



*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 Provision Belfast Institute of Further and Higher Education

Inspected: December 2006 & January 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

All the statistics in this report have been supplied and verified by Belfast Institute of Further and Higher Education.

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.

SUMMARY

1. CONTEXT

1.1 The Belfast Institute of Further and Higher Education (College) is the largest provider of further and higher education in Northern Ireland. Belfast Institute of Further and Higher Education, through its centralised training unit, Belfast Institute Training and Employment Services (BITES), supplies training for the Department for Employment and Learning (DEL) through the Jobskills Access, Traineeship and Modern Apprenticeship (MA) programmes.

1.2 Belfast Institute Training and Employment Services has been in operation since 1980 and is led by a Principal Lecturer and a centralised team of administrative and academic staff, who have responsibility for the overall management of Jobskills provision. Prior to 2004, BITES was located in the Department of Community Education and Training. For the past three years, BITES has been part of the Department for Workforce and Economic Development, which was established to spearhead the Institute's drive to link further education and training more closely with economic and entrepreneurial activity.

1.3 The BITES staff includes a team of BITES tutors who are members of the lecturing staff. They are responsible for the provision of pre-entry guidance and support, the management of directed training and work-based learning, and the progression of trainees to employment or further and higher education. Key and essential skills are also managed and delivered through BITES. The pastoral support and monitoring of the trainee's overall progress in directed training and in the workplace, is also an integral part of BITES's functions, undertaken by the BITES tutors.

1.4 The trainees on Jobskills programmes complete the framework appropriate to their level of training and chosen vocational area, including a National Vocational Qualification (NVQ), key or essential skills and a technical certificate if required. Belfast Institute Training and Employment Services staff are responsible for liaison with the curriculum departments in the college who deliver the vocational curriculum, including the NVQs, technical certificates and the assessment of work-based learning. The majority (78%) of the Jobskills training is provided by the Department of Technology and the remainder by the Departments of Hospitality, Leisure and Tourism, Computing and Administrative Studies and Continuing Education.

1.5 Trainees are recruited to the Jobskills programmes from a wide catchment area, which spans both inner- city Belfast and the Greater Belfast area. Young people and adults from both of the traditional communities in Northern Ireland are recruited onto these programmes. Most of the Jobskills trainees leave post- primary education with few qualifications. At the time of the inspection, only a minority (14%) of the trainees held at least four General Certificate of Secondary Education (GCSE) qualifications at grades A* to C on entry to their programme. A minority (28% and 26% respectively) held GCSE English and GCSE mathematics, at grade C and above.

2. PROVISION

2.1 The number of trainees enrolled on Jobskills programmes in BITES has increased by approximately a third (33%) since the last inspection in 2000, when 381 trainees were on the programmes. This expansion has been due largely to an increase in the numbers of trainees

on both Traineeship and MA programmes. During the eight weeks of the inspection the number of trainees decreased from 546 in the first week, to 508. Of these trainees 64 (13%) were registered on Access programmes, 252 (50%) on Traineeship programmes and 192 (37%) on MA programmes.

2.2 The number of vocational areas in which training is provided has been reduced by BITES over the past six years, from 27 to 14. Vocational areas withdrawn from the range offered in 2000 were, in the main, programmes which attracted low numbers of trainees. Currently, half of the vocational areas have less than 20 Jobskills trainees.

2.3 The majority of the trainees are recruited to programmes in the craft and construction industries. Ninety nine trainees (19%) are in plumbing, 71 (14%) in wood occupations, 64 (13%) in heating and ventilation, 36 (7%) in motor vehicle and 32 each (6%) in plastering and brickwork. In total, 72 trainees (14%) are recruited to the range of Access programmes offered by BITES, including the specialised Pathfinder programme, for trainees with physical disabilities. There are 24 and 21 trainees respectively, recruited to the vocational areas of painting and decorating and wall and floor tiling. There are less than 20 trainees in each of the remaining vocational areas of business administration, care, food preparation, mechanical and manufacturing engineering and travel services.

