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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 an Inspection**

#### **Training for Success**

#### **Oriel Training Services**

**Inspected: November 2008**

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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 the statistics in this report have been supplied and verified by Oriol Training Services

### Grading System

During the 2007/2008 academic year the Education and Training Inspectorate (the Inspectorate) piloted a new 6-point grading scale to replace the original 4-point scale. Since September 2008 the grade descriptors have been amended and are as set out below.

<b>GRADE</b>	<b>DESCRIPTOR</b>
1	Outstanding and the quality of pastoral care is also outstanding
2	Very good; major strengths.
3	Good; important strengths in most of provision. The organisation has the capacity to address the areas for improvement identified.
4	Satisfactory but with areas for improvement in important areas which need to be addressed.
5	Inadequate with significant areas for improvement which require prompt action.
6	Unsatisfactory with major shortcomings which require urgent action.

## **PART ONE**

### **SUMMARY**

#### **1. CONTEXT**

1.1 Oriel Training Services (OTS) has been established as a training provider in the County Antrim area for more than 30 years. In 1999 the organisation was acquired and restructured by its current owner. Since then, it has been contracted by the Department for Employment and Learning (the Department) to deliver a range of training and support programmes. In 2007, OTS was awarded a contract by the Department to deliver the Training for Success (TfS) programme. In 2008, this programme was reviewed by the Department and restructured into two separate programmes, TfS and Apprenticeships Northern Ireland (ApprenticeshipsNI). Since September 2008, OTS has been contracted to offer both the revised TfS and ApprenticeshipsNI programmes.

1.2 Oriel Training Services currently offers training in Carrickfergus and Antrim. The organisation is in the process of extending and re-locating both of these training facilities and is also in the process of opening a new training facility in Larne. The recruitment of a centre manager for the new facility in Larne was ongoing at the time of the inspection.

1.3 The latest statistics (October 2008) published by the Department of Enterprise, Trade and Industry report that the percentage of the available workforce registered as claiming a specific unemployment related benefit is currently 2.1% in Antrim and 2.3% in Carrickfergus. Both of these figures are below the Northern Ireland total of 2.8%.

1.4 Trainees are recruited to both the TfS and ApprenticeshipsNI programmes from both Antrim and Carrickfergus and their surrounding areas. The overall academic profile of the trainees on entry to the programme is low. At the time of the inspection in November 2008, a significant minority of the trainees (30%) had no formal qualifications. A minority (25%) had achieved General Certificate of Secondary Education (GCSE) qualifications, or equivalent, at grades D to G. A small number (4%), held at least four GCSE qualifications at grades A\* to C. A minority held GCSE English (13%) or GCSE mathematics (21%), at grade C or above. A minority (11%) held GCSE English and mathematics at grade C or above.

1.5 Oriel Training Services aims to meet the needs of trainees from a range of backgrounds, in particular, those coming from areas of social disadvantage and economic deprivation.

#### **2. PROVISION**

2.1 During the two phases of the inspection, April 2008 and November 2008, the number of trainees recruited to the TfS programme in OTS has increased from 32 to 54. In November 2008, 32 trainees were registered on the Skills for your life (SfyL) strand, 13 were registered on the Skills for Work (SfW) strand and nine were registered on the Pre-Apprenticeship (PA) strand. Two trainees were also registered on the level 2 ApprenticeshipsNI programme.

Fourteen trainees were registered across the three strands of the TfS programme in Antrim, with the remainder in Carrickfergus. Almost all of the trainees attend OTS for three days each week. In November 2008, most of the trainees on the SfyL, SfW and PA strands of the TfS programme had completed the twelve week assessment or preparation for employment period. Only a small number of trainees, however, were in work placements.

2.2 All of the training is currently delivered in-house by staff in OTS or Include Youth, which has been contracted to provide personal development training. Due to the range of professional and technical areas across the pre-apprenticeship strand, however, OTS intends to out-source training in areas such as engineering and motor vehicle, to other training providers.

