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*The Education and Training Inspectorate -
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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** **Omagh**

Inspected: October 2006

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A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small minority

The statistics used in this report have been supplied and verified by Ruthledge Joblink Recruitment and Training, Omagh.

GRADING SYSTEM

ETI is piloting a new 6-point grading scale to replace the original 4-point scale as set out below. Where grades are recorded in this report, the grade is given on both the old and the revised scales

ORIGINAL GRADE	REVISED GRADE	DESCRIPTOR
1	1	Outstanding characterised by excellence
1	2	Consistently good; major strengths
2	3	Important strengths in most of provision. Areas for improvement which 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 Rutledge Joblink Omagh (RJO) is contracted by the Department for Employment and Learning (DEL) to supply training for the Jobskills programme, within the Omagh District Council area. It is situated in Omagh town centre, and has operated from its premises in Market Street since 2002. In September 2004, Joblink Training merged with Rutledge Recruitment and Training to form Rutledge Joblink Limited Recruitment and Training.

1.2 Most trainees recruited to RJO's Jobskills programmes progress from secondary schools in Omagh and the surrounding areas. At the time of the inspection, approximately 34% of the trainees held at least four General Certificates in Secondary Education (GCSEs) at grade C or above, on entry to their programme. Thirty-six percent had achieved at least a grade C in English, and 28% had achieved at least a grade C in mathematics. A significant minority of the trainees also have significant personal and social barriers to training.

1.3 The latest statistics (September 2006), available from the Department of Enterprise Trade and Investment (DETI) indicate that Omagh District Council has a claimant count of 2.3%, which is the ninth highest, and is below the Northern Ireland average of 2.7%.

2. PROVISION

2.1 Rutledge Joblink Omagh offers Jobskills programmes across a range of vocational areas, including administration, distributive operations, children's care, learning and development (CCLD), furniture production, hairdressing, information and communication technology (ICT), retail, and wood occupations. At the time of the inspection, a total of 63 trainees were registered on Jobskills programmes; ten on the Access programme (16%) targeting a National Vocational Qualification (NVQ) at level 1, 65 on the Traineeship programme (65%) targeting an NVQ at level 2, and 12 on the Modern Apprenticeship (MA) programme (19%) targeting an NVQ at level 3.

2.2 Over the last three years, most of the provision has been in the vocational areas of administration, CCLD, ICT and retail, which account for 88% of the registrations. In administration (30%), there were three trainees registered on Access, 42 on Traineeship, and 13 progressed to MA. In ICT (25%), there was one registered on Access, 39 on Traineeship, and eight progressed to MA. In CCLD (23%), there were six registered on Access, 37 on Traineeship, and two progressed to MA. In retail (10%), there was one registered on Access, 18 on Traineeship, and one progressed to MA. The remaining 12% of the registrations were distributed over the vocational areas of distributive operations (5%), hairdressing (4%), furniture production (2%) and wood occupations (1%).

2.3 Rutledge Joblink Omagh provides directed training on its premises for trainees in the vocational areas of administration, CCLD, distributive operations, ICT, and retail. The training provision for hairdressing, and for wood occupations and furniture production are subcontracted to BC2 Learning Zone and to Craft Recruitment 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. Modern Apprentices are released by their employers to attend directed training one day every two weeks.

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 inspection focused on Traineeship and MA programmes in the vocational areas of administration, CCLD and ICT. The area of preparation for life and work, which includes the Access programme, the essential and key skills provision, the provision of trainee support, and the careers, education, information, advice and guidance provision (CEIAG), was also inspected. The vocational areas inspected, in total, accounted for approximately 78% of the trainees registered at the time of the inspection.

3.2 During the inspection, a team of three inspectors observed 43 trainees in ten directed training sessions and visited 25 trainees in the workplace. Discussions were held with the Training Manager, monitoring officer, tutors, employers 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 RJO, 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 strengths in key aspects of its educational and training provision. The inspection has identified areas for improvement in important aspects of provision, which need to be addressed to meet effectively the needs of all the learners, and the needs of the community and the economy. The Education and Training Inspectorate (Inspectorate) will monitor and report on the organisation's progress in addressing these areas for improvement.

4.2 The main strengths are the:

- good or better standards of work achieved by the trainees;
- excellent success rate (100%) and good progression rate (80%) on the Access programme;
- excellent success rate for those trainees who complete the Traineeship programme, at 100%;
- good relationships between the trainees and their tutors and their workplace supervisors;
- excellent pastoral care and learning support provided for the trainees;

- good quality of the work placements that provide the trainees with a good range of practical training activities;
- effective monitoring and review of trainees' progress in the workplace;
- hard-working and committed tutors and monitoring officer;
- good strategic leadership and management provided by the Training Manager; and
- well-established links with local secondary schools, employers and support agencies.

