



*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 an Inspection

Derry Youth and Community Workshop

Inspected: October 2007

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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

The Education and Training Inspectorate (Inspectorate) 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.

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

PART ONE

SUMMARY

1. CONTEXT

1.1 Derry Youth and Community Workshop (DY&CW) has been providing Government funded training programmes since 1978. Its training facilities are located close to the city centre in Society Street. Derry Youth and Community Workshop is recognised by Her Majesty's Revenue & Customs as a charity and is a company limited by shares.

1.2 The Northern Ireland Statistics Research Agency (NISRA) measure of multiple deprivation for 2005, show that the Derry Local Government District was the second most deprived local government area in Northern Ireland (NI), with 46% of the population living in some of the most deprived areas in NI. Many of the trainees come from the most socially deprived areas in the city.

1.3 Derry Youth and Community Workshop is contracted by the Department for Employment and Learning (DEL) to provide vocational training under Jobskills, and the Training for Success programme which was introduced in September 2007, in the Derry area. Under Jobskills, it provides the Access and Traineeship strands in the vocational areas of business and administration, hairdressing, retailing and distributive operations and information technology (IT) users. A small number of the trainees are also registered on the pre-vocational Access Pilot programme, which aims to provide more focused support for those trainees for whom the Access programme is unsuitable. Under Training for Success, DY&CW provides the Job Ready programmes and apprenticeship training at level 2 in business and administration, hairdressing, retailing skills and IT users. It also is contracted to provide apprenticeship training at level 2 in call handling, and pharmacy services at level 3.

1.4 Derry Youth and Community Workshop also provides a range of training programmes to participants under the New Deal. It is contracted to offer the core Gateway programme, and it is a member of the Derry New Deal consortium.

1.5 Nearly all of the trainees are from the Derry City District Council area. At the time of the inspection, 10% of the trainees had at least four General Certificate in Secondary Education (GCSE) qualifications at grade C on entry to their programmes. Approximately 25% of the trainees had a grade C in English and 13% had a grade C in mathematics. The entry qualifications for trainees in hairdressing are mostly good; the majority have four or more GCSE passes or better at grade C, including English and mathematics. Most of the trainees on the other vocational training programmes commence their training with low levels of educational attainment.

1.6 The latest statistics published by the Department of Enterprise Trade and Investment report that the number of people on the claimant count as a proportion of the total population of working age in the Derry City District Council area for August 2007, is 4.4% which is well in excess of the average for Northern Ireland at 2.3%.

2. PROVISION

2.1 The number of trainees registered with the DY&CW has declined over recent years, with the number of trainees commencing Jobskills falling by 39% over the last three years, from 95 trainees in 2004/05 to 58 trainees in 2006/07. The main decline is in the number of trainees registered on Access programmes across all vocational areas, which have fallen from 62 trainees to 22 trainees. Over the same period, there has been a small increase in the number of trainees registered on the Traineeship strand of Jobskills, mostly due to a steady increase in the numbers registered in retailing. The management of DY&CW report that the decline in overall trainee numbers is due in part to a declining population and increased competition from the college of further education and local post-primary schools with sixth forms.

2.2 At the time of the inspection, 51 trainees were registered on Jobskills (34) and Training for Success (17) programmes. Under Jobskills, 14 trainees were registered on the Access programme, taking National Vocational Qualifications (NVQs) at level 1 as well as essential skills qualifications. Five trainees were registered on the pre-vocational Access pilot programme. A further 15 trainees were registered on the Traineeship strand. Under Training for Success, 13 trainees were registered on the Job Ready programme. Nearly all of these trainees (12) were registered on the level 1 Skills for Work strand of the Job Ready programme, with one trainee on the pre-apprentice programme in the vocational area of IT users. An additional four trainees were registered on the level 2 apprenticeship strand of Training for Success.

2.3 A total of 31 trainees were following the pre-vocational Access pilot or programmes at NVQ level 1 or equivalent under Jobskills and Training for Success, accounting for 61% of the total number of trainees registered in the organisation.