### **3. THE INSPECTION**

3.1 The Education and Training Inspectorate (Inspectorate) carried out a longitudinal inspection of the TfS programme in OTS during 2008. Phase one was carried out in April 2008 and the interim findings were shared with the organisation. Phase two was carried out in November 2008. Both phases of the inspection focused on the quality of the provision for training and learning on the TfS programme.

3.2 A team of three inspectors visited OTS during phase one of the inspection and observed a total of 30 trainees in both directed training and the workplace. During phase two, two inspectors visited OTS and observed 38 trainees in both directed training and the workplace. During both phases, discussions were held with the centre manager, the training manager, tutors, workplace supervisors, employers and trainees. Tutors from outside support agencies were also interviewed. The inspection teams also examined samples of trainees' work, portfolios, personal training plans, the organisation's self-evaluation report, and other relevant documentation.

3.3 The arrangements for the inspection of pastoral care and child protection include the opportunity for young people to complete a confidential questionnaire prior to the inspection as well as meetings with groups of learners across professional and technical programmes. Thirty questionnaires were issued to learners; 90% were returned to the Inspectorate and eight contained additional written comments. The learners appreciated the good support they receive within OTS and from the discussions, there is evidence that they are aware of what to do if they have any worries about their care and well-being. The Inspectorate has reported to the manager the main issues emerging from the questionnaires and the discussions held with learners.

### **4. MAIN FINDINGS**

4.1 In the areas inspected, the quality of training provided by OTS is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address.

The Inspectorate will monitor the organisation's progress on the areas for improvement.

4.2 The main strengths are the:

- effective review and re-structuring of all strands of the training provision including the introduction of an effective holistic initial assessment process;
- positive behaviour, good responses and standards of work achieved by the trainees;
- good quality of the personal training plans; and
- recruitment of additional staff with appropriate experience in working with young people with multiple barriers to learning.

4.3 The main area for improvement is the:

- need to review further the timetabling arrangements for the essential skills provision to demonstrate best practice and best meet the needs of the trainees.

### **Table of Grades**

Overall Grade	3
Contributory Grades:	
Leadership and Management	3
Achievements and Standards	3
Quality of Provision for Learning	3

## **PART TWO**

### **OVERALL QUALITY OF PROVISION**

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

5.1 Since the first phase of the inspection the manager and staff of OTS have effectively reviewed and addressed the initial findings and the areas for improvement identified. An appropriate review of the actions included in the organisation's self-evaluation report and development plan has also been carried out.

5.2 The content of the training provision within OTS, across all strands of the TfS programme, has been redesigned and restructured to meet more appropriately the needs of the trainees and help them to progress into employment. This has involved the development of a menu of accredited programmes which focus strongly on the initial assessment, personal and social development, work readiness, essential skills needs and employability skills of the trainees. These include the Royal Society of Health, Health and Safety Certificate; the St John's Ambulance basic First-Aid certificate; the Edexcel Work-skills programme; the Oxford, Cambridge and Royal Society of Arts Preparation for Employment programme; the Open College Network Personal Development programme; and essential skills programmes in literacy, numeracy and information and communication technology. These programmes are delivered at a level commensurate with the ability of the trainees and also provide them with appropriate progression paths and on-going opportunities to gain certification and develop their confidence and self-esteem. Additional staff have also been recruited, who have appropriate experience in working with young people with multiple barriers to learning. In addition, extra training rooms were being used in Carrickfergus to provide more appropriate training facilities for the trainees.

5.3 Good links have been developed with a range of specialist support providers to support those trainees with diverse and challenging needs. These include the Child and Adolescent Mental Health Service, Include Youth, Opportunity Youth for counselling services, autism initiatives, and local Education Other Than At School provision. Effective links have also been established with other voluntary and statutory agencies, the careers service and a range of local businesses and employers.

