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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 Training Direct

Inspected: January-March 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 The North West Institute of Higher and Further Education's training division, Training Direct (TD), provides Department for Employment and Learning (DEL) training programmes under Jobskills and the New Deal. Nearly all of the vocational training programmes are provided in the former Government Training Centres, on the Maydown and Springtown campuses, where the main provision is in construction crafts and engineering. Training Direct also offers a small range of DEL funded training programmes on its other campuses in the Institute, as well as the essential skills provision for trainees on Access programmes.

1.2 Training Direct is the lead partner in the Londonderry and Strabane New Deal Consortia areas. The Londonderry New Deal Consortium is the largest consortia, in participant numbers in Northern Ireland. The consortium consists of ten training providers. The largest consortium training providers are Derry Youth and Community Workshop (DYCW), Rutledge Joblink Derry (RJD), The Resource Centre, Conservation Volunteers Northern Ireland, and Customised Training Services, which provide training to 86% of the registered number of participants. The numbers of participants following training programmes with the other five training providers is relatively small, including the North West Institute of Further and Higher Education.

1.3 The number of people on the claimant count as a proportion of the total population of working age in the Derry City council area for January 2007, is 4.6%, which is well in excess of the average for Northern Ireland at 2.5%.

1.4 Most of the trainees registered on Jobskills programmes are from the Derry City Council area. At the time of the inspection, 42% of the trainees on the Traineeship and Modern Apprenticeship (MA) programmes had at least four General Certificate in Secondary Education (GCSE) qualifications at grade C on entry to their programmes. Approximately one-third of the trainees had either a grade C in English or mathematics. Nearly all of the trainees on Access programmes commence their training with low levels of educational attainment. Most of the participants on New Deal programmes are from the Derry City Council area and have no previous qualifications on entry to their programme.

2. PROVISION

2.1 At the time of the inspection, there were 365 trainees registered with TD on Jobskills programmes. There were 55 trainees registered on the Access programme, taking National Vocational Qualifications (NVQs) at level 1 as well as essential skills, and a personal effectiveness programme which is provided by Opportunity Youth. There were 203 trainees (56%) registered on the Traineeship Strand, taking NVQs at level 2, and relevant technical certificate qualification as well as essential and key skills. There were an additional 106 trainees (29%) registered on the MA Strand, taking NVQs at level 3, and the relevant technical certificates and key skills for the MA frameworks.

2.2 At the time of the inspection, there were 285 participants registered on the New Deal programmes in the consortium. The majority, 168, were on the programme for 18-24 year olds and the remaining 117, were on programmes for adults aged 25 and over. The largest training provider in the consortium is DYCW, which had 103 (36%) participants registered at the time of the inspection. The range of vocational training programmes taken up by participants include, administration, retailing, media, horticulture, care, hospitality and beauty. The uptake on training programmes in priority skills areas is insignificant, and the consortium providers report that they are unable to place participants in the vocational areas of plastering, tiling, and warehousing and distribution.

2.3 This report is based on an extended inspection of the work of Jobskills trainees and New Deal participants in the Londonderry consortium across a wide range of vocational areas. The vocational areas under Jobskills Traineeship and MA programmes that were inspected, were electrical engineering, mechanical engineering, plumbing, transportation operations and maintenance and wood occupations. Training Direct's provision under the Jobskills Access programme, and the provision for essential skills, personal effectiveness, and key skills across the vocational programmes were also inspected. The total Jobskills programmes inspected account for 83% of the number of registered trainees in TD. The inspection of the New Deal provision covered nine of the training providers in the consortium. This included vocational training programmes in care, hairdressing and beauty and the Preparation for Employment Programme (PEP) option for adults aged 25 or older.

3. THE INSPECTION

3.1 During the inspection, a team of nine inspectors and four associate assessors observed training sessions and visited Jobskills trainees and New Deal participants in the workplace. A total of 263 trainees and participants were observed in 82 directed training sessions. In addition, 163 trainees and participants were also visited in the workplace. Discussions were held with the acting director of the Institute, heads of department and principal lecturers, the manager of TD, vocational and essential skills co-ordinators and tutors. The inspectors also had discussions with employers, trainees and New Deal participants. The team sampled vocational and key skills portfolios, internal and external verification reports and other relevant documentation.

