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*The Education and Training Inspectorate -
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Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

Education and Training Inspectorate

Report of an Inspection

Jobskills Provision

East Down Institute of Further and Higher Education

Inspected: October 2005

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

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

SUMMARY

1. CONTEXT

1.1 East Down Institute of Further and Higher Education (Institute) is recognised by the Department for Employment and Learning (DEL) as a supplier of training under the Jobskills Programme. The Institute provides Jobskills Access, Traineeship and Modern Apprenticeship (MA) training programmes for young people from the Down District Council area and from the upper Ards Peninsula. It also provides training for a small number of trainees under the New Deal programme.

1.2 The Institute's directed training for the Jobskills programmes is provided at the three main campuses in Downpatrick, Ballynahinch and Newcastle. For light vehicle maintenance and repair (LVMR) and hairdressing, the directed training is located in Downpatrick, for children's care, learning and development (CCLD) it is located at Newcastle, for plumbing it is located at Ballynahinch, and for wood occupations it is located at both Downpatrick and Ballynahinch campuses.

1.3 The Institute has within its catchment area, two areas in Downpatrick and one in Newcastle, identified by the Department of Social Development (DSD) as areas of multiple deprivation and are therefore part of the Neighbourhood Renewal Initiative. The Institute is a member of the Committee which oversees the implementation of projects funded by DSD.

1.4 Across the programmes inspected, only 35% of the trainees had achieved four or more General Certificate of Secondary Education (GCSE) grades A* to C on entry to their programme.

2. PROVISION

2.1 At the time of the inspection, there were 487 trainees registered on a Jobskills training programme: 66 (13%) were on the Jobskills Initial Access programme sampling a range of National Vocational Qualifications (NVQs) at level 1; 22 (5%) were on Jobskills Access programmes following NVQs at level 1; 264 (54%) were on the Jobskills Traineeship and MA programmes following NVQs at level 2; and 135 (28%) were on the Jobskills MA programme following NVQs at level 3. The largest numbers of trainees are in wood occupations (163), plumbing (67), bricklaying (49), hairdressing (37), and CCLD (20). Training is also offered, with smaller numbers of trainees, in the occupational areas of administration, care of the elderly, horticulture, hospitality and catering, LVMR, plastering, painting and decorating, and distribution and retailing.

2.2 This report is based on an inspection of trainees' work across the Traineeship and MA programmes for CCLD, hairdressing, LVMR, plumbing and wood occupations. The provision for essential and key skills within these programmes was also inspected. At the time of the inspection, the programmes inspected accounted for 297 trainees (61%) of the total 487 trainees registered on Jobskills programmes.

2.3 Since September 2005, the Institute is delivering the new CCLD NVQ standards. Recruitment to this programme area has been consistently low over the last three years, with a small number of trainees recruited to the NVQ levels 1 and 3 programmes, and over the last two years there has been an annual recruitment of nine trainees to the NVQ level 2

programme. At the time of the inspection there were three Access (A5) trainees sampling CCLD; one trainee on NVQ level 1; 16 trainees on the NVQ level 2 programmes (eight on the EYCE standards and eight on the new CCLD standards) and two trainees on NVQ level 3 (one on the EYCE standards and one on the CCLD standards.) The trainees on NVQ level 1 and 2 programmes attend the Institute for three days each week for directed training for the NVQ, the technical certificate and key or essential skills are in the workplace two days per week. The two level 3 trainees attend a night class each week for directed training for the NVQ programme, and arrangements have still to be put in place for the technical certificate and key skills training.

2.4 Over the last three years, the numbers of trainees recruited to the hairdressing programmes has increased by 67% from 15 in 2003/2004 to 25 trainees in 2004/2005. At the time of the inspection, 37 trainees were registered on the hairdressing programmes: three Access trainees at NVQ level 1; 26 trainees on a Traineeship programme; and eight trainees on the MA programme. A further ten Access trainees (A5) are still within their sampling period. The trainees attend directed training one and a half days each week at the Institute.

