Education and Training Inspectorate

Training for Success and ApprenticeshipsNI Provision in Belfast Metropolitan College

Report of an Inspection in March 2019

The Education and Training Inspectorate
Promoting Improvement

CUSTOMER SERVICE EXCELLENCE

CSE

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1.   Context

The Belfast Metropolitan College (Belfast Met) is a non-departmental public body and one of the six regional colleges of further education in Northern Ireland. It provides education and training mainly across the Greater Belfast and Lisburn and Castlereagh City council areas. The college's main campuses are located in Castlereagh, Millfield, Springfield Road and the Titanic Quarter. The college provides a wide range of Training for Success and ApprenticeshipsNI programmes[1] which are funded by the Department for the Economy (Department).

At the time of the inspection, 189 trainees and 498 apprentices were registered across the professional and technical areas of: alarms; bakery skills; barbering, bricklaying; civil engineering; electrotechnical services; engineering; financial services; hairdressing; hospitality and catering (professional cookery); information technology (IT); plumbing; printing; transportation operations and maintenance; and wood occupations. Approximately three-quarters of all trainee and apprenticeship registrations are in the economically important skills areas of construction, electrotechnical services, engineering, hospitality and catering, IT, financial services and transportation operations and maintenance. A minority (14%) of the trainees were registered on the Skills for Work level 1 (156) strand (Routeways) of the Training for Success programme. Nearly all of the training provision is delivered in-house, although the apprenticeship provision for bakery skills and providing financial services is sub-contracted to other training providers.

A minority (16%) of the trainees have been identified as having a disability and/or additional learning support needs. In addition, a small number (9%) of the trainees and apprentices were referred to the student wellbeing team for personal, social and emotional support. Around 25% of the trainees and 75% of the apprentices entered their programme with four or more GSCE passes at grades A* to C or equivalent, including English and mathematics. At the time of the inspection, almost all (95%) of the trainees were in a suitable work-experience placement.

2.   Views of trainees and apprentices

As part of the evaluation of Belfast Met's arrangements for care, guidance and support and for safeguarding young people and adults at risk, the trainees and apprentices completed a confidential questionnaire prior to the inspection. Just over one-quarter of the trainees and apprentices completed a questionnaire and eleven of them provided additional written comments.

The returns show that almost all (96%) of the trainees and apprentices who responded were positive about their learning experiences, find their training programme interesting and challenging, and reported that it prepares them well for future progression. They also reported that they are well-supported by lecturers/tutors, are given good feedback on how to improve, make good progress in their learning and that they feel safe and secure. A minority of the trainees and apprentices reported the need for more advice about personal and social matters.

In addition, inspectors met with four focus groups of trainees and apprentices across the provision. The trainees and apprentices reported that they enjoyed their courses and that the staff are approachable, encouraging and proactive in supporting them to achieve to their potential. All of the trainees and apprentices interviewed reported that they feel safe and secure in the college and that their learning and development needs are being met well.

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[1]   Programme registration data provided by the organisation at the time of the inspection is included in the Appendix of this report.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for learners;

- quality of provision; and

- effectiveness of the leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very Good
Quality of Provision	Very Good
Leadership and management	Very Good

Overall quality of the programmes inspected		
Programme	**Proportion of registrations**	**Performance Level**
Training for Success	28%	Very Good
ApprenticeshipsNI	72%	Very Good

Overall quality of the professional and technical areas inspected[2] and the essential skills provision	
Bakery skills and professional cookery	Good
Electrotechnical services	Very Good
Engineering	Good
Essential skills	Good
Information technology	Very Good
Plumbing and heating	Very Good
Skills for Work level 1 (156) strand (Routeways)	Outstanding
Transportation operations and maintenance	Very Good
Wood occupations	Very Good

KEY FINDINGS

Strengths

- The very good strategic leadership of the work-based learning provision, which is underpinned by a clearly articulated vision for the ongoing development and quality improvement of the provision to meet effectively the needs of the trainees and apprentices.

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[2] A representative sample of professional and technical areas, agreed with the organisation, was selected for inspection.

- The significant contribution of the senior leadership team and staff at all levels to the development and implementation of key strategic projects and policy initiatives, across the further education and work-based learning sectors.

