



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Derry Youth and Community  
Workshop Ltd

Report of an Inspection  
in May 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## **1. Context**

Derry Youth and Community Workshop Ltd is a registered charity which was established in 1978; it aims to provide professional and technical training and personal skills development to enhance the employment prospects of trainees and apprentices from the Londonderry area. The organisation is led by the chief executive who reports to the board of trustees, and is supported by a quality assurance manager, a finance manager, a placements manager, two full-time and seven part-time tutors and three administrators.

The Northern Ireland Multiple Deprivation Measure, 2017, identifies that the Derry City and Strabane District Council area has five of its super output areas in the top ten most deprived areas in Northern Ireland. The majority (60%) of the trainees registered with Derry Youth and Community Workshop reside in the TRIAX neighbourhood renewal areas of the Bogside, Brandywell, Creggan, Fountain, Bishop Street and the Diamond areas of the city.

Derry Youth and Community Workshop is contracted by the Department for the Economy (Department) to provide the Training for Success and ApprenticeshipsNI programmes<sup>1</sup>. It currently delivers Training for Success programmes in business administration, hairdressing, information technology (IT) users and retail. It delivers the ApprenticeshipsNI programme in pharmacy services.

At the time of the inspection, 26 trainees were registered across the professional and technical areas of business administration, hairdressing, IT users and retail; 20 apprentices were registered on the pharmacy services apprenticeship programme

The organisation reports that a majority (60%) of the trainees have a disability and/or additional learning support needs. Most of them have multiple barriers to learning, the most prevalent being mental health issues or involvement with the criminal justice system. None of the trainees entered their programme with four or more GSCE passes at grades A\* to C or equivalent, including English and mathematics. Most (81%) of them, however, have achieved four or more GSCE passes at grades A\* to G or equivalent. In contrast, most (85%) of the apprentices entered their programme with four or more GSCE passes at grades A\* to C or equivalent, including English and mathematics. Most (80%) of the trainees are in a suitable work-experience placement.

## **2. Views of trainees and apprentices**

As part of the evaluation of Derry Youth and Community Workshop's arrangements for care, guidance and support and for safeguarding young people, the trainees and apprentices completed an online questionnaire prior to the inspection. Of the 45 questionnaires issued, 17 (38%) were returned; none of them included written comments. The returns show that the trainees and apprentices who responded reported a positive experience and felt safe, well cared for and supported in the organisation.

In addition, inspectors met with a focus group of eight trainees and apprentices. The trainees and apprentices report that they are very well-supported in their learning by the tutors, appreciate the small class sizes and are grateful for the high levels of care and welfare provided by the staff.

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<sup>1</sup> 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 summary of key findings

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

Overall quality of learning and training programmes		
Training for Success	57%	Good
ApprenticeshipsNI	43%	Good

Occupational area/essential skills overall performance levels	
Essential skills	Very good
Pharmacy services	Good
Retail	Good

### Strengths

- The overall retention rates, which are good on the Training for Success programme and very good on the ApprenticeshipsNI programme; all of the trainees and apprentices who remain on programme achieve their targeted qualifications.
- The good levels of engagement, motivation and enthusiasm shown by most of the trainees and apprentices in the directed and workplace training, and the good or better standards of occupational skills demonstrated by most of them.
- The good or better quality of the learning, teaching and training sessions observed across the professional and technical areas and the essential skills.
- The high levels of care and welfare that support well the development of the trainees' and apprentices' personal, social and learning needs, underpin the positive and productive working relationships and impact positively on the quality of the learning, teaching and training.

- The well-established and effective links and partnerships with a wide range of employers, resulting in a high proportion (80%) of trainees undertaking relevant, good quality work-experience placements.
- The effective leadership and management of the provision, including a sound vision underpinned by an inclusive culture and ethos.

### **Areas for improvement**

- Develop further the self-evaluation and quality improvement planning processes to provide a more detailed evaluation on the quality of the provision, the impact on the trainees and apprentices and to more clearly identify the actions required to address the key areas for improvement identified by the process.
- Address the low number of trainees and apprentices progressing to higher levels of training.
- Increase the number of trainees and apprentices recruited across the range of professional and technical areas.