2.5 Training programmes in LVMR, have been a part of the Institute's provision over many years, with a modest annual enrolment of approximately ten trainees to the Traineeship programme each year. By the time of the inspection, the Institute had been unable to find work placements for the nine trainees recruited this year and had taken the decision to disband the provision for at least one year.

2.6 In plumbing, recruitment to the Traineeship NVQ level 2 programme is good, with an average of 22 trainees recruited each year. At the time of the inspection, 67 trainees were registered on plumbing programmes, 39 at NVQ level 2 and 28 at NVQ level 3. The trainees on the NVQ level 2 programme attend the Institute two days each week for directed training, during the first year of the programme. During the remainder of the NVQ level 2 programme and during the NVQ level 3 programme, they are provided with directed training one day each week.

2.7 The Institute provides training programmes in wood occupations at NVQ levels 1, 2 and 3. The Institute also provides training for the more specialist wood machining NVQ programmes, which were not included in the inspection. At the time of the inspection, a total of 163 trainees were registered on wood occupations programmes; nine on the Access NVQ level 1 programme, 144 on the Traineeship NVQ level 2 programmes, and ten on the MA NVQ level 3 programme. The number of trainees recruited to the NVQ level 2 programmes has remained consistently high over the last three years.

3. THE INSPECTION

3.1 During the inspection, a team of six inspectors observed training sessions and visited trainees in the workplace. A total of 171 trainees were observed in 27 vocational training sessions, 95 trainees were observed in ten key skills classes, and 45 in five essential skills classes. Inspectors also visited 50 trainees in the workplace. Discussions were held with the Deputy Director, Training Organisation manager, Heads of Schools, co-ordinators, lecturers, monitoring officers, employers and trainees. The inspectors examined samples of trainees' work, vocational and key skills portfolios, internal and external verifier reports and other relevant documentation.

3.2 Prior to the inspection, a large sample of the trainees completed a pastoral care questionnaire, which provided them with the opportunity to comment on the quality of their learning experiences and the pastoral care arrangements in the Institute. Also, the Institute completed a questionnaire relating to the provision of pastoral care within the organisation.

4. MAIN FINDINGS

4.1 The provision of training and learning in this organisation has many strengths. A few areas for improvement need to be addressed if the organisation is to be effective and efficient in meeting the needs of trainees, and in responding to local circumstances.

4.2 STANDARDS AND OUTCOMES

The main strengths are the:

- high levels of motivation, commitment and confidence displayed by most of the trainees, in both directed and workplace training;
- good or better standards of occupational skills demonstrated by most of trainees across all of the programmes inspected, in the workplace;
- good retention rate in plumbing at 81%; and the significantly improving retention rates on the traineeship programmes in CCLD at 73%, and hairdressing at 74%;
- good success rates for level 2 trainees in plumbing at 81% and for LVMR at 83%; and the improving success rates for both traineeship and MAs in wood occupations programmes at 70% and 100% respectively; and
- good to excellent rates of progression to further training or employment, ranging from 80% for LVMR, 89% for hairdressing, 90% for plumbing to 92% for wood occupations.

The main areas for improvement are the:

- poor retention rates in LMVR level 2 (36%) and MA2 in wood occupations (54%), and the modest retention rates on the traineeship and MA1 programmes in wood occupations (66%); and
- poor success rates for the small numbers of trainees in LVMR Level 3 programme at 0% and in the CCLD NVQ level 2 at 56%; and the modest success rates in hairdressing for both NVQ level 1 and NVQ level 2 trainees at 67% and 64% respectively.

4.3 TRAINING AND LEARNING

The main strengths are the:

- good quality of pastoral care and personal support provided for the trainees by the monitoring officers;

- good relationships between the staff and trainees at all levels within the organisation;
- good quality of additional learning support provided by the lecturers for trainees in CCLD, hairdressing and plumbing;
- good planning for, and achievement to date, in the technical certificates in CCLD, hairdressing and plumbing;
- good quality of almost all of the vocational training provided for the trainees within directed training and workplace training; and
- good quality of the majority of the essential skills training sessions.