- The effective, purposeful engagement with a wide range of external stakeholders, including employers, sectoral bodies, public bodies and local councils to develop and expand the curriculum to meet the wide and complex needs of trainees and apprentices, employers, and the local and regional economy.

- The establishment, ongoing development and effective use of a management information system to provide robust, accurate and real-time data to inform and underpin to good effect the continuous improvement journey.

- The very good quality of the leadership and management of the professional and technical provision in the areas inspected, which is characterised by: a strong, consistent commitment of the middle and senior leaders to continuous improvement; effective, inclusive leadership strategies including clear direction and support for staff; and robust tracking and monitoring systems which inform appropriate interventions.

- The well-targeted investment in equipment, resources and accommodation to support the delivery of a relevant curriculum and the development of the trainees' and apprentices' professional and technical skills and knowledge, their independent learning skills along with the development of the Routeways trainees' independent-living skills.

- The very good standards of work attained by most of the trainees and apprentices across the professional and technical provision inspected.

- The overall very good quality of the learning, teaching and training.

- The good overall retention (79%) and achievement (88%) rates attained by the trainees and apprentices, and the outstanding progression (97%) rate.

- The very good development of the trainees' and apprentices' wider skills and dispositions, including their: motivation and attitudes to learning; confidence and self-esteem; high standards of behaviour; problem-solving and thinking skills; and communication skills and increasing ability to contribute to team work.

- The inclusive, positive and learner-centered culture and ethos of the college, exemplified by high expectations, high levels of staff motivation, strong collegiality and mutually respectful staff and learner relationships.

- The provision of well-targeted, very high quality care and welfare for the trainees and apprentices which impacts positively on the learning, teaching and training and the outcomes they attain.

- The strong ethos of social responsibility and social inclusion, with the associated commitment and relevant partnerships, to meet the needs of those young people furthest from education, training and the workplace.

- The outstanding provision in Routeways; the very good provision in electrotechnical services, information technology, plumbing and heating, transportation operations and maintenance and wood occupations; and the good provision in bakery skills and professional cookery, engineering and the essential skills.

Areas for improvement

- Further develop and refine the whole-college quality improvement planning process in order to sustain the progress made to date, including the continued focus on improving retention rates.

- Increase the recruitment to apprenticeships across the professional and technical areas.

5.   Outcomes for learners

Most of the trainees and apprentices display high levels of commitment, enthusiasm and motivation; they are well-settled in their learning programme. Through well-planned learning experiences they are progressively developing their wider personal, social and employability skills, including levels of confidence and self-esteem.

The standards of work achieved by most of the trainees and apprentices are very good overall. They are developing a broad range of industry-relevant practical skills and knowledge, which they are able to apply confidently over time within a range of workplaces. In bakery, the apprentices use appropriate systems to weigh and measure ingredients accurately, understand the requirements for reducing food waste and preventing food contamination, and can identify the appropriate storage requirements for baked and finished products. The apprentices in professional cookery can prepare and cook a range of high quality dishes and have well-developed knife skills.   In electrotechnical services, the apprentices are developing good electrical skills in a range of wiring systems, can use a range of hand tools competently to manufacture containment systems, and can interpret drawings and other information to mount accessories and wire electrical circuits whilst observing safe working practices.   The engineering trainees and apprentices steadily develop a broad range of engineering-manufacturing skills, including welding, sheet metalwork, casting, machining, bench fitting and computer-aided drawing; overall, they make very good progress in applying these skills confidently in the production of engineering products in the workplace.

The apprentices in IT are able to autonomously provide customer-facing technical support, often internationally, develop websites and their associated databases and design documentation to a high standard. They can also test, diagnose, problem-solve and report on the functionality and security of computer systems. In plumbing and heating, the trainees and apprentices are able to complete a wide range of work, including the installation of hot and cold water systems, fitting radiators using plastic, copper and iron pipes, and installing baths and wash hand basins. Most of the trainees and apprentices in transportation operations and maintenance quickly develop the relevant hand skills, dexterity, knowledge and understanding to enable them to remove and replace defective engine or chassis components; in the workplace, they become increasingly competent in diagnosing faults in a systematic manner. The trainees in the Routeways pathway are able to competently apply the theory learned to their workplace. In the retail sector, they are aware of the restrictions on age-restricted products such as alcohol and they also understand the importance of protecting customer data under general data protection regulation. In directed training in

wood occupations, the trainees and apprentices work to appropriately high standards, develop good manufacturing skills, and demonstrate accuracy and competency when using hand tools and basic woodworking machinery. They make sustained progress in applying these skills in the installation of first and second fixing components in the workplace.