4.3 The main areas for improvement are the:

- retention rates, which are satisfactory (70%) on the Traineeship and poor on the Access and MA programmes at 44% and 46% respectively;
- success rate on the MA programme, which is poor at 0%;
- progression rate to further training or employment from the Traineeship programme, which is poor at 50%;
- involvement of employers in drawing up individual training and assessment plans;
- use of initial and diagnostic assessment in the planning of the trainee's essential and key skills provision;
- use of Information Learning Technology (ILT) to support and enhance the trainees' learning experiences; and
- implementation and monitoring of the organisation's development plan.

4.4 GRADES

Provision	Overall	
	No of trainees	Grade
	63	4
Contributory Grades:		
Standards and Outcomes		4
Learning and Training		4
Leadership & Management		3

Areas of Learning	No of trainees	Grade
Administration	18	4
Child Development and Well-being	15	4
Information and Communications Technology (ICT)	11	4
Preparation for Life & Work	63	4
Contributory grades:		
Access	10	4
Literacy – Key and Essential Skills	ALL	4
Numeracy – Key and Essential Skills	ALL	4
Trainee Support	ALL	2
Careers Education, Information, Advice and Guidance	ALL	3

PART TWO

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 Most of the trainees are well-motivated and co-operate well with their employers and with their tutors. Attendance to directed training and to workplace training is good for the majority of the trainees. Most trainees have a clear understanding of the progression pathways within their chosen vocational area.

5.2 The standards of work achieved by most of the trainees are good or better. In administration, the trainees are able to carry out a wide range of office tasks competently and efficiently, which include filing, word-processing, managing appointment systems, and handling incoming and outgoing mail. In CCLD, the trainees develop an appropriate range of skills to care for and to support the development of young children in a range of settings, which includes day care centres and primary schools. In ICT, the trainees are making good progress in developing industry standards skills in the use of and in the support of modern ICT systems, within small to medium employers.

5.3 Most trainees make good progress in the completion of their NVQ, technical certificate and key skills. They achieve at least satisfactory standards of level 2 literacy and numeracy skills; they can, for example, communicate effectively with their supervisors, both in oral and in written form. A minority of trainees, however, are not making sufficient progress in the achievement of their key skills at level 3.

5.4 Over the last three years, of the 16 trainees who started Access programmes, five completed training and five gained their targeted qualification. Taking into consideration the two trainees who are still on training at the time of the inspection, these figures represent a poor retention rate of 44%. The success rate is excellent at 100% for those trainees who complete the programme, and progression to the traineeship is good at 80%.

5.5 Over the last three years, of the 128 trainees who started Traineeship programmes, 67 completed training and 67 gained the full qualification. Taking into consideration the 22 trainees who are still on training at the time of the inspection, these figures represent a satisfactory retention rate of 70%. The success rate is excellent at 100% for those trainees who complete the programme. Progression to MA or employment is poor at 50%.

5.6 Over the last two years, of the 26 trainees who started MA programmes, none completed training and none gained the full qualification. Taking into consideration the 12 trainees who are still on training at the time of the inspection these figures represent poor retention (46%), success (0%) and progression (0%) rates.

5.7 Over the last three years, of the 170 trainees who started on Jobskills programmes, 72 completed training and 72 gained the full qualification. Taking into consideration the 36 trainees who are still on training at the time of the inspection these figures represent a modest retention rate of 64%. The success rate is excellent at 100% for those trainees who complete the programme. Progression to further training or relevant employment is modest at 67%.

6. LEARNING AND TRAINING

6.1 In RJO the trainees benefit from a very supportive and caring learning environment. The Training manager, monitoring officer and vocational tutors build effective relationships with the trainees, and work hard to remove any of the trainees' personal and social barriers to training.

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 RJO. All of the respondents indicated that they enjoyed their training programme, and found RJO a welcoming learning environment with access to beneficial pastoral support and careers advice.

6.3 The quality of the directed training is good. In all the lessons inspected the strengths outweigh the areas for improvement. The lessons are well-planned, and provide the trainees with good opportunities to develop their understanding of the technical knowledge relating to their NVQ. The tutors use a suitable range of training methods, which include questioning, group discussions, written reports, and computer-based tasks, to ensure the trainees make progress in their learning. Most of the trainees engage well in the learning activities; they make valuable contributions within group discussions and are enthusiastic in providing written and oral responses to questioning. Although ILT is used well in some directed training sessions, to support and enhance the trainees learning experiences, ILT resources are, however, limited. As a result, some of the trainees, particularly those on CCLD, have restricted access to ILT to support their learning.