The main areas for improvement are the:

- insufficient monitoring and assessment of the trainees' progress in the workplace;
- poor planning for the development of the trainees' key skills within almost all of the programmes inspected; and
- more effective use of individual assessment and diagnostic testing to inform individual learning programmes for trainees in both key and essential skills.

4.4 LEADERSHIP AND MANAGEMENT

The main strengths are the:

- the effective deployment of hard-working vocational and administrative staff, who are committed to meeting the individual needs of the trainees;
- good leadership and management within most of the areas of learning;
- effective internal verification procedures in CCLD, plumbing and wood occupations;
- recent implementation of effective strategies to improve retention and success rates in most areas of learning; and
- comprehensive staff development programme which provides all staff with appropriate opportunities for learning and development.

The main areas for improvement are the:

- development of more effective collaboration with employers to devise suitable training plans for trainees in the workplace;
- planning for the development and assessment of key skills across all of the Jobskills programmes; and

- insufficient use of the key performance indicators of retention, success and progression by programme teams in carrying out the self evaluation and development planning.

4.5

Contributory Grades	Grade
Overall Grade	2
Standards and Outcomes	2
Quality of Training and Learning	2
Leadership and Management	2

Area of Learning	Grade	Number of Trainees
Health and Social Care (Children's Care, Learning and Development)	2	20
Hairdressing and Beauty Therapy (Hairdressing)	3	37
Transportation Operations and Maintenance (Light Vehicle Maintenance Repair)	*	Ungraded* 10
Building and Construction (Plumbing)	1	67
Building and Construction (Wood Occupations)	2	163
Learning for Life and Work (Essential Skills)	2	94
Learning for Life and Work (Key Skills)	3	393

*** Ungraded if number of trainees is 10 or less**

OVERALL QUALITY OF PROVISION

5. STANDARDS AND OUTCOMES

5.1 Almost all of the trainees are motivated and enthusiastic about their training programme. They work well with their vocational tutors, employers and colleagues in the workplace. Attendance and time-keeping in both directed training and in the workplace are good for most trainees in CCLD and in plumbing. In contrast, however, attendance and time-keeping for the trainees in hairdressing, LVMR and wood occupations varies from satisfactory to poor. Similarly, attendance and time-keeping in a minority of key skills classes were poor.

5.2 The standards of the occupational skills achieved by most of the trainees are good or better. Almost all of the trainees across all of the programmes inspected are developing a good range of competences to industry standard and make a significant contribution to their employers work schedules.

5.3 Progress towards completing the vocational portfolios of evidence is variable across the programmes inspected. It is good in CCLD, LVMR and plumbing where most trainees work hard to achieve the targets set for them and receive good learning support from their tutors. It is satisfactory in hairdressing and wood occupations.

5.4 Most trainees have good oral communication skills. The standard of written communication is, however, variable. The quality of written work in the completed vocational portfolios ranges from good to satisfactory for the majority of trainees. A significant minority of trainees demonstrate weaknesses in spelling, grammar and punctuation in their vocational portfolios of evidence which are not identified and corrected by the lecturers.

5.5 The success rate for trainees completing the full framework requirement of key skills over the last three years ranges from excellent to poor. It is excellent in LMVR at 92%, satisfactory in plumbing at 73%, modest in hairdressing and wood occupations at 64% and 61% respectively and poor at 44% in CCLD.

5.6 The success rates for trainees achieving their target essential skills qualifications in literacy and numeracy in 2004/2005, is satisfactory at 70% for literacy, and modest at 68% for numeracy.

5.7 Retention rates across the vocational programmes inspected range from good to poor. They are good in plumbing at 81%, satisfactory in CCLD and hairdressing at 73% and 74% respectively, modest in wood occupations at 66% and poor at 36% in LMVR. There have been significant improvements in the retention rates in CCLD and hairdressing in 2004/2005.

