



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Wade Training

Report of an Inspection  
in October 2015



Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the ETI

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning, on Leadership and management, and on the overall quality of professional and technical areas:

Current performance level	Previous performance level <sup>1</sup>
Outstanding	Outstanding
Very good	Very good
Good	Good
Important area(s) for improvement	Satisfactory
Requires significant improvement	Inadequate
Requires urgent improvement	Unsatisfactory

## Overall effectiveness

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

Overall effectiveness outcome	Previous performance level
The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor the organisation's progress in addressing any area(s) for improvement through its annual scrutiny inspection.	Outstanding and very good
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor the organisation's progress in addressing the area(s) for improvement through its annual scrutiny inspection.	Good
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, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection within 12-18 months.	Satisfactory
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, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection within 12 - 18 months.	Inadequate and unsatisfactory

<sup>1</sup> The ETI performance levels were revised with effect from the 1 September 2015.

<b>Key Performance Indicators and Definitions</b>	
<b>Retention</b>	The percentage of enrolments at week 4 of year one who completed their occupational training framework, measured over the full duration of their course.
<b>Achievement</b>	The percentage of trainees/apprentices who completed their occupational training framework and who fully achieved their framework qualification.
<b>Progression</b>	The percentage of successful completers who progressed to further/higher education/training or employment.

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## 1. Inspection method and evidence base

A team of seven inspectors and two associate assessors observed a total of 26 directed training sessions, visited 19 trainees and apprentices in their workplaces, and interviewed 27 of them in focus groups. The inspectors also held discussions with the managing director, the operations director, business development managers, co-ordinators and tutors. In addition, inspectors examined samples of the trainees' and apprentices' work and personal training plans, tutors' schemes of work and their lesson plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

The inspectors evaluated the organisation's arrangements for care, guidance and support and for safeguarding young people. The inspection included the opportunity for the trainees and apprentices to express their views on their training and learning experience by completing an online questionnaire prior to the inspection.

The questionnaire returns show that all of the trainees and apprentices felt safe in the organisation and most are positive about many aspects of their training, however, a significant minority (19%) were not satisfied with the quality of advice they received on personal and social matters, and 22% indicated that their programme was not sufficiently interesting or challenging.

Questionnaire	Number issued	Number returned	Percentage returned (%)	Number with comments
Learners	184	27	15%	3

## 2. Focus of the inspection

The inspection focused on:

- the achievements and standards;
- the effectiveness of the self-evaluation and quality improvement planning processes;
- the quality of provision for learning and training; and
- the quality of the leadership and management of the organisation.

The key questions and quality indicators which guide inspection and self-evaluation and which were applied to this inspection, are available in the ETI's publication *Improving Quality: Raising Standards Work-based Learning* <http://www.etini.gov.uk/index/improving-quality-raising-standards/improving-quality-raising-standards-iqrs-work-based-learning.htm>.

## 3. Context

Wade Training Limited (Wade Training) is a private company, established in 1985 to provide training and employment programmes with a particular focus on meeting the needs of learners who are disaffected or marginalised through social or emotional difficulties, poor educational achievement or lack of employment.

Wade Training is contracted by the Department for Employment and Learning (Department) to provide the Training for Success and ApprenticeshipsNI programmes. It delivers the Training for Success programme in the professional and technical areas of: business administration, catering and hospitality, children's care learning and development, customer service and retail, hairdressing and barbering, information technology (IT) and transportation operations and maintenance. The organisation delivers the ApprenticeshipsNI programme in the professional and technical areas of: business administration, catering, children's care learning and development, customer service, hairdressing and barbering and retail and stores. At the time of the inspection, there were no registrations in the areas of accountancy, air conditioning and refrigeration, book-keeping, beauty therapy, electrical and electronic servicing, health and social care, heating ventilation, and nail services, which Wade Training is also contracted to deliver.

During the inspection, there were 127 trainees on the Training for Success 2013 programme and 60 apprentices on the ApprenticeshipsNI programme. Of the 127 trainees, 74 were on induction, 18 were on the Skills for Your Life strand, 17 were on the Skills for Work level 1 strand and 18 on the Skills for Work level 2 strand.