6.4 The quality of workplace training is satisfactory to good. All trainees are placed in suitable workplaces that provide the trainees with good opportunities to achieve an appropriate range of occupational competences. The planning of the trainees' workplace training is, however, satisfactory. The individual training plans are too generic and are not tailored sufficiently to inform and support the trainees and their employers in arranging training activities.

6.5 Monitoring, reviewing and assessment of the trainees' progress and achievements in the workplace is satisfactory to excellent. The quality of the pastoral support provided for trainees in the workplace is excellent. The Training Manager and monitoring officer maintain regular contact with the trainees and workplace supervisors to ensure that all trainees are happy with their work placements and have sufficient opportunities to develop appropriate vocational skills. For most trainees, the quality of workplace assessment, of monitoring and tracking progress, and of internal verification is good. A minority, however, do not benefit from regular workplace visits from their vocational tutor to assess their achievements and to provide them and their employers with feedback.

6.6 The integration of the key skills provision within the trainees' vocational work enables the trainees to develop and demonstrate their application of number, communication and IT skills within a vocational context. The emphasis is, however, on the assessment of the trainees' key skills. There is insufficient use made of initial assessment and diagnostic testing to plan for the ongoing development of the trainees' key skills, both within directed and workplace training.

6.7 The quality of the training accommodation is good. The training rooms are bright, clean and conducive to learning, and there is suitable access to the training rooms for trainees with physical disabilities. There is a well-resourced computer suite to support the development the trainees ICT skills, particularly for those trainees on ICT programmes.

7. LEADERSHIP AND MANAGEMENT

7.1 The quality of the leadership and management of RJO's Jobskills training is good. The Training Manager is hard-working, provides clear strategic direction, and is committed to improving the quality of the trainees' learning experiences and to raising the standards they achieve. Staff roles are clearly defined, and communication within the branch and between other Rutledge Joblink branches is good.

7.2 Rutledge Joblink Omagh has developed effective links with most of the local secondary schools, which allows them to provide the young people who may progress to Jobskills with career talks and interviews. The Training Manager, monitoring officer and tutors are well-informed of the career progression pathways within the vocational areas offered, and provide the trainees with ongoing informal careers information, advice and guidance. The Training Manager has just implemented a mid-programme career interview to improve progression to employment. There are also well-developed links with other agencies to support the trainees in developing personal life skills. These links include DEL Careers Service, Disability Action, The Youth Justice Agency and Opportunity Youth.

7.3 The staff are appropriately qualified with relevant industry experience, are hard-working and committed, and undertake suitable staff development.

7.4 Ruthledge Joblink Omagh are fully committed to providing trainees with high quality pastoral care, and are implementing a cross company policy for the protection of children and vulnerable adults.

7.5 There is at least a satisfactory match between the findings within the self-evaluation reports and the findings of the inspection. The development plan, if implemented and monitored, should address most of the areas for improvement identified within the self-evaluation report.

PART THREE

AREA OF LEARNING REPORTS

8. AREA OF LEARNING: ADMINISTRATION

Programmes inspected: Traineeship and Modern Apprenticeship in Administration and Office Skills

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:

- excellent to good standards of work achieved by most trainees in the workplace;
- excellent relationships between the trainees and their tutors and their workplace supervisors;
- excellent success rate on the Traineeship programme at 100%;
- excellent to good work placements that provide all the trainees with good opportunities to develop a good range of administrative skills;
- good arrangements for monitoring and reviewing the trainees progress in workplace; and
- good quality of the learning support provided for the trainees during directed training.

8.3 The main areas for improvement are the:

- retention rate on the MA programme, which is poor at 46%;
- retention and progression rates on the Traineeship programme, which are satisfactory at 76% and 74% respectively;
- involvement of workplace supervisors in drawing up the trainees' individual training plan; and
- planning for the ongoing development and assessment of the MA's communication skills.