2.4 Most of the directed training is delivered on the Millfield or Brunswick Street campuses. The Pathfinder programme is located in the Tower Street building. The majority of the Access trainees attend BITES for two days each week; the rest of the week is spent on work placement. Most trainees on the Traineeship and MA programmes attend directed training for one or two days each week and are placed with an employer for the remainder of the week. In most of the vocational areas where small numbers are recruited to the programme the trainees are integrated into similar, non-Jobskills funded programmes.

3. THE INSPECTION

3.1 The extended inspection was undertaken over a period of eight weeks during December 2006 and January 2007. The inspection focused in particular on the overall leadership and management of the whole organisation. The vocational areas of food preparation, mechanical and manufacturing engineering, motor vehicle, plumbing, wood occupations and travel services were inspected. The provision for Access trainees and the area of learning for preparation for life and work, which includes the essential and key skills provision, the provision for trainee support, and the careers education, information, advice and guidance (CEIAG) provision, were also inspected. These areas, in total account for more than 60% of the trainees registered at the time of the inspection.

3.2 During the inspection a team of seven inspectors from the Education and Training Inspectorate observed training sessions and visited trainees in the workplace. A total of 162 trainees were observed in 63 directed training sessions. Inspectors also visited 55 trainees in the workplace. Discussions were held with the Director and Deputy Directors, with the senior management team responsible for training and with centre managers. In addition, interviews were held with BITES tutors, who perform the role of monitoring officers, vocational tutors, who also act as assessors in the workplace, essential and key skills tutors, and with employers and trainees. The inspectors sampled vocational and key skills portfolios, internal and external verifier reports and other relevant documentation.

3.3 A large sample of trainees completed a pastoral care questionnaire prior to the inspection, which provided them with the opportunity to comment on the quality of their learning experiences and the pastoral care arrangements in BITES. The Director also completed a questionnaire relating to the provision of pastoral care within the organisation.

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

4.2 The main strengths are the:

- well qualified and experienced tutors, monitoring officers and assessors;
- good work placements with a wide range of employers; and
- modern workshops and training facilities.

4.3 The main areas for improvement are the:

- low numbers recruited to the priority skills areas of hospitality and catering and mechanical and manufacturing engineering;
- quality of training and learning in a significant minority of the training sessions;
- success rates for the full framework in Traineeship programmes, which are poor in hospitality and catering, motor vehicle, mechanical engineering and wood occupations, and modest in travel services;
- success rates for the full framework in MA programmes, which are poor in all vocational areas inspected except plumbing;
- retention rates, which are poor or modest in all Traineeship and MA programmes except travel services;
- quality of the provision to prepare trainees for Life and Work, including keyskills and essential skills;
- quality assurance of the full Traineeship and MA frameworks in most of the vocational areas; and
- leadership and management of the Jobskills provision at all levels, including the strategies for quality improvement.

4.4 Over the eight week period of the inspection, BITES staff used the preliminary findings to produce detailed action plans, at both organisational and vocational level. During the final phase, the inspection team found clear evidence that a good start had been made to the implementation of action identified in the plans, across most of the vocational areas.

Table of Grades

Grades	Revised Grading System	Original Grading System
Overall Grade	5	3
Contributory grades:		
Standards and Outcomes	5	3
Training and Learning	5	3
Leadership and Management	5	3

Area of Learning grades	Revised Grading System	Original Grading System
Hospitality and Catering	5	3
Mechanical and Manufacturing Engineering	5	3
Motor Vehicle- Transport Operations and Maintenance	5	3
Plumbing	4	2
Travel Services	5	3
Wood Occupations	5	3
Preparation for Life and Work Contributory Grades:	5	3
Access	4	2
Literacy	5	3
Numeracy	5	3
ICT	5	3
Trainee support	3	2
Careers Education, Information Advice and Guidance	5	3

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

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 The majority of trainees are well motivated and respond well to their tutors, and to other trainees. The BITES and vocational tutors provide trainees with good support and work hard to create a culture which supports diversity. Trainees are tolerant of each others' backgrounds and beliefs, and build positive working relationships with their peers and with colleagues in the workplace. However, the attendance at directed training of a significant minority of the trainees on the Access, hospitality and catering, plumbing and wood occupations programmes, and of a minority of motor vehicle trainees, is poor at less than 80%.