A minority (26%) of all of the trainees have an assessed and supported disability. The organisation reports that many of the young people present with a range of barriers to learning, the most prevalent being mental health issues, addictions and involvement with the criminal justice system. Forty-one percent of the trainees and 17% of the apprentices have declared no formal qualifications on entry to their training programme. Around 16% of the trainees and 63% of the apprentices entered the programme with four or more GCSE passes or equivalent at grades A\* to C. Only 16% of the trainees hold a GCSE qualification at grade C or better in English and 19% hold a GCSE qualification at grade C or better in mathematics.

#### 4. Overall findings of the inspection

Overall Effectiveness	Needs to address urgently the significant areas for improvement
Achievements and standards	Requires significant improvement
Provision for learning	Requires significant improvement
Leadership and management	Requires significant improvement

Professional and technical areas performance levels	
Business Administration	Important areas for improvement
Catering and Hospitality	Requires significant improvement
Children's Care Learning and Development	Requires urgent improvement
Transportation operations and maintenance	Requires urgent improvement
Customer Service and retail	Important areas for improvement
Essential Skills	Requires significant improvement

## **Going well**

- The development of effective external links to support the needs of the trainees and apprentices.
- The achievement rate (83%) for those trainees and apprentices who stay on their programme.
- The hard working professional, technical and essential skills tutors.

## **What does Wade Training need to do to improve?**

- Implement urgently, strategies to improve the low retention rate on the Training for Success programme.
- Improve the overall quality of all of the professional and technical areas and the essential skills.
- Improve the quality of the provision for learning, particularly the strategic planning and development of the curriculum to ensure it is tailored to, and takes greater account of, the diverse learning and often challenging needs of the trainees and apprentices.
- Address the significant areas for improvement in the provision for care, guidance and support, to enable the trainees and apprentices to achieve to their full potential.
- Implement more rigorous self-evaluation and quality improvement planning processes to effect sustained improvement.

## **5. Achievements and standards require significant improvement**

Across the professional and technical areas, the standards achieved by the trainees and apprentices are too variable. It is a concern that in business administration, customer service and retail there are important areas for improvement in achievements and standards; in catering, hospitality and essential skills there are significant areas for improvement and in children's care, learning and development and transportation operations and maintenance there are areas that require urgent improvement.

The majority (52%) of trainees that are in a work-experience placement are developing appropriate occupational skills and wider employability skills, including team working and customer care. The trainees in a placement and apprentices benefit greatly from their workplace experience. Most of the apprentices exhibit good occupational skills in their job roles and can apply their knowledge to meet the needs of employers and others in the workplace.

The standard of written work in the trainees' and apprentices' portfolios of evidence is an important area for improvement. The progress in learning and the pace of assessment and achievement of professional and technical units is slow for the majority of trainees and apprentices. The standards of the trainees' and apprentices' writing are variable and are not developed well enough across their entire programme. The professional and technical tutors need to ensure that they use every opportunity to develop the trainees' and apprentices' literacy and numeracy skills, extending their reading and writing, and promoting independent learning.

Most of the trainees and apprentices develop their communication skills through their directed training and they are able to communicate effectively with their tutors. The apprentices and those trainees with a placement display increasing confidence in their communication with employers and others in the workplace. However, they need to be supported more effectively to improve their literacy, numeracy and information communication technology skills, particularly in relation to transferring these to their professional and technical context.

Based on the information supplied by Wade Training, the retention rate on the Training for Success programme for the last four years is a significant area for improvement; at just 42%. Over the same period, the average retention rate on the ApprenticeshipsNI programme is very good at 82%. The average progression rates for those that stay on the Training for Success and the ApprenticeshipsNI programmes are also very good, at 87%.

## **6. The provision for learning requires significant improvement**

It is a concern that the quality of provision for learning in business administration, customer service and retail is an important area for improvement, and that it requires significant improvement in children's care learning and development, essential skills, hospitality and catering, and transportation operations and maintenance.