Provision	Number registered	Grade
Overall	18	4
Traineeship	13	-
Modern Apprenticeship	5	-

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

Programmes inspected: Traineeship and Modern Apprenticeship in Children's Care Learning and Development (CCLD)

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

9.2 The main strengths are the:

- good quality of learning support provided by the tutor;
- commitment and enthusiasm of the tutor and the high standards set for the trainees' behaviour;
- good standards of knowledge and understanding demonstrated in most of the trainees' written work;
- good standards of occupational competence demonstrated by most trainees in the workplace;
- well planned directed training;
- good quality of most of the work placements;
- regular monitoring and review of trainee progress in directed and workplace training by the vocational tutor; and
- excellent success rates for trainees who complete their programme and achieve their Traineeship or MA qualification, at 100%

9.3 The main areas for improvement are the:

- directed training provision for trainees on the MA programme to develop appropriate standards in their underpinning knowledge;
- involvement of employers in setting and monitoring short term targets for the trainees' workplace training;

- access to computers during training sessions for trainees to develop their ICT skills and to undertake relevant internet searches;
- use of ILT to extend the range of training and learning approaches; and
- retention and progression rates, which are satisfactory at 73% and 74% respectively.

Provision	Number registered	Grade
Overall	15	4
Traineeship	12	-
Modern Apprenticeship	3	-

10. AREA OF LEARNING: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

**Programmes Inspected: Traineeship in IT Users
Modern Apprenticeship in IT Users**

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 standards of the trainees' practical ICT skills;
- good standards of the trainees' work evidenced in their assessment portfolios;
- good working relationship between the vocational tutor and the trainees;
- well-managed directed training sessions enabling the trainees to make good progress in their learning;
- hard-working and committed vocational tutor;
- good quality of the work placements; and
- excellent success rate (100%) on the Traineeship.

10.3 The main areas for improvement are the:

- involvement of employers in negotiating trainees' individual training plans;
- development of the trainee's own ability to reflect on and to improve their own learning;

- progression rate from the Traineeship to employment or further training, which is poor at 52%; and
- retention rate on the MA programme, which is poor at 38%.

Provision	Number registered	Grade
Overall	11	4
Traineeship	6	-
Modern Apprenticeship	5	-

11. AREA OF LEARNING: PREPARATION FOR LIFE AND WORK

Programmes Inspected: Access programme

Literacy – Essential and Key Skills

Numeracy – Essential and Key Skills

Career Education Information Advice and Guidance (CEIAG)

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

11.2 The main strengths are the:

- high levels of the pastoral care and trainee support provided for all trainees;
- satisfactory to good standards of the trainees' literacy and numeracy skills;
- effective advice and guidance provided for trainees in assisting them to find suitable employment;
- excellent success (100%) and good progression (80%) rates on the Access programme; and
- good vocational training tasks, in both directed and workplace training, that allow the trainees to develop their communication skills.

11.3 The main areas for improvement are the:

- retention rate on the Access programme, which poor at 46%;
- use of initial and diagnostic assessment to inform the planning for the development of the trainees' key and essential skills; and
- development in more formal CEIAG arrangements to ensure all trainees have good quality careers education during their training programme.

Provision	Number registered	Grade
Overall	63	4
Access	10	4
Literacy - Key and Essential Skills	ALL	4
Numeracy - Key and Essential Skills	ALL	4
CEAIG	ALL	3
Trainee Support	ALL	2

PART FOUR

KEY PRIORITIES FOR DEVELOPMENT

Ruthledge Joblink Omagh needs to revise its annual development plan to take account of the following key priorities:

- the involvement of employers in the development of the trainees' individual training plans;
- the development of strategies to improve trainee retention and progression rates;
- the use of results from diagnostic testing to inform the planning for the ongoing development of the trainees' essential and key skills; and
- the provision of ILT resources for all directed training sessions to improve the quality of the trainees' learning experiences.

JOBSKILLS ACCESS

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to Traineeship %	Progressed to relevant employment %
2003/2004	2	100	100	100	-
2004/2005	7	43	100	67	-
2005/2006	5	40	100	-	-
	Average	50	100	80%	-

2005/06 – 2 trainees still on training

JOBSKILLS TRAINEESHIP

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to Modern Apprenticeship %	Progressed to relevant employment %
2003/2004	39	74	100	31	28
2004/2005	46	65	100	40	27
2005/2006	38	71	100	29	14
	Average	70	100	35	26

2005/06 – 20 trainees still on training

JOBSKILLS MODERN APPRENTICESHIP

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to relevant employment %
2003/2004	0	0	0	0
2004/2005	10	40	0	0
2005/2006	16	50	0	0
	Average	46	0	0

2004/05 – 4 trainees still on training

2005/06 – 8 trainees still on training

JOBSKILLS SUMMARY

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to relevant employment or further training %
2003/2004	41	76	100	61
2004/2005	63	59	100	67
2005/2006	59	63	100	43
	Average	64	100	67

2004/05 – 4 trainees still on training

2005/06 – 30 trainees still on training

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