4. MAIN FINDINGS

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

4.2 The main strengths are the:

- attitudes to work and motivation of the majority of the Jobskills trainees;
- levels of satisfaction reported by trainees and participants in their pastoral care interviews;

- good relationships between tutors and trainees and participants;
- good quality of the provision in electrical engineering and mechanical engineering, and plumbing;
- good quality directed training provided for most of the Jobskills programmes;
- personal tutor support offered to trainees on Access programmes;
- mostly high success rates for trainees on Traineeship and MA programmes;
- good to excellent retention rates in electrical engineering and mechanical engineering;
- good quality work-placements for most of the trainees on Jobskills programmes;
- improving success rates in the key skills outcomes for Jobskills programmes;
- evidence of good relationships with employers on most of the Jobskills programmes; and
- effective and extensive links with local post-primary schools in the provision of vocational training programmes.

4.3 The main areas for improvement are the:

- attendance at directed training in plumbing and wood occupations;
- quality of the provision for the majority of vocational training under Jobskills Access;
- retention rates in wood occupations on the MA and Traineeship;
- outcomes and levels of achievement in vocational and essential skills programmes under Jobskills Access;
- need to address low levels of progression to sustained employment for the New Deal options;
- planning and co-ordination of the key and essential skills programmes, with more collaborative working with the vocational tutors and to build on good practice identified in the report;
- need for more effective involvement with employers in setting and monitoring training plans with vocational tutors;
- need to develop the use of information learning technology (ILT) across most of the vocational areas;

- need for additional short courses for participants on New Deal programmes; and
- strengthening the leadership and management of work related programmes in TD, particularly the use of management information to aid decision-making and to plan for 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
	364	3	285	5	649	4
Contributory Grades:						
Standards and Outcomes	364	3	285	5	649	4
Training and Learning	364	2	285	4	649	4
Leadership & Management	364	4	285	5	649	5

Area of Learning	Jobskills		New Deal		Overall Grade
	No of Trainees	Grade	No of Participants	Grade	
Wood Occupations	28	4	Jobskills only		4
Plumbing	84	3	Jobskills only		3
Electrical Engineering	40	2	Jobskills only		2
Transportation Operations and Maintenance	40	3	Jobskills only		3
Mechanical Engineering	55	2	Jobskills only		2
Care	New Deal Only		30	4	4
Hairdressing	New Deal Only		11	5	5
Preparation for Life and Work Contributory Grades:	Overall Grade				4
Access	55	5	Jobskills Only		5
Preparation for Employment Programme	New Deal Only		97	5	5
Literacy	364	4	285	3	4
Numeracy	364	4	285	3	4
ICT	364	3	285	*	3
Careers Education and Guidance	364	3	285	5	4
Trainee Support	364	2	285	4	3

PART TWO

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 The majority of the trainees on the Jobskills programmes inspected are motivated, respond well to the high expectations set by the tutors and are committed to achieving their target qualification. Although attendance and time keeping is mostly good, a minority of employers in plumbing and wood occupations, are reluctant to release trainees for directed training sessions.

5.2 With few exceptions, the trainees on Jobskills programmes achieve good occupational standards in the workplace. The trainees develop the relevant range of practical skills to industry standards with the minimum of supervision. In plumbing, the trainees for example, work effectively in teams and independently to meet deadlines set by their employers. In wood occupations, the trainees achieve good standards of practical work; they competently undertake accurate marking measuring and cutting activities in the workplace. The high standards of work developed by the trainees are a particular feature of the provision in electrical, and mechanical engineering.

5.3 Most of the trainees on Jobskills programmes, develop a good understanding of the underpinning knowledge for their NVQ and are making good progress in their vocational units. For the majority of the vocational training programmes, under Access, however, the trainees' overall standards of work are poor and they are making slow progress through their NVQ units.

5.4 Most of the trainees on Jobskills programmes have appropriate communication and numeracy skills to meet the assessment requirements of their training frameworks, and to undertake their job roles effectively. The trainees' oral skills are sound and their vocational portfolios are well-presented with good use of a broad range of evidence including digital photographs. The trainees on construction and engineering programmes, effectively demonstrate good skills of measurement, and calculations in their vocational work. Although the trainees on the Access programmes make good progress in improving their essential skills, the majority do not have the necessary study and literacy skills to meet effectively the assessment requirements for the health and safety tests in construction.

