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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 Rutledge Joblink Training and Recruitment Enniskillen**

**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 |

**All the statistics in this report have been supplied and verified by Rutledge Joblink Enniskillen.**

### 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.

| <b>ORIGINAL GRADE</b> | <b>REVISED GRADE</b> | <b>DESCRIPTOR</b>   |
|-----------------------|----------------------|---|
| 1                     | 1                    | Outstanding characterised by excellence.  |
| 1                     | 2                    | Consistently good; major strengths.   |
| 2                     | 3                    | Important strengths in most of provision. Areas for improvement which organisation has the capacity to address. |
| 2                     | 4                    | Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed.        |
| 3                     | 5                    | A few strengths; significant areas for improvement which require prompt action.                                 |
| 4                     | 6                    | Poor; major shortcomings which require urgent action.   |

## **PART ONE**

### **SUMMARY**

#### **1. CONTEXT**

1.1 In July 2006, Rutledge Joblink Enniskillen (RJE) acquired the contract held by Fermanagh Training Limited to supply training for the Jobskills programme, within Fermanagh District Council area. All existing trainees and most of the staff transferred to RJE. Rutledge Joblink Enniskillen is based in the former premises of Fermanagh Training Ltd in the ITEC Centre which is located close to the town centre. Workshop facilities for plastering and brickwork are located at the Fisher Complex in the Killyhevlin Industrial Estate, approximately three kilometres from the town centre.

1.2 Trainees are recruited to the Jobskills programmes from Enniskillen and the surrounding areas. A minority (23%) of the trainees have at least four General Certificates of Secondary Education (GCSE) at grades A\* to C on entry to their programme. A minority (24%) have at least a grade C in mathematics or English and 17% have at least a grade C in both mathematics and English.

#### **2. PROVISION**

2.1 Rutledge Joblink Enniskillen offers Jobskills programmes across a range of vocational areas, which include administration, agriculture, brickwork, children's care, learning and development (CCLD), distribution, information technology (IT), management, plant operations, plastering, retail, warehousing and storage operations and wood occupations. At the time of the inspection there were 100 trainees registered on Jobskills programmes. Twenty-three (23%) were registered on the Access programme, 34 (34%) were registered the Traineeship programme and the remaining 43 (43%) were on the Modern Apprenticeship (MA) programme. The trainees complete the appropriate framework, which includes a National Vocational Qualification (NVQ), key or essential skills and a technical certificate if required.

2.2 Over the last three years, most of the provision has been in the vocational areas of administration, distribution, plastering and brickwork, which accounts for 80% of the registrations. In administration, there were 13 trainees (13%): two on Access, eight on Traineeship and three on MA. In distribution, there were 14 trainees (14%): eleven on Access, one on traineeship and two on MA. In plastering, there were 32 trainees (32%): four on Access, ten on traineeship and 18 on MA. In brickwork, there were 21 trainees (21%), five on Access, five on Traineeship and three on MA. The remaining 20% of the trainees were in the vocational areas of management (8%), CCLD (5%), plant operations (4%), wood occupations (2%) and agriculture (1%).

2.3 Rutledge Joblink Enniskillen provides directed training on its premises for trainees in the vocational areas of administration, brickwork, CCLD, distribution, IT, management plant operations, plastering, retail, warehousing and storage operations. The training provision for agriculture and wood occupations is sub-contracted to the College of Agriculture, Food and Rural Enterprise and to Fermanagh College respectively. Trainees on the Access programme

attend directed training two days each week and are in work placements for the remainder of the week. Trainees on the Traineeship programme attend directed training one day each week and are in work placements for the remainder. Most MAs are released by their employers to attend directed training either one day per week or one day every two weeks. Plastering MAs attend directed training one day in every month.

### **3. THE INSPECTION**

3.1 The inspection focused on the vocational areas of administration, plastering and brickwork. The area of learning for preparation for life and work, which includes the Access programme, the essential and key skills provision, the provision for trainee support, and the careers education, information, advice and guidance (CEIAG) provision, was also inspected. These areas, in total account for approximately 77% of the trainees registered at the time of the inspection.