In the sessions observed, the quality of the learning, teaching and training ranged from very good to requiring significant improvement, but it is an important area for improvement overall. While relationships between the tutors and the trainees and apprentices are mostly good, it is a concern that a minority of the trainees are not sufficiently engaged in their learning and training. Attendance and punctuality is an important area for improvement for most of the trainees and apprentices. In the majority of directed training sessions, the pace and level of challenge were not matched well enough to the wide range of needs and abilities of the trainees and the apprentices. A key challenge faced by the tutors is to adapt their teaching approaches to meet effectively the diverse needs and abilities of the trainees and apprentices. The time-tabling arrangements are not always conducive to successful learning, with the use of lengthy teaching and training sessions in professional and technical areas. There is limited differentiation in the directed training and an over emphasis on repetitive low level task completion, at the expense of new learning. In the more effective practice, the tutors use questioning strategies well to extend learning, and the trainees were encouraged to reflect on their experience in the workplace and to apply this knowledge to the training. The better sessions had clear learning outcomes and the use of a range of teaching strategies including the effective use of information and learning technology, to engage the trainees and apprentices in their learning.

Initial and diagnostic assessments are in place and some useful information is captured. While the outcomes from the initial and diagnostic assessments are used appropriately to set target levels for the trainees and apprentices, they are not used well enough to plan for learning. A wider range of diagnostic techniques and planning are required to support the more effective development of reading and extended writing skills across the provision, but particularly in children's care learning and development. While the progress of the trainees and apprentices is monitored regularly, the review process lacks rigour and the associated personal training plans do not use all of the available information to enable the trainees and apprentices to plan effectively for their learning and progression pathways. It is a concern that there are gaps in the trainees' and apprentices' training and assessment; as a result the pace of assessment is slow and progress limited.



The quality of the workplace training for the apprentices, and for the trainees who have work-placements is mostly good, and is matched well to their directed training. Most of the employers are supportive of the trainees and apprentices and provide them with varied opportunities to develop their occupational skills and experience. Employers are not sufficiently involved in the setting and measuring of progress against relevant training targets for the individual trainees and apprentices.

The arrangements for the care, guidance and support of the trainees in Wade Training require significant improvement. While there is a strong commitment at all levels in the organisation to the trainees' and apprentices' care and wellbeing, the support provided is not sufficiently structured, systematic and formalised to address their wide range of additional support needs and barriers to learning. The organisation appropriately uses the services of external learning support organisations for those trainees with an assessed disability, and signposts trainees with personal, social and emotional difficulties to them. There are dedicated pastoral care officers within the organisation though their roles and responsibilities are not defined clearly enough. The targeted support for the trainees with additional learning and support needs is not identified in their personal training plans or provided systematically enough to help remove their barriers to learning.

The recently developed careers policy provides a clear vision and comprehensive framework to inform the nature and content of careers information, advice and guidance provision for the trainees and apprentices. At the time of the inspection, Wade Training had begun to implement a range of sampling of professional and technical areas by the trainees to inform better their choice of specialist area. In addition, they had begun to develop job search techniques. For the majority of those trainees and apprentices in training for a longer period, their awareness and understanding of employment opportunities and progression pathways, however, was limited. There is a need for Wade Training to define more clearly the operational requirements and the associated planning for the timely and effective delivery of careers information, advice and guidance for all of the trainees and apprentices.

While the trainees are provided with opportunities to engage in a range of activities; including social and charitable events, the range of enrichment activities are underdeveloped across the provision. The trainees and apprentices need to be provided with better opportunities to participate in more industry relevant experiences, competitions, social events and project work.

The quality of the employability and personal development provision is an important area for improvement. The employability provision is time-tabled in blocks of days which does not engage effectively the trainees in their learning or develop fully their work-readiness skills. The employability sessions are not well linked to the trainees' professional and technical experience or the workplace. More use could be made of former trainees who have successfully progressed from Wade Training as role models, to motivate and raise the aspirations of the current trainees. There is a need to develop more formal links between the development officers, who are responsible for co-ordinating work-placements, and the employability tutors to assess the work-readiness of trainees.

## **7. Leadership and management requires significant improvement**

Over the past year, the organisation has undergone significant change in terms of its staffing levels and operations and has yet to establish a cohesive strategic plan and vision. While the management team has clearly defined roles and responsibilities, the curriculum planning is discrete with insufficient opportunities for collaborative working between the professional and technical and essential skills tutors to develop a more coherent provision.

