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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 Provision in Rutledge Joblink Recruitment and Training Ltd Coleraine**

**Inspected: 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

The statistics used in this report have been supplied and verified by Rutledge Joblink Recruitment and Training Coleraine.

### 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.

ORIGINAL GRADE	REVISED GRADE	DESCRIPTOR	ACTION REQUIRED
1	1	Outstanding characterised by excellence.	No follow-up inspection (FUI) required.
1	2	Consistently good; major strengths.	No FUI required.
2	3	Important strengths in most of provision. Areas for improvement which organisation has the capacity to address.	No formal FUI – the organisation’s progress will be monitored by the District Inspector (DI).
2	4	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed.	FUI required.
3	5	A few strengths; significant areas for improvement which require prompt action.	FUI required: a series of monitoring inspection visits will be implemented.
4	6	Poor; major shortcomings which require urgent action.	FUI: a series of monitoring inspection visits will be implemented.

## **SUMMARY**

### **1. CONTEXT**

1.1 Rutledge Joblink Recruitment and Training Ltd, Coleraine (RJC) is contracted by the Department for Employment and Learning (DEL) to supply training for the Jobskills programme, within the Coleraine Borough Council area. It was established in Coleraine town centre in 1989, and has operated from its premises in New Row since September 2005.

1.2 The latest statistics (January 2007), available from the Department of Enterprise Trade and Investment (DETI) indicate that Coleraine Borough Council has a claimant count of 2.7%, which is the fifth highest, and is below the Northern Ireland average of 3.0%.

1.3 Most of the trainees recruited to RJC's Jobskills programmes progress from secondary schools in Coleraine and the surrounding areas. At the time of the inspection, approximately 16% of the trainees held at least four General Certificates in Secondary Education (GCSEs) at grade C or above, on entry to their programme. Twenty-three percent had achieved at least a grade C in English, and 17% had achieved at least a grade C in mathematics.

### **2. PROVISION**

2.1 Rutledge Joblink Recruitment and Training Ltd, Coleraine offers Jobskills programmes across a range of areas of learning, including administration, child development and well-being, construction and building crafts, hairdressing, beauty therapy and service enterprises, health and social care, retailing, transportation operations and warehousing and distribution. At the time of the inspection, a total of 152 trainees were registered on Jobskills programmes; 12 on the Access programme (8%) targeting a National Vocational Qualification (NVQ) at level 1, 94 on the Traineeship programme (62%) targeting an NVQ at level 2, and 46 on the Modern Apprenticeship (MA) programme (30%) targeting an NVQ at level 3. Fifteen (10%) trainees were registered in administration, 60 (40%) in child development and well-being, 18 (12%) in construction and building crafts, 40 (26%) in hairdressing, beauty therapy and service enterprises, eight (5%) in health and social care, two (1%) in retailing, five (3%) in transportation operations and four (3%) in warehousing and distribution.

2.2 The inspection focused on the quality of the training and learning in the vocational areas of administration, children's care learning and development (CCLD), and hairdressing, which account for 76% of the total Jobskills registrations. During the inspection, of the 15 trainees registered in administration, one was on the Access programme, seven were on the Traineeship and seven were on the MA programme. In CCLD, of the 60 trainees registered, six were on the Access programme, 36 were on the Traineeship and 18 were on the MA programme. In hairdressing, of the 40 trainees registered, one was on the Access programme, 27 were on the Traineeship and twelve were on the MA programme.

2.3 Rutledge Joblink Recruitment and Training Ltd, Coleraine provides directed training on its premises for all trainees. Trainees on the Access programme attend directed training for two days each week and are in work placements for the remainder of the week. In CCLD, the trainees on the Traineeship programme, and a significant minority of the MAs, attend directed training for one day each week and are in work placements for the remainder. In addition, a majority of the MAs in CCLD, who are employed mostly in day-care settings, attend a directed training session for one evening each week. On both the MA and

Traineeship programmes in administration, and the Traineeship programme in hairdressing, the trainees attend directed training for one day every two weeks and are in work placements for the remainder. The MAs in hairdressing attend directed training for only half a day every two weeks and are in work placements for the remainder.