5.5 On the programmes inspected, under Jobskills, the average rate of retention over the last three years, range from excellent to poor. Poor retention rates on the Traineeship and MA programmes in wood occupations, at 58% and 52%, respectively, contribute to low levels of attainment in this occupational area. Average retention rates in plumbing are modest on the Traineeship programme at 66%, and are satisfactory on the MA programme at 72%. Retention in electrical engineering is good on the Traineeship at 85% and is excellent on the MA at 95%. Retention in mechanical engineering is good at 80% and is satisfactory in Transportation Operations and Maintenance at 71%.

5.6 On the programmes inspected under Jobskills, average success rates in the full training framework for those trainees who complete their training, are good or excellent. The one exception is the Traineeship programme for wood occupations, with average success rates of 72%. High levels of success are a feature of the provision in plumbing, electrical engineering and in mechanical engineering.

5.7 Over the last three years, 201 trainees were registered on Access programmes, 78 completed their training and 41 achieved the full award. Taking into account, the 19 trainees still on their training, this represents a poor average retention rate of 49% and a poor success rate of 53% for those trainees who completed their training. The success rates for the 2005/06 cohort have declined considerably and are very poor. Poor levels of achievement in NVQ level 1 courses are a significant weakness for most of the Access programmes.

5.8 Over the last three years, 415 trainees were registered on the Traineeship Strand, 187 completed their training and 160 achieved the full framework. Taking into account, the 71 trainees still on their training, this represents, a modest average retention rate of 61%, and a good success rate of 86% for those trainees who completed their training. The outcomes for those programmes which TD has very low numbers are mostly poorer than for the other programmes.

5.9 Over the last three years, 250 trainees were registered on the MA Strand, 149 completed their training and 128 achieved the full MA framework. Taking into account, the 25 trainees still on their training, this represents, a satisfactory average retention rate of 70%, and a good average success rate of 86% for those trainees who completed their training.

5.10 Over the last three years, progression to other training programmes and relevant employment, for those trainees who successfully complete their programmes, are excellent on the Access programme at 95%, good on the Traineeship Strand at 88%, and are satisfactory on the MA Strand at 73%.

5.11 On Jobskills programmes, good progress has been made, over the last three years, in improving success rates for the key skills of application of number, communication and information technology (IT). They have improved from just over 50% for each key skill to 70% for the last cohort of trainees. In contrast, the success rates for the essential skills of literacy and numeracy, during this period, for trainees on Access programmes have declined from 70%, to poor levels of achievement at just over 50%.

5.12 During the period, April 2003 to June 2006, the figures produced by the DEL show that progression to sustained employment on the 18-24 New Deal options is low at 13%, which is below the Northern Ireland average of 18%. Progression rates to sustained employment for leavers on 25 plus programmes for this period, are low, at 6%, compared to the Northern Ireland average of 10%.

6. TRAINING AND LEARNING

6.1 The analysis of the pastoral care questionnaires completed prior to the inspection, show that the trainees and participants enjoy their training programmes and that they receive good support from their tutors. Although the responses to the questions are mostly very positive, only 40% of the participants on the New Deal programmes, report that their vocational courses will help them gain employment. The responses of the Jobskills trainees to interviews with inspectors show high levels of satisfaction with their training programmes. Trainees in plumbing, for example, state that the programme is very good and meets their expectations effectively.

6.2 Good and harmonious relationships between tutors and trainees on Jobskills programmes, are a feature of the provision in TD. The trainees receive good support and encouragement from the tutors in their vocational work. The deployment of personal tutors to trainees on the Access programme is well-managed; the good quality one to one support offered by the tutors is a significant strength of provision.

6.3 Initial assessment and induction are well-organised for most programmes under Jobskills. The trainees undertake a range of diagnostic assessment exercises on entry to their training programmes. Although this process is thorough, insufficient use is made of the outcomes of this assessment to plan and individual programmes of learning for the trainees. Trainees follow an appropriate induction programme to cover health and safety and the assessment requirements for their training frameworks. With the exception of wood occupations, the trainees are well informed about the structure and content of their NVQ programmes.

6.4 The quality of directed training is a strength across most of the vocational areas on Jobskills and New Deal programmes. Of the training sessions observed, 34 (42%) were consistently good or excellent and 29 (35%) had important strengths with a few areas for improvement. Of the remaining sessions, 15 (18%) were satisfactory with areas for improvement and there were significant areas for improvement in four (5%) of the sessions.