3.2 During the inspection a team of four inspectors observed training sessions and visited trainees in the workplace. A total of 18 directed training sessions were observed and 27 trainees were visited in the workplace. Discussions were held with the Manager, vocational and essential skills tutors, 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 RJE. The Manager 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 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.

4.2 The main strengths are the:

- good standards of work demonstrated by most trainees' in directed training and in the workplace;
- excellent success rates on the Access programme at 100%;
- excellent progression rates at 91%;
- good quality work placements that provide good opportunities for the trainees to develop and achieve industry standard skills;
- effective monitoring and review of trainee's progress in the workplace;

- good ethos, with trainees displaying a good attitude to training and high levels of co-operation with their tutors and workplace supervisors;
- good quality of most of the directed training; and
- high levels of support provided for trainees by their tutors.

4.3 The main areas for improvement are the:

- modest retention rates on the Access and Traineeship programmes at 67% and 65% respectively;
- poor retention rates on the MA programmes at 33%;
- modest success rates on Traineeship programmes;
- use of workplace training plans;
- use of information learning technology (ILT) to support and enhance the trainees' learning experiences in plastering and brickwork; and
- development and implementation of a formal programme of CEIAG provision for all trainees.

### **Table of Grades**

| Grades                    | Revised Grading System | Original Grading System |
|---------------------------|------------------------|-------------------------|
| Overall Grade             | 4                      | 2                       |
| Contributory grades:      |                        |                         |
| Standards and Outcomes    | 4                      | 2                       |
| Training and Learning     | 3                      | 2                       |
| Leadership and Management | 4                      | 2                       |

| Area of Learning grades                             | Revised Grading System | Original Grading System |
|---|------------------------|-------------------------|
| Administration                                      | 4                      | 2                       |
| Building and Construction (Brickwork)               | 3                      | 2                       |
| Building and Construction (Plastering)              | 4                      | 2                       |
| Preparation for Life and Work                       | 3                      | 2                       |
| Contributory Grades:                                |                        |                         |
| Access  | 2                      | 1                       |
| Essential Skills-Literacy                           | 3                      | 2                       |
| Essential Skills-Numeracy                           | 3                      | 2                       |
| Key skills  | 4                      | 2                       |
| Careers education, information, advice and guidance | 4                      | 2                       |
| Trainee Support                                     | 2                      | 1                       |

## **PART TWO**

### **OVERALL QUALITY OF PROVISION**

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

5.1 Almost all of the trainees demonstrate good levels of motivation and co-operate well with their tutors, workplace supervisors and other trainees. The time-keeping and attendance of almost all of the trainees in the workplace are good. However attendance to directed training can be irregular due to pressures from the workplace.

5.2 The standards of trainees' practical skills are mostly good to excellent. They are able to consistently carry out a wide range of tasks at an acceptable pace to industry standards. In brickwork, the trainees are carrying out task commensurate with their stage in training ranging from building straight walls, corners, and decorative work. In administration, the trainees were observed carrying out a wide range of tasks including reception work, word processing, updating insurance renewals and issuing payments to suppliers.

5.3 Most trainees are making good progress in their learning, and understand the match between the skills and knowledge gained in directed training and in the workplace. The trainees have good opportunities to develop their practical skills during directed training and apply these skills well in the workplace. A minority of trainees do not wear appropriate personal protective equipment on site.

5.4 The standards of the literacy and numeracy and IT skills for most trainees are at least satisfactory and for the majority they are good. They can communicate effectively with their supervisors and other employees. The standard of written communication and presentation in the portfolios of evidence is good. The administration trainees have developed good computer skills.

5.5 Over the last three years, of the 72 trainees who started the Access programme, 34 completed the programme and 34 gained the full award. Taking into consideration the 14 trainees still on training at the time of the inspection, these figures represents a modest retention rate of 67% and an excellent success rate of 100% for those who complete their programme. Progression to the Traineeship programme is excellent at 94%.

