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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

Jobskills and New Deal Provision East Antrim Institute of Further and Higher Education

Inspected: November 2006

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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 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 the 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

PART ONE

SUMMARY

1. CONTEXT

1.1 East Antrim Institute of Further and Higher Education (Institute), supplies vocational training for the Department for Employment and Learning (DEL) through the Jobskills and New Deal programmes. The Institute is also the lead partner in the Larne New Deal Consortium. The consortium consists of three other partners, Larne Community Enterprises, Larne Enterprise Development Company (LEDCOM) and Larne Skills Development.

1.2 The Institute's main premises are located in Newtownabbey and it has two other campuses, one in Larne, the Larne Adult Education Centre and the other at Felden.

1.3 The latest figures (October 2006) published by the Department of Enterprise, Trade and Investment (DETI) indicate that the claimant count rate in the Larne District Council area is 2.2%, slightly below the Northern Ireland (NI) average figure of 2.7%. The claimant count rate in the East Antrim Parliamentary Constituency area is 2.6%.

1.4 Most of the trainees recruited to the Jobskills programmes are from the Belfast, Carrickfergus, Newtownabbey and Larne district council areas. Most of the Jobskills trainees leave post-primary education with few qualifications. At the time of the inspection, only a minority (14%) held at least four General Certificate of Secondary Education (GCSE) qualifications at grade C or above, on entry to their Jobskills programme. Only 17% held GCSE English and 21% GCSE mathematics, at grades A* to C. Most of the New Deal participants are from the Larne District Council area and have no previous qualifications on entry to their programme. In addition, the majority have been on the New Deal programme before, on at least one previous occasion.

2. PROVISION

2.1 At the time of the inspection, there were 491 trainees registered on Jobskills programmes. Thirteen were registered on the pre-vocational Access programme, 67 on Access, 262 on Traineeship programmes and the remaining 149 were on Modern Apprenticeship (MA) programmes. The Institute has seen a significant growth in the numbers recruited onto the MA strand of Jobskills over the last three years, with numbers increasing by 100% from 2003 to 2004. One hundred and eighty-five trainees (38%) are registered in the vocational area of building and construction and the majority of these are in wood occupations, 73 (15%) are in engineering, 71 (14%) are in transportation maintenance and operations (motor vehicle), 42 (9%) are in hair and beauty and 39 (8%) are in childcare. The remaining 81 (16%) are in the vocational areas of hospitality and catering, information and communication technology (ICT), retail and distribution, administration, security and fire alarms and animal care.

2.2 At the time of the inspection, there were 14 participants registered on the New Deal programmes. Seven were on the programme for 18-24 year olds and seven were on the programme for adults aged 25 and over. The majority of the participants were registered with the lead partner, East Antrim Institute of Further and Higher Education.

2.3 This report is based on an inspection of the work of Jobskills trainees and New Deal participants, in the vocational areas of building and construction (mostly wood occupations), motor vehicle, hairdressing, early years care and education (EYCE) and children's care learning and development (CCLD), ICT, administration (New Deal only), retail operations and distribution, warehousing and storage (New Deal only). The Jobskills Access and pre-vocational Access programmes were also inspected, as was the provision for essential and key skills across the programmes. The Jobskills programmes inspected accounted for 314 (64%) of the total 491 registered trainees. Almost all of the New Deal participants were inspected.

2.4 At the time of the inspection, there were seven trainees registered on the National Vocational Qualification (NVQ) level 1 programme in wood occupations, 60 on the Traineeship and 35 on the MA programme. Thirty-two of the 35 MAs were on the MA1 strand, following the NVQ at level 3; three trainees were on the MA2 strand, following the NVQ at level 2 before progressing to level 3. Trainees attend directed training in the Institute one day each week and are in work placement for the remaining four.

2.5 Overall recruitment to programmes in motor vehicle has declined over the last three years from 55 in 2003-04 to 27 in 2005-06. At the time of the inspection, there were 71 trainees registered on the motor vehicle programmes, 13 on level 1, 16 on Traineeship and 42 on the MA programme. Trainees attend directed training for one day each week and are in the workplace for the remaining four.