## **5. Outcomes for learners**

The standards of work demonstrated by the trainees and apprentices range from good to very good; they are mostly very good in pharmacy services and the essential skills and good in retail. They develop well their technical, personal, social and employability skills at a pace commensurate with prior levels of achievement and experience. In pharmacy services, the apprentices carry out a range of workplace tasks to a good or better standard, including dispensing medicines, dealing with customers, checking prescriptions and consulting with pharmacists on the content of the prescriptions being dispensed. In retail, the trainees can apply their learning in an appropriate range of retail contexts which are matched well to their individual needs, and they can complete tasks such as stock replenishment and merchandising with confidence.

The standards of work achieved by the trainees in the essential skills and retail have been recognised through their success in national competitions. As a consequence, a small number of trainees have been awarded bursaries to further support their learning and progression.

In the essential skills, the standards of work in most of the trainees' and apprentices' files are very good. They demonstrate high standards of literacy and numeracy development over time and are able to transfer and apply their learning in other contexts, including their professional and technical work. The trainees and apprentices participate well in discussions, complete extended writing tasks to a high standard and can apply problem-solving skills to effectively solve relevant numeracy tasks.

Most of the trainees and apprentices have good or better oral communication skills and are confident when answering questions in class and in the workplace and taking part in discussions; on occasion, they instigate relevant discussions in the directed training. Marking for improvement is used effectively by the tutors to support and further develop the trainees' and apprentices' competence in their writing and numeracy skills.

Most of the trainees and apprentices make good progress in their learning and development and towards achieving their qualifications over the planned training period. In retail, there are good opportunities for progression to higher levels of learning and achievement over the duration of their programme. In pharmacy services, as a result of the training, most of the apprentices progress to higher-level job roles. Across the professional and technical areas, the trainees and apprentices make good progress in the development of their occupational skills in the workplace. At the time of the inspection, most of the trainees (80%) were in a relevant work-experience placement which impacts positively on the development of the trainees' occupational skills and contributes much to the development of their wider skills.

Over the last three years, the retention rate on the Training for Success programme is good (63%), although the progression rate to further training or employment for those who successfully complete their training is too low at just 20%. Over the same period, the retention rate on the pharmacy services apprenticeship programme is very good (83%). The progression rate of the level 2 apprentices, however, to the level 3 programme is also too low.

All of the trainees and apprentices who remain and complete their training achieve their targeted qualifications, including the essential skills of literacy, numeracy and ICT. In the revised essential skills assessments, all of the trainees and apprentices entered to date have achieved their targeted qualifications across the levels in literacy and numeracy.

Across the organisation, the development of the trainees' and apprentices' wider skills and capabilities is a key strength. The evidence shows that they are able to work independently and take ownership of their work and responsibility for their own learning. The trainees display high levels of positive behaviour and engage well in their training and learning. In particular, the development of their literacy skills has raised confidence and self-esteem and motivated them to aspire to progress further in their training and development. Most of the employers interviewed reported that the apprentices' skills and competences have improved as a result of their participation in the apprenticeship programme, that they are growing in confidence and show a greater understanding of the work they are undertaking in the pharmacies.

## **6. Quality of provision**

The curriculum meets well the needs and aspirations of the trainees and apprentices. Good opportunities exist for them to progress to higher level professional and technical programmes over the course of their training, up to and including level 3. The curriculum provision for the essential skills also offers good opportunities for the trainees' and apprentices' to progress across the levels up to level 2. The trainees are provided with a broad range of learning experiences and well-planned enrichment activities which enable them to develop their personal, social and employability skills. This includes access to additional qualifications and courses, an annual residential to develop the trainees' team-working and problem-solving skills and an annual European exchange visit.

On entry to training, the trainees undergo an effective holistic assessment interview to identify their specific key barriers to progression and employment. A detailed assessment framework is used to guide the interview and to sensitively explore issues such as physical health, emotional well-being, family relationships, home life and social and other barriers that the trainees experience. The initial and diagnostic assessment process is comprehensive and the results are used well to plan for the trainees' and apprentices' learning and planned

development. This information is used well along with the trainees and apprentices' prior qualifications and experiences to inform their personal training plan. Derry Youth and Community Workshop have well-established working relationships with local schools, statutory agencies and the Department's careers service which helps to facilitate the sharing of the trainees' transitional information and training provision which is targeted well to address their needs.