5.8 Success rates across the vocational programmes inspected range from excellent to poor; they are good on the Traineeship programmes in plumbing at 81% and LVMR at 83%, and satisfactory in wood occupations at 70%. The success rate in the MA in wood occupations has seen significant improvement in the last complete cohort at 100%. Success

rates are poor for the small number of trainees completing LVMR NVQ level 3 programme; none of the four trainees recruited to this programme, over the last three years, have achieved their MA qualification. Success rates are poor for CCLD at 56%, and modest in hairdressing at both level 1 and 2 at 67% and 64% respectively.

5.9 Progression rates to further training or employment range from good to excellent; they are excellent in wood occupations and plumbing at 90% and 92% respectively, and good in hairdressing at 89%, and LMVR at 80%. Progression for trainees from the Level 2 CCLD to the MA programme is poor because most trainees gain appropriate employment and do not continue with the MA NVQ Level 3 training.

5.10 Over the last three years, of the 110 trainees who started the Jobskills Access programmes, 42 completed training and 32 gained the full award. Taking into consideration, the 21 trainees who were still on training at the time of the inspection, these figures represent a poor retention rate of 58% and a satisfactory success rate of 76%.

5.11 Over the last three years, of the 500 trainees who started Traineeship programmes, 205 completed them and 125 gained the full award. Taking into consideration, the 110 trainees who were still on training at the time of the inspection, these figures represent a modest retention rate of 63% and a modest success rate of 61%.

5.12 Over the same period, 226 trainees started MA programmes, 50 completed them and 24 gained the full award. Taking into consideration the 93 trainees who were still on training at the time of the inspection, these figures represent a modest retention rate of 63% and a poor success rate of 48%.

5.13 Over the last three years, progression to further education or training or relevant employment is excellent for Access trainees at 100%, good for trainees on the Traineeship programmes at 87% and excellent for those on the MA programmes at 100%.

6. TRAINING AND LEARNING

6.1 The analysis of the trainees' questionnaires, indicates that approximately 85% of trainees enjoy being at the Institute. Key features highlighted by most trainees include the good pastoral care arrangements and the high levels of support and encouragement they receive from their vocational lecturers and the monitoring officers. The trainees did, however, comment negatively on the poor social and recreational facilities available at the Ballynahinch campus.

6.2 Most trainees undergo initial assessment of their literacy and numeracy skills on entry to their programme. The Institute purchased an on-line diagnostic testing package, that was introduced in September 2005. In all of the occupational areas inspected, however, insufficient use is made of the results from initial assessments to inform individual programmes of learning for the key skills. As a result, the planning of the training to address the trainees' identified weaknesses in literacy and numeracy is poor within the key skills provision.

6.3 The quality of most (76%) of the directed training sessions is good. The sessions are well planned, there is a good balance of theory and practice and tutors make effective use of a range of appropriate training methods. In CCLD, for example, the lecturers use information learning technology (ILT) to excellent effect to support learning, and as a result trainees are developing their skills and confidence in the use of information communication technology (ICT). While the remaining minority of training sessions are satisfactory, the use of a narrow range of training strategies fails to stimulate and motivate the trainees, and the poor planning prevents a differentiated approach within training sessions.

6.4 In CCLD, plumbing and hairdressing, course teams have planned effectively to meet additional training needs for the technical certificate. In CCLD and plumbing, achievement rates to date have been good at 87%, and excellent at 100% respectively, for the first cohorts of trainees undertaking external examinations.

6.5 Almost all work placements, across the programmes inspected, provide trainees with an appropriate range of practical experiences that match the requirements of their NVQ.

6.6 In plumbing, the vocational lecturers liaise effectively with employers and supervisors in the workplace to ensure that they have a good knowledge of the learning targets, which individual trainees are working towards. In addition, the lecturers plan the directed training effectively to support the trainees' workplace training experiences. In contrast, in CCLD, wood occupations, hairdressing and LMVR, there is insufficient liaison with employers and supervisors resulting in poor integration of directed and workplace training.