2.6 Recruitment to the programmes in childcare has remained fairly constant over the last three years, with the largest number of trainees registered on Traineeship programmes. At the time of the inspection, there was a total of 39 trainees registered on the programmes in EYCE and CCLD, 13 on the level 1 programme, 23 on level 2 and three on level 3. Two groups of trainees attend directed training in Newtownabbey and one in Larne. Trainees in Newtownabbey have two days directed training each week and are in the workplace for the remaining three. Trainees in Larne have directed training for one and a half days each week and are in the workplace for the remaining time.

2.7 Trainees in ICT are targeting the NVQ for Information Technology (IT) Practitioners. The Institute offers this programme at Traineeship level only and at the time of the inspection, there were 14 registered trainees. The difficulty in finding appropriate work placements means that trainee numbers in this vocational area are unlikely to grow significantly.

2.8 At the time of the inspection, there were 31 trainees registered on the programmes in hairdressing, four on level 1, 23 on the Traineeship and four on the MA programme. Over the last three years, numbers have remained consistently low on the level 1 and MA programmes. All trainees on the Traineeship and MA programmes attend directed training for one day each week in the Newtownabbey premises of the Institute.

2.9 At the time of the inspection, there were 67 trainees registered on Access and a further thirteen on the pre-vocational Access programme. With the exception of 2005-06, when numbers fell to 47, recruitment to the Access programmes has been consistently good. Six of the Access trainees and almost all of those on the pre-vocational Access programme are A1 trainees. All trainees attend directed training for two days each week, one for vocational training and one for essential skills including ICT.

2.10 The number of participants registered on the New Deal programme for 18-24 year olds has declined steadily over the last three years from 34 in 2003-2004 to just ten in 2005-2006. In contrast, the number registered on the New Deal programme for adults aged 25 and over has remained steady at just over 30 each year. At the time of the inspection, the Institute had eight registered participants, two on the Full Time Education and Training (FTET) option, two on the Education and Training Opportunities (ETO) and four on Essential Skills Training. The eight participants were following NVQ units across a range of vocational areas including administration, retail operations, distribution, warehousing and storage operations and childcare. Larne Community Enterprises has six registered participants, four on the Preparation for Employment (PEP) programme, one on the Voluntary Sector Option (VSO) and one on the Environmental Task Force (ETF) option. All six were involved in either general labouring duties, painting and decorating or environmental work. Two of the consortium partners, Larne Skills Development and LEDCOM, had no New Deal participants registered at the time of the inspection.

3. THE INSPECTION

3.1 During the inspection, a team of six inspectors observed training sessions and visited Jobskills trainees and New Deal participants in the workplace. A total of 237 trainees were observed in 49 directed training sessions. Inspectors also visited 69 trainees in the workplace. Discussions were held with the Director, Deputy Director, Training Manager, Jobskills Administration Co-ordinator, vocational and essential skills tutors, the NVQ support officers, employers, trainees and New Deal participants. The inspectors sampled vocational and key skills portfolios, essential skills work, internal and external verifier reports and other relevant documentation.

4. MAIN FINDINGS

4.1 In the areas inspected, the organisation has a few strengths in its educational and training provision. The inspection has identified significant areas for improvement, which need to be addressed promptly if the organisation is to meet effectively the needs of all the learners, and the needs of the community and the economy.

The Education and Training Inspectorate (Inspectorate) will monitor and report regularly on the organisation's progress in addressing these areas for improvement.

4.2 The main strengths are the:

- good standard of occupational skills demonstrated in the workplace, by most trainees in wood occupations and on the IT Practitioners programme;
- excellent progression rates from the Access and Traineeship programmes at 94% and 90% respectively;
- excellent success rates in the key skills on the Traineeship programmes in wood occupations and motor vehicle at 97% and 94% respectively; and
- quality of assessment in the workplace by the NVQ support officers in wood occupations and on the IT Practitioners programme.