### **3. THE INSPECTION**

3.1 This report is based on an inspection of the trainees' practical and written work, and of their directed and work-based training. The area of preparation for life and work, which includes the Access programme, the key and essential skills provision, the provision for trainee support, and the careers education, information, advice and guidance provision (CEIAG), was also inspected.

3.2 During the inspection, a team of four inspectors observed 54 trainees in eleven directed training sessions and visited 40 trainees in the workplace. Discussions were held with the Training Manager, Quality Assurance Co-ordinator, tutors, employers, workplace supervisors and trainees. Samples of the trainees' work, vocational and essential/key skills portfolios, internal and external verifier reports, and other relevant documentation were examined.

3.3 Prior to the inspection, a sample of the trainees completed a pastoral care questionnaire, which provided them with the opportunity to comment on the arrangements for pastoral care within RJC, and on the quality of their learning experiences. The Training Manager also completed a questionnaire relating to the organisation's provision for pastoral care.

### **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:

- excellent success rates (100%) for trainees who complete their training, across the Jobskills programme;
- good planning and use of appropriate training strategies by most tutors; and
- good quality of the pastoral care for the trainees.

4.3 The main areas for improvement are the:

- modest overall retention rate (67%) on the Jobskills programmes;
- poor overall progression rate (58%) on the Jobskills programmes;
- quality of directed training and the development of occupational skills by trainees in hairdressing and on the MA programme in CCLD;

- staffing complement and provision of resources across the vocational areas inspected;
- involvement of employers in the training process across the vocational areas inspected;
- provision for the delivery of key and essential skills, CEIAG and trainee support;
- use of information learning technology (ILT) to support training and learning; and
- quality assurance systems; which are not sufficiently robust to identify weaknesses in training and learning.

#### 4.4 Grades

Provision	Overall	
	No of trainees	Grade
	115	5
Contributory Grades:		
Standards and Outcomes		5
Learning and Training		5
Leadership & Management		5

Areas of Learning	No of trainees	Grade
Administration	15	4
Child Development and Well-being.	60	5
Hairdressing, Beauty Therapy and Service Enterprises.	40	5
Preparation for Life & Work.	115	5
Contributory grades:		
Access	12	4
Literacy – Key and Essential Skills	All	5
Numeracy – Key and Essential Skills	All	5
Trainee Support	All	5
Careers Education, Information, Advice and Guidance (CEIAG)	All	5

## **OVERALL QUALITY OF PROVISION**

### **5. STANDARDS AND OUTCOMES**

5.1 The quality of the work placements is good for almost all of the trainees on the Access programme. They are developing a range of practical skills in the workplace that are commensurate with their stage of development and training and at a standard required by their employers. The trainees are able to make appropriate links between their duties in the workplace and their work in directed training. A small number of them work well independently using their own initiative, however, the majority of the trainees require ongoing support in the workplace. Most of the trainees have good standards of oral communication.

5.2 The majority of the trainees on the Traineeship programme achieve good standards of work in the workplace and are developing good occupational skills. Good relationships exist between most of the trainees and their tutors and workplace supervisors. They take direction from their supervisors well, and work effectively as members of a team. Most of the trainees have good standards of oral communication. In hairdressing, the majority of the trainees on the Traineeship programme do not have the opportunity to develop appropriate occupational skills in line with the demands and requirements of the industry.

5.3 On the MA programme in administration the trainees are placed with a range of employers and are developing a good range of skills and competences. Good opportunities exist for most of the trainees to progress to full-time employment. On both the MA programmes in CCLD and hairdressing, however, most of the trainees do not have the opportunity to develop appropriate occupational skills. In hairdressing, the pace of progress towards achieving the trainee's qualification and potential is slow. In CCLD, there is an emphasis on assessment and the development of occupational skills is almost entirely dependent on the quality of the work place training. A significant minority of the MAs are in work placements that offer only a narrow range of experiences and, as a result, there is no real evidence of progression in the trainees' knowledge base as they move from the Traineeship programme to the MA programme. In addition, the knowledge of relevant and current legislation, of key aspects of child development and of observing and evaluating children's behaviour is superficial, for most of the trainees, and they do not achieve the levels of underpinning knowledge required by large employers.