5.2 The standards of the trainees' occupational skills in the workplace are generally good. In plumbing, trainees achieve good standards in domestic plumbing and renewable energies, and the trainees are able to carry out a wide range of tasks to industry standards. In mechanical and manufacturing engineering and motor vehicle programmes, trainees undertake a range of suitable tasks competently, and at an appropriate pace. The majority of the trainees on the Access programmes are making good progress in responding to requests, taking directions and working as a member of a team.

5.3 In contrast, while hospitality and catering trainees display good craft skills to appropriate industry standards in directed training, they do not have appropriate opportunities to develop these skills further in workplace training. In travel services, while the trainees are in work-placements where they have good opportunities to develop the skills and competences for their NVQs. Most of them do not make sufficient progress during the early part of their training in pricing and selling routine holiday products.

5.4 A significant minority of trainees do not communicate effectively with their supervisors and customers. The standard of written communication and presentation in their portfolios of evidence is poor though it is good for a significant minority. The essential skills provision for Access trainees is effective in enabling them to make good progress in their literacy and numeracy skills. The key skills provision, however, in the Traineeships and MA programmes has weaknesses that outweigh strengths.

5.5 The average retention rates on the Access programmes are good for the Pathfinder programme at 75%, but modest for Routeways at 51% and poor for the A3 programmes at 43%. Success rates are excellent for trainees on the Pathfinder programme, at 100%, but poor for Routeways and A3 trainees, at 57% and 43% respectively.

5.6 Average retention rates on the Traineeship programmes are poor in half of the vocational areas inspected, including hospitality and catering, mechanical and manufacturing engineering, motor vehicle and travel services, and modest in all other vocational areas.

5.7 The average retention rates are poor or modest across all MA programmes, with the exception of travel services, where retention is satisfactory at 71%.

5.8 The average success rates for the full frameworks are poor across all of the Traineeship and MA programmes inspected, with the exception of plumbing and travel services, where they are good and modest at 85% and 67% respectively for the Traineeship programme and satisfactory in plumbing for the MA at 78%. In the majority of vocational areas, the success rate for achievement of the NVQs is higher, particularly in motor vehicle, at 26% for the full framework and 90% for the NVQ. Similarly, in the mechanical and manufacturing engineering Traineeship, all of the trainees (100%) achieved the NVQ, but only 50% achieved the full framework. In the hospitality and catering Traineeship, however, the same percentage of trainees (33%) achieved the NVQ as the full framework.

5.9 Over the last three years, of the 181 trainees who started the Access programme, 44 completed the programme and 21 gained the full award. Taking into consideration the 45 trainees still on training at the time of the inspection, these figures represent a poor retention rate of 49% and a success rate of 47%, for those who complete their programme.

5.10 Over the last three years, of the 303 trainees who started the Traineeship programme, 120 completed the programme and 76 gained the full award. Taking into consideration the 59 trainees still on training at the time of the inspection, these figures represent a poor retention rate of 59% and a modest success rate of 63% across the full framework, for those who complete their programme.

5.11 Over the last three years, of the 148 trainees who started the MA programme, 47 completed the programme and 9 gained the full award. Taking into consideration the 34 trainees still on training at the time of the inspection, these figures represent a poor retention rate of 55% and a poor success rate of 19% for those who complete their programme.

5.12 The average overall retention rate on keyskills provision is poor across the Traineeship and MA programmes, at 58%. The success rates for the key skills of communication, application of number and information and communication technology are satisfactory at 72%, modest at 61% and satisfactory at 75% respectively.

5.13 Over the last three years, the average progression rate to further education, training or relevant employment is good for the Access, Traineeship and MA programmes at 85%, 89% and 84% respectively. Two of the trainees in travel services have progressed to relevant foundation degrees. In motor vehicle, progression to level 3 is poor at 53%.

6. QUALITY OF TRAINING AND LEARNING

6.1 The analysis of the trainee questionnaires, completed prior to the inspection indicates that approximately 90% of the trainees are satisfied or very satisfied with their experiences in BITES. In particular, the trainees feel that they have good access to resources, and that staff in the organisation care about their progress. The analysis indicates that 77% of the trainees are satisfied or very satisfied with the management arrangements for their training programmes.

