



Education and Training  
Inspectorate

Training for Success and  
ApprenticeshipsNI Provision in  
Hugh J O'Boyle Training Limited

Report of an Inspection in  
March 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



## Contents

| <b>Section</b>                         | <b>Page</b> |
|--|-------------|
| 1. Context                             | 1           |
| 2. Overall finding                     | 1           |
| 3. Key findings of the inspection      | 2           |
| 4. Conclusion                          | 5           |
| 5. Professional and Technical Reports  | 5           |
| 6. Inspection method and evidence base | 13          |
| 7. Information about Hugh J Boyle      | 14          |
| 8. Quantitative terms used by the ETI  | 15          |

## 1. Context

Hugh J O'Boyle Training Limited (Hugh J O'Boyle) is a privately owned training organisation, established in 1986 to provide training programmes for young people and adults in the Down District Council area. The organisation is contracted by the Department for Employment and Learning (Department) to provide professional and technical training under the Training for Success and ApprenticeshipsNI programmes. At the time of the inspection, the organisation was providing training in business and administration, children's care learning and development (CCLD), hospitality and catering, information technology (IT) users and retail.

Hugh J O'Boyle's headquarters and main training centre is located in Downpatrick, and they have a second site, Belfast Centre of Learning (BCL), which is situated on the Ormeau Road in Belfast. The organisation is managed by a team of five staff including four company directors, supported by 14 other staff employed on full-time and part-time contracts. The company directors report to the management committee.

At the time of the inspection there were thirteen apprentices registered on the ApprenticeshipsNI programme, five on level 2 and eight on level 3, and 60 trainees registered on the Training for Success programme. Of these, eight were registered on the legacy<sup>[1]</sup> programme. Of the 52 trainees registered under the 2013 Training for Success programme, five were on the Skills for Life strand, 21 on Skills for Work level 1 and 26 on the Skills for Work level 2 strands.

Based on the data provided by Hugh J O'Boyle, 10% of the trainees hold no prior formal qualifications on entry to their programme. All of the apprentices hold qualifications on entry to the apprenticeship programme. There are 60% of the trainees and 15% of the apprentices who entered the programme with four or more General Certificate Secondary Education (GCSE) or equivalent qualifications, at grades A\*-G. The organisation reports that many of the young people who register with them have a range of barriers to learning; 56% have additional learning or support needs.

## 2. Overall Finding

Overall, the quality of training provided by Hugh J O'Boyle is satisfactory.

| <b>Overall Effectiveness</b>      | <b>Satisfactory</b> |
|-----------------------------------|---------------------|
| Achievements and Standards        | <b>Satisfactory</b> |
| Quality of Provision for Learning | <b>Satisfactory</b> |
| Leadership and Management         | <b>Satisfactory</b> |

| <b>Professional and Technical Area Performance Levels</b> |                     |
|---|---------------------|
| Business and Administration                               | <b>Satisfactory</b> |
| Children's Care and Learning Development                  | <b>Good</b>         |
| Essential Skills  | <b>Good</b>         |
| Hospitality and Catering                                  | <b>Satisfactory</b> |
| Retail  | <b>Satisfactory</b> |

---

<sup>[1]</sup> The Legacy Training for Success programme was introduced in 2007 and was superseded by the Training for Success 2013 programme.

## **What does Hugh J O'Boyle need to do to bring about further improvement?**

- raise the capacity of staff to undertake rigorous and evidence-based judgements on the quality of leadership and management, teaching training and learning, and the standards and attainments of the trainees and apprentices;
- improve the retention rates on the Training for Success and ApprenticeshipsNI programmes;
- improve the quality of teaching, training and learning in the directed training sessions, including the more effective use of information and learning technology (ILT) to enhance learning; and
- improve the pace of assessment to better meet the learning and skills development needs of trainees and apprentices.

### **3. Key Findings of the Inspection**

#### **3.1 Achievements and standards are satisfactory**

Achievements and standards vary across the professional and technical areas, and are mostly satisfactory. Attendance at directed training and in the workplace is well-monitored and is mostly good. The organisation works hard to identify and sustain appropriate work-placements for all trainees. This is reflected in the high placement rates with almost all (96%) of the trainees in a relevant work-placement, at the time of the inspection. Through these well-matched work-placements, most of the trainees develop and apply good occupational skills and enhance their employability and personal life skills; including team working and communicating with others. The tutors monitor closely the trainees' progress in the workplace and additional learning support is provided, where appropriate.

Most of the trainees and apprentices display good occupational skills in their job roles; they apply their technical knowledge and skills well to meet the needs of their employers and customers. The majority of trainees and apprentices are benefitting from their workplace experience and through this they demonstrate growing degrees of confidence in their communication with tutors, employers and others in the workplace.

The standards of written work in the trainees' and apprentices' portfolios are mostly satisfactory and most of them are making satisfactory progress in the professional and technical units. The pace of assessment, progress in learning, and the achievement of professional and technical units is too slow for the majority of trainees and apprentices. The standards of the trainees' writing are inconsistent and the professional and technical tutors need to ensure that the opportunities to integrate and develop their literacy and numeracy skills are better developed.

Over the last four years, based on the information supplied by Hugh J O'Boyle, while all of the trainees who stay on the programme achieve their target qualification, the average retention rate on the Training for Success programme is inadequate at 43%. The average progression rates for those that stay on the programme are good, at 66%. Over the last four years, the average retention rate on the ApprenticeshipsNI programme was unsatisfactory at 46%, however all of the apprentices who stay achieve their full training frameworks.

Over the last four years, the achievement rates in the essential skills of literacy and numeracy have been outstanding at 100% for all who stay on their programme. A significant minority of the trainees and apprentices achieve the essential skills at a level higher than that required by their framework, with 42% working towards a level 2 in literacy, 30% a level 2 in numeracy and 46% a level 2 in ICT.

### **3.2 The Quality of the Provision for Learning is satisfactory**

The quality of the provision on the Training for Success programme is satisfactory in the majority of professional and technical areas. The provision under the ApprenticeshipsNI programme is limited and has declined significantly over recent years, with thirteen apprentices currently registered.

There is an effective induction programme in place which incorporates robust initial assessment processes that are used well to plan for the trainees' and apprentices' training programme.

The quality of the pastoral care provided for the trainees and apprentices is good. The quality of additional learning support is also good and individual trainees are well supported in their learning. The trainees have good access to an appropriate range of support services, including Disability Action and sign-posting to other services; including counselling services. The organisation has well-established links with