6.5 The directed training sessions for most of the Jobskills programmes are well-planned and offer the trainees good opportunities to develop and apply their knowledge and understanding to meet the requirements of their training frameworks. The good quality of directed training is a particular feature on the Traineeship and MA programmes in electrical engineering, mechanical engineering, motor vehicle and in plumbing. In plumbing for example, the practical sessions were very well-planned; in one lesson the tutor was able to manage effectively four different tasks concurrently. Most of the essential skills and personal development elements of the Access programme are well delivered to ensure that the trainees make good progress in their learning. With the exception of care, there are weaknesses in the majority of the vocational training sessions offered to trainees on the Access programme, particularly in decorative operations, motor vehicle and in wood occupations. The planning of these sessions are poor, and the trainees are making slow progress through their NVQ units. In addition, the practice of combining Access trainees and trainees from the Traineeship programme in some of the vocational directed training sessions, is unsatisfactory, and results in poor levels of support for these trainees.

6.6 The planning for the development and assessment of the key and essential skills is variable. The programmes are well managed in the occupational areas of brickwork, plumbing, electrical engineering, and mechanical engineering. Good use is made, for example, of team teaching with essential skills and vocational tutors in brickwork. In plumbing, excellent use is made of the vocational context in the key skill IT lessons. There are weaknesses in the management of the key skills in other areas, particularly in wood occupations and in motor vehicle engineering. In wood occupations for example, there is little use of the vocational context to motivate and stimulate the trainees in their work.

6.7 Most of the trainees on Jobskills programmes are in suitable work-placements to develop the range of skills and competences for their NVQ programmes. A small number of trainees were not in placement during the inspection, and more action is needed to provide off the job training for these trainees when they are out of placement. Although the quality of work-based training is mostly good, employers are not sufficiently involved in setting and monitoring training plans for the trainees across most of the vocational areas.

6.8 With the exception of training programmes in transportation operations maintenance and the IT key skills provision in plumbing, the use of information and learning technology (ILT) to support training and learning is underdeveloped across most of the vocational areas on Jobskills programmes.

6.9 The provision of an effective programme of careers education and guidance for Jobskills trainees is underdeveloped. Although the trainees receive ongoing information and guidance from their tutors, and workplace supervisors, the provision is not sufficiently co-ordinated to ensure that trainees make informed careers choices as they progress through their training programme. At the time of the inspection, TD was in the process of developing a policy for careers education for Jobskills programmes, and this is a welcome development. Appropriate action is required to ensure that the trainees are provided with adequate opportunities to develop their careers' management, and Job Search skills.

6.10 Most of the participants on the PEP option are placed in work-placements that match generally their interests and abilities. Only a minority of participants have adequate opportunities to undertake additional short courses, for example, health and safety and IT courses, to enhance their prospects of gaining employment. The majority of the participants, however, have complex barriers to learning and have returned to the programme for at least the second time. Although Jobsearch programmes offered by individual training providers to participants on New Deal options are mostly well-planned, there is a need for the consortium members to tailor a coherent programme of careers advice and support to meet the needs of the participants, particularly those who have low expectations of gaining employment from the programme. In addition, there is no comprehensive overview by the lead partner of the provision within PEP by the consortium partners and no strategies have been developed by the consortium to meet the long terms needs of the participants. Statistics available from the lead partner indicate that, in the period from April 2006 to January 2007, all (100%) of the participants who completed the PEP option returned to unemployment.

6.11 The quality of the essential skills provision offered to New Deal participants is mostly well-planned with the training providers offering good support for the participants. There is a need however, to develop more effective links with the DEL Personal Advisors to direct more of the participants onto the Essential Skills Training option to meet their training needs more effectively.

6.12 The quality of the accommodation to support the trainees on Jobskills programmes is variable. The Springtown campus, is mostly well-equipped to meet the needs of the trainees. The trainees in motor vehicle engineering have access to an excellent range of training vehicle plant and specialist equipment following the recent significant investment in upgrading this facility. The good quality resources and workshops are a particular feature of the provision in electrical engineering, and in plumbing. There is a need to update elements of the facilities and equipment in mechanical engineering, particularly to facilitate training in advanced welding and in computer controlled cutting, forming and machining. The quality of the accommodation in the Maydown campus is mostly poor, and there are deficiencies, particularly in wood occupations.