4.3 The main areas for improvement are the:

- poor motivation demonstrated by a significant minority of trainees on the Access programme towards their directed training in essential skills;
- quality of workplace training for most participants on the PEP in New Deal;
- slow progress towards achieving their targeted qualifications for a significant minority of trainees, across all of the Jobskills vocational programmes;
- modest overall retention rate on the Traineeship programme (62%), in particular in hairdressing, motor vehicle and EYCE/CCLD at 60%, 64% and 67% respectively;
- poor overall retention rate on the Access programme at 44%;
- progression to employment rates on both the 18-24 and the 25+ New Deal programmes;
- modest overall success rate on the Traineeship programme (66%), in particular the poor rate in EYCE/CCLD (58%) and hairdressing (36%) and also the poor overall success rate on the MA programme (57%), particularly in wood occupations (30%) and hairdressing (0%);
- quality of a significant minority of the training and learning sessions observed;
- need to strengthen links with employers to ensure the development of appropriate workplace training plans for the majority of trainees;
- quality of the monitoring, assessment and review of trainee progress in EYCE/CCLD, motor vehicle and hairdressing and on the Access programme; and
- significant weaknesses in the leadership and management of the Jobskills and New Deal programmes at all levels including the lack of effective strategies for quality improvement.

4.4 Table of Grades

Provision	Jobskills		New Deal		Overall	
	No of Trainees	Grade	No of Participants	Grade	No of Trainees plus Participants	Grade
	491	5	14	5	505	5
Contributory Grades:						
Standards and Outcomes	491	5	14	4	505	5
Training and Learning	491	5	14	4	505	5
Leadership & Management	491	6	14	5	505	6

Area of Learning	Jobskills		New Deal		Overall Grade
	No of Trainees	Grade	No of Participants	Grade	
Wood Occupations	95	4	Jobskills only		4
Transportation maintenance and Operations (motor vehicle)	58	5	Jobskills only		5
Information and Communication Technology (IT Practitioners)	14	4	Jobskills only		4
Early Years Care and Education/Children's Care Learning and Development	26	5	1	*	5
Hairdressing	27	6	Jobskills only		6
Construction / retailing/administration	New Deal Only		9	*	5
Preparation for Life and Work Contributory Grades:					
Access	67	6	Jobskills Only		6
Pre-Vocational Access	13	1	Jobskills Only		1
Preparation for Employment Programme	New Deal Only		4	*	*
Literacy	All				5
Numeracy	All				5
ICT	All				5
Trainee Support	All	5	All	5	5

*Ungraded because too few participants

Key for Grades

Grade 1 – Outstanding characterised by excellence.

Grade 2 – Consistently good.

Grade 3 – Many good features but some areas for improvement which the organisation has the capacity to address.

Grade 4 – Overall sound/satisfactory but with some areas for improvement which need to be addressed.

Grade 5 – Significant weaknesses which outweigh strengths.

Grade 6 – Poor.

PART TWO

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 Across the vocational programmes inspected, the majority of trainees are well motivated and enthusiastic about their training programme. In particular, motivation is good for the small number of trainees on the pre-vocational Access programme and their time-keeping and attendance are excellent. In contrast, however, a significant minority of trainees on the Access programme have low levels of motivation towards their directed training in essential skills. Their time-keeping is poor and they do not apply themselves well to the learning activities.

5.2 The majority of participants on the New Deal programmes are well motivated and their attendance is good. A minority, however, have multiple barriers to employment including personal and social problems and demonstrate a poor attitude to work.

5.3 The majority of Jobskills trainees achieve good standards in the workplace. They are able to perform an appropriate range of duties with limited supervision and are valued highly by their employers. However, a significant minority, require greater support from their vocational tutors to help them develop the appropriate occupational and personal skills required for the workplace.

5.4 The majority of New Deal participants have good opportunities to develop their employability skills in the workplace. A minority, however, returning to the programme, are in workplacements that do not afford them sufficient opportunity to build on existing skills and experiences.

5.5 Progress towards achievement of the NVQ units varies across the vocational programmes. In EYCE/CCLD, progress is satisfactory for most trainees, but on the IT Practitioners programme, trainees approaching the end of their training period are making slow progress towards achievement of their vocational units. Trainees in wood occupations and hairdressing have had their time for directed training reduced this year. As a consequence, the majority of trainees in wood occupations and on the MA programme in hairdressing have limited opportunity to develop their practical skills and competences to the standard required for the NVQ. Most trainees on the pre-vocational Access programme, are making good progress towards achievement of their targeted qualifications but for a significant minority of trainees on the Access programme, progress in essential skills is slow.

5.6 Most participants on the ETO and FTET options in New Deal, are making good progress towards achievement of their NVQ units.