5.6 Over the last three years, of the 168 trainees who started the Traineeship programme, 80 completed the programme and 50 gained the full award. Taking into consideration the 29 trainees still on training at the time of the inspection, these figures represents modest retention and success rates of 65% and 63% respectively. Progression to the MA or employment is good at 88%.

5.7 Over the last three years, of the 78 trainees who started the MA programme, seven completed the programme and five gained the full award. Taking into consideration the 19 trainees still on training at the time of the inspection, these figures represents a poor retention rate of 33% and a satisfactory success rate of 71% for those who complete their programme. Progression to relevant employment is excellent at 100%.

## **6. QUALITY OF TRAINING AND LEARNING**

6.1 The analysis of the trainee questionnaires, completed prior to the inspection indicates that approximately 95% of the trainees report high levels of satisfaction with their training experiences in RJE.

6.2 Rutledge Joblink Enniskillen has a good training ethos. In all of the training sessions observed during the inspection, the trainees are provided with a caring and supportive environment.

6.3 The quality of the directed training is good and most of the directed training sessions inspected is consistently good. The sessions are well planned and in most cases there is a good match between the theory and practical classes with further opportunities for the trainees to practise and develop these skills in the workplace. Most of the trainees display a good attitude to training and relate well to their tutors and workplace supervisors. Most tutors use a good variety of training and learning methods. Information learning technology is not available to support learning effectively in plastering and brickwork.

6.4 Trainees are scheduled to attend key skills sessions lasting approximately three days to produce portfolios. During the inspections no key skills sessions were scheduled. Good vocationally relevant tasks have been designed to provide an appropriate context for the key skills portfolios. A tutorial system has been introduced this year to support trainees with literacy and numeracy needs.

6.5 The quality of workplace training is excellent to good for most trainees. Most staff have good relationships with employers. Regular, and effective visits are made to monitor, review and assess the trainees' progress and achievements in the workplace. However, these arrangements need to be formalised to ensure that all employers have sufficient information to match the work place training with the directed training. Records of workplace visits are kept for each individual trainee in their files however, it is not possible to easily track and compare the visits made to cohorts of trainees.

6.6 Access trainees are provided with a good range of additionality, including a health and safety unit, emergency first aid certificate, basic food hygiene certificate and an IT qualification. These additional units and certificates are an important feature of the Access provision as they are used to good effect to improve the trainees' confidence and self-esteem. They also enhance the trainees' employment prospects.

6.7 The quality of the training accommodation is good. The majority of the workshops and classrooms are spacious given the class sizes and provide access to an appropriate range of equipment and resources. However, IT facilities are poor in the workshops in the Fisher complex.

## **7. LEADERSHIP AND MANAGEMENT**

7.1 The training manager has been in post for less than one year and during that time has successfully managed a period of considerable major change and is committed to providing a good quality learning experience for all trainees. There are good relationships between the manager and staff with clearly defined roles and responsibilities.

7.2 The manager and staff are well informed about trainees' progress and achievements through the organisations Information Quality System. However, the recording and tracking of workplace visits is not systematic and is not reviewed regularly by senior management.

7.3 The tutors are well informed of progression routes and career opportunities within their vocational area and provide their trainees with informal CEIAG. A Formal CEIAG provision is however, not in place.

7.4 Rutledge Joblink Enniskillen has in place appropriate policies and procedures in relation to the protection of young people and vulnerable adults.

7.4 Rutledge Joblink Enniskillen has developed effective links with a good range of schools, employers and other agencies to support the training programmes.

7.5 Due to the acquisition of Fermanagh Training by Rutledge Joblink, the organisation was not required to submit a self-evaluation report and development plan.