6.13 Most of the tutors deployed on Jobskills and New Deal programmes have the relevant qualifications and industrial experience to meet effectively the needs of the trainees and participants. The level of qualified staff on the New Deal programme in child development and well-being is insufficient for the NVQ level 3 award.

7. LEADERSHIP AND MANAGEMENT

7.1 Leadership and management arrangements for TD's provision of Jobskills programmes and for the New Deal consortium in Londonderry have more areas for improvement than strengths.

7.2 On Jobskills programmes, most of the vocational and the essential and key skills teams work effectively to plan provision within their respective areas. Much of this planning, however, is fragmented, and there are insufficient opportunities for vocational, essential and key skills tutors to work collaboratively to ensure that the training programmes are managed in a coherent manner to meet effectively the needs of the trainees. Most of the planning and co-ordination in wood occupations, is particularly fragmented, and there is a need to clarify more clearly the roles of vocational co-ordinators across the different elements of the programme.

7.3 The centre manager of TD has responsibility for the administration of the Jobskills and New Deal programmes, while the relevant heads of departments and the principal lecturers have responsibility for managing the vocational and essential skills training programmes. There is evidence that the principal lecturer in crafts has offered good support to the course teams, particularly in plumbing. There are insufficient fora at a strategic level, however, for administrative and curricular managers to manage the training programmes in a coherent and effective manner across the Institute.

7.4 On Jobskills programmes, all vocational programmes are subject to annual course reviews as part of the institute's quality assurance arrangements. This has been supported by recent audits of the administration of TD and Jobskills programmes. The effectiveness of these arrangements are undermined by significant weaknesses in the use of management information for most aspects of the Jobskills provision. Throughout the inspection, the

administration staff in TD and nearly all of the vocational tutors were not able to provide the inspection team with accurate and timely information on trainee registrations and levels of attainment. The administration team of TD and the tutors frequently maintain different sets of data, on important performance indicators to plan for improvement. There are inadequate processes in place to effectively collate and interpret data for nearly all of the vocational programmes, and there is little sharing of this information between the administration staff and tutors for nearly all the programmes. This is a significant weakness that needs to be addressed urgently by senior management in the Institute.

7.5 There are similar weaknesses in the use of management information for New Deal programmes. Although the individual training providers maintain sufficiently robust statistical information on their respective provision and on outcomes, TD does not have adequate systems in place to collate and interpret these important performance indicators, including labour market intelligence, across the consortium. In addition, there are inadequate systems in place to monitor the quality of training provided by the New Deal providers, and there is little evidence of appropriate action to improve outcomes for the consortium. Although recent enhancements in staffing levels and the appointment of a quality liaison manager, have improved the internal communications within the consortium, the current arrangements fall short of the requirements to plan effectively for improvements in the quality of provision.

7.6 Training Direct has in place appropriate policies for the protection of children and vulnerable adults. This is supported with staff development programmes to increase staff knowledge and understanding on child protection issues.

7.7 Most of the vocational teams maintain effective and productive relationships with employers in the planning of their programmes. The good quality industrial links are particularly strong in electrical engineering, mechanical engineering, and motor vehicle and in plumbing.

7.8 Training Direct provides an extensive range of vocational programmes under the Vocational Enhancement Programme (VEP) to pupils from some 15 post-primary schools, including two special schools in Derry and Strabane. The number of pupils registered is large, with approximately 650 pupils at key stage (KS) 4, and 380 post-16 pupils participating on these programmes.

7.9 The main provision at KS4, is the Curriculum Council for Examinations and Assessment (CCEA) Occupational Studies (OS) modules across a range of engineering and construction options. The OS modules, offer pupils good opportunities to sample and develop vocational skills across a range of occupational areas. Other programmes offered include vocational related qualifications, and NVQ level 1 programmes in food preparation and cookery, and beauty therapy.

7.10 Overall, there is a wide menu of choice at KS4, which are well linked into most of the training programmes that are offered post-16 under the Jobskills programmes.