5.7 In both Jobskills and New Deal, most trainees and participants have good oral communication skills. They establish good working relationships with their colleagues in the workplace and in directed training and work effectively as team members. In contrast, there is variation in the standard of written communication skills and a significant minority of trainees, particularly in motor vehicle, require greater support to enable them to perform well in their chosen vocational area.

5.8 Over the last three years, the average rate of retention in Jobskills varies from satisfactory to poor, across the vocational programmes inspected. On the Traineeship programmes, retention is satisfactory on the IT Practitioners programme and in wood occupations, at 70% and 74% respectively and modest in hairdressing, motor vehicle and EYCE/CCLD at 60%, 64% and 67% respectively. On the MA programmes, retention is also variable. It is satisfactory in motor vehicle and wood occupations at 74% and 78% respectively but poor in hairdressing and EYCE/CCLD at 33% and 54% respectively.

5.9 During the period April 2003 to March 2006, the figures provided by the DEL show 66 leavers from the 18-24 New Deal options in the Larne consortium. Progression to sustained employment for the Larne consortium is low, at 27%, but is above the Northern Ireland (NI) average of 19%, for 18-24 options across all consortia.

5.10 Across the same period, the figures provided by the DEL show 80 leavers from the 25+ programme in the Larne Consortium. The figures provided by the DEL indicate that the average figure for progression to sustained employment from the 25+ programme, for the Larne Consortium is low at 19%, but this figure does compare favourably with the NI average for all consortia of 10%.

5.11 Over the last three years, there is considerable variation in the success rates on the Jobskills programmes inspected. At Traineeship level, success is good in motor vehicle and wood occupations at 85% and 80% respectively, satisfactory on the IT Practitioners programme at 78%, but poor on EYCE/CCLD and hairdressing at 58% and 36% respectively. At MA level, success is excellent in EYCE/CCLD for the small number of trainees who complete their programme at 100%, modest in motor vehicle at 69%, but poor in wood occupations at 30% and to date no one has achieved an MA in hairdressing.

5.12 Over the last three years, 170 trainees commenced the Access programme, 55 completed their training and 47 gained the full award. Taking into account the 19 trainees still on the training programme, this represents a poor retention rate of 44% and a good success rate of 85%, for trainees who completed their training and achieved the award.

5.13 Over the last three years, 580 trainees commenced Traineeship programmes, 247 completed training and 163 gained the full award. Taking into account the 111 trainees still on the programme, this represents a modest retention rate of 62% and a modest success rate of 66%, for trainees who completed their training and achieved the award.

5.14 Over the last three years, 207 trainees commenced MA programmes, 35 completed training and 20 gained the full award. Taking into account the 115 trainees still on the programme, this represents a satisfactory retention rate of 72% and a poor success rate of 57%.

5.15 Over the last three years, progression to further education, training or relevant employment for those who successfully complete their training programmes is excellent on the Access and Traineeship programmes at 94% and 90% respectively and good on the MA programmes at 85%.

5.16 On the Traineeship programmes, success in the key skills is variable over the last three years. It is excellent in wood occupations and motor vehicle at 97% and 94% respectively, satisfactory in ICT at 78%, modest in hairdressing at 61% and poor in EYCE/CCLD at 56%. At the time of the inspection, robust data was not available for achievements in essential skills on the Access and New Deal programmes.

6. TRAINING AND LEARNING

6.1 The analysis of the trainee questionnaires completed prior to the inspection indicates that the majority of trainees enjoy being at the Institute. They highlight in particular, the support from their vocational tutors in directed training and in helping them progress to employment. However, a minority express strong dissatisfaction with the quality of their learning experience. Issues identified include the insufficient time devoted to the development of practical skills, the links between the directed and workplace training, and the quality of the training and learning in the key skills.

6.2 All trainees undergo initial assessment on entry to their programme. On the pre-vocational Access programme, initial assessment is thorough and used well to inform the personal development plans of the individual trainees. However, across the other vocational programmes, the results of initial assessment are not used adequately to plan individual programmes of learning. In particular, initial assessment is not used sufficiently in motor vehicle, to ensure that all trainees are placed on the appropriate level of programme.