## **PART THREE**

### **AREA OF LEARNING REPORTS**

#### **8. ADMINISTRATION**

**Programmes inspected:     Traineeship NVQ level 2  
                                      MA NVQ level 3**

8.1 In the area inspected, the organisation has strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy.

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

8.2 The main strengths are the:

- success rates that have improved to excellent (100%) last year;
- good progression rates (80%) on the Traineeship programme to relevant employment;
- good ethos and relationships between the tutors and the trainees;
- good quality of most work placements; and
- good standards of work produced by most trainees.

8.3 The main areas for improvement are the:

- modest retention rates (62%) on the Traineeship programme;
- recruitment, retention and success rates on the MA programme;
- greater involvement of employers in the planning of the provision to make more effective use of work place experiences;
- differentiation of teaching and learning in mixed ability classes; and
- quality of the self-evaluation report.

| <b>Revised Grading System</b> | <b>Original Grading System</b> | <b>Total No of Trainees</b> |
|-------------------------------|--------------------------------|-----------------------------|
| 4                             | 2                              | 11                          |

## 9. BUILDING AND CONSTRUCTION (BRICKWORK)

**Programme inspected:**      **Brickwork Traineeship NVQ Level 2**  
   **Brickwork MA NVQ Level 3**

9.1 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.

9.2 The main strengths are the:

- standards of work demonstrated by most trainees in the workplace and in directed training;
- retention (83%), success (100%) and progression (100%) rates on the MA programme;
- quality of the directed training to develop the trainees' practical skills and underpinning knowledge, which is supportive and tailored to individual trainee needs;
- trainees' work placements, which provide them with good opportunities to develop and achieve the industry standard skills; and
- trainees' attitude to training and their high levels of cooperation with their tutor and workplace supervisors.

9.3 The main areas for improvement is the:

- retention (50%) and success (67%) rates on the Traineeship; and
- tracking, recording and monitoring of trainee workplace reviews, to ensure the trainees and their employers are aware of progress and achievements, and of future training targets.

| <b>Revised Grading System</b> | <b>Original Grading System</b> | <b>Total No of Trainees</b> |
|-------------------------------|--------------------------------|-----------------------------|
| 3                             | 2                              | 26                          |

## 10. BUILDING AND CONSTRUCTION (PLASTERING)

**Programmes inspected: Plastering NVQ level 2  
Plastering NVQ level 3**

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 quality work placements that provide good opportunities for the trainees to develop and demonstrate the skills and knowledge required for their qualification;
- good standards of work demonstrated by trainees in work-based training;
- good support provided for trainees in the workplace by the vocational tutor; and
- excellent progression rates on the Traineeship and MA at 100%.

10.3 The main areas for improvement are the:

- success rate on the Traineeship programme, which is modest at 67%;
- retention rates on the MA programme; and
- limited use of information learning technology (ILT) in directed training.

| <b>Revised Grading System</b> | <b>Original Grading System</b> | <b>Total No of Trainees</b> |
|-------------------------------|--------------------------------|-----------------------------|
| 4                             | 2                              | 28                          |

## 11. PREPARATION FOR LIFE AND WORK

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

11.1 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.

11.2 Main strengths are the:

- excellent success and progression rates of Access trainees to Traineeship programmes or employment, at 100% and 93% respectively;
- good quality of the directed and workplace training on the Access programmes;
- excellent success rates in the essential skills at 100%;
- good occupational standards of most of the trainees on the Access programmes; and
- high levels of support provided for trainees across the vocational areas by their tutors.

11.3 Main areas for improvement are the:

- retention rate on the Access programme (which is modest at 67%); and
- development and implementation of a formal programme of CEIAG for all trainees, including information on self employment and progression to higher level courses.

| <b>Revised Grading System</b> | <b>Original Grading System</b> | <b>Total No of Trainees</b> |
|-------------------------------|--------------------------------|-----------------------------|
| 3                             | 2                              | 100                         |

## **PART FOUR**

### **KEY PRIORITIES FOR DEVELOPMENT**

Rutledge Joblink Enniskillen needs to revise its annual development plan to take account of the following key priorities for development:

- quality assurance and quality improvement procedures including the effective use of data;
- develop and implement strategies to improve retention rates across the organisation;
- provision of greater access to ILT resources in the workshops in the Fisher Complex to enhance training and learning; and
- the formalisation of CEIAG provision for all trainees.

