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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Follow-up Inspection

Jobskills Provision
Workforce Training Services Limited

December 2006

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small minority

Grading System

ETI is piloting a new 6-point grading scale to replace the original 4-point scale as set out below. Where grades are recorded in this report, the grade is given on both the old and the revised scales

ORIGINAL GRADE	REVISED GRADE	DESCRIPTOR
1	1	Outstanding characterised by excellence
1	2	Consistently good; major strengths
2	3	Important strengths in most of provision. Areas for improvement which organisation has the capacity to address.
2	4	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
3	5	A few strengths; significant areas for improvement which require prompt action
4	6	Poor; major shortcomings which require urgent action

FOLLOW-UP TO THE INSPECTION OF THE JOBSKILLS PROVISION – WORKFORCE TRAINING SERVICES LIMITED

The original inspection in September 2004 highlighted a number of strengths in the provision. These included the:

- excellent relationships between the tutors, trainees and employers;
- standard of work achieved by most trainees;
- good development of personal, life and work-related skills by trainees on both the Jobskills Access and the Access Pilot programmes;
- excellent average success rate in vocational qualifications, and essential and key skills qualifications and the excellent average progression rate across the programmes inspected;
- good quality of the directed and workplace training for most of the trainees; and
- excellent links with employers and other stakeholders.

The inspection also identified the need for improvement in the following key areas:

- the modest average retention rate across the vocational programmes inspected and the poor average retention rate on the Jobskills Access Pilot programme;
- the development of the trainees' literacy and numeracy skills within the vocational units and the weaknesses in the written communication skills of a minority of trainees;
- the quality of assessment in the key skill of communication in the vocational programmes in administration;
- the pace of assessment for trainees on the Traineeship in wood occupations;
- the need for management to implement effective procedures to review trainee progress and performance; and
- the poor quality accommodation and learning resources available for trainees in motor vehicle engineering and wood occupations.

In the interval since the inspection, the main changes that affect the work of the organisation include the:

- move to temporary accommodation in September 2005, to facilitate the building project, which is due for imminent completion;
- creation of a new tier of middle management with the appointment of three team leaders;

- implementation of procedures aimed at improving retention including the development of an 'at risk' strategy for trainees at risk of leaving their programme, the strengthening of induction to include a phased and extended induction and the introduction of a programme for trainees on Initial Access, to concentrate on the development of work-readiness skills;
- participation in a number of training events and surveys provided by the Learning and Skills Development Agency (LSDA);
- introduction of management and peer observation of training sessions;
- appointment of a new tutor for the vocational programmes in administration; and
- provision of an extensive staff development programme, focusing particularly on essential skills and personal and social development.

In November 2006, the Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection. The following are the most significant improvements since the inspection, and these were included in the revised development plan, submitted by the organisation, following the original inspection:

- the improved rate of retention across the vocational programmes inspected. The overall rate has increased from 56% in 2004-2005 to 64% in 2005-2006;
- the effective working together of essential skills and vocational tutors to support the development of the trainees' literacy and numeracy skills and the increased emphasis on written communication skills across all vocational programmes;
- the good quality training and learning in the vocational programme of administration, including the development and assessment of the essential skills;
- the revised assessment arrangements for trainees in wood occupations including the regular and well-planned assessment in the workplace and the rigorous tracking of trainee progress;
- the more effective monitoring of trainee progress across all vocational areas through the new reporting arrangements implemented with the appointment of Team Leaders;
- the significant improvement in accommodation and resources as a result of the new workshops and classrooms in the extensive new building, due for completion in December 2006; and
- the improved motivation and work-readiness skills of trainees participating in the 'Progress to Placement' element on the Initial Access programme and of those on the pre-vocational Access programme.

The areas which requires further improvement are:

- the provision of resources including fixed data projectors and electronic whiteboards, to support the use of information and learning technology (ILT) across the vocational programmes; and
- continued effort to address the low motivation and poor retention demonstrated by trainees on the pre-vocational Access programme.

CONCLUSION

In the areas inspected, the organisation has important strengths in most of its training provision. The inspection has identified a number of areas for improvement which need to be addressed if the needs of the learners, and those of the community and the economy are to be fully met. The organisation has the capacity to bring about the improvements required.

The current leadership demonstrates capacity for self-improvement.

The organisation's progress on the areas for improvement will be followed-up by the District Inspector.

GRADES

Grades	The original inspection (old grading system)	The follow-up inspection (old grading system)	Revised Grading System
Overall Grade	Grade 2	Grade 2	Grade 3
Contributory grades:			
Standards and Outcomes	Grade 2	Grade 2	Grade 3
Quality of Training and Learning	Grade 2	Grade 2	Grade 3
Leadership and Management	Grade 2	Grade 1	Grade 2

Area of Learning	The original inspection (old grading system)	The follow-up inspection (old grading system)	Revised Grading System
Jobskills Access	Grade 1	Grade 1	Grade 2
Administration	Grade 2	Grade 2	Grade 3
Motor Vehicle Engineering	Grade 2	Grade 2	Grade 3
Wood Occupations	Grade 2	Grade 2	Grade 3

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