2.4 With the exception of retailing and distribution, with 22 trainees, the levels of occupancy on Jobskills and Training for Success vocational programmes are low, with five in business and administration, nine in hairdressing and ten in IT users.

3. THE INSPECTION

3.1 The report is based on an inspection of the Jobskills and Training for Success provision in DY&CW. The inspection focused on the area of learning, preparation for life and work, and the vocational areas of business and administration, distributive operations, retail skills, and IT. These vocational areas account for 82% of the trainees registered with DY&CW.

3.2 During the inspection, a team of three inspectors and one associate inspector observed 41 trainees in 13 training sessions, and 19 trainees were visited in the workplace. Discussions were held with the chief executive, the quality manager, programme co-ordinators, vocational and essential skills tutors and the placement officer, employers and trainees. The inspectors examined samples of the trainees' vocational and essential skills work, self-evaluation reports, internal and external verifier reports and other relevant documentation.

3.3 Prior to the inspection, trainees were asked to complete a pastoral care questionnaire to ascertain their views of the quality of their learning experiences and pastoral care arrangements in DY&CW.

4. MAIN FINDINGS

4.1 Derry Youth and Community Workshop has strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy.

The Inspectorate will monitor and report on the organisation's progress in addressing these areas for improvement.

4.2 The main strengths are the:

- caring and supportive ethos of the management and staff in the organisation;
- positive responses of trainees to the pastoral care questionnaire;
- provision of careers advice and guidance across the vocational areas;
- committed and well-qualified staff and their continued professional development programmes;
- links with external statutory and voluntary agencies;
- excellent success and progression rates on the Access programme of 91% and 95% respectively;
- management and leadership at most levels in the organisation; and
- excellent success rates in the essential skills in literacy and numeracy for the Access programme, at 93% and 92% respectively.

4.3 The main areas for improvement are the:

- outcomes, particularly retention, success and progression rates on the Jobskills Traineeship strand;
- retention on the Jobskills Access programme;
- use of work-based monitoring visits with employers, to review progress of the trainees and to identify barriers to employment and training;
- quality of the work-placements for about half of the trainees on the Traineeship strand of Jobskills;

- planning for the development of the essential skills for those trainees on the pre-vocational Access pilot;
- policies and procedures for child protection and vulnerable young adults; and
- need for more coherent planning of the different strands of Access programmes under Jobskills and Training for Success.

4.4 GRADES

Provision	Overall	
	No of Trainees	Grade
	51	4
Contributory Grades:		
Standards and Outcomes	4	
Training and Learning	4	
Leadership & Management	3	

Area of Learning	Total No. of Trainees	Overall Grade
Business and Administration and Information Technology (IT)	15	4
Retail Skills and Distributive Operations	22	4
Preparation for Life and Work	51	4
		Grade
Access	31	4
Literacy	51	3
Numeracy	51	3
ICT	51	4
CEAIG	51	3
Trainee support	51	4

PART TWO

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 Most of the trainees who commence their training with DY&CW have low levels of educational achievement and a significant minority have multiple barriers to education, training and employment. These include non attendance at school, essential skills needs, poor attitudes to employment and training, a lack of motivation, and inappropriate behaviour. These barriers are compounded further by the fact that just under half of the trainees registered with DY&WC have been transferred from other training providers. A minority of the trainees have special educational needs or have learning disabilities.

5.2 The tutors work hard to increase the expectations of the trainees; the majority are motivated and respond well to their training programmes. Attendance at directed training is variable; it is satisfactory or better for most vocational programmes. Attendance, however, for a significant minority of trainees on Access programmes is poor. In addition, a significant minority of the trainees are unable to sustain their work placements with employers, due to poor attitudes to work and attendance in work.

5.3 At the time of the inspection, a minority of the trainees (five) on the Jobskills Access and Traineeship programmes were not placed with an employer. Three of these trainees were attending directed training five days per week, and the other two were undertaking work duties in DY&CW. Most had lost their placements with their employers. A small number of the trainees have profound educational needs, and require a lot of support in gaining relevant placements. Although DY&CW provide good support to most trainees in gaining placement, more tailored support is needed for those trainees who are out of placement for lengthy periods of time.