The initial induction programme is tailored to suit the individual profile of the trainees and includes high levels of pastoral support along with professional and technical area sampling sessions to support and develop further the trainees' decision-making skills and careers awareness. As a consequence, the trainees are well-settled in their chosen programme. There are a good range of incentives in place to reward the trainees for high attendance and unit achievement. A high value is placed by the organisation on recognising success and the achievements of the trainees are celebrated to good effect through, for example, a trainee of the month award.

The quality of the personal training plans and progress reviews is good overall; the individualised personal training plans are effective working documents. The progress reviews include good feedback from the tutors and employers on the progress of the trainees and apprentices and most of the employers are informed regularly on the progress around the development of the trainees' and apprentices' occupational skills. Through the regular progress reviews, the trainees and apprentices are informed well of their unit progression and progressive, realistic targets for improvement are set.

The trainees are provided with individualised careers education, information, advice and guidance through a taught programme of employability. This programme is delivered early in the trainee's training in order to provide them with the necessary employability skills to enable them to sustain their work placement. In addition, the trainees have access to ongoing independent careers advice and guidance throughout their programme of training and development. An appropriate programme of industrial visits and attendance at job fairs and open days at the local further education college are provided to further develop their knowledge of the professional and technical area and the potential progression pathways. While it is clear that the trainees and apprentices are aware of the progression routes within their professional and technical area, more needs to be done to support most of them to access higher levels of education, training and/or relevant employment.

The planning for learning is good or better; it is good in pharmacy services and retail and very good in the essential skills. In the best practice, in the essential skills, the tutors work effectively as a team with regular meetings, and they have revised appropriately the delivery strategies to support the revised assessments arrangements, in particular the use of topic-based learning and the development of problem-solving skills from an early stage. The arrangements for the timetabling of the essential skills are planned effectively to facilitate the streaming of most of the trainees by level and in smaller class sizes where they can avail of individualised support to best meet their needs. The length of the classes also aligns well with the capabilities of the trainees. The model of delivery of the apprenticeship training is suitably flexible to meet the needs of the apprentices and their employers.

The quality of the learning, teaching, training and assessment observed is good overall. In the most effective practice, the learning is planned well, learning resources are good, and the relationships between the tutors and the trainees and apprentices are positive, which promotes effective learning. The tutors have high expectations for the trainees and apprentices and provide them with high levels of individualised support. In order to further improve the quality of the pedagogy, there is a need for the tutors to plan better for differentiation to provide sufficient stretch and challenge for all of the trainees, and to use a wider range of learning, teaching and training strategies, including more active learning strategies.

In the essential skills, the sessions observed were all good or better with three-quarters of them being very good. In the very good sessions, the learning is well planned and the tutors used a good range of strategies, including differentiation and effective questioning, to reinforce and assess the learning. As a result all of the trainees and apprentices engage well and make very good progress in their acquisition and application of literacy, numeracy and ICT skills. Peer assessment is also used well to prepare the trainees in particular for the external assessment.

Care and welfare impacts positively on the learning, teaching and outcomes for trainees and apprentices. All of the trainees and apprentices interviewed reported that tutors were approachable, encouraging and proactive in meeting their learning and development needs. Tailored support and mentoring are also provided to those trainees who require additional help with their learning. The trainees are assigned a personal tutor who can identify and put in place the necessary support to address any barriers that they may have towards learning, attendance and progression; this works well. Specialist and statutory organisations are used to good effect to provide a preventative education curriculum to help the trainees cope with a range of issues, such as poor mental health and better drug and alcohol awareness. Good access to counselling services is also available to all the trainees who need it. The staff are well aware of the individual needs and barriers to learning and progression of the trainees and apprentices and work hard, and with success, to sustain a caring and supportive learning environment for the trainees and apprentices.

## **7. Leadership and management**

The quality of the leadership and management in Derry Youth and Community Workshop is good. The provision is led and managed effectively by the chief executive who is supported to good effect by the quality assurance manager, the tutors and the support staff who all work collegially to deliver a well-planned and cohesive programme of learning for the trainees and apprentices. The board of trustees is committed to the work of organisation and contributes well to its oversight.