The self-evaluation and quality improvement planning processes are important areas for improvement. The tutors and managers do not make sufficient evidence based judgements on the quality of leadership and management, learning, teaching and training, and the standards and attainments of the trainees and apprentices. Although the views of employers, apprentices and trainees are sought in the self-evaluation process, these views need to be better used to inform quality improvement planning. The self-evaluation process lacks rigour and the awarding of performance levels is not sufficiently evidence based across the provision. Management information is used to track the progress of the trainees and the apprentices but more needs to be done to analyse key performance indicators and use data to more effectively inform decision making.

While the organisation provides good opportunities for staff to undertake continuing professional development and tutors can access a range of staff development activities, there is a need for an increased focus on developing their pedagogical skills and practice. The internal observation process to inform quality improvement planning for teaching and training is under-developed and does not focus sufficiently on evaluating the quality of the provision and the overall standards achieved by the trainees and apprentices.

The quality of the accommodation and learning resources is mostly good. The organisation has invested appropriately in information communication and technology equipment in the classrooms to support the delivery of learning, teaching and training across the professional and technical areas.

On the basis of the evidence available at the time of the inspection, Wade Training has satisfactory arrangements in place for safeguarding young people. While these arrangements broadly reflect the guidance issued by the Department the following improvements should be considered:

- extend the staff code of conduct to include the appropriate use of social media; and
- enhance and implement fully the anti-bullying policy.

## **8. Overall effectiveness**

Wade Training 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, which includes the need to produce an improvement plan, which will be the basis for a formal follow-up inspection within 12-18 months.

## **9. Professional and technical area reports**

### **9.1 Professional and technical area: Business administration**

#### **Summary of key findings**

In Business Administration, the quality of training provided by Wade Training has important areas for improvement.

#### **Achievement and standards have important areas for improvement.**

The majority of trainees are supported well to overcome their educational, personal and social barriers to learning. The trainees and apprentices report that participation in the training programme has made them more confident. However, the trainees are not progressing well enough in their learning or the development of new skills and therefore standards of work is an important area for improvement.

The trainees' and apprentices' assessment portfolios are well structured and organised and include suitable evidence from their job roles and work-experience. While there is some use of a tracking sheet to monitor the trainees' and apprentices' progress, it is not used well enough to inform planning.

Work-placement rates are good with 75% of the trainees in a placement which is well matched to their interests. The majority of trainees are able to communicate effectively in the workplace and with customers and can undertake a range of general office duties well.

The average retention rate on the Training for Success programme is low (54%) but nearly all (91%) of those trainees who complete their training achieve. The average progression rate to further education, training or employment is low at 52%.

#### **The Provision for learning has important areas for improvement.**

Planning for the directed training sessions is under-developed and needs to match better the professional and technical context of the workplace and the career opportunities available within the sector. The quality of the directed training has important areas for improvement. For example, the range of learning, teaching and training strategies is too narrow and needs to be further developed to engage the trainees and apprentices more effectively in their learning, particularly the use of information and learning technology.

The trainees' and apprentices' personal training plans lack sufficient detail to enable them to effectively plan their learning and progression pathways. The careers advice and guidance is underdeveloped and needs to focus more on the industry and to provide career planning and wider enrichment experiences, particularly for the trainees, including study visits and industry speakers.

#### **Leadership and management have important areas for improvement.**

The trainees and apprentices are supported well in their personal development. This includes, for example, the intensive one-to-one support for the trainees and apprentices to help them overcome their barriers to learning.

The use of self-evaluation to inform improvement planning is underdeveloped; in particular data is not used effectively to identify the strengths and the areas for development within

business and administration. The self-evaluation process requires a more analytical and evidenced based approach.

The classroom and learning resources do not reflect industry practice and lack relevant equipment or resources to enhance the environment and promote a business like experience for the trainees and apprentices.

## **9.2 Children's care, learning and development**

### **Key findings**

In children's care, learning and development (CCLD) the quality of training provided by Wade Training requires urgent improvement.

#### **Achievements and standards require urgent improvement**

The quality of the trainees' formative written work varies widely and while there is some improvement evident in the clarity of trainees' writing, it is not evident that they can apply theory to work practices. The progress in skills and knowledge development is too slow for almost all of the trainees. Too few of the trainees in the second year of their programme are in work-placements and those that are need to be better prepared and supported by Wade Training. There are low average retention rates (49%) across the Training for Success programmes. The average achievement rate is good (89%), for the small number of completers; approximately two-thirds (63%) of whom progress to further education, training or employment.