6.2 Across the vocational programmes inspected, good relationships exist between vocational and BITES tutors and the trainees. The BITES staff and the tutors across the vocational areas provide the trainees with good levels of support in all of the programmes. In the Routeways and Pathfinder programmes, the staff work hard to develop strong links with

parents, with supportive employers, and with a wide range of relevant support agencies. The curriculum for trainees on the Pathfinder programme is too narrow and the range of vocational options available needs to be extended to ensure effective progression opportunities are in place for all Pathfinder trainees.

6.3 Small numbers of Jobskills trainees are recruited to the travel services programme, and also to the priority skills areas of hospitality and catering and mechanical and manufacturing engineering. The College has a broad range of programmes in place from level 2 to level 5 in most of the vocational areas inspected. In mechanical engineering and in motor vehicle there are good progression pathways from level 2 craft to levels 4 and 5 in higher technical engineering. Exceptionally low numbers are recruited to Jobskills programmes in this vocational area. Currently, there are only seven trainees and overall numbers for the last three years are 14 for the Traineeship programme, and eight for the MA. In hospitality and catering, only six trainees are on the Traineeship programme and seven on the MA programme. Over the last three years, numbers on the Traineeship programme have remained constant, with approximately six trainees recruited each year, whilst those on the MA programme have decreased significantly.

6.4 There is considerable variation in the quality of the training and learning across the programmes inspected. Of the 63 sessions observed, only one directed training session was excellent, 15 (24%) had major strengths and 16 (25%) had strengths with a few areas for improvement. Of the remainder, the training and learning was satisfactory with areas for improvement in important areas in 18 sessions (29%) and there were significant areas for improvement in 13 (21%) of the sessions.

6.5 Across the vocational areas, there are significant areas for improvement in training and learning which require attention. Directed training is good in practical classes in plumbing. In phase one of the inspection there was too much emphasis on direct exposition in theory classes. By the final phase of the inspection, the course team had acted on the inspection findings and there was clear evidence of the use of a broader range of training and learning approaches in training sessions. In wood occupations, while there is a good balance between theory and practical work, there is insufficient emphasis on differentiated learning and trainees would benefit from more opportunities for independent work.

6.6 The directed training is good in catering but is not matched effectively to workplace training. In travel services, while some of the directed training is of good quality, it is not always related sufficiently to the needs of the travel industry. At the beginning of the inspection, trainees on the travel services programme attended directed training for only one day on alternate weeks. By the final phase of the inspection, directed training had been scheduled on a weekly basis.

6.7 In motor vehicle and mechanical and manufacturing engineering, the planning for directed training lacks rigour. In both of these areas, the pace of the work is too slow. In motor vehicle there is insufficient planning of workshop practice to involve all trainees actively in a range of tasks and enable them to make good progress in their learning. In mechanical engineering, a number of trainees who are employed by sheet metal companies are following an inappropriate NVQ programme in heavy metal, despite the availability of relevant equipment and staff who would be qualified to deliver a more appropriate pathway.

6.8 Information and Learning Technology (ILT) is used well in plumbing, motor vehicle and wood occupations and in essential skills classes to support and extend training and learning. In plumbing, for example, effective planning, management and implementation of the technical certificate has resulted in improved motivation of both trainees and staff. There is room for development in the use of ILT across all other vocational areas.

6.9 Essential skills provision is managed well for trainees on the Access programmes. It is integrated effectively into vocational training programmes. The BITES policy on maximum class sizes is effective in providing trainees with the requisite levels of support. The tutors plan their work thoroughly and use a broad range of appropriate tasks to ensure that trainees make good progress in developing their literacy and numeracy skills. Appropriate initial assessment procedures are used to identify individual learning needs, and the outcomes of assessment are used effectively to plan appropriate learning programmes. Information and Learning Technology (ILT) is used well to support learning and, in one excellent session observed, the trainees used the information obtained from an educational visit to develop their literacy and numeracy skills and extend their knowledge and understanding of diversity issues and local politics.