6.3 In New Deal the quality of the learning and development plans is poor. They do not contain clearly defined targets and outcomes against which the progress of individual participants can be measured.

6.4 Across the vocational areas inspected, there is considerable variation in the quality of the directed training. Forty per cent of the training sessions observed are good or have many good features but one-third has significant weaknesses including a small minority that are poor. The remainder are sound overall but with some areas for improvement that need to be addressed. In wood occupations, the directed training is well matched to the trainees' experiences in the workplace but the pace is not sufficient to allow the more able trainees to progress in line with their ability. On the IT Practitioners programme, the quality of directed training is mostly good; a good range of training and learning strategies is used and the trainees respond well to the learning activities. However, trainees in the second year of their training programme are timetabled for directed training with a group of Higher National Certificate (HNC) students and as a consequence their individual learning needs are not met sufficiently. In EYCE/CCLD and motor vehicle, the content of directed training sessions does not relate sufficiently to the trainees' workplace experiences. In addition, in EYCE/CCLD, each class consists of trainees targeting a mixture of NVQ levels 1 to 3, with some following the old EYCE standards and some the new CCLD standards. As a consequence, the planning and pace for individual sessions does not support adequately the development of the underpinning knowledge requirements for each level and for each individual trainee. In hairdressing, a limited range of training and learning strategies is used, practical activities lack challenge and there is insufficient opportunity for trainees to consolidate their skills.

6.5 The quality of directed training is consistently good on the pre-vocational Access programme. Planning is good for individual sessions and ensures that almost all trainees make progress in their learning. Trainees are provided with good opportunities for vocational sampling, including carefully planned visits to a range of local industries to gain first hand knowledge of different job roles. On the Access programme, however, the quality of training and learning is variable. Class sizes for essential skills are large and the learning activities in the majority of sessions are not sufficiently focused on providing individual trainees with real opportunities to make progress in their learning. Across the vocational programmes, the key skills are generally developed within relevant vocational contexts. The learning activities however, are too focused on completing portfolio assessment tasks and not sufficiently on developing the trainees' literacy, numeracy and ICT skills. In EYCE/CCLD, and hairdressing, the time scheduled for key skills is not sufficient to ensure all trainees make real progress in line with their prior achievements and identified need.

6.6 On the New Deal options, the quality of the directed training is variable. In one-half of the sessions observed, planning is thorough and ensures the activities relate well to the participants' workplace experiences. In the remainder, the learning activities are not vocationally relevant and do not challenge or engage the participants sufficiently. The provision of directed training in retail operations and distribution, warehousing and storage operations is poor for a minority of participants; staffing difficulties have resulted in these participants attending directed training for only one morning each week.

6.7 Participants on the PEP, ETF and VSO of New Deal have few opportunities to undertake additional short training courses to enhance their employability.

6.8 Across all the vocational programmes inspected, most trainees have good opportunities to develop a wide range of skills and competences in the workplace. In wood occupations and on the IT Practitioners programme, the NVQ support officers liaise well with the vocational tutors and employers and as a consequence the trainees are provided with a relevant range of experiences in the workplace. In motor vehicle, the NVQ support officer visits most trainees regularly in the workplace, but there is insufficient effective communication with the employers to ensure that each trainee is provided with an appropriate workplace training plan. It is unsatisfactory that across the remaining vocational areas, most trainees are not visited regularly in the workplace, employers are not sufficiently informed about the content of the training programmes and trainees do not have workplace training plans. The good opportunities that exist in the workplace, therefore, to develop the skills and competences required for the NVQ, are not exploited adequately.

6.9 The quality of assessment arrangements is variable across the vocational programmes inspected. The NVQ support officers carry out regular assessment in the workplace for trainees in wood occupations and for those on the first-year of the IT practitioners programme. Across all the other programmes, however, there is little ongoing formative assessment in the workplace and trainees are not provided with sufficient feedback on how to effect improvement in their work.

6.10 All trainees have their progress monitored and reviewed at regular intervals in directed training. However, for a significant minority, the review process does not record sufficiently progress made in the vocational, essential/key skills and workplace elements of the programme.

6.11 There is good use of information and learning technology (ILT) to support the training and learning in EYCE/CCLD, wood occupations, IT practitioners and motor vehicle programmes. In addition, all the New Deal participants who attend directed training have good access to ICT facilities.