PART THREE

AREA OF LEARNING REPORTS

8. BUILDING CONSTRUCTION (MECHANICAL ENGINEERING SERVICES/PLUMBING)

Programmes inspected: Plumbing Traineeship and MA

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

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

8.2 The main strengths are the:

- excellent success and progression on the Traineeship at 97% and 100% respectively;
- excellent success and progression on the MA at 90% and 95% respectively;
- well -qualified and experienced vocational tutors who work hard to meet the needs of individual trainees;
- good quality work placements, based on the lecturers' relationships with local firms; and
- well-planned and effective arrangements at course team level, for monitoring, reviewing and assessing the trainees' progress and achievements.

8.3 The main areas for improvement are the:

- modest retention rate at 66% on the Traineeship programme and satisfactory retention rate at 72% on the MA programme; and
- arrangements for sharing management information between Training Direct and the vocational teaching team.

Revised Grading System	Original Grading System	Total No of Trainees
3	2	84

9. BUILDING CONSTRUCTION (WOOD OCCUPATIONS)

Programme inspected: Wood Occupations Traineeship and MA

9.1 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.

9.2 The main strengths are the:

- excellent success rate on the Traineeship programme at 97%;
- good to excellent progression rates on the Traineeship and MA programmes at 84% and 100% respectively;
- increasing success rates on the MA programme;
- good balance of theory and practical work in the directed training sessions inspected;
- good standards of occupational skills demonstrated by most of the trainees in the workplace and directed training; and
- good levels of motivation and positive attitudes to training of the majority of trainees.

9.3 The main areas for improvement are the:

- poor retention rates on the Traineeship and the MA programme at 58% and 52% respectively;
- planning and integration for key skills;
- clarification of roles and responsibilities; and
- involvement of employers in the design of the training plans and establishment of short-term targets across the training periods.

Revised Grading System	Original Grading System	Total No of Trainees
4	2	28

10. CHILD DEVELOPMENT AND WELL-BEING

Programmes inspected: Children’s Care, Learning and Development NVQ levels 2, and 3 (New Deal)

10.1 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.

10.2 The main strengths are the:

- good match between the participants’ prior achievement and the level of the NVQ programme they are placed on;
- good occupational standards of most of the participants;
- high levels of support provided by the tutors for the participants, including supportive marking to develop their literacy skills, and support for participants with disabilities;
- good to excellent quality of most of the workplace training; and
- regular reviews and good involvement of employers in the development of participants’ learning and development plans.

10.3 The main areas for improvement are the:

- progression rate to employment, which is poor at 21% for NVQ level 2 and 13% for NVQ level 3;
- opportunities for tutors in RJD to upgrade their qualifications and vocational experience;
- development and implementation of a systematic careers education and guidance programme, including the opportunities for self-employment for all participants, particularly those coming towards the end of the programme; and
- use of management information by the lead partner to review the quality of the training and learning, and inform action for improvement.

Revised Grading System	Original Grading System	Total No of Trainees
4	2	30

11. ELECTRICAL ENGINEERING

Programmes Inspected: Performing Engineering Operations Traineeship Electrical Engineering Maintenance MA

11.1 In the area inspected, the organisation has major strengths in its educational and training provision. The educational, training and pastoral needs of the learners are being well met, along with the needs of the community and the economy. The parents and community can have confidence in the organisation's capacity for sustained self-improvement.

No follow-inspection is required.

11.2 The main strengths are the:

- high standards achieved by almost all trainees in the workplace, and their progress towards occupational competence;
- challenging practical exercises provided for trainees during off-the-job training;
- effective improvement strategies that identify and address weaknesses in provision;
- retention and success rates on the Traineeship programme at 85% and 82% respectively;
- retention and success rates on the MA programme at 95% and 94% respectively; and
- excellent progression to employment from the MA programmes and to further training from the Traineeship programme at almost 100%.

11.3 The main area for improvement is the:

- use of ILT in sessions to develop the trainees' underpinning knowledge.

Revised Grading System	Original Grading System	Total No of Trainees
2	1	40

12. HAIRDRESSING AND BEAUTY THERAPY

Programmes inspected: NVQ level 1, 2 in hairdressing and beauty therapy

12.1 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.

12.2 The main strength is the:

- good range of occupational experiences provided in most work placements.

12.3 The main areas for improvement are the:

- need to improve communication between the lead partner, the vocational tutors, employers and the consortium members;
- involvement and engagement of employers in the training process;
- inadequate monitoring and review of participants' progress in the workplace; and
- lead partner's arrangements to formally review and evaluate the quality of provision.