6.10 Initial assessment is used to identify the literacy and numeracy levels of trainees on the Traineeship and MA training programmes. The outcomes of these assessments are not, however, used effectively to plan programmes of support for trainees with weaknesses in reading, spelling, grammar, or the application of number across the vocational programmes. There is no systematic approach to the provision of essential skills support for trainees with weaknesses in literacy and numeracy. As a result, a minority of trainees in a number of vocational areas, including hospitality and catering, are not making sufficient progress towards achievement of their NVQs.

6.11 The management of key skills is poor across most of the programmes. The provision lacks co-ordination and coherence, and, in almost all of the vocational areas, is ineffective in supporting trainees in the development of their literacy and numeracy skills. In contrast, in the area of plumbing there are good links between vocational and key skills tutors and through joint planning and collaborative working the key skills are integrated well into the Jobskills programmes. In motor vehicle and mechanical engineering the key skills have not been mapped across the vocational units and technical certificate and, consequently, good opportunities for developing and assessing the trainees' competences in application of number, are missed.

6.12 Most of the trainees are in good work-placements, but there is insufficient co-ordination across the various strands of the programme to maximise the opportunities in the workplace for the assessment of both vocational competences and the key skills. Trainees on the Access programmes have regular and effective visits in the workplace to monitor, review and assess their progress and personal achievements. However, the assessment of progress towards achievement of the NVQ is not carried out sufficiently frequently by the vocational assessors, with the result that trainees do not achieve accreditation as they achieve competence.

6.13 In wood occupations, only occasional visits are made to the workplace, and the pace of assessment is too slow. Across the training programmes, there is insufficient contact and planning between the BITES tutor, the vocational and the key skills tutors to provide good opportunities for the trainees to exploit the potential of the workplaces and develop and demonstrate the competences required for their vocational and key skills qualifications.

6.14 With the exception of provision for trainees on the Access programmes, the quality of the training plans is weak. The employers are not informed sufficiently about the content of the training programmes and the contribution they can make to developing the trainees' competences in both vocational and key skills.

6.15 The tutors are generally well informed about progression routes and career opportunities within their vocational area and provide their trainees with informal CEIAG. A systematic programme of CEIAG is however, not well developed. While trainees receive ongoing information and guidance from the BITES tutor and vocational tutors, the provision is not sufficiently co-ordinated to ensure that trainees are fully equipped to make informed and realistic decisions about their education, training and employment options.

6.16 The quality of the training accommodation is excellent to good. The majority of the workshops and classrooms are spacious and provide access to a good range of equipment and resources. In motor vehicle, there is an insufficient range of modern training vehicles and computer diagnostic equipment for level 3 training in fault finding.

7. LEADERSHIP AND MANAGEMENT

7.1 The quality of the leadership and management of most of the Jobskills provision has significant shortcomings. There is insufficient planning at both strategic and operational levels to integrate effectively the workplace and directed training including the keyskills and technical certificate and to monitor effectively overall trainee achievement against the full frameworks.

7.2 The current organisational structure inhibits communication and the free flow of information between BITES staff and relevant vocational and keyskills tutors. Respective roles and responsibilities are not clearly understood by all of the participants. Most of the vocational tutors do not have a clear understanding of the full framework required by their Jobskills trainees, or the time-scale for trainees to achieve their qualifications. As a result, most trainees are not provided with a coherent training experience.

7.3 The mechanisms for reviewing and monitoring trainee progress are not effective in most of the vocational areas. In the majority of vocational areas, the procedures for tracking trainee progress focus inappropriately and exclusively on achievement of the NVQ.

7.4 The current quality assurance arrangements do not take account of and evaluate the full framework requirements of Jobskills trainees. As a result, all of the vocational teams only prepare self evaluation reports which focus only on performance in relation to NVQs.

The quality assurance procedures do not sufficiently identify weaknesses in standards, achievements, or training and learning, and consequently are not effective in informing improvement planning. There is a poor match between the grades allocated by the vocational teams and the Inspectorate. In most of the self evaluation reports provided during the inspection, the vocational teams had allocated grades above those given by the inspection team.