6.7 The quality of training and learning in the majority of the essential skills sessions is good. In the majority of sessions, a suitable variety of approaches to training and learning are employed.

6.8 The planning for the development and assessment of the key skills is variable. In all of the occupational areas inspected, there is a strong emphasis on the assessment, and insufficient emphasis on the development of the trainees' literacy, numeracy and ICT skills. As a result, there is little sustained development of the key skills for those trainees with identified weaknesses in literacy and numeracy.

6.9 The arrangements for monitoring trainees' progress in vocational training within the workplace are weak, the monitoring officers only visit trainees in the workplace once each term. The review of trainees' progress in vocational and essential or key skill training, within directed training, is on a regular basis and provides trainees with excellent pastoral and personal support. However, the reviews of key and essential skills need to be more detailed and monitoring officers are not sufficiently informed of training targets set for workplace training to be able to effectively review progress made in the workplace. They receive insufficient support and information from the vocational tutors to enable them to carry out their monitoring and review function effectively.

6.10 Assessment arrangements are satisfactory or better in the majority of vocational programmes, and most trainees are provided with meaningful feedback on how to improve their work.

6.11 The quality of the training accommodation and learning resources available is variable. It is good in CCLD and plumbing and is satisfactory in wood occupations. In LVMR, the quality of the workshop is poor; it is untidy and cluttered and provides trainees with limited access to practical training tasks and specialist equipment. The standard of housekeeping in the hairdressing salon is poor.

7. LEADERSHIP AND MANAGEMENT

7.1 The quality of the leadership and management of the training organisation has more strengths than weaknesses. The training organisation's manager has put in place a range of systems to capture and analyse appropriate information and data. These systems have not, as yet, had time to make a significant impact on the quality of the training programmes or their outcomes.

7.2 The quality of the management across the programmes inspected is variable. It is excellent in plumbing, good in CCLD and wood occupations where co-ordination of the programmes and internal quality assurance systems are effective and efficient. In hairdressing and LMVR weaknesses outweigh strengths. In these two programmes, the co-ordination of provision is poor and the internal quality assurance systems are ineffective.

7.4 Links with employers are well established in the occupational area of plumbing. In CCLD, hairdressing, wood occupations and LVMR, links with employers need to be further strengthened to enhance the quality of the training programmes.

7.5 The provision for key skills has more weaknesses than strengths. There needs to be more effective planning for the development and assessment of key skills for trainees across all of the Jobskills programmes.

7.6 All staff have participated in a comprehensive and appropriate range of staff development activities. These staff development opportunities contribute well to the lecturers' ongoing learning and development.

7.7 The Institute has in place an effective policy and procedures in relation to the Protection of Young People and Vulnerable Adults. All staff have been trained in pastoral care and protection procedures for young people and vulnerable adults. Staff are provided with a code of conduct which governs their contact with trainees and comprehensive and constructive guidance on the procedures to be followed in the event of any incident. The Institute has also reviewed and amended their vetting procedures to ensure that all staff are cleared before having contact with trainees.

7.8 The provision of an effective programme of careers education, information, advice and guidance for Jobskills trainees, while on their programmes, is underdeveloped. Although the trainees receive ongoing information from staff, the provision is not sufficiently co-ordinated across the institute to ensure that trainees are fully equipped to make informed, appropriate and realistic decisions about their education, training and employment options.

7.9 Self-evaluation reports were produced for all the training programmes inspected prior to the inspection. In CCLD, plumbing and wood occupations there was a satisfactory or better match between the findings of the inspection and the issues identified in the self-evaluation reports. However, in hairdressing and LVMR, the self-evaluation procedures lack

rigour and do not evaluate effectively the key areas of quality within the training and learning and standards of trainees' achievements. Key and essential skills need to be more rigorously evaluated within all vocational programmes, with a view to promoting improvement. The management has identified retention and success rates as an area for improvement across all programmes and are rolling out strategies to improve retention and success across all Jobskills programmes. The pilot programme in 2004/2005 has seen significant improvement to current retention rates in targeted vocational areas.