Revised Grading System	Original Grading System	Total No of Participants
5	3	11

13. **MECHANICAL ENGINEERING (FABRICATION AND WELDING, AND MECHANICAL ENGINEERING)**

Programme inspected: **Traineeship and MA in Fabrication and Welding**
 Traineeship and MA in Mechanical and Manufacturing
 Engineering

13.1 In the area inspected, the organisation has major strengths in its educational and training provision. The educational, training and pastoral needs of the learners are being well met, along with the needs of the community and the economy. The parents and community can have confidence in the organisation's capacity for sustained self-improvement.

No follow-inspection is required.

13.2 The main strengths are the:

- standards of work demonstrated by most trainees in the workplace and in directed training;
- retention (80%), success (93%) and progression (100%) rates;
- quality of directed training to develop both the trainees' practical skills and related technical knowledge, which is tailored to meet the needs of local employers;
- quality of workplace training, which provides good opportunities for the trainees to develop appropriate industry skills;
- progression pathways to further and higher education, which are clearly understood by the trainees; and
- effective links and partnerships with local employers and post-primary schools.

13.3 The main areas for improvement is the:

- updating aspects of the facilities and equipment, particularly to facilitate training in advanced welding and in computer controlled cutting, forming and machining.

Revised Grading System	Original Grading System	Total No of Trainees
2	1	55

14. **TRANSPORTATION OPERATIONS AND MAINTENANCE (MOTOR VEHICLE ENGINEERING AND LIGHT BODY VEHICLE REPAIR)**

Programme inspected: Traineeship and MA in Light Vehicle Maintenance & Repair
Traineeship and MA in Light Vehicle Body Repair

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

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

14.2 The main strengths are the:

- standards of work demonstrated by most trainees in the workplace and in directed training;
- overall success (80%) and progression (100%) rates;
- good opportunities during directed training for the trainees to develop practical skills that are matched to the needs of industry, particularly in the use of modern technology;
- use of ILT to enhance the quality of directed training; and
- quality of the accommodation and range of specialist industry standard equipment.

14.3 The main areas for improvement are the:

- retention rate, which is satisfactory at 71%;
- management of the quality control systems to effect improvement, including the internal verification process; and
- planning of the essential skills provision by senior management to enable trainees to progress inline with their abilities and prior achievements.

Revised Grading System	Original Grading System	Total No of Trainees
3	2	40

15. NEW DEAL PROVISION

Programmes Inspected: Full-Time Education and Training Opportunities
Voluntary Section Option
Environmental Task Force Option
Education and Training Opportunities
Preparation for Employment Programme

15.1 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 consortium 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 consortium's progress in addressing these areas for improvement.

15.2 The main strengths are the:

- development of occupational skills by the majority of the participants; and
- good support offered to participants by the individual training providers.

15.3 The main areas for improvement are the:

- poor progression to sustained employment for participants on both the 18-24 (13%) and 25 plus (6%) programmes;
- low achievement rates of target qualifications by participants on both the 18-24 (3%) and 25plus (2%) programmes;
- development of a standardised and systematic package of learning support for participants across the consortium;
- development of robust quality assurance systems for the consortium by the lead partner;
- collection and effective use of management information and emerging labour market information by the lead partner; and
- leadership and management of the consortium.

Revised Grading System	Original Grading System	Total No of Trainees
5	3	285

16. PREPARATION FOR LIFE AND WORK

Programmes inspected: **Jobskills Access, Essential and Key Skills
Careers Education and Guidance
Preparation for Employment Programme
Trainee Support**

16.1 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.

16.2 The main strengths are the:

- quality of training and learning in most of the Access essential skills lessons; the tutors make effective use of vocational contexts to motivate the trainees in their learning;
- good level of trainee support and pastoral care provided through the personal tutors for Access trainees;
- committed and well experienced team of essential skills tutors on the Access programme who offer effective support to develop the trainees' language and numeracy skills;
- quality of work placements for most of the trainees on the Access programmes;
- commitment from management to provide opportunities for team teaching in essential skills being delivered to Jobskills brickwork trainees which is working well for numeracy;
- good practice in a minority of Jobskills programmes where the vocational and essential skill tutors work well together to provide a good vocational context for the delivery of essential skills; and
- improving rates of achievement in level 2 key skills from poor to satisfactory.