7.5 At both strategic and operational level, insufficient emphasis is placed on the analysis and use of data relating to key performance indicators, including retention success and progression rates. Moreover, the present procedures for the collation of data within BITES do not provide managers with the information they require to make effective judgements on overall performance, and, as a result, do not contribute effectively to development planning.

7.6 Belfast Institute of Further and Higher Education has in place appropriate policies and procedures in relation to the protection of Young People and Vulnerable Adults.

AREA OF LEARNING REPORTS

8. AREA OF LEARNING: HOSPITALITY AND CATERING

Programmes inspected: **Traineeship and Modern Apprenticeship in Food Preparation and Cooking**

8.1 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.

8.2 The main strengths are the:

- good quality of the directed training; and
- good standards of craft skills demonstrated by most of the trainees during directed training.

8.3 The main areas for improvement are the:

- development of a strategy to address the low recruitment to this priority skill area;
- provision of a coherent learning programme;
- average retention and success rates on the Traineeship programme, which are poor at 35% and 33% respectively and the poor progression from the Traineeship to the MA programme;
- average retention and success rates which are poor at 24% and 0% respectively on the MA programme;
- workplace training experiences for a minority of trainees; and
- involvement of employers in the training process.

Revised Grading System	Original Grading System	Total No of Trainees
5	3	12

9. AREA OF LEARNING: MECHANICAL AND MANUFACTURING ENGINEERING

Programme inspected: **Traineeship and Modern Apprenticeship in Fabrication and Welding**

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:

- good standards of work achieved by most trainees in the workplace;
- good quality of the work-based training provided for most trainees; and
- good facilities and range of specialist equipment for practical directed training.

9.3 The main areas for improvement are the:

- retention and success rates on the Traineeship programme, which are poor at 47% and 50% respectively, and on the MA programme, which are modest (67%) and poor (0%) respectively;
- range of units offered on the Traineeship programme to provide trainees with the opportunities to develop an appropriate range of practical skills;
- pace and rigour of the trainees' work within directed training;
- range and quality of the links with schools and employers to improve the low levels of recruitment; and
- arrangements to continually improve the quality of the trainees' directed training and the outcomes they achieve.

Revised Grading System	Original Grading System	Total No of Trainees
5	3	10

10. AREA OF LEARNING: PLUMBING

Programmes inspected: Traineeship and Modern Apprenticeship in Plumbing

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 regularly on the organisation's progress in addressing these areas for improvement.

10.2 The main strengths are the:

- average success rates on the Traineeship, which are good at 85%;
- good quality of the directed and workplace training;
- good oral communications demonstrated by almost all of the trainees;
- good implementation and management of the technical certificate; and
- well-developed strategic links with industry.

10.3 The main areas for improvement are the:

- support provided for trainees in the workplace;
- involvement of employers in the development of training plans and monitoring of training targets;
- staffing complement, to ensure the quality of provision is maintained; and
- procedures for tracking and monitoring trainee progress.

Revised Grading System	Original Grading System	Total No of Trainees
4	2	99

11. AREA OF LEARNING: TRANSPORTATION MAINTENANCE AND OPERATIONS

Programmes inspected: Traineeship and Modern Apprenticeship in Light Vehicle Maintenance and Repair

11.1 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.

11.2 The main strengths are the:

- good standards of work achieved by most trainees in the workplace;
- good quality of the work-based training provided for most trainees; and
- good progression to either further training or employment at 85%.

11.3 The main areas for improvement are the:

- retention and success rates on the Traineeship programme, which are poor at 59% and 26% respectively, and on the Modern Apprenticeship programme, which are satisfactory (69%) and poor (0%) respectively;
- progress a minority of trainees make in achieving their qualification;
- planning of directed training sessions to ensure that all trainees engage actively in a suitable range of training activities to achieve targeted learning outcomes;
- provision of modern training vehicles and industry standard diagnostic equipment to enable the trainees to develop fault-finding techniques; and
- arrangements for timely reviews of the quality of the provision, including the analysis of data, to inform action for improvement.