AREA OF LEARNING REPORTS

8. AREA OF LEARNING: HEALTH AND SOCIAL CARE

Programmes Inspected: **Early Years Care and Education NVQ level 2**
 Children’s Care, Learning and Development NVQ Level 1
 and 2

8.1 The provision of training and learning in EYCE has many strengths. A few areas for improvement need to be addressed if the organisation is to be effective and efficient in meeting the needs of trainees, and in responding to local circumstances.

8.2 The main strengths are the:

- thorough initial assessment and induction arrangements;
- good quality of the directed training;
- excellent use of ILT by the lecturers to support learning and the development of the trainees’ ICT skills;
- good quality of the work placements;
- good quality of planning to integrate the requirements of the technical certificate with the NVQ units, and the current 86% success rate for the first cohort of trainees sitting the external examinations;
- good deployment of well qualified and appropriately experienced staff;
- commitment of the staff to continuous improvement; and
- effective team work in relation to the delivery of the directed training.

8.3 The main areas for improvement are the:

- more regular liaison with employers and the effective integration of directed and workplace training;
- involvement of employers in setting and monitoring short term training targets against which progress can be measured;
- poor average success rate at 56% on the level 2 programme; and
- more rigorous use of the key performance indicators in the ongoing review of the programme.

Grade Awarded	Total No of Trainees
2	20

9. AREA OF LEARNING: HAIRDRESSING AND BEAUTY THERAPY

Programmes Inspected: Hairdressing NVQ Levels 1,2 and 3

9.1 The provision of training and learning in hairdressing has some strengths which can be built upon. However, there are many areas for improvement that need to be addressed immediately if the organisation is to be effective and efficient in meeting the needs of trainees, and in responding to local circumstances.

9.2 The main strengths are the:

- hard working and highly committed vocational lecturers;
- well planned directed training;
- good quality of the workplace training;
- good standards of practical work achieved by the majority of the trainees;
- good understanding demonstrated by nearly all of the trainees of the health and safety requirements of the hairdressing industry and of safe working practices in the workplace;
- good progress made by most of the trainees towards the achievement of the technical certificate/level 3 diploma in hairdressing;
- significant improvement in retention at 74% on the NVQ level 2 programme;
- good retention rates at 82% and 86% on the NVQ level 1 and NVQ level 3 programmes; and
- good average progression rates at 89% across all of the programmes.

9.3 The main areas for improvement are the:

- modest success rates of 67% and 64% in levels 1 and 2 respectively;
- lack of knowledge and understanding by employers of the NVQ requirements;
- development of an effective training partnership with employers;
- more effective integration of directed and workplace training;

- ineffective co-ordination of the training programme;
- poor standard of housekeeping within the salon; and
- need for more effective internal quality assurance and self-evaluation processes.

Grade Awarded	Total No of Trainees
3	37

10. AREA OF LEARNING: TRANSPORTATION OPERATIONS AND MAINTENANCE

Programme inspected: **Light Vehicle Maintenance and Repair NVQ level 2**
Light Vehicle Maintenance and Repair NVQ level 3

10.1 The provision of training and learning in transport operations and maintenance within this organisation has some strengths which can be built upon. However, there are many areas for improvement that need to be addressed immediately if the organisation is to be effective and efficient in meeting the needs of trainees, and in responding to local circumstances.

10.2 The main strengths are the:

- mainly good standards of work demonstrated by the trainees in the workplace;
- good success rate on the NVQ level 2 programme, at 83%;
- good progression rate to employment or further training, at 80%;
- appropriate work placements provided for all of the trainees;
- effective use of internet-based learning resources within directed training; and
- good support and guidance provided for the trainees to complete their NVQ assessments.