5.4 Over the last three years, of the 22 trainees who started Access programmes, eleven completed training and eleven gained the full qualification. Taking into consideration the five trainees who were still on training at the time of the inspection, these figures represent a good retention rate of 73%. The success rate is excellent at 100% for those trainees who complete the programme. Progression to the Traineeship or employment is good at 73%.

5.5 Over the last three years, of the 163 trainees who started Traineeship programmes, 89 completed training and 89 gained the full qualification. Taking into consideration the 21 trainees who were still on training at the time of the inspection, these figures represent a modest retention rate of 67%. The success rate is excellent at 100% for those trainees who complete the programme. Progression to the MA programmes or employment is poor at 54%.

5.6 Over the last three years, of the 40 trainees who started MA programmes, four completed training and four gained the full qualification. Taking into consideration the 21 trainees who were still on training at the time of the inspection, these figures represent a modest retention rate of 63%. The success and progression rates are excellent at 100% for those apprentices who complete the programme.

5.7 Over the last three years, of the 225 trainees who started on Jobskills programmes, 104 completed training and 104 gained the full qualification. Taking into consideration the 47 trainees who were still on training at the time of the inspection, these figures represent a modest retention rate of 67%. The success rate is excellent at 100% for those trainees who complete the programme. Progression to further training or relevant employment is poor at 58%.

## **6. LEARNING AND TRAINING**

6.1 Good relationships exist between most of the trainees and their tutors. The trainees are well supported both on an individual and group basis.

6.2 The analysis of the results from the trainee's questionnaires, completed prior to the inspection, indicates that just over 90% of the respondents value highly the training they receive at RJC. All of the respondents indicated that they enjoyed their training programme, and found RJC a welcoming learning environment with access to good pastoral support.

6.3 Most of the tutors plan well for directed training and a range of appropriate teaching and training strategies are used, including the effective use of questioning, handouts, visual aids, videos, discussion and role play. In CCLD, however, the planning for the directed training on the MA programme is poor. The training lacks challenge and is mainly assessment driven. As a result, the knowledge base of most of the MAs is not sufficiently developed. In hairdressing, given the constraints of inadequate accommodation and staffing levels, most of the trainees are not provided with sufficiently challenging and realistic learning experiences, to develop their occupational skills. Trainees on the Access programme would benefit from more differentiated approaches to learning to ensure that all trainees are working at levels appropriate to their ability. In addition, in both hairdressing and administration, trainees on the Traineeship programme would benefit from directed training on a weekly basis.

6.4 In administration and on the Traineeship programme in CCLD, regular monitoring takes place in the workplace and training plans and review comments are detailed and focused on the trainees' progress. In hairdressing, regular monitoring visits take place, however, the main focus is on pastoral issues and no effective systems are in place to measure the progress made by trainees in their work places. There is insufficient integration of directed and workplace training, across most of the vocational areas inspected, and there is a need to involve the employers more fully in the training process to set short-term training targets and support the trainees in their skills development.

6.5 The provision for the delivery of key and essential skills is currently under developed and inadequately co-ordinated. Most of the trainees have weaknesses in spelling and grammar, which are not always identified as areas for improvement by tutors across the vocational areas inspected. As a result, although the knowledge-based content of the trainees' portfolios of evidence is good for most trainees, the standards of written presentation range from poor to good and are mostly satisfactory. A more systematic and planned approach is needed for the development of key and essential skills within the



vocational areas inspected, including the improved use of the outcomes of initial assessment, the delivery of the key and essential skills in a vocational context, the use of formative and summative assessment, and implementation of a wider range of teaching and learning strategies.

6.6 The use of ILT to support training and learning is under-developed across all the areas inspected. There is a need to develop improved access to ILT facilities and to fully embed the use of ILT to support training and learning, in both a vocational context and within key and essential skills. In addition, there is insufficient access to resources such as books and journals to allow trainees to undertake research within their vocational areas.

6.7 The provision for CEIAG is unsystematic and under-developed at present. A majority of the trainees inspected do not have a clear understanding of appropriate career paths open to them. Rutledge Joblink Recruitment and Training Ltd, Coleraine needs to put in place a structured programme of CEIAG to ensure that Jobskills trainees are fully equipped to make more informed decisions about their education, training and employment options.

6.8 The arrangements for the strategic planning, development and implementation of a trainee support package, need to be reviewed, to ensure that all trainees have access to appropriate learning support when required. While the pastoral support offered by individual tutors is consistently good, RJC needs to provide a formal system of referral and structured support to meet the learning needs of the trainees.