6.12 Accommodation and resources are good in the Newtownabbey and Larne campuses but there are weaknesses in the available resources in Felden. In addition, the external environment at the Felden campus is poor.

7. LEADERSHIP AND MANAGEMENT

7.1 There are significant weaknesses in the leadership and management of the Jobskills and New Deal programmes. The Training Manager, assisted by the Training Administration Co-ordinator has responsibility for the administration of the Jobskills and New Deal programmes, while responsibility for the vocational training lies with the Heads of Schools or Heads of Units. Consequently, the approach to the leadership and management of the programmes is fragmented with insufficient joint planning, monitoring and evaluation of the quality of the provision.

7.2 Communication between the Jobskills administration staff, the vocational, essential/key skills tutors and employers is not sufficiently well developed to ensure each has a shared understanding of the Jobskills framework requirements or to provide an holistic view of individual trainee needs and progress. Communication is also poor in New Deal between the lead partner and the consortium members.

7.3 Staffing is an issue in a minority of the programmes inspected. In wood occupations, 50% of the staff complement is absent due to illness. The Head of School has supported existing staff well during this period and maintained a good learning environment for the trainees. In motor vehicle, however, the severe understaffing has resulted in excessive workloads for current staff and they are unable to plan effectively for individual trainees' learning experiences. In hairdressing, newly appointed staff require ongoing support and development.

7.4 The Jobskills administration staff hold detailed data on retention, success and progression, but the data is not used sufficiently by most Heads of Schools/Units in conjunction with the course teams, to inform judgements on the quality of provision or to plan sufficiently for improvement.

7.5 Across the Jobskills and New Deal provision, the quality of the self-evaluation reports is mostly poor. They do not evaluate sufficiently the overall quality of the trainees' learning experiences and the quality of development planning is poor.

7.6 The Institute has in place appropriate policies and procedures for the protection of children and vulnerable adults. A programme of staff development is planned to increase staff awareness of pastoral care procedures.

PART THREE

AREA OF LEARNING REPORTS

8. AREA OF LEARNING: BUILDING CONSTRUCTION (WOOD OCCUPATIONS)

Programmes inspected: Wood Occupations NVQ Levels 2 and 3

8.1 In the area inspected, the organisation 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:

- excellent progression rate for trainees on the Access programme, at 92%;
- good oral communication skills demonstrated by almost all of the trainees;
- good relationships between staff and trainees;
- good quality work placements, which provide the trainees with sufficient opportunity to develop the skills and competences required for the NVQ;
- excellent support provided for trainees in the workplace; and
- excellent coordination between the lecturing staff, the NVQ support officer and most employers.

8.3 The main areas for improvement are the:

- poor success rate on the MA programme at 30%;
- limited use of workplace training plans by a minority of employers;
- limited communication between programme managers and Jobskills administration staff, resulting in poor tracking of trainee progress; and
- poor and unsafe external environment at the Felden campus.

Grade Awarded	Total number of Trainees
4	95

9. AREA OF LEARNING: CHILD CARE AND EDUCATION

Programmes Inspected: Early Years Care and Education NVQ Levels 1, 2 and 3 Children's Care, Learning and Development NVQ Levels 1, 2 and 3

9.1 In the area inspected, the organisation has a few strengths in its educational and training provision. The inspection has identified significant areas for improvement, which need to be addressed promptly if the organisation is to meet effectively the needs of all the learners, and the needs of the community and the economy.

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

9.2 The main strengths are the:

- well qualified and experienced vocational tutors who work hard to meet the needs of individual trainees;
- good opportunities provided in the workplace training for almost all of the trainees to develop an appropriate range of skills and competences;
- good use of ILT to enhance the quality of the training and learning experiences, and the good development of the trainees' ICT skills; and
- excellent average success and progression rates at 100%, for Access trainees who complete their programme.

9.3 The main areas for improvement are the:

- poor average retention rate for trainees on the MA programme, at 54%;
- modest average retention rate at 67% and poor average success rate at 58%, for trainees on the Traineeship programme;
- management and rationalisation of directed training sessions to ensure that all trainees make appropriate progress towards achievement of their targeted qualification;
- lack of structured skills development and formative assessment in the workplace for almost all trainees;
- monitoring, review and support systems for most trainees in the workplace;
- involvement of employers in setting and monitoring short term training targets in the workplace, against which progress can be measured; and

- use of self evaluation and development planning processes to review more effectively the quality of training and learning for trainees in both directed and workplace training.