5.4 There is a need for OTS to review further the timetabling arrangements for the essential skills provision, and to bring forward the provision to meet effectively the needs of the more able trainees and demonstrate best practice. There is also a need to develop appropriate arrangements to ensure that a good quality provision is delivered in those professional and technical areas that are sub-contracted to other training providers.

#### **6. ACHIEVEMENTS AND STANDARDS**

6.1 An increasing number of trainees in OTS demonstrate challenging behaviour and have been educated out of school or have not attended school. In the lessons observed the trainees were well motivated and behaved well. They engaged well with the tutors. Attendance at directed training was good for most of the training sessions observed.

6.2 The trainees were producing good standards of work and were making good progress in their learning, given their prior achievements. They were given good opportunities to develop employability and work readiness skills, in addition to their personal and social development. Since beginning the various strands of the TfS programme, a majority of the trainees have already achieved qualifications in first aid and health and safety. They have also completed sufficient units in other programmes to claim further accreditation.

6.3 Although initial assessment has been carried out effectively, the trainees have not yet started their essential skills qualifications. There is also a need for tutors to take greater cognisance of the prior achievements, of a small number of trainees, when identifying a targeted essential skills qualification. Tutors need to have higher expectations of these trainees and provide improved progression opportunities.

6.4 The trainees demonstrated good standards of work in the workplace. The work placements were supportive and provided trainees with opportunities to develop both generic work skills and professional and technical skills. Employers commented on the good support from the tutors and management of OTS.

6.5 Over the past year, the retention rate for the TfS programme is poor at 44%. The success rate is satisfactory at 75%. The retention rate for the current group of trainees on the TfS programme is excellent, however, at 96%.

6.6 Recruitment and progression of trainees onto the ApprenticeshipsNI programme is low.

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

7.1 The quality of the training and learning observed was good or better. Tutors were well prepared and used an effective range of teaching strategies to engage the trainees. The training sessions were well planned and supported by a good range of appropriate resources.

7.2 Good support systems are in place for trainees. Through an effective and holistic initial assessment process, appropriate support is identified and put in place to meet the additional learning needs of the trainees. The learners value the support provided by the tutors and OTS. The provision for pastoral care within OTS is good.

7.3 The quality of the personal training plans (PTPs) is good. The PTPs are individual in nature and capture well the outcomes of initial assessment and identify support needs. There is a need, however, to review the milestones identified in the PTPs, which are general in nature and need to be more specific with more measurable targets set. In addition, although the monitoring and review of trainees in both directed training and the workplace is good, it is not yet captured effectively within the PTPs.

7.4 The use of information and learning technologies (ILT) by tutors to support training and learning is currently under developed. Oriel Training Services has, however, invested in new ILT equipment for its new training facilities. Management need to ensure that appropriate training in the use of ILT is given to staff. In addition, there is a need for on-going support for new tutors to allow them to develop further their pedagogical skills.



7.5 Oriel Training Services has very good comprehensive arrangements in place for safeguarding young people and vulnerable adults. These arrangements reflect the guidance issued by the relevant Department.

## **PART THREE**

### **KEY PRIORITY FOR DEVELOPMENT**

Oriel Training Services needs to revise its annual development plan to take account of the following key priority:

- the further review of the timetabling arrangements for the essential skills provision.

**APPENDIX****OVERALL SUMMARY TABLE – 2007/2008**

<b>Programme</b>	<b>Started (completed 4 weeks)</b>	<b>Retention Rate %</b>	<b>Success Rate %</b>	<b>Progressed to FE/other training</b>	<b>Progressed to relevant employment</b>
<b>Personal Development/Skills for Your Life</b>	28	50	69	8	2
<b>Skills for Work</b>	7	71	80	4	2
<b>Pre-Apprenticeship</b>	10	30	100	0	2
<b>Overall totals</b>		44	75	12	6

All the figures included in the table were supplied by Oriol Training Services.

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