## **7. LEADERSHIP AND MANAGEMENT**

7.1 Good working relationships exist between the manager and staff in RJC. The manager works hard to provide support to staff and trainees with limited accommodation and staff resources.

7.2 Staff are hard-working and committed to meeting the needs of the trainees, many of whom have complex personal problems. There is, however, a need for senior management to review the staffing complement within the organisation. A small number of staff have only recently been employed and require on-going help and support in the development of their skills and training strategies. In hairdressing, the current staff to trainee ratio is not acceptable, although procedures have been put in place to recruit additional staff. In CCLD, staff expertise is confined to child minding, playgroups and day nurseries and there is a need for the team to be extended or supplemented to broaden the knowledge base and vocational expertise. Staff delivering essential skills need to be supported to achieve the requisite essential skills tutor education qualification, as soon as possible, in line with the DEL requirements.

7.3 The quality assurance systems within RJC need to be reviewed, at both strategic and operational levels, to ensure that the training programmes offered to Jobskills trainees are well co-ordinated, delivered and adequately resourced to meet their training needs and support them in their preparation for life and work.

7.4 Rutledge Joblink Recruitment and Training Ltd, Coleraine has developed effective links with the local secondary schools and a range of outside agencies such as Opportunity Youth, to support the trainees in developing their personal and life skills.

7.5 Rutledge Joblink Recruitment and Training Ltd, Coleraine are fully committed to providing trainees with high quality pastoral care and have implemented a cross company policy for the protection of children and vulnerable adults.

7.6 A good attempt has been made at the self-evaluation and development planning process, however, the development plan is too detailed and needs to be reviewed to prioritise the key issues for improvement.

## **AREA OF LEARNING REPORTS**

### **8. AREA OF LEARNING: ADMINISTRATION**

Programmes inspected: Access, Traineeship and MA in Business and Administration

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 of the learners, and the needs of the community and the economy.

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

8.2 The main strengths are the:

- good quality of most of the work placements;
- development of good occupational skills by most of the trainees; and
- good support for the trainees.

8.3 The main areas for improvement are the:

- provision for key and essential skills;
- use of ILT to support training and learning;
- poor progression rate (52%) from the Traineeship to the MA programme; and
- poor retention rate (43%) on the MA programme.

<b>Provision</b>	<b>Number registered</b>	<b>Grade</b>
Overall	15	4
Access	1	-
Traineeship	7	-
Modern Apprenticeship	7	-

### **9. AREA OF LEARNING: CHILD DEVELOPMENT AND WELL-BEING**

Programmes inspected: Access, Traineeship and MA in Children's Care Learning and Development (CCLD)

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 quality of the directed and workplace training for most of the trainees on the Access and Traineeship programmes;
- excellent average success rate on the Traineeship programme (100%); and
- excellent average retention rate on the Access and Traineeship programmes at 100% and 92% respectively.

9.3 The main areas for improvement are the:

- poor occupational standards of the majority of trainees on the MA programme;
- average progression rates on the Traineeship and MA programmes at 53% and 62% respectively;
- planning for directed training on the MA programme, to improve the depth and rigour of the underpinning knowledge-base;
- planning for the development and assessment of the key skills, on the Traineeship and MA programmes;
- access for all trainees to sufficient and appropriate resources, including resources to help them develop their ICT skills;
- quality assurance procedures, to strengthen the quality of the training and learning on the MA programme; and
- staffing complement, to ensure there are sufficient staff with appropriate expertise to ensure the effective delivery of the CCLD NVQs.

<b>Provision</b>	<b>Number registered</b>	<b>Grade</b>
Overall	60	5
Access	6	-
Traineeship	36	-
Modern Apprenticeship	18	-

## **10. AREA OF LEARNING: HAIRDRESSING, BEAUTY THERAPY AND SERVICE ENTERPRISES**

Programmes Inspected: Access, Traineeship and Modern Apprenticeship in Hairdressing

10.1 The quality of training and learning in the hairdressing provision in this organisation has a few strengths. 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 those 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:

- motivation and enthusiasm of the trainees;
- consistently good quality of the workplace training for most of the trainees; and
- excellent success and progression rates at 100% and 90% respectively on the Traineeship programme.