#### **The Provision for learning requires significant improvement**

The overall quality of the directed training sessions observed was good; they were planned in detail to meet the complex range of needs of the trainees in the group. Information and learning technology was used to good effect, enhancing the learning appropriately. However, the differentiation required to meet the diverse needs of the trainees, including small groups of trainees who are on differing strands of the programme, impacts negatively on pace and challenge and constrains the quality of oral responses. The difficulties faced by the tutor in planning are compounded by the language barriers of nearly half the class. Too much time was spent on creative activities at the expense of developing their use and benefits to children in care and education settings. More use is needed of workplace case studies or scenarios to fill the gap for trainees who are not on work-placement.

The wider personal development and employability programmes do not focus sufficiently on developing and building the confidence, oral language skills and work-readiness skills of the trainees and there is a lack of planning for them to progress to and sustain appropriate work-experience placements or employment.

The personal training plans and review processes are not sufficiently individualised. The links with the small number of employers currently providing work-placements need to be strengthened including a stronger role for them in the planning and review process. Reviews take place regularly but do not set clear enough individual targets to promote improvement and progression.

#### **Leadership and management require urgent improvement.**

While a good start has been made to planning the directed training programme, further strategic planning for the overall CCLD programme is urgently needed to develop stronger

links between all elements of the training programme to ensure the trainees' become work ready and apprentices achieve to their full potential.

There is an urgent need for a more critical evaluation of the overall quality of provision in CCLD and the impact of the total learning experience on the trainees. This needs to inform more effectively the quality improvement processes, and the development of an action plan which provides clear actions to promote improvement, which are prioritised and monitored regularly.

### **9.3 Customer Service and retail**

#### **Key findings**

In Customer Service and retail, the quality of training provided by Wade Training has important areas for improvement.

#### **Achievements and standards have important areas for improvement**

At the time of the inspection, most (85%) of the trainees were in work-placements, almost all of which are matched well to the interests and aspirations of the trainees. Most of the trainees are able to apply their knowledge and skills from the directed training to their workplace job role. The employers report that they have developed their confidence and self-esteem, increasingly use their initiative and are able to take on increased responsibility. The apprentices are developing well their confidence, are able to deal effectively with customers and carry out a range of retail activities.

Whilst most of the trainees are making good progress towards achieving their qualifications, a significant minority of the apprentices are making slow progress. The standard of the trainees' written work is variable and there is only limited evidence in their portfolios of effective marking for improvement. There is a need for stronger links between the essential skills and the professional and technical work.

Over the last four years, in retail, the retention rate on the Training for Success programme requires significant improvement (46%), and the achievement rate is good (86%) for those who remain on their programme. Progression (68%) is an important area for improvement. In 2015/16, the retention rate of the apprentices on the level 2 and 3 retail apprenticeship programmes is very good (83%) and on the level 2 and 3 customer service apprenticeship programmes it is good (75%).

#### **The Provision for learning has important areas for improvement.**

The quality of the directed training sessions observed ranged from good to having important areas for improvement. In the more effective practice, the tutor used questioning strategies well to extend learning, and the trainees were encouraged to reflect on their experience in the workplace and to apply this knowledge to the training. In the less effective practice, the strategies for managing behaviour were not effective, there was a lack of differentiation of the learning, particularly for the more able learners, and the use of information learning technology was underdeveloped.

The short and long term planning lacks sufficient detail particularly around the differentiation strategies to be used to support the trainees' individual needs. The provision is flexible to meet the needs of the employers, however, the timetabling arrangements for the apprentices are inconsistent and there are significant gaps in the provision of directed training. Whilst the quality of the one-to-one assessment sessions was good or better with an appropriate

level of stretch and challenge, the sessions were overly assessment driven. There needs to be further development and planning for a wider range of learning and assessment strategies that engage the apprentices more actively in their own learning.

The use of good quality information and learning technology resources to develop underpinning knowledge for the apprenticeship training is also underdeveloped. While careers information is provided to the trainees through the directed training, it is not fully embedded into the trainees' and apprentices' programme to enable them to plan effectively for progression beyond the level 1 and 2 programmes.