Whilst most of the trainees and apprentices are equipped with appropriate personal protection equipment (PPE), there is a need in terms of good working practices to develop and implement a college-wide PPE policy, including the need for trainees and apprentices to risk-assess work activities and to self-select the correct personal protection equipment.

Most of the trainees and apprentices are developing well their literacy and numeracy skills; through good planning, they are provided with relevant professional and technical contexts within which to learn apply these skills. They write with good accuracy for a range of purposes and audiences in their essential skills work. The trainees and apprentices are developing well their oral communication skills and are able to communicate ideas clearly both in the directed training and in the workplace. They are also able to apply well their mathematical skills and use appropriate mathematical language across a range of professional and technical contexts.

Through a range of learning strategies, including project-based learning, most of the trainees and apprentices develop well their wider skills, dispositions and personal capabilities, including: solving complex problems, application of thinking skills, working to good effect in groups, innovation and design creativity and communication to a range of audiences. Consequently, they engage readily and confidently in paired and group activities. As a result of well-established working relationships with employers, almost all of the trainees across the professional and technical areas and in Routeways are in a relevant work-experience placement that enables them to develop and apply their knowledge and technical skills, and to steadily develop appropriate work-related behaviours and attitudes.

Over the last three years, the retention rate for the Training for Success programme has important areas for improvement (68%) but is very good (85%) on the ApprenticeshipsNI programme.

The outcomes attained by the trainees and apprentices are a strength overall. Most (88%) of the trainees and apprentices who remain and complete their training programme achieve their targeted qualifications. Over the last three years, the achievement rate is good (83%) on the Training for Success programme and very good (90%) on the ApprenticeshipsNI programme.

Over the same period, the progression rate to employment or higher training or education on the Training for Success programme is outstanding (90%). Across the provision, a majority of the trainees and apprentices who achieve a level 2 framework also progress to higher level training or education.

Over the last three years, the average overall achievement rates in literacy, numeracy and information and communication technology (ICT) are high at 98%, 92% and 94% respectively. The trainees and apprentices attained well in the revised assessment arrangements in both literacy (87%) and numeracy (79%). Too few of the trainees and apprentices, however, with a grade D in GCSE English and/or mathematics on entry to their programme are targeting level 2 in the corresponding essential skill.

6.   Quality of provision

The college has developed an appropriate curriculum provision across a wide range of professional and technical areas; this includes IT and printing which provide a unique curriculum offer and attract apprentices from across Northern Ireland. The strategic and operational planning for the development of the curriculum is effective; the college, for example, has been a key driver in the development of new professional and technical areas such as the level 3 civil engineering apprenticeship, which have been developed through effective collaboration and co-designed with industry, professional bodies and the public sector. The college, however, needs to continue to increase recruitment to apprenticeships in a number of the professional and technical areas. The development of suitable pathways to higher level apprenticeships has been a successful focus of the college with new specialist progression pathways to widen the current provision being introduced in areas such as cyber security, networking infrastructure, cloud development and civil engineering.

The curriculum in most of the professional and technical areas is enhanced by an appropriate range of additional qualifications. For example, this includes a welding inspection certificate in engineering, a range of vendor qualifications in IT and renewable technology and environmental technology qualifications in plumbing and heating. The trainees on the Routeways programme have access to relevant additional ICT and food safety qualifications.

The college places a high strategic priority on the development of high standards of skills by the trainees and apprentices. Across the provision, the trainees and apprentices are encouraged to engage in internal and external skills competitions and awards, which they do with success. As a consequence, they acquire and apply higher level skills and motivation. In professional cookery, for example, an apprentice represented the college at the young chef olympiad in India and a level 3 civil engineering apprentice won the 2018 apprentice of the year award.