10.3 The main areas for improvement are the:

- satisfactory retention rate at 75% on the Traineeship programme;
- quality of curriculum planning to support more fully the development of appropriate occupational skills;
- implementation of a coherent and structured programme;
- quality of accommodation and resources to provide suitable learning experiences for the trainees during directed training;
- staffing complement to support fully the delivery of the hairdressing programmes; and
- insufficient involvement of employers in setting targets to support the trainee's skills development.

<b>Provision</b>	<b>Number registered</b>	<b>Grade</b>
Overall	40	5
Access	1	-
Traineeship	27	-
Modern Apprenticeship	12	-

## 11. AREA OF LEARNING: PREPARATION FOR LIFE AND WORK

Programmes Inspected: Access programme  
Literacy – Essential and Key Skills  
Numeracy – Essential and Key Skills  
Trainee Support

11.1 The quality of training and learning for preparation for life and work in this organisation has a few strengths. 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 those 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 opportunities for trainees on the Access programme to develop social and personal skills;
- good progression rate (73%) for trainees on the Access programme; and
- very committed and hard-working staff.

11.3 The main areas for improvement are the:

- use of the outcomes of initial assessment to plan more fully for training and learning in essential skills;
- strategic and operational planning for the systematic development, integration and assessment of the key skills across the vocational areas;
- development of a wider range of training and learning strategies to address individual learner needs in both key and essential skills;
- need for effective co-ordination of the different components of the access programme; and
- strategic planning, development and implementation of a formal CEIAG programme and provision for trainee support across the organisation.

<b>Provision</b>	<b>Number registered</b>	<b>Grade</b>
<b>Overall</b>	<b>115</b>	<b>5</b>
Access	12	4
Literacy – Key and Essential Skills	All	5
Numeracy – Key and Essential Skills	All	5
CEAIG	All	5
Trainee Support	All	5

## **KEY PRIORITIES FOR DEVELOPMENT**

Rutledge Joblink Recruitment and Training Ltd, Coleraine needs to revise its annual development plan to take account of the following key priorities:

- the retention and progression rates on the Jobskills programme;
- the quality of the provision in hairdressing and on the MA programme in CCLD;
- the provision for preparation for life and work; and
- the overall quality assurance of the Jobskills provision.

**Jobskills Access**

<b>Year</b>	<b>Started (completed 4 weeks)</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>Progressed to Traineeship</b>	<b>Progressed to relevant employment</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
2003/2004	6	83	100	40	20
2004/2005	6	67	100	75	0
2005/2006	10	70	100	100	0
	<b>Average</b>	<b>73</b>	<b>100</b>	<b>64</b>	<b>9</b>

2005/06 – 5 trainees still on training

**Jobskills Traineeship**

<b>Year</b>	<b>Started (completed 4 weeks)</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>Progressed to Modern Apprenticeship</b>	<b>Progressed to relevant employment</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
2003/2004	56	57	100	28	28
2004/2005	46	76	100	35	12
2005/2006	61	70	100	52	9
	<b>Average</b>	<b>67</b>	<b>100</b>	<b>37</b>	<b>17</b>

2004/05 – 1 trainee still on training

2005/06 – 20 trainees still on training

**Jobskills Modern Apprenticeship**

<b>Year</b>	<b>Started (completed 4 weeks)</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>Progressed to relevant employment</b>
		<b>%</b>	<b>%</b>	<b>%</b>
2003/2004	5	20	100	100
2004/2005	14	71	100	100
2005/2006	21	67	0	0
	<b>Average</b>	<b>63</b>	<b>100</b>	<b>100</b>

2004/05 – 7 trainees still on training

2005/06 – 14 trainees still on training

**JOBSKILLS SUMMARY**

<b>Year</b>	<b>Started (completed 4 weeks)</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>Progressed to relevant employment or further training</b>
		<b>%</b>	<b>%</b>	<b>%</b>
2003/2004	67	57	100	58
2004/2005	66	74	100	54
2005/2006	92	70	100	64
	<b>Average</b>	<b>67</b>	<b>100</b>	<b>58</b>

2004/05 – 8 trainees still on training

2005/06 – 39 trainees still on training



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