Grade Awarded	Total number of Jobskills Trainees
5	26

10. AREA OF LEARNING: HAIRDRESSING

Programmes inspected: Hairdressing NVQ Levels 2 and 3

10.1 In the area inspected, the inspection has identified major shortcomings in the organisation's work. The areas for improvement need to be addressed urgently in the interests of the learners and in the interest of the community and the economy.

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

10.2 The main strengths are the:

- good standards of occupational skills demonstrated by most of the trainees in the workplace; and
- good training opportunities provided for most of the trainees in the workplace.

10.3 The main areas for improvement are the:

- poor average retention rate of 56% and success rate of 36% across the provision;
- development of effective workplace training plans;
- need for vocational tutors to inform employers about the content and requirements of the training programme;
- monitoring and review of trainee progress in the workplace; and
- strengthening of the self-evaluation procedures to identify weaknesses in the quality of the provision.

Grade Awarded	Total number of Trainees
6	27

11. AREA OF LEARNING: INFORMATION AND COMMUNICATION TECHNOLOGY

Programme Inspected: IT Practitioners NVQ Level 2

11.1 In the area inspected, the organisation 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.

11.2 The main strengths are the:

- development of good standards of occupational competence by most trainees;
- good quality of the workplace training; and
- effective use of ILT to support training and learning.

11.3 The main areas for improvement are the:

- satisfactory success (78%) and retention rates (70%);
- structure of the programme for year two trainees and the slow pace of progress by most of these trainees towards achievement of their NVQ units; and
- the development of a strategy to increase enrolments and ensure the long-term viability and sustainability of the programme.

Grade Awarded	Total number of Trainees
4	14

12. AREA OF LEARNING: TRANSPORTATION MAINTENANCE AND OPERATIONS

Programmes Inspected: Transportation Maintenance and Operations NVQ Levels 2 and 3

12.1 In the area inspected, the organisation has a few strengths in its educational provision. The inspection has identified significant areas for improvement, which need to be addressed promptly if the organisation is 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.

12.2 The main strengths are the:

- good quality work placements that provide the trainees with opportunities to develop and achieve a good range of practical skills to industry standard;
- good success and progression rates on the Traineeship programme at 85% and 82% respectively; and
- high levels of motivation, cooperation, and independent learning demonstrated by most trainees.

12.3 The main areas for improvement are the:

- modest retention rate on the Traineeship programme at 64%;
- satisfactory retention rate (74%), modest success rate (69%) and poor progression rate (55%) on the MA programme;
- use of initial assessment to ensure that all trainees are placed on training programmes matched to their abilities and career aspirations;
- more effective use of workplace training and assessment plans and of reviews of trainee progress to inform the planning of directed training; and
- implementation of effective internal verification and development planning processes to bring about improvement.

Grade Awarded	Total number of Trainees
5	58

13. AREA OF LEARNING: NEW DEAL PROVISION

Programmes Inspected: Full-time Education and Training Opportunities, Voluntary Sector Option, Environmental Taskforce Option, Education and Training Opportunities

13.1 In the area inspected, the organisation has a few strengths in its educational and training provision. The inspection has identified significant areas for improvement, which need to be addressed promptly if the organisation is 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.

13.2 The main strengths are the:

- satisfactory or better standards of work achieved by most of the participants in the workplace; and

- satisfactory performance of the consortium in securing sustained employment for participants against the performance targets set by (DEL).

13.3 The main areas for improvement are the:

- quality of the learning and development plans which do not have defined targets and outcomes against which the progress of individual participants can be measured;
- lead partner's inadequate quality assurance procedures for the monitoring and evaluation of the New Deal provision;
- lack of opportunity for participants on the PEP, ETF and VSO to undertake additional qualifications or short training courses; and
- lack of clarification of the roles and management responsibilities for staff within the lead partner organisation and the ineffective leadership of the consortium by the lead partner.