### **Leadership and management have important areas for improvement.**

Wade Training has developed good links and partnerships with a range of employers to provide the trainees with appropriate opportunities for work related learning. The employers report that communication channels with the organisation are good. While some of the employers are involved effectively in setting training targets for the trainees and apprentices, this practice needs to be replicated across all of the provision. The timetabling of one full day of directed training for the retail trainees is not conducive to learning, particularly when their entry profile and their complex barriers to learning is taken into consideration.

The organisation has been successful in recruiting apprentices to the retail, customer service, and stores and warehousing apprenticeship programme. The organisation, however, needs to improve the curriculum planning for the delivery of more cohesive apprenticeship programmes to support better the development of the apprentices' underpinning knowledge, and to ensure that those apprentices with essential skill needs are supported in a more timely manner in the workplace. There is a lack of appropriate forward planning of the one-to-one and master class sessions and, the organisation needs to formalise the timetabling of the provision for the apprentices. The accommodation is good and the retail classroom is well equipped with information communication and technology equipment to support the learning. The quality of the self-evaluation report requires improvement; it lacks adequate critical evidence-based evaluations.

## **9.4 Essential skills**

### **Key findings**

In essential skills the quality of training provided by Wade Training requires significant improvement.

### **Achievements and standards require significant improvement**

Almost all of the trainees who complete their training achieve all of the essential skills required by their programme, and, of these, a minority achieve the essential skills at a level higher than that required. However, the low average retention rate (42%) for the trainees results in too many of them leaving without achieving their essential skills.

Most of the trainees and apprentices develop an appropriate range of speaking and listening competencies. Where the trainees' reading and writing skills are significantly underdeveloped it impacts negatively on their wider achievements. For those apprentices who require the essential skills, their progress towards achievement is slow. Almost all of the apprentices display effective presentation and speaking and listening skills. The written work of both the trainees and apprentices, however, is more variable and the standards of extended writing need to be improved.

In numeracy, most of the trainees meet the demands of their essential skills programme but a minority struggle with the practical application of numeracy to work related situations. By contrast, in ICT, most of the trainees and apprentices cope well with the requirements of their programme and develop a range of skills appropriate to their level.

The trainees and apprentices have opportunities to enter for external competitions in the essential skills and have gained external recognition for their progress and achievements in numeracy and ICT.

Whilst the overall achievement rates over a three year period are very good for those who remain on programme in literacy, numeracy and in ICT at 91%; 92% and 92% respectively, achievements to date in 2014/15 are a cause for concern and are low.

### **The Provision for learning requires significant improvement**

At the time of the inspection, the essential skills provision was limited. The new entrants to the Training for Success programme were undertaking induction and there was no structured essential skills training taking place. Provision in numeracy and in ICT was in place for the rest of the trainees, but there was no provision in literacy, and there was limited provision in place for the apprentices overall. Better contingency arrangements are needed to ensure that gaps in provision are addressed promptly.

The essential skills staff work hard to create productive learning environments and almost all of the trainees and apprentices respond well to the supportive ethos in the essential skills sessions.

The quality of the learning, teaching and training in the numeracy and in the ICT sessions ranged from very good to provision which had important areas for improvement. Whilst there are initial and diagnostic assessments in place, they do not provide adequate insight into the learning needs of all of the trainees and a wider range of diagnostic options are required to support the more effective development of reading and extended writing skills across the provision. In the better practice, the tutors use an appropriate range of strategies, including the use of information and learning technology to engage and motivate learners.

In the most effective sessions, in ICT, the learning setting was arranged to good effect to ensure maximum learner engagement. In the less effective sessions, there was very limited differentiation, slow pace, and an over emphasis on repetitive low level task completion, at the expense of new learning. The formative assessment in these sessions contained mostly worksheets and lacked clear evidence of progression in learning.

### **Leadership and management requires significant improvement**

Wade Training has recently undergone a number of organisational and staffing changes in the essential skills and, as a consequence, roles and responsibilities are not yet well embedded at tutor level. The transition arrangements for new tutors have not been effective enough and need to be reviewed.