10.3 The main areas for improvement are the:

- poor trainee retention rate on the NVQ level 2 programme, at 36%;
- poor success rate on the NVQ level 3 programme; none of trainees on this programme, over the last three years, have achieved their MA qualification;

- poor quality of the workshop accommodation and the limited access to, and use of specialist equipment to provide suitable and well-planned practical training experiences for the trainees during directed training; and
- ineffective self-evaluation and action planning, at all levels, to identify and address the areas for improvement within the organisation's provision for LVMR.

Grade Awarded	Total No of Trainees
Ungraded	No of trainees 10 or less

11. AREA OF LEARNING: BUILDING AND CONSTRUCTION

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

11.1 The quality of the provision of training and learning in plumbing is very good. The provision is effective and efficient in meeting the needs of the trainees, and responding to local circumstances.

11.2 The main strengths are the:

- good to excellent standards of practical work demonstrated by almost all of the trainees in the workplace;
- high levels of motivation and confidence demonstrated by almost all of the trainees in directed and workplace training;
- good retention and success rates on the NVQ level 2 programme, at 81% and 85% respectively;
- excellent improvement in the retention rate on the NVQ level 3 programme, over the two years of this new programme, to 85%;
- excellent opportunities provided for the trainees within directed training to develop their practical skills, and their knowledge and understanding of plumbing principles;
- effective learning support provided for the trainees by the highly-committed and well-qualified lecturers;
- good quality of workplace training provided for almost all of the trainees; and
- excellent progression rate from the NVQ level 2 Traineeship programme to the NVQ 3 MA programme, at 90%.

11.3 The main area for improvement is the:

- irregular contact with employers to inform them of the trainees' progress and future training requirements.

Grade Awarded	Total No of Trainees
1	67

12. AREA OF LEARNING: BUILDING AND CONSTRUCTION

**Programmes Inspected: Wood Occupations NVQ level 1
Wood Occupations NVQ level 2
Wood Occupations NVQ level 3**

12.1 The provision of training and learning in wood occupations has many strengths. A few areas for improvement need to be addressed if the organisation is to be effective and efficient in meeting the needs of trainees/participants, and in responding to local circumstances.

12.2 The main strengths are the:

- caring and supportive learning environment, in which tutors and trainees work well together in an environment of mutual respect;
- good levels of motivation and positive attitudes to training demonstrated by the majority of trainees in both the directed training and workplace training;
- good balance of theory and practical work in directed training sessions;
- good occupational skills demonstrated in the workplace by the majority of the trainees;
- high levels of recruitment to NVQ level 2;
- good retention rate at 85% on the Access A3 programme over the last three years, with excellent success and progression rates to the traineeship at 100%;
- excellent improvement in the success rates over the last two years, for both the traineeship and MA programmes, from 45% to 70% and 62% to 100% respectively;
- excellent progression rates on the traineeship and MA1 programmes, at 92% and 100% respectively;

- effective internal verification systems, which provide tutors with good feedback to inform programme planning; and
- effective identification of appropriate areas for improvement and development through the self evaluation process.

12.3 The main areas for improvement are the:

- poor retention rate at 54% on the MA programme and the modest retention rates on the traineeship and MA1 programmes, at 66%;
- more effective use of tutorials and diagnostic testing to inform planning of individual learning programmes, to meet the individual needs of trainees;
- more effective engagement of employers in workplace assessments to ensure that trainees receive positive feedback on their developing occupational skill; and
- further development of the tutorial system and records to provide a more holistic and progressive approach to the monitoring of individual trainee progress.

Grade Awarded	Total No of Trainees
2	163

13. AREA OF LEARNING: LEARNING FOR LIFE AND WORK

PROGRAMMES INSPECTED: ESSENTIAL SKILLS

13.1 The provision of essential skills in this organisation has many strengths. A few areas for improvement need to be addressed if the organisation is to be effective and efficient in meeting the needs of trainees/participants, and in responding to local circumstances.