5.4 The standards of the trainees' occupational skills in the workplace are variable. They are mostly good in distributive operations and in hairdressing. In distributive operations, the trainees manage effectively deliveries of stock and respond to customer requests. In hairdressing, trainees, meet and greet customers effectively, shampoo and condition hair competently and assist stylists through the preparation of relevant materials. Approximately half of the trainees in business and administration, retail skills and IT users achieve good standards in the workplace. These trainees benefit from good quality work-placements; they work on their own initiative, and undertake a suitably broad range of duties. Many of these trainees have made significant improvements in their personal and social skills as well as in their attitudes to work. One trainee in retail skills, for example, is competent in a wide range of retailing and merchandising duties. The remaining trainees in business and administration, retail skills and using IT were not in appropriate placements at the time of the inspection; for most the standards in their occupational work were poor.

5.5 The majority of the trainees achieve standards in directed training that are commensurate with their abilities and prior achievements. Two trainees, however, in hairdressing, have seven GCSE passes at grade C and are inappropriately registered on the Access programme and are not being challenged sufficiently in their directed training. One of these trainees is placed in an excellent salon and is working at a level in the workplace that is well above the standard of the NVQ level 1 award. In business and administration, and IT

users, most of the trainees' portfolios of evidence are well-presented with good use of product evidence, observation records and written statements. In distributive operations and retail skills, the portfolios of evidence are typically well-presented but for a significant minority of the trainees, they contain insufficient work-based evidence, and most of these trainees are making slow progress in being signed off in their vocational units.

5.6 The written communication skills of the majority of the trainees are satisfactory or better; they are very good for a minority of the trainees. In distributive operations and retail skills, for example, most of the trainees display good written communication skills through well-structured pieces of extended writing. For most vocational areas, the tutors provide good written guidance to the trainees on how to improve their work. The oral skills of the trainees are variable; a significant minority of the trainees have poor levels of oral communication and need more support.

5.7 Over the last three years, 104 trainees commenced the Access programme, 43 completed their training and 39 gained the full award. Taking into account the trainees still on the training programme, this represents a poor retention rate of 51% and an excellent success rate of 91%, for trainees who completed training and achieved the full award.

5.8 Over the last three years, 94 trainees commenced the Traineeship programme, 27 trainees completed their training and 16 gained the full award. Taking into account, the trainees still on the training programme, this represents a poor retention rate of 44% and a poor success rate of 59%, for trainees who completed training and achieved the full award.

5.9 Over the last three years, progression to further training or relevant employment for those trainees who successfully complete their training programmes is excellent on the Access programme at 95% and is poor on the Traineeship at 50%.

5.10 Over the last three years, success rates in essential skills on the Access programme, is excellent in literacy and numeracy at 93% and 92% respectively.

6. TRAINING AND LEARNING

6.1 The results of the trainee questionnaires indicate high levels of satisfaction on the trainees' experiences in DY&CW. The key features highlighted by nearly all of the trainees include, harmonious trainee/tutor relationships, the quality of the learning environment, the provision of careers advice and guidance, and the high expectations of staff. Trainees feel safe and secure in DY&CW and nearly all would recommend the programme to a friend. Just under a third of the trainees, however, were unable to identify whether their programme would help them gain employment.

6.2 The staff in DY&CW work hard to provide a supportive and inclusive ethos for its trainees; many of whom have challenging personal needs and require intensive individual support.

6.3 Induction arrangements are well-organised across the vocational areas. The trainees undergo an informative induction programme in DY&CW which is supplemented with an effective induction for each vocational area. Induction covers the administrative aspects of Jobskills and Training for Success, health and safety and the assessment requirements for their training programme.