The timetabling arrangements also need to be reviewed as a matter of urgency. The current sessions for the trainees are too long and most of them struggle to maintain their concentration. The timetabling arrangements for the essential skills provision within the apprenticeship programmes also need to be reviewed; the provision for the apprentices has been slow to start in most cases. More effective monitoring arrangements need to be put in place to ensure that the provision of the essential skills is working effectively for all of the trainees and apprentices. Tutors need better continuing professional development to help

them to address the issue of effective contextualisation, and shared planning for learning, across the essential skills.

Self-evaluation needs to be refined further in the essential skills. Whilst data gathering is improving and tracking is also showing some improvement, more needs to be done at the level of data gathering, collation and analysis, particularly to improve target setting in the key performance areas of retention and timely achievement.

## **9.5 Hospitality and catering**

### **Key findings**

In hospitality and catering, the quality of training provided by Wade Training requires significant improvement.

#### **Achievements and standards require significant improvement.**

The frequency of directed training sessions for the trainees and apprentices in catering has been erratic due to staffing issues and this has resulted in gaps in the provision, with irregular planning and timetabling of classes. Consequently, most of the trainees and apprentices are progressing at a slow pace in the development of underpinning knowledge and occupational skills. The majority of the second year trainees are not on work-placement and this limits the opportunities for them to gain appropriate skills in the workplace to enable them to progress towards employment in the catering sector. Most of the employers report that the apprentices and the trainees are making satisfactory progress in the workplace, while a small number are making good progress. For a small number of the apprentices there has been a delay in the commencement of essential skill classes. While the hospitality apprentices are making good progress in their qualification, the workplace settings are not appropriate and do not provide sufficient opportunities for them to develop sufficient hospitality experience and related skills. Over the last four years, the average retention rate of the trainees is low (33%) and requires urgent improvement. The achievement rate of those who remain on their programme is very good (88%).

#### **The Provision for learning requires significant improvement.**

Induction arrangements are not effective in preparing trainees and apprentices for their training programmes. Insufficient guidance was given to them on the breakdown of the qualifications and on the procedures to follow when using their logbooks to record evidence. Tutors use a limited range of learning and teaching strategies in the directed training sessions to challenge and engage the learners and planning for differentiation needs to be strengthened.

In the learning, teaching and training sessions the tutors have a good relationship with most of the trainees and apprentices, and work to industry standards in a suitably equipped commercial kitchen. Good one-to-one support is provided effectively when required and the trainees can complete practical tasks. However, at times the pace was slow, the tutors' questioning skills were underdeveloped and there were missed opportunities to embed effectively the essential skills of literacy, numeracy and ICT.

Peer work was appropriately introduced into the practical sessions. A planned programme of activities needs to be developed further to take the trainees and apprentices beyond the classroom to increase motivation through the use of guest speakers from industry, purposeful educational visits and participation in competitions.



## **Leadership and management require significant improvement.**

The recently appointed tutors have good industrial experience in the hospitality and catering sector and have relevant knowledge and skills. They are working hard to put plans in place to address the inadequate progress made to date by trainees and apprentices but will require significant support from senior management to take this forward. There has been an absence of operational management in this area with a lack of planning of fundamental activity such as the timetabling and provision of master classes. Management need to implement urgently a well-planned, coherent and structured programme of learning, teaching, training and assessment for the current trainees and apprentices. Links and partnerships with employers are underdeveloped and a more effective collaborative partnership and enhanced communication strategy with employers is required to enhance curriculum delivery. While there has been investment in a new management information system, the overall tracking has not been effective in identifying intervention strategies to address the lack of progress for trainees and apprentices. The tracking needs to be visible to the trainees and apprentices as they are unsure of the progress they are making towards achieving their qualification. The hospitality curriculum needs to be reviewed to ensure the professional and technical qualification corresponds appropriately with the job roles, and aspirations of the learners in the workplace.

## **9.6 Transportation operations and maintenance**

### **Key findings**

In transportation operations and maintenance, the training provided by Wade Training requires urgent improvement.