Grade Awarded	Total number of participants
5	14

14. AREA OF LEARNING: PREPARATION FOR LIFE AND WORK

Programmes Inspected: Pre-vocational Access Programme, Access Programme, Essential/Key Skills Literacy, Numeracy and ICT, Preparation for Employment Programme, Trainee Support

14.1 In the areas inspected, the organisation has a few strengths in its educational and training provision. The inspection has identified significant areas for improvement, which need to be addressed promptly if the organisation is to meet effectively the needs of all the learners, and the needs of the community and the economy.

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

14.2 The main strengths are the:

- high levels of motivation demonstrated by the small number of trainees on the pre-vocational Access programme;
- good standards in essential skills demonstrated by most trainees in pre-vocational Access and in New Deal;
- good average success rate and excellent progression rate on the Access programme at 85% and 94% respectively;

- excellent success rates in the key skills in motor vehicle and wood occupations;
- high levels of support provided for trainees on the pre-vocational Access programme, including good links with external organisations; and
- good opportunities for trainees to sample different vocational areas on the pre-vocational Access programme.

14.3 The main areas for improvement are the:

- low levels of motivation for a significant minority of trainees on the Access programme, including poor attendance and time-keeping in directed training;
- need for the essential skills and the vocational tutors to work together more effectively to provide a coherent learning experience for the trainees;
- poor retention rate on the Access programme at 44%;
- modest and poor success rates in the key skills on the Traineeship in hairdressing and in EYCE/CCLD;
- quality of training and learning in a significant minority of the directed training sessions in essential/key skills;
- quality of resources to support the teaching and learning in a minority of essential/key skills sessions;
- monitoring and review of trainee progress on the Access programme;
- need for more effective links with employers, in particular the development and agreement of workplace training plans;
- need to develop the work-readiness skills of trainees on the Access programme; and
- leadership and management of the Access programme.

Provision	Number registered	Grade
Overall	505	5
Pre-vocational Access	13	1
Access	67	6
Preparation for Employment	4	*
Literacy	505	5
Numeracy	505	5
ICT	67	5
Trainee Support	All	5

PART FOUR

KEY PRIORITIES FOR DEVELOPMENT

East Antrim Institute of Further and Higher Education needs to revise the annual development plan to take account of the following key priorities for development:

- the management and quality of the learning experiences for Jobskills trainees and for participants on the New Deal programme.

Jobskills Access Table

Year	Completed 4 weeks	Retention Rate	Success Rate	Progressed to Traineeship	Progressed to relevant employment
2003/2004	60	32%	88%	73%	13%
2004/2005	67	57%	86%	90%	10%
2005/2006	43	40%	67%	50%	0%
Total/Average	170	44%	85%	83%	11%

2003/2004 – 2 trainees still on training

2004/2005 – 3 trainees still on training

2005/2006 – 14 trainees still on training

Jobskills Traineeship Table

Year	Completed 4 weeks	Retention Rate	Success Rate	Progressed to Modern Apprenticeship	Progressed to relevant employment
2003/2004	199	65%	67%	40%	60%
2004/2005	190	63%	65%	43%	23%
2005/2006	191	57%	67%	0%	100%
Total/Average	580	62%	66%	41%	49%

2004/2005 – 5 trainees still on training

2005/2006 – 106 trainees still on training

Jobskills Modern Apprenticeship Table

Year	Completed 4 weeks	Retention Rate	Success Rate	Progressed to relevant employment
2003/2004	47	72%	61%	82%
2004/2005	75	63%	20%	100%
2005/2006	85	81%	100%	100%
Total/Average	207	72%	57%	85%

2003/2004 – 6 trainees still on training

2004/2005 – 42 trainees still on training

2005/2006 – 67 trainees still on training

Jobskills Overall Summary

Year	Completed 4 weeks	Retention Rate	Success Rate	Progressed to employment or further training
2003/2004	306	60%	68%	100%
2004/2005	332	61%	68%	76%
2005/2006	319	61%	75%	83%
Total/Average	957	61%	68%	90%

NEW DEAL

Statistics supplied by the DEL for the Larne Consortium

Table 1 – 18-24

Period	Number of Leavers	Progressed to sustained employment %
April 2003–March 2006	66	27%

Table 2 – 25+

Period	Number of Leavers	Progressed to sustained employment %
April 2003–March 2006	80	19%

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