



Education and Training
Inspectorate

European Social Fund provision in
Springboard Opportunities Limited

Jobworks

Report of an Inspection
in November 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



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 when reporting on outcomes for participants, on provision for learning and development, on leadership and management, and on the overall quality of the provision.

Current performance level
Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

Overall effectiveness outcome
The organisation has a high level of capacity for sustained improvement in the interest of all the participants. The ETI will monitor the organisation's progress in addressing any area(s) for improvement through its annual scrutiny inspection.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the participants. The ETI will monitor the organisation's progress in addressing the area(s) for improvement through its annual scrutiny inspection.
The organisation needs to address (an) important area(s) for improvement in the interest of all the participants. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the participants. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection.

Key Performance Indicators and Definitions	
Retention	The percentage of enrolments measured over the full duration of their programme.
Achievement	The percentage of participants who completed their targeted individual outcomes.
Progression	The percentage of successful completers who achieved positive progression.

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A. Project registrations

1. Inspection method and evidence base

Three ETI inspectors observed 11 participants in one learning and development session, visited one participant in their workplace and interviewed 18 participants in focus group meetings. Discussions were held with the executive director, head of operations, qualifications development manager, a team leader, project leaders, two employer partnership organisations, one parent and one workplace supervisor. The management information systems, including the tracking and monitoring systems, samples of the participants' work and personal training plans, and tutors' programmes of work and session plans were examined. The project promoter's self-evaluation report and other relevant documentation were scrutinised.

2. Focus of the inspection

The inspection focused on:

- the outcomes for participants;
- the effectiveness of the self-evaluation and quality improvement planning processes;
- the quality of provision for learning and development; and
- the quality of the leadership and management.

3. Context

Established in 1992, Springboard Opportunities is a registered charity. The organisation is contracted by the Department for the Economy (Department) to provide the European Social Fund programme. Fifty two participants¹ are currently registered on the Jobworks project. At the time of the inspection only one of the participants was in a work-experience placement.

The Jobworks project targets young people aged 16-24 years, not in education, training or employment from disadvantaged areas in Greater Belfast who are likely to be facing a range of barriers to progression. The overall objectives of the project are to: increase the young people's employability through the development of personal, work readiness skills, qualifications and experience of the world of work; and to equip and support them to successfully access employment, education or training. The initial entry phase of the project is called Engage which is undertaken by all participants; it centres on relationship building, detailed initial assessments and results in an individual action plan. Engage can then be followed by additional development pathways tailored to meet individual needs as follows: Enable which focuses on intensive personal and professional development; Explore provides access to a personal or careers mentor on a one-to-one basis; and Empower which supports participants in accessing employment or further education or training options.

¹ All performance data in this report was provided by the ESF project promoter at the time of the inspection.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for participants	Good
Provision for learning and development	Good
Leadership and management	Good

5. Outcomes for participants

The outcomes for participants are good. Most of them demonstrate good standards of work; they engage well in their learning and make good contributions to the tasks allocated to them. They are developing well their skills in setting and achieving own goals, customer service and employability skills through the completion of their targeted qualifications. In addition to these core qualifications the project also provides Construction Skills Register, Security Industry Authority (SIA) and First Aid training where appropriate to meet the needs and aspirations of the participants. The majority of the participants are able to communicate and engage effectively in discussion about themselves and their learning programme. Almost all of the participants interviewed reported improvements in their confidence and self-esteem, and that the project also provides them with good opportunities to meet socially, develop working relationships and friendships and improve their communication skills.

The provision of one-to-one mentoring and specialist support is a valuable addition to the programme which helps participants work towards removing personal, social and emotional barriers to progression. A significant number of participants are also developing relevant employability skills, capabilities and, as a result, are gaining employment in the areas of domiciliary care and event security through the project's partnership arrangements. The participants are making good progress in the completion of their accredited, and non-accredited, learning and development activities. The project needs to increase the number of participants who are furthest from the labour market who engage in work-experience placements in order to meet the employment targets set in the original bid.

A well planned residential is integrated, at an early stage, into the programme, and enhances well the opportunities for the participants to develop strong working relationships with project staff.

Recruitment to the project is in line with the targets set. In year 1 the retention rate and achievement rate for accredited qualifications were very good at 72% and outstanding at 98% respectively. The retention rate to date for year two of the project is very good at 74%.

Project staff need to identify more clearly the progression targets for all of the participants and reflect better the distance travelled by those participants who are furthest away from employment.

6. Provision for learning and development

The quality of the provision for learning and development is good. The programmes are delivered in an inclusive environment which develops understanding and respect and effectively engages the participants. The learning programmes are planned well to meet the learning and personal development needs of the participants, and match the range of activities outlined in the project bid. The project team work hard to ensure that the learning and personal development needs of the participants are met, that very good relationships and rapport are established at an early stage, and that the participants have good opportunities to develop self-confidence and self-esteem. There is a need to capture more effectively the formative work produced by the participants in the range of learning activities to demonstrate more clearly the progression in their learning.

The quality of the care and welfare provided for the participants is very good. The project staff ensure that participants are provided with lunch during their training days and are also actively exploring the possibility of the provision of breakfast. Effective sign-posting and referral processes are in place to meet the personal support needs of the participants. The project team maintain regular contact with all of the participants to help them overcome any barriers to learning and development which includes regular telephone calls, and wake-up calls to ensure attendance at the project. An annual celebration event is also held to recognise the personal development and achievements of the participants.

An appropriate induction process is in place to identify the participants' training goals and learning needs and regular reviews of these are carried out. The participants' personal training and review plans, however, should be more detailed and demonstrate clearly the impact the project is having on improving their life chances. The processes used to quality assure all aspects of the provision and monitor and review the participants' progress are in need of further development.

7. Leadership and management

The quality of leadership and management is good. The project staff are supported well by the management team to plan the delivery of the project. Very effective working relationships have been established between staff and participants. The roles and responsibilities of staff are clearly defined and good opportunities exist for staff to access relevant continuing professional development.

Project staff are working hard to address the gender imbalance in recruitment and to attract more young women through the development of effective partnership working to provide appropriate training and employment opportunities.

Effective links and partnerships have been established with a range of referral and support agencies to help the participants who present with a wide range of complex needs including mental health issues. Links with further education colleges, employers, and voluntary agencies need to be developed further to provide appropriate progression opportunities for participants beyond the life of the project. There are currently too few participants in work-experience placements.

The quality of the accommodation in the project is good and is well located and easily accessible in Belfast City Centre. The quality of the learning and information technology resources used is good.

There is a need to strengthen further the quality assurance processes with respect to the quality of provision and the standards achieved by the participants to ensure a more focused and evidence based evaluation of the project. The processes require further development to include feedback from all key stakeholders and the use of more specific and measurable targets in the quality improvement plan.

On the basis of the evidence available at the time of the inspection, Springboard Opportunities' Jobworks project has satisfactory arrangements in place for safeguarding young people and adults at risk.

8. Overall effectiveness

Springboard Opportunities has the capacity to identify and bring about improvement in the interests of all the participants. To improve the provision further, Springboard Opportunities needs to:

- provide more participants with appropriate work-experience placements;
- identify more clearly the progression targets for all of the participants and reflect better the distance travelled by those participants who are furthest away from employment; and
- strengthen further the self-evaluation and quality improvement planning processes.

APPENDIX

Current registrations by programme

Programme	Numbers of enrolments	% against target
Jobworks Year 1	107	84%
Jobworks Year 2	103	81%

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