The roles and responsibilities of staff are clearly defined. The staff report that they are supported well by senior management to access relevant internal and external opportunities for staff development to support them in their role. It is of note that the organisation has supported a significant minority of the staff to progress and achieve the post graduate certificate in education (further education).

Effective links and partnerships have been established with a range of external organisations and statutory agencies to support the trainees and apprentices. In addition, collegial and productive links have been established with employers to provide a good range of work-experience placements for the trainees which are well matched to their interests and capabilities, including a range of local, regional and national pharmacy companies across Northern Ireland.

The provision is co-ordinated effectively by the quality assurance manager. A regular cycle of team and section meetings take place with a strong and appropriate focus on the ongoing review of the progress of the trainees and apprentices, and the monitoring of targets. Effective management information systems are in place, including the tracking and monitoring of the milestone progress of the trainees and apprentices. In pharmacy services, however, the tracking of the progress of the apprentices needs to be developed further to provide a more holistic overview of their progress at any given point in the programme.

The staff contribute to the overall self-evaluation and quality improvement planning processes, and an appropriate quality improvement planning cycle is in place. The self-evaluation and the quality improvement planning processes, however, need to be further developed to provide more detailed evidence and evaluation of the quality of the provision, particularly the impact of the provision on the learning, development and progression of the trainees and apprentices; this should include further work on a process of attaining first-hand evidence of the quality of teaching, training and learning. Whilst the quality improvement plan identifies most of the key areas for improvement in the provision, it also needs to more clearly identify the actions required to address them and to use more specific and measureable interim targets for improvement. The self-evaluation and quality improvement planning process would be strengthened through more rigorous self-evaluation of the professional and technical areas to bring about further improvement across the provision.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding participants reflect the guidance issued by the Department.

## **9. Overall effectiveness**

Derry Youth and Community Workshop demonstrates the capacity to identify and bring about improvement in the interest of all the trainees and apprentices. There are areas for improvement that the organisation has demonstrated the capacity to address.

The ETI will monitor how the organisation sustains improvement.

## APPENDIX A

### Programme registrations

**Table 1 - Current registrations by programme**

Programme	Numbers of registrations	% of total registrations
ApprenticeshipsNI L2	16	100%
ApprenticeshipsNI L3	4	100%
Training for Success (2013) Skills for Your Life	3	30%
Training for Success (2013) Skills for Work (strand 1)	6	60%
Training for Success (2013) Skills for Work (strand 2)	1	10%
Training for Success (2013) Skills for Work (strand 3)	N/A	N/A
Training for Success (2017) Skills for Your Life	5	31%
Training for Success (2017) Skills for Work (strand 1)	9	56%
Training for Success (2017) Skills for Work (strand 2)	2	13%

**Table 2 - Current registrations by professional and technical area**

Professional and technical area	Number of trainees		% of total registrations
IT	5		19%
Retail	18		69%
Hairdressing	2		8%
Business administration	1		4%
Professional and technical area	Number of apprentices		% of total registrations
	Level 2	Level 3	
Pharmacy	16	4	100%

**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	4%	85%
(%) of learners with 4 or more GCSEs or equivalent at grades A*-C	0%	0%
(%) of learners with GCSE English or equivalent at grades A*-C	0%	0%
(%) of learners with GCSE mathematics or equivalent at grades A*-C	0%	5%
(%) of learners with 4 or more GCSEs or equivalent at grades A*-G	81%	10%
(%) of learners with no prior level 1 or level 2 qualifications	15%	0

## **B. Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website [www.etini.gov.uk](http://www.etini.gov.uk).

Five ETI inspectors observed 58 apprentices and trainees in 14 directed training sessions. They also visited ten trainees and apprentices in their workplace and interviewed 30 of them in focus group meetings. Discussions were held with 20 employers/supervisors in the workplace and by telephone. Samples of the trainees' and apprentices' work and personal training plans and tutors' schemes of work and lesson plans were examined. The organisation's self-evaluation report, quality improvement plan 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 Indicators and Definitions	
<b>Retention</b>	The percentage of enrolments measured over the full duration of their programme.
<b>Achievement</b>	The percentage of participants who completed their targeted individual outcomes.
<b>Progression</b>	The percentage of successful completers who achieved positive progression.

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