Revised Grading System	Original Grading System	Total No of Trainees
5	3	36

12. AREA OF LEARNING: LEISURE, TRAVEL AND TOURISM

Programmes inspected: Traineeship and Modern Apprenticeship Travel Services

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 strengths are the:

- expertise and industrial experience of the vocational tutors;
- good progression to employment and higher education for the MA programme; and
- high levels of success on the NVQ programmes; over the last three years, all of the trainees who completed their training achieved the appropriate NVQ.

12.3 The main areas for improvement are the:

- development and implementation of strategies to address the fall in the numbers of trainees on the programme;
- use of ILT to support the trainees, particularly the use of the Institute's Virtual Learning Environment;
- retention rates on the Traineeship, which over the last three years have been poor at 48%;
- success rates on the full framework, which are poor on the MA programme, at 40%;
- involvement of employers in the development of challenging training plans to enable trainees to make more progress in their work skills and competences; and
- collation and interpretation of important performance indicators, to aid planning for improvement.

Revised Grading System	Original Grading System	Total No of Trainees
5	3	13

13. AREA OF LEARNING: WOOD OCCUPATIONS

Programmes inspected: Traineeship and Modern Apprenticeship in Wood Occupations

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 regularly on the organisation's progress in addressing these areas for improvement.

13.2 The main strengths are the:

- good standards of occupational skills demonstrated by most of the trainees in the workplace and directed training;
- good levels of motivation and positive attitudes to training of the majority of trainees; and
- good links established with employers.

13.3 The main areas for improvement are the:

- retention rates on the Traineeship and MA programmes, which are modest and poor at 61% and 51% respectively;
- success rates on the Traineeship and MA programmes, which are poor at 58% and 0% respectively;
- planning for the development and assessment of key skills;
- pace of work-based assessment;
- clarification of roles and responsibilities of management at all levels to plan for coherence in the programmes; 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
5	3	71

14. AREA OF LEARNING: PREPARATION FOR LIFE AND WORK

Programmes inspected: **Access**
 Essential skills
 Key skills
 Trainee support
 Careers education, information, advice and guidance

14.1 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.

14.2 The main strengths are the:

- good quality of the work-placements for most of the Access trainees;
- good quality of most of the essential skills training for trainees on the Access programmes; and
- high levels of pastoral care and support provided for most trainees in directed training.

14.3 The main areas for improvement are the:

- limited curriculum on the Pathfinder programme and the need to ensure appropriate progression opportunities for all Pathfinder trainees;
- retention and success rates on the Access programme, which are poor at 49% and 47% respectively;
- provision for the development of trainees' key skills across most vocational areas;
- quality of training and learning in the key skills across most vocational programmes;
- standards and outcomes in the key skills across most vocational programmes;
- provision of systematic essential skills support for trainees on Traineeship and MA programmes with weaknesses in literacy and numeracy; and

- monitoring, review and support systems for most trainees in the workplace.

Revised grading system	Original Grading System	Total No of Trainees
5	3	508

KEY PRIORITIES FOR DEVELOPMENT

Belfast Institute Training and Employment Services needs to revise its annual development plan to take account of the following key priorities for development:

- an organisational structure which promotes effective communication and supports coherence and integration in the planning, implementation, monitoring and review of Jobskills programmes;
- management strategies to improve retention and success rates across all programmes;
- management strategies to raise standards, improve achievements, assure and improve the quality of training and learning; and
- effective systems for the collation, analysis and use of relevant management information, to inform planning for sustained improvement.

JOBSKILLS ACCESS TABLE

Year	Completed 4 weeks	Retention Rate %	Success Rate %	Progressed to Traineeship	Progressed to relevant Employment
2003/2004	69	32	41	12	55
2004/2005	63	51	17	50	50
2005/2006	49	69	100	100	0
Total Average	181	49	47	55	30

04/05 20 still in training

05/06 25 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	97	47	60	76	18
2004/05	116	63	64	69	15
2005/06	90	69			
Total/Average	303	59	63	72	17

2005/2006 59 trainees still on training

JOBSKILLS MODERN APPRENTICESHIP TABLE

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to relevant employment %
2003/04	63	50	17	92
2004/05	46	57	21	78
2005/06	39	61		
Total Average 148		55	19	84

03/04 7 still in training

04/05 2 still in training

05/06 25 still in training

JOBSKILLS OVERALL SUMMARY

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