6.4 The tutors make effective use of the results of initial assessment to match trainees to the appropriate essential skills qualification. Trainees on Access and Training for Success programmes, for example, have good opportunities to target essential skills qualifications, at a level above what is required for their training framework. The initial assessment tests, however, do not give adequate coverage of the trainees' personal, social and practical skills.

6.5 The planning for the essential skills of literacy and numeracy for trainees on Access programmes is mostly good. The programme is managed effectively by an enthusiastic and committed essential skills co-ordinator. The key strengths of the programme, include, effective use of differentiation within literacy and numeracy training sessions, good quality group learning plans for the trainees, and harmonious relationships between the tutors and the trainees. The range of training approaches on occasions, however, is narrow; the use of small group work and role play to enable trainees to develop their oral communication skills and work readiness is underdeveloped.

6.6 In contrast, the planning for the development of the essential skills for the trainees on the pre-vocational Access pilot is weak. During directed training sessions, there is insufficient use of differentiation in learning activities and excess use is made of worksheets. In addition the monitoring of trainee progress and the setting of meaningful targets for improvement are poor.

6.7 A sound start has been made to develop an effective training programme for trainees on the Training for Success programmes. The vocational training programmes are well-supported with preparation for employment training sessions, which help identify barriers to employment and to challenge the trainees' expectations about the world of work. A good start has been made to develop a programme to deal with issues affecting the health of young people and personal development. More work is needed to ensure that the various strands of these programmes are brought together in a cohesive manner.

6.8 Most of the trainees who are in work placements, have good opportunities to develop the practical skills and competences for their training frameworks. The quality of the work-placements for Access trainees in distributive operations and in hairdressing is consistently good. In hairdressing, some of the salons provide trainees good additional off the job training, including short courses and presentations from outside speakers. The quality of the placements for trainees in retail skills is variable; the majority of the placements are matched well to the requirements of the NVQ. In contrast, a significant minority who were previously working in retail stores, are currently working in food preparation, hospitality and bar service businesses, and are not gaining the full range of experiences to develop occupational competence for their award.

6.9 In most (77%) of the directed training sessions, there are more strengths than areas for improvement; just over 30% of the sessions are very good. In the best training sessions, the tutors are well-prepared with stimulating and challenging learning activities which include group work, role play and practical activities to develop the trainees' practical skills. The training approaches in a minority (23%) of the sessions are limited; typically whole group exposition, with insufficient questioning of the trainees to consolidate and check their learning. Overall, the use of information and learning technology (ILT) to enhance learning is underdeveloped.

6.10 Careers education, information, advice and guidance (CEIAG) is well-managed in the organisation. The trainees receive frequent on going advice and guidance from their tutors during directed training. This is enhanced effectively with the toolkit that has been developed by tutors in DY&CW. Links with the local DEL careers office are well-developed and trainees on the Training for Success programme have good opportunities to visit local large employers. The use of visiting speakers from industry for these trainees, however, is underdeveloped.

6.11 Although reviews are undertaken regularly, there is a lack of involvement by employers in the review process; most of the reviews take place in DY&CW's premises. As a consequence, the potential role of employers in helping to identify, and to address, potential barriers in the trainees' attitudes to work and in their occupational skills are not realised fully. In addition, the employers are not involved sufficiently in the production of individual training plans. Most do not have an adequate understanding of the requirements of the NVQ programmes.

7. LEADERSHIP AND MANAGEMENT

7.1 The chief executive provides good leadership in the management of DY&CW. He is highly committed to the welfare of the trainees, with a good knowledge of each trainee, and has worked tirelessly for the organisation for over 17 years. Internal communications with staff are good, and the tutors and support staff are involved fully in the production of the organisation's development plan that is submitted to the DEL. Governance is effective; the organisation is well served by the Board of Directors, who represent the local communities in the area.

7.2 The process of self-evaluation and development planning are well-managed by the chief executive and the quality manager. They are supported effectively by the Board of Directors, the tutors and the support staff. Some of the areas for improvement in the inspection report have been identified appropriately in the organisation's development plan. There is a need, however, to ensure that judgments made by tutors on the quality of provision, and on the standards of work of the trainees, are backed up with reliable evidence, particularly on the outcomes from across the training programmes.