### **Achievements and standards require urgent improvement.**

Most of the trainees are well-motivated and maintain positive relationships during their directed training. They express a keen interest in developing the occupational skills and knowledge associated with the professional and technical area. In directed training, however, they are overly reticent to provide answers to tutor questioning and to formulate and ask their own questions, in order to consolidate their learning. More needs to be done to support the trainees' gain greater competence and confidence in their oral communication skills. The trainees written communication skills are underdeveloped; their work lacks structure and is often poorly presented. While there is some evidence of gradual progress in the trainees' learning, the quality of their portfolios of assessment evidence is mostly of a poor standard; it is incomplete with negligible marking for improvement. For the small proportion of trainees who have remained on the programme, their progress is much too slow. Urgent action is required to support the trainees complete their backlog of assessment tasks. Trainee retention on the Training for Success programme requires urgent improvement; it is unacceptably low. Of the 22 trainees who commenced training during the period 2013 to 2015, only six (27%) have been retained and none of the leavers successfully completed their training framework.

### **The Provision for learning has significant areas for improvement.**

In directed training, the trainees are provided with suitable opportunities to develop their practical occupational skills and the associated underpinning knowledge. They have access to a modern, well-equipped training workshop where they are able to develop their practical skills in removing and replacing vehicle components and carrying out basic servicing. The quality of the directed training, however, requires significant improvement. The training sessions comprise trainees from all three of the strands of the Training for Success

programme, with insufficient differentiation in the learning to accommodate the broad range of trainee ability and the varying levels of the required learning outcomes. In particular, the planning for progression in the trainees' learning requires significant improvement. The schemes of work and lesson plans need to take much more account of the trainees' personal training plan and the requirements of the qualification standards. Only a few of the trainees were in work-placements. While the current placements provide the trainees with an appropriate range of learning experiences, communication between the work-placement and Wade Training is insufficient. More needs to be done to ensure the work-placement supervisors are fully aware of the requirements and expectations of the programme. The recording, tracking and monitoring of the trainees' progress and achievements are unacceptably poor. Consequently, the trainee reviews do not adequately evaluate and address the trainees' slow progress across all aspects of their work.

### **Leadership and management require urgent improvement.**

Wade Training has established a subcontracted provision with Riverpark Training, in order to provide training in motor vehicle to meet the career aspirations and interests of a minority of the trainees. The quality of the training facilities at Riverpark Training is very good; the workshop and training equipment is to industry standard. Communication between Wade Training and Riverpark Training is mainly ineffective; there is little evidence of in-depth discussion to analyse and address the causes of poor trainee retention and the slow progress in their work. Much more needs to be done to initiate and support ongoing collaborative working to establish effective practice. This includes; the development of a robust recording, tracking and monitoring system, effective learning support and constructive feedback for the trainees, and the use of suitable work-placements to enable all of the trainees to apply and consolidate their occupational skills. The self-evaluation and quality improvement planning processes are not sufficiently robust. Although quality monitoring of the directed training identified accurately key priorities for development, little remedial action has been taken by senior managers to improve the quality of the provision.

## APPENDIX

### Current registrations by programme

Programme	Numbers of registrations	% of total registrations
ApprenticeshipsNI	60	100%
Training for Success (2013) induction	74	58%
Training for Success (2013) Skills for Your Life	18	14.5%
Training for Success (2013) Skills for Work (strand 1)	17	13%
Training for Success (2013) Skills for Work (strand 2)	18	14.5%

### Current registrations by professional and technical area

Professional and technical area	Number of trainees	% of total registrations
Training for Success induction	74	58%
Business Administration	4	3%
Catering	8	6.5%
Children's Care Learning & Development (CCLD)	14	11%
Hairdressing & Barbering	3	2%
Motor Vehicle	6	5%
Retail/ Stores/ Customer Service	13	10.5%
Technical Information Technology	5	4%
Professional and technical area	Number of apprentices	% of total registrations
Business Administration	7	11%
Catering	8	14%
Children's Care Learning & Development (CCLD)	4	7%
Hairdressing & Barbering	4	7%
Hospitality	11	18%
Retail/ Stores/ Customer Service	16	27%
Social Media	9	15%
Technical Information Technology	1	1%

### Qualifications of current apprentices and trainees 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	16%	68%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C (excluding Eng/Maths)	13%	2%
(%) of learners with GCSE English or equivalent at Grades A*-C	16%	75%
(%) of learners with GCSE mathematics or equivalent at Grades A*-C	21%	65%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	59%	78%
(%) of learners with no prior level 1 or level 2 qualifications	41%	17%

Note: All data was sourced from Wade Training at the time of the inspection.

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