Overall, the quality of the learning, teaching, and training observed was very good. Across the provision, it was always good or better, with the majority (66%) of the learning and training sessions observed being very good or outstanding. The main features of the very good and outstanding sessions include: well-planned active learning activities; effective questioning to develop problem-solving and thinking skills; effective use of project-based learning approaches and interactive learning tasks that blend theory and practical activities to motivate and engage learners; and skilful use of investigative activities to consolidate and apply prior learning experiences.

The assessment arrangements are effective. In particular, workplace assessment activities are well-planned, regular and rigorous. The trainees and apprentices are provided with appropriate feedback to help them improve the quality of their occupational work. The use of e-portfolios across a number of professional and technical areas provides these trainees and apprentices with easy access to cohesively build and update their portfolios. As a result, the trainees and apprentices, lecturing staff and employers have access to a transparent, up-to-date record of their progress. The processes used to track and monitor the overall progress the trainees and apprentices are making in their learning and training are comprehensive and used effectively to identify those in need of support or intervention.

The quality of the trainees' and apprentices' personal training plans is good or better across the professional and technical areas. The progress reviews are regular and supportive; there is detailed documentation of the strategies implemented to support those trainees with identified complex needs. Where it is most effective, such as in IT, there is strong evidence of an effective tripartite approach involving online inputs from the assessor, apprentice and line manager and clear, effective target-setting in place.

The care and welfare provided for the trainees and apprentices impacts positively on the learning, teaching, training and the outcomes they attain. The arrangements for curriculum development and learner-support are aligned well strategically. A collaborative, coherent team approach is clearly evident across lecturing and support staff which focuses on meeting the needs of the trainees and apprentices within and outside the classroom and workshop environments. A newly constituted student wellbeing service complements and supplements the services provided by the inclusive learning centre, the careers and employability service and the student's union. The enhanced student services hub has resulted in effective, tailored support for those trainees and apprentices identified as requiring additional help with their learning or a personal, social or emotional need. A wide range of appropriate internal, and external specialist services, are provided effectively and sensitively to meet and address wider personal, social and emotional needs of the trainees and apprentices, including the provision of a purposeful personal development and preventative curriculum, one-to-one mentoring support and internal and external counselling services.

The evidence from inspection demonstrates that the co-location of curriculum and student services has sharpened the provision of timely and appropriate help and support to those trainees and apprentices with barriers to learning and other problems. The resulting impact is mostly positive as shown by their increased resilience, coping mechanisms and improved engagement in learning. The student support staff at all levels engage well with learners, academic staff and external agencies to support well the provision of care and welfare. The college's strong focus on promoting the health and wellbeing of its staff has been recognised by its achievement of the 2018 Princess Royal training award.

Through its strong ethos of social responsibility and social inclusion, the college remains committed to those young people furthest from education, training or employment. A range of externally-funded projects is used innovatively to develop provision, with relevant progression pathways, which is appropriate for those young people who face multiple barriers to engagement in education and training. The programmes help to engage the young people in relevant learning and training, to address their individual barriers and to raise their confidence to enable them to successfully progress to programmes such as Training for Success.

The employability and personal and social development programme for trainees on the Training for Success programme is delivered flexibly and to good effect to meet the needs and attendance patterns of different cohorts. It is appropriate that this provision for the Routeways trainees is delivered throughout the duration of their programme in order to support them to develop the necessary independent living and employability skills.

The careers education, information, advice and guidance (CEIAG) provision is effective and ensures that most of the trainees and apprentices are provided with appropriate information and are well-informed of the range of progression pathways and career opportunities which are available to them. The CEIAG provision is enhanced by a well-planned calendar of careers and employer engagement activities, including the use of guest speakers, workplace training, participation in skills competitions and tailored individual support for career planning. Through a strong focus on learner progression, highly effective employer engagement and a mostly appropriate curriculum offer, a range of career progression pathways and employment opportunities exist for the trainees and the apprentices.