7.3 Most of the training programmes are co-ordinated effectively by the tutors. There is insufficient co-ordination, however, across the different strands of the pre level 1 and level 1 strands provision under Jobskills and Training for Success. Action is needed to ensure that the trainees are offered a balanced and coherent programme that focuses on their personal and social needs as well identifying effectively their main barriers to employment.

7.4 Internal verification arrangements are systematic and are well-managed across all of the vocational areas.

7.5 Good progress has been made in the development of a management information system to track the progress of the trainees in their training. More work is needed to ensure that the organisation has systems in place to analyse trends in attendance and behaviour to inform individual personal training plans.

7.6 Derry Youth and Community Workshop has a child protection policy, and has designated persons in place to deal with complaints by trainees relating to child protection and the personal safety of vulnerable young adults. The policy, however, is not sufficiently detailed, particularly in relation to the protection of vulnerable young adults. There is a need to ensure that all staff participate in appropriate professional training related to child protection issues. In addition, the communication of the policy to trainees and employers needs to be strengthened.

7.7 The tutors and support staff are enthusiastic about their work and bring a high level of commitment to it; levels of staff turnover in DY&CW are low. The tutors are appropriately qualified and experienced to deliver their vocational and essential skills programmes. The tutors and support staff have participated in extensive continual professional development activities that have contributed well to their own personal development and their capacity to provide vocational training, including professional training on issues related to young people with specific learning difficulties. Derry Youth and Community Workshop is an accredited Investor in People organisation.

7.8 The quality of the training accommodation for all of the vocational areas inspected is good. The building is well-maintained, with appropriate access for trainees with physical disabilities. Most of the training rooms are spacious and are equipped with a broad range of training resources. The organisation has good ILT resources, which are supported effectively by a small team of technicians.

7.9 Derry Youth and Community Workshop has good links with a wide range of statutory and voluntary agencies to support the trainees. The organisation has also developed good links with the Women's Centre and Men's Action to help address health issues affecting young people. In addition, the organisation has good relationships with the local DEL careers office and a range of local employers who consistently provide work-placements for a number of trainees with serious barriers to employment. Overall, the links with local post-primary schools and other providers of vocational training programmes are underdeveloped.

7.10 The schedule of approved vocational areas by DEL has not changed over recent years. There is a need for DY&CW to review those vocational areas that have low levels of occupancy particularly business and administration, and IT to ensure that trainees who complete their training programmes have good opportunities to progress to sustained employment.

PART THREE

AREA OF LEARNING REPORTS

8. BUSINESS AND ADMINISTRATION, AND INFORMATION TECHNOLOGY

**Programmes inspected: NVQ level 1 and level 2 in Business and Administration
NVQ level 1 and level 2 for IT Users
Skills for Work IT programme**

Total No. of Trainees	Grade
15	4

8.1 In the area inspected, DY&CW has strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy.

The Inspectorate will monitor and report on the organisation's progress in addressing these areas for improvement.

8.2 The main strengths are the:

- good standards of work produced by the trainees;
- good success rate on the IT programmes (80%) and the excellent success rate (100%) on the Access programme in business and administration;
- quality of the directed training and the learning resources;
- monitoring and assessment procedures; and
- good support for the trainees.

8.3 The main areas for improvement are the:

- poor retention rates on both the business and administration (45%) and IT programmes (42%);
- use of ILT to support teaching and learning; and
- need for strategic management to review the future provision of both business and administration, and IT.

9. PREPARATION FOR LIFE AND WORK

Programmes inspected: Access
Essential and Key Skills
CEIAG
Trainee support

	Total No. of Trainees	Overall Grade
Preparation for Life and Work	51	4
		Grade
Access	31	4
Literacy	51	3
Numeracy	51	3
ICT	51	4
CEAIG	51	3
Trainee support	51	4

9.1 In the area inspected, DY&CW has strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy.

The Inspectorate will monitor and report on the organisation's progress in addressing these areas for improvement.

