do not have sufficient opportunities to develop and apply their speaking, listening and reading skills and would benefit from a stronger emphasis on the development of these skills to increase their personal effectiveness, employability and confidence.

8.7 The average achievement rates over a four year period in the essential skills of literacy, numeracy and ICT are very good on the Training for Success programme and are outstanding on the ApprenticeshipsNI programme.

## **9. HAIRDRESSING**

### **MAIN FINDINGS**

9.1 In hairdressing, the quality of training provided by Wade Training is good.

9.2 Recruitment to this professional and technical area has increased over the last two years. Currently, there are four trainees registered on the Skills for Work strand, 15 Programme-Led apprentices, 1 apprentice on the level 2 ApprenticeshipsNI programme and four on the level 3 ApprenticeshipsNI programme. Only a minority (21%) of the total number of trainees and apprentices registered hold GCSE qualifications at grade C or above in English or mathematics, on entry to their programme.

9.3 The quality of leadership and management of hairdressing is good. There is an appropriate and flexible curriculum that meets well the needs of most of the trainees and apprentices. The detailed planning, the very good levels of support provided by the professional and technical and essential skills tutors, and the high quality of the training accommodation and range of resources in the Academy Salon, combine to create good provision. Wade Training is committed to developing their staff through a suitable staff training programme in order to enhance appropriately the tutors' hairdressing and teaching qualifications. The procedures for quality assurance in hairdressing are good; the management is committed to improvement and is constantly striving to raise standards. Whilst appropriate links have been developed with a good range of employers who provide good workplace training opportunities for the trainees and apprentices, the level of communication and quality of engagement with them is insufficient. The tracking of the trainees' and apprentices' progress is well-developed.

9.4 The quality of the provision for learning is good. The professional and technical tutors are very well-qualified, highly experienced and committed to the development of the trainees' and apprentices' knowledge and understanding of contemporary hairdressing principles. The quality of the directed training is good or better; it is well-planned and the tutors use an effective range of activities to engage and enhance the learning experiences for the trainees and apprentices. The tutors place a strong emphasis on the development of appropriate work-related skills. Whilst Wade Training has established links with a good range of appropriate employers, most of them are not well enough informed about the training programmes and are unclear about their role in the training process.

9.5 The quality of the learning experiences is mostly good. The trainees and apprentices are enthusiastic and keen to achieve their target qualification. Most report high levels of satisfaction with the very good support and positive encouragement provided by the staff in Wade Training. Most feel that they are building their self-confidence, developing their employability and interpersonal skills and personal effectiveness through their engagement in the training programmes. The tutors are collaborating effectively to embed the essential skills provision into the professional and technical training. The quality of the personal training plans is mostly good.

9.6 Almost all of the trainees and apprentices achieve very good standards in their work and are sufficiently confident to discuss legislative requirements and the importance of health and safety in the workplace. The retention rate over the last four years is satisfactory at 56% but has improved since the development of the Academy Salon in 2010; it is now good at 64% and 71% respectively on the Skills for Work strand and the Programme-Led apprenticeship strand, and outstanding at 100% on the level 2 ApprenticeshipsNI programme. The achievement rate over the same period is outstanding at 100%.

**Table of Achievements over the last four years.**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Skills for Work	31	48	100	100
Programme-Led apprenticeships	25	64	75	100
ApprenticeshipsNI Level 2	5	60	100	100

## **10. IT USERS AND IT SERVICES AND DEVELOPMENT**

### **MAIN FINDINGS**

10.1 In IT users and IT services and development, the quality of training provided by Wade Training is good.

10.2 Wade Training introduced the IT services and development programmes in 2007 and the IT users programmes in 2011. At the time of the inspection, in the IT services and development programme, there were 4 trainees each on the Skills for Work and Programme-Led apprenticeship strands. In the IT users programme, 9 apprentices were registered; in addition, 3 trainees were registered on the Skills for Work strand and 2 on the Programme-Led apprenticeship strand.

10.3 The quality of leadership and management is good. The co-ordinator and quality officer have demonstrated good leadership in developing the curriculum to meet the needs of the trainees and the apprentices. The optional units have been chosen carefully to match the requirements of industry. Wade Training has recently established an innovative partnership with a regional software company to provide appropriate work placement opportunities for the IT trainees. However, Wade Training needs to develop further links and partnerships with employers to provide trainees with a wider range of suitable work placement opportunities. Whilst the provision is marketed well to local schools, the recruitment across all of the programmes is low. The quality of the personal training plans is good.

10.4 The quality of the accommodation, equipment and resources for the IT users programme is very good; the room is spacious and well equipped with computers and ILT equipment, including an interactive whiteboard to support the directed training. The provision of a new workshop facility for the IT services and development programme is currently under development; new accommodation has been opened and a good start has been made to resource the workshop with an appropriate range of tools and computer equipment.

10.5 The quality of provision for learning is good. The quality of the directed training on the Training for Success programme is very good. Planning is effective in ensuring that the directed training sessions are differentiated appropriately to meet the diverse levels and learning needs of the trainees. The tutors make very good use of a range of approaches, including one-to-one support and practical activities combined with the very effective use of formative assessment and questioning strategies to fully engage the trainees and apprentices in their learning. The tracking of the trainees' and apprentices' occupational skills and knowledge is good on the IT services and development programme but is under-developed on the IT users programme. Assessments on the IT users programme are well-planned and appropriately contextualised to the apprentices' workplace activities. Whilst the organisation has arranged worthwhile enrichment activities for the trainees, the use of industrial visits and guest speakers from industry is underdeveloped, particularly during the induction period.