13.2 The main strengths are the:

- significant improvement in achievement rates in literacy and numeracy at 70% and 68% respectively;
- commitment and hard work of the coordinator and her team;
- effective ethos of productive support and encouragement for trainees; and
- coordinator's record keeping of trainees' progress and achievement.

13.3 The main areas for improvement are the:

- more effective use of initial assessment and diagnostic testing procedures to inform individual learning programmes; and

- lack of effective self-evaluation processes to ensure improvement;

Grade Awarded	Total No of Trainees
2	94

14. AREA OF LEARNING: LEARNING FOR LIFE AND WORK

PROGRAMME INSPECTED: KEY SKILLS

14.1 The provision of key skills in this organisation has some strengths which can be built upon. However, there are many areas for improvement that need to be addressed immediately if the organisation is to be effective and efficient in meeting the needs of trainees, and in responding to local circumstances.

14.2 The main strengths are the:

- commitment and hard work of the key skills tutors;
- good relationships between staff and trainees; and
- good standard of oral communication demonstrated by trainees across a range of vocational areas

14.3 The main areas for improvement are the:

- more effective use of initial assessment procedures and diagnostic testing to inform individual learning programmes;
- promotion of appropriate opportunities to progress trainees beyond the minimum requirements in key skills;
- planning for learning and assessment within key skills sessions;
- more effective planning and development of vocationally relevant key skills tasks;
- clarification in roles and responsibilities in relation to leadership and management of the provision;
- policies and procedures to address spelling and grammatical errors in portfolios;
- employers' lack of awareness of the opportunities to develop the key skills within the workplace;

- rigorous, analytical self-evaluation to ensure improvement; and
- improvement in outcomes across the vocational areas.

Grade Awarded	Total No of Trainees
3	393

KEY PRIORITIES FOR DEVELOPMENT

The Institute needs to revise the annual development plan to take account of the following key priorities for development:

- further strategies to improve the retention and success rates on all of the Jobskills programmes including more effective use of the key performance indicators of retention, success and progression in the self evaluation and development planning processes at course team level;
- the development of more effective collaborations with employers to enhance further the overall quality of training;
- planning for the development and assessment of key skills across all of the Jobskills programmes; and
- improvements in the workshop accommodation for light vehicle maintenance and repair to improve the experiences in directed training

APPENDIX

JOBSKILLS ACCESS TABLE

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to Traineeship %	Progressed to relevant employment %
2002/2003	37	57%	85%	100%	0%
2003/2004	39	44%	82%	89%	11%
2004/2005	34	68%	55%	83%	17%
	Average	56%	74%	91%	9%

2002/2003 - 1 trainee still on training
2003/2004 – 4 trainees still on training
2004/2005 – 14 trainees still on training

JOBSKILLS TRAINEESHIP TABLE

Year	Started (completed 4 weeks)	Retention Rate %	Success Rate %	Progressed to Modern Apprenticeship %	Progressed to relevant employment %
2002/2003	165	58%	55%	91%	1%
2003/2004	169	64%	67%	85%	1%
2004/2005	166	67%	-	-	-
	Average	63%	61%	88%	1%

2004/2005 - 111 trainees still on training

JOBSKILLS MODERN APPRENTICESHIP TABLE

Year	Completed 4 weeks	Retention Rate %	Success Rate %	Progressed to full-time education or training %	Progressed to relevant employment %
2002/2003	72	54%	56%	0%	100%
2003/2004	79	62%	-	-	-
2004/2005	75	75%	-	-	-
	Average	64%	56%	0%	100%

2003/2004 – 39 trainees still on training
2004/2005 - 54 trainees still on training

JOBSKILLS OVERALL SUMMARY

Year	Completed 4 weeks	Retention Rate	Success Rate	Progressed to relevant employment or training
		%	%	%
2002/2003	274	57%	59%	95 %
2003/2004	287	61%	64%	100%
2004/2005	276	69%	46%	100%
	Average	62%	56%	98%

2002/2003 – 19 trainees still on training

2003/2004- 111 trainees still on training

2004/2005– 93 trainees still on training

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