9.2 The main strengths are the:

- caring ethos of the organisation and commitment of staff to trainees' welfare;
- excellent average success and progression rates for trainees who completed the Access programme across the period 2004-2007, at 91% and 95% respectively;
- well-developed relationships with local employers and the good quality of the work-placements;
- good start made on the development of a formal programme of CEIAG;
- excellent opportunities for staff to engage in continuous professional development; and
- good opportunities for young people to develop their essential skills at a level above that required for the framework.

9.3 The main areas for improvement are the:

- development of effective strategies to deal with poor attendance and proactive strategies to challenge low expectations;

- planning for the effective integration of the various components of the trainees' programmes;
- planning for the development and assessment of the trainees' personal, social and practical skills;
- pace and frequency of work-based assessment; and
- involvement of employers in setting targets across the training periods and monitoring progress.

10. RETAIL SKILLS AND DISTRIBUTIVE OPERATIONS

**Programmes inspected: NVQ level 1 in Distributive Operations
Skills for Work in Distributive Operations
Retail Skills NVQ level 2 Traineeship
Retail Skills Apprenticeship level 2 Training for Success**

Total No. of Trainees	Grade
22	4

10.1 In the area inspected, DY&CW has strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy.

The Inspectorate will monitor and report on the organisation's progress in addressing these areas for improvement.

10.2 The main strengths are the:

- good one to one support provided to the trainees by the tutors;
- effective on-going careers advice and guidance provided to the trainees;
- excellent success rates for those trainees who complete their training on the Access and Traineeship programmes at 96% and 92% respectively;
- excellent progression rates (96%) for Access trainees to further training and relevant employment; and
- quality of most of the directed training sessions and the well- resourced training facilities.

10.3 The main areas for improvement are the:

- need for effective monitoring of trainees in the work- place and the need to ensure that employers are involved in reviewing their progress and in the setting of targets in their work;
- quality of the work-placements for half of the trainees on the Traineeship programme to ensure they develop the full range of competences for the NVQ;
- need for more effective support to help a minority of the trainees who are out of placement;
- pace of assessment for those trainees who demonstrate appropriate occupational competence; and
- retention rates on the Traineeship strand.

PART FOUR

KEY PRIORITIES FOR DEVELOPMENT

Derry Youth and Community Workshop need to revise their annual development plans to take into account the following key priorities for development:

- the implementation of strategies to improve outcomes on vocational programmes, particularly at level 2, including more robust monitoring of trainees in the workplace, attendance, and a better match of placements to the trainees' vocational training frameworks;
- more coherent planning across the different strands of Access programmes under Jobskills and Training for Success;
- strengthen child protection arrangements; and
- better use of outcomes from training programmes in self-evaluation.

JOBSKILLS ACCESS TABLE

Year	Completed 4 weeks	Retention Rate %	Success Rate %	Progressed to Traineeship %	Progressed to relevant Employment %
2004/2005	53	38	85	88	12
2005/2006	34	56	94	63	25
2006/2007	17	82	100	83	17
Total Average	104	51	91	77	18

2006/07 10 trainees still in training

JOBSKILLS TRAINEESHIP TABLE

Year	Started (completed 4 weeks)	Retention Rate	Success Rate	Progressed to Modern Apprenticeship	Progressed to relevant employment
		%	%	%	%
2004/2005	30	47	64	11	56
2005/2006	33	37	64	0	29
2006/2007	34	47	0	0	0
Total/Average: 94		44	59	44	6

2006/07 14 trainees still in training

JOBSKILLS OVERALL SUMMARY

Year	Started (completed 4 weeks)	Retention Rate	Success Rate	Progressed to relevant employment %
		%	%	
2004/2005	83	41	76	88
2005/2006	64	47	82	70
2006/2007	51	59	75	100
Total/Average: 198		47	79	82

All of the figures included in the tables and in this report were supplied by Derry Youth and Community Workshop.

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