**JOBSKILLS ACCESS TABLE**

| <b>Year</b>      | <b>Started<br/>(completed<br/>4 weeks)</b> | <b>Retention<br/>Rate<br/>%</b> | <b>Success<br/>Rate<br/>%</b> | <b>Progressed<br/>to<br/>Traineeship<br/>%</b> | <b>Progressed<br/>to relevant<br/>employment<br/>%</b> |
|------------------|--|---------------------------------|-------------------------------|--|--|
| <b>2003/2004</b> | 34   | 76%                             | 100%                          | 85%  | 8%   |
| <b>2004/2005</b> | 20   | 50%                             | 100%                          | 100%   | 0%   |
| <b>2005/2006</b> | 18   | 67%                             | 100%                          | 100%   | 0%   |
| <b>Average</b>   |  | 67%                             | 100%                          | 88%  | 6%   |

04/05 – 4 trainees still on training

05/06 – 10 trainees still on training

**JOBSKILLS TRAINEESHIP TABLE**

| <b>Year</b>      | <b>Started<br/>(completed<br/>4 weeks)</b> | <b>Retention<br/>Rate<br/>%</b> | <b>Success<br/>Rate<br/>%</b> | <b>Progressed to<br/>Modern<br/>Apprenticeship<br/>%</b> | <b>Progressed<br/>to relevant<br/>employment<br/>%</b> |
|------------------|--|---------------------------------|-------------------------------|--|--|
| <b>2003/2004</b> | 56   | 55%                             | 65%                           | 15%  | 75%  |
| <b>2004/2005</b> | 57   | 67%                             | 59%                           | 36%  | 50%  |
| <b>2005/2006</b> | 55   | 73%                             | 67%                           | 25%  | 63%  |
| <b>Average</b>   |  | 65%                             | 63%                           | 26%  | 62%  |

04/05 – 1 trainee still on training

05/06 – 28 trainees still on training

## JOBSKILLS MODERN APPRENTICESHIP TABLE

| <b>Year</b>      | <b>Started<br/>(completed<br/>4 weeks)</b> | <b>Retention<br/>Rate<br/><br/>%</b> | <b>Success<br/>Rate<br/><br/>%</b> | <b>Progressed<br/>to full-time<br/>education<br/>or<br/>training<br/><br/>%</b> | <b>Progressed<br/>to relevant<br/>employment<br/><br/>%</b> |
|------------------|--|--------------------------------------|------------------------------------|---|---|
| <b>2003/2004</b> | 27   | 41%                                  | 60%                                | 0%  | 100%  |
| <b>2004/2005</b> | 32   | 16%                                  | 100%                               | 0%  | 100%  |
| <b>2005/2006</b> | 19   | 53%                                  | 0%                                 | 0%  | 0%  |
| <b>Average</b>   |  | 33%                                  | 71%                                | 0%  | 100%  |

03/04 – 6 trainees still on training  
 04/05 – 3 trainees still on training  
 05/06 – 10 trainees still on training

## JOBSKILLS OVERALL SUMMARY

| <b>Year</b>      | <b>Completed 4<br/>weeks</b> | <b>Retention<br/>Rate<br/><br/>%</b> | <b>Success Rate<br/><br/>%</b> | <b>Progressed to<br/>relevant<br/>employment<br/>or training<br/><br/>%</b> |
|------------------|------------------------------|--------------------------------------|--------------------------------|---|
| <b>2003/2004</b> | 117                          | 58%                                  | 79%                            | 92%   |
| <b>2004/2005</b> | 96                           | 60%                                  | 65%                            | 89%   |
| <b>2005/2006</b> | 92                           | 67%                                  | 71%                            | 90%   |
| <b>Average</b>   |                              | 62%                                  | 73%                            | 91%   |

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