10.6 The tutors plan effectively the learning to meet the trainees' individual needs. The trainees have access to an appropriate range of specialist support services, including Opportunity Youth and Disability Action. Attendance by the Training for Success trainees during the inspection was excellent at 100%.

10.7 Achievements and standards are good. The trainees and apprentices demonstrate good standards of work and are well-motivated. The tutors have suitably high expectations of the trainees and apprentices and encourage them to develop both their occupational and personal skills. There is good evidence of marking for improvement in the apprentices' assignments. Over the past four years, the average rate of retention for Skills for Work trainees is outstanding at 88% and good at 71% on the Programme-Led apprenticeship strand. The achievement rate for those Skills for Work trainees and Programme-Led apprentices who complete their programme is outstanding at 100%.

#### **Table of Achievements over the last four years.**

##### **IT Services and Development**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Skills for Work	8	88	100	100
Programme-Led apprenticeships	14	71	100	80

## **11. RETAIL**

### **MAIN FINDINGS**

11.1 In retail, the quality of training provided by Wade Training is good.

11.2 At the time of the inspection, 4 trainees were registered on the Skills for Work strand and 20 were registered on the Programme-Led apprenticeship strand. A total of eight apprentices were registered on the level 2 ApprenticeshipsNI programme. All of the directed training is provided in Wade Training's premises in Lurgan. Most of the trainees and apprentices are male.

11.3 Leadership and management is good. The retail training room is bright, well-furnished and equipped with a wide range of industry relevant training materials. The tutor is well-qualified and has extensive experience in the industry. The timetabling arrangements are variable; they are good for the apprentices but are incoherent for the trainees on the Training for Success programme, where their professional and technical training is provided on a full day block basis which adversely affects their motivation and engagement in learning. The tutor effectively reviews the quality of the training provided to the trainees and apprentices. The trainees and apprentices have good opportunities to complete additional professional and technical units beyond the requirements of their training frameworks.

11.4 The quality of most of the trainees' and apprentices' learning experiences is good. Induction arrangements are effective in ensuring they have a good understanding of the key elements of their training programmes. The quality of the personal training plans is satisfactory. Whilst they articulate clearly the milestones of the trainees' and apprentices' training programme, there are ineffective procedures to record prior qualifications for most of the apprentices. The involvement of employers in the target-setting and reviewing progress of the trainees and apprentices is underdeveloped.

11.5 The quality of the directed training ranges from good to very good; the majority of the directed training sessions are very good. The tutor's planning is meticulous and ensures that the apprentices and most of the trainees have good opportunities to develop their underpinning knowledge and practical skills in retailing through their directed training. Effective use is made of a wide range of learning approaches to motivate and challenge the trainees and apprentices in their learning. The quality of the work-based training for nearly all of the trainees and the apprentices is good or better.

11.6 Overall achievements and standards are good. Most of the trainees and the apprentices attain good or better standards of work in directed training and in the work place. Most show high levels of motivation, and have significantly enhanced their occupational and employability skills. Nearly all of the apprentices and those trainees in work placements have good merchandising skills and have a sound knowledge of consumer legislation. However, the standards of work for those trainees who are not placed are only satisfactory; their oral responses are reticent and they have an overly limited knowledge and understanding of retailing. The trainees' and apprentices' portfolios of evidence are well-presented and include a good range of evidence sources.

11.7 The outcomes on the ApprenticeshipsNI programme are outstanding, with all of the apprentices registered in 2010/11 achieving the full framework. Outcomes over the last four years on the Training for Success programme have been adversely affected by satisfactory or inadequate retention rates on the Skills for Work and Programme-Led apprenticeship

strands at 53% and 50% respectively. Achievement rates are outstanding on the Skills for Work strand at 93%, and are good on the Programme-Led apprenticeship strand at 86%. Progression rates on the Skills for Work strand are very good at 82% but are unsatisfactory on the Programme-Led apprenticeship strand at 33%.

**Table of Achievements over the last four years.**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Skills for Work	59	53	93	82
Programme-Led apprenticeships	34	50	86	33
ApprenticeshipsNI Level 2	9	100	100	0



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

### **12. CONCLUSION**

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

### **13. KEY PRIORITIES FOR DEVELOPMENT**

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

- review the curriculum delivery model to provide a more varied and coherent programme of training, particularly for trainees on the Skills for Your Life and Skills for Work strands of Training for Success;
- further engagement of employers in the review process and in the setting of appropriate training targets; and
- action to address the overall retention rates for the Training for Success programme.

## APPENDIX

**Table 1: Training for Success: Averages over the last four years (2007-2011)**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention Rate %</b>	<b>Achievement Rate %</b>	<b>Progression Rate for those who achieved full award %</b>
Personal Development/Skills for your Life	28	75	80	50
Skills for Work	131	50	97	90
Programme-Led apprenticeships	123	54	98	70
Overall Totals		54	95	78

**Table 2: ApprenticeshipsNI: Averages over the last four years (2007-2011)**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention Rate %</b>	<b>Achievement Rate %</b>	<b>Progression Rate for those who achieved full award %</b>
ApprenticeshipsNI level 2	19	84	100	100
ApprenticeshipsNI level 3	11	64	100	100
Overall Totals		77	100	100

Note: 1. All data sourced from Wade Training at the time of the inspection.  
2. Achievement rates are for the full framework.

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