16.3 The main areas for improvement are the:

- need to address the weaknesses in the quality of provision in the majority of the vocational craft programmes. There is a need to make effective use of a broader range of training methods to motivate and challenge the trainees. Overall, the pace of assessment is slow and the trainees are not making sufficient progress through their NVQ units;

- management arrangements for more effective planning and review of the vocational and essential skills provision to ensure coherent programmes of learning for all Access and Jobskills trainees;
- quality and frequency of work-based monitoring visits to review the progress of Access trainees. There is a need for more effective involvement with employers in drawing up and reviewing training plans;
- timetabling arrangements for the essential skills training sessions; the two hour timed blocks are not conducive to effective learning;
- need to implement effective cover arrangements to provide appropriate support for those trainees who are out of placement;
- low level of achievement, particularly success rates in vocational training programmes that have declined significantly over the last three years;
- success rates in the essential skills Access programmes have declined over the last three years, from just over 70% to approximately 50%;
- provision of a clearly articulated and agreed policy detailing how the level of essential skills to be completed by Jobskills trainees are determined; and
- development of well-planned careers and guidance programmes, to support trainees and participants on Jobskills and New Deal programmes.

Provision	Revised Grading System	Original Grading System	Total No of Registered
Overall	4	2	649
Access	5	3	55
Preparation for Employment Programme	5	3	97
Literacy	4	2	649
Numeracy	4	2	649
ICT	3	2	364
Careers Education and Guidance	4	2	649
Trainee Support	3	2	649

PART FOUR

KEY PRIORITIES FOR DEVELOPMENT

Training Direct and the lead partner of the Londonderry New Deal consortium need to revise their annual development plans to take into account the following key priorities for development:

On Jobskills programmes

- more effective co-ordination and management of the administration of TD and the curriculum departments of the Institute, to ensure effective coherence in the planning and review of training programmes;
- management strategies to improve outcomes for the Jobskills Access programme, and for the Traineeship and MA in wood occupations; and
- action to address deficiencies in the use of management information to aid decision-making and planning for improvement.

On New Deal Programmes

- action by the lead partner, to strengthen quality assurance arrangements across the consortium;
- action by the lead partner to make more effective use of management information, and labour market intelligence across the consortium partners; and
- the implementation of strategies by the consortium to improve progression rates to sustained employment for all New Deal options.

APPENDIX

JOBSKILLS ACCESS TABLE

Year	Completed 4 weeks	Retention Rate %	Success Rate %	Progressed to Traineeship %	Progressed to relevant Employment %
2003/2004	93	42	79	83	10
2004/2005	59	47	36	80	20
2005/2006	49	63	8	100	0
Total Average	201	49	53	83	12

2005/06 19 trainees still in training

JOBSKILLS TRAINEESHIP TABLE

Year	Started (completed 4 weeks)	Retention Rate	Success Rate	Progressed to Modern Apprenticeship	Progressed to relevant employment
		%	%	%	%
2003/04	157	57	88	83	15
2004/05	127	67	86	68	23
2005/06	131	64	69	0	0
Total/Average: 415		62	86	72	18

2005/2006 71 trainees still on training

JOBSKILLS MODERN APPRENTICESHIP TABLE

Year	Started (completed 4 weeks)	Retention Rate	Success Rate	Progressed to relevant employment
		%	%	%
2003/04	91	70	89	82
2004/05	80	71	84	88
2005/06	79	67	83	37
Total/Average:250		70	86	73

03/04 1 still in training

04/05 7 still in training

05/06 17 still in training

JOBSKILLS OVERALL SUMMARY

Year	Started (completed 4 weeks)	Retention Rate	Success Rate	Progressed to relevant employment
		%	%	%
2003/04	341	56	86	92
2004/05	266	61	77	91
2005/06	259	65	66	30
Total/Average:866		61	79	84

All of the figures included in the tables and in this report were supplied by Training Direct

NEW DEAL TABLES

Statistics supplied by DEL for the Derry City Council Consortium

18-24

Period	Number of leavers	Progressed to sustained employment %
April 2003-June 2006	1565	13%

25+

Period	Number of leavers	Progressed to sustained employment %
April 2003-June 2006	1139	6%

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