7.   Leadership and management

The leadership and management of the work-based learning provision is very good. The senior leaders, supported well by middle leaders, have a clear vision to further extend and improve the quality of the work-based learning provision. They work well collegially to plan for and develop the provision, which is aligned appropriately to key governmental policies and strategies. Senior managers also make a significant contribution to the development of key strategic projects and policy developments, across the further education and work-based learning sectors, through their involvement in a number of sector-wide steering groups and curriculum review projects. The college is also lead for the digital IT and hospitality and tourism curriculum hubs, and for the development of the education, skills and employability strategy as part of the Belfast Region City Deal. It is also engaged in international development work in collaboration with other important educational institutions.

A number of key strategic planning documents have been developed to support the development of the curriculum, including the work-based learning provision. The college's progression framework for work-based learning provides for an appropriate continuum of provision from entry level through to higher level apprenticeships and higher education. The college keeps the curriculum under review and a draft college delivery framework to replace the current curriculum strategy is under development; this aims appropriately to encompass and better align all the work of the college including the work-based learning provision.

The college has undergone a significant restructuring process, including the development of a dedicated centre for skills and apprenticeships, which is responsible for the operational management of the work-based learning provision. Senior and middle leaders have a good working knowledge of local labour market intelligence, economic and government priorities, employer needs, demographic trends and the educational attainment levels of the working age population of Belfast. This intelligence is used well to inform the development of the curriculum, for example, the ongoing development of new apprenticeships which are employer-led and others that widen access through aspects of delivery which involve online and blended-learning approaches.

The governing body is well-informed and has a good knowledge and understanding of the college's key strengths but also the challenges it faces and the areas that require further work. Senior and middle leaders and the governing body are committed to social inclusion, particularly for those learners that are the furthest from education, training and employment. The college has successfully accessed external funding to provide a range of social inclusion projects to enable participants to develop the necessary skills and attributes to progress to the college's further education and training programmes and to employment.

A key feature of the work of the college has been the establishment, ongoing development and effective use of a management information system to provide robust, accurate and real-time data to inform and underpin to good effect the continuous improvement journey. It provides an early warning system of underperforming programmes or learners, which is used well to trigger course reviews and at risk learners with appropriate interventions implemented. This has contributed to the ongoing improvement in the overall performance of the work-based learning provision over the past three years.

The recruitment to the Training for Success and ApprenticeshipsNI provision has declined over the last five years. The college is taking appropriate steps to address this, including a strengthening of its sales and employer engagement team to raise awareness of its services and to secure work placements for trainees. This work has resulted in the creation of appropriate apprenticeship opportunities which didn't exist before and also contributed positively to the high work placement rates for trainees. In addition, it is leading to an increased number, and wider range, of employers engaging with the college.

The heads of school and curriculum area managers effectively manage and co-ordinate the work-based learning provision. The quality and impact of this middle leadership and management is very good in the professional and technical areas inspected. The key features include: high commitment of middle leaders, supported by senior leaders, to continuous improvement; effective, inclusive leadership strategies including clear direction and support for staff; robust tracking and monitoring systems which inform appropriate interventions; proactive employer engagement; and good mentoring of new and underperforming staff. Middle leaders new to the role are supported effectively to undertake their work through the college's intensive management induction programme.

The college places a high importance on providing the staff with the training and professional development necessary for them to perform effectively in their role. A strong priority is afforded, underpinned by appropriate investment, in the ongoing continuing professional development and up-skilling of staff to ensure they can meet the evolving needs of employers and the ever-changing profile of trainees and apprentices. The training and development needs of staff is identified to good effect through an annual needs analysis which is informed by staff at all levels, planned curriculum changes and developments, course performance reviews and the observation and feedback on learning and teaching practices. Through its dedicated teaching and learning mentors, staff can avail of one-to-one support and mentoring programmes to develop their pedagogical practice, including the development and use of a wider range of learning strategies such as technology enhanced and project-based learning. The impact of this work is evidenced through the effective learning, teaching and training observed during the inspection. The programme of continuing professional development for staff is well supported by a wide range of online mini-master classes on teaching, learning and assessment. It is appropriate that some part-time lecturers have also been supported to undertake a level 4 teaching qualification.

The provision, maintenance and upgrading of specialist physical resources, accommodation and equipment are very good. Almost all of the training areas and workshops are maintained to a high standard and the college invested significantly in a wide range of resources and in new state of the art equipment to support delivery of the work-based learning curriculum. This includes equipment to support the engineering and wood occupations curriculum and a high quality centre for supported learning. Improvements to the learning environment are an ongoing priority.

An extensive range of links and partnerships have been established with key external stakeholders, including local councils, the Department, public and private sector organisations, other further education colleges, employers and external support agencies to ensure a fit for purpose curriculum to meet government priorities and employer and learner needs.

The college has a well-established quality improvement planning process in place. The lines of accountability at all levels, from course team level to the governing body, are clear and work well. The self-evaluation and quality improvement planning process for the work-based learning provision is effective overall. While the evidence from inspection shows clear and consistent improvements in the quality of provision have been achieved, there is a need to further develop and refine the whole-college quality improvement planning process in order to sustain the progress made to date, including a continued focus on improving retention rates. The self-evaluation and quality improvement planning at course team level is also effective. The evaluations of the professional and technical areas are mostly accurate and align well to the findings of the inspection. Action planning is mostly well-developed and targets for improvement are appropriate and realistic.

8.   Safeguarding

On the basis of the evidence provided during the inspection, the arrangements for safeguarding young people and adults at risk reflect broadly current legislation and practice.

However, the college needs to:

- ensure that its safeguarding policies, procedures and training reflects more fully the legislation and practice relating to adults who may be at risk of harm or in need of protection.

9.   Overall effectiveness

The Belfast Met demonstrates a high level of capacity for sustained improvement in the interests of all the trainees and apprentices.

The ETI will monitor how the organisation sustains improvement.

Programme registrations

Table 1 - Current registrations by programme

Programme	Numbers of registrations	% of total registrations
ApprenticeshipsNI L2	149	22%
ApprenticeshipsNI L3	349	51%
Training for Success Skills for Your Life	26	4%
Training for Success Skills for Work	163	23%

Table 2 - Current registrations by professional and technical area

Professional and technical area	Number of trainees		% of total registrations
Barbering	5		3%
Brickwork	20		11%
Engineering	17		9%
Hairdressing	12		6%
Plumbing and heating	30		16%
Skills for Work level 1 (156) strand (Routeways)	26		14%
Transportation operations and maintenance	41		22%
Wood occupations	38		19%
Professional and technical area	**Number of apprentices**		**% of total registrations**
	Level 2	Level 3	
Alarms	29	13	9%
Bakery skills	9	12	4%
Barbering	0	*	1%
Brickwork	*	*	1%
Civil engineering	0	13	3%
Electrotechnical services	0	109	22%
Engineering	*	9	2%
Financial services	19	*	4%
Hairdressing	0	10	2%
Information technology	0	60	12%
Plumbing and heating	51	45	19%
Printing	19	29	9%
Professional cookery	6	0	1%
Transportation operations and maintenance	*	28	6%
Wood occupations	8	14	5%

* Less than five

Table 3 - Qualifications of current trainees/apprentices on entry to their programme

Programme	Training for Success (%)	ApprenticeshipsNI (%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	25%	75%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	48%	86%
(%) of learners with GCSE English or equivalent at Grades A*-C	34%	79%
(%) of learners with GCSE mathematics or equivalent at Grades A*-C	28%	79%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	66%	90%
(%) of learners with no prior level 1 or level 2 qualifications	2%	1%

B. Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

Twelve ETI inspectors and five associate assessors observed 423 apprentices and trainees in 58 directed training sessions; the also visited 49 trainees and apprentices in their workplace, held discussions with 56 employers and interviewed 143 trainees and apprentices in focus group meetings. Samples of the trainees' and apprentices' work and personal training plans, and lecturers' schemes of work and lesson plans were examined; and the college's self-evaluation report and other relevant documentation were also scrutinised.

C. Reporting terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and on leadership and management.

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Key Performance Indictors and Definitions	
Retention	The percentage of enrolments measured over the full duration of their programme.
Achievement	The percentage of participants who completed their targeted individual outcomes.
Progression	The percentage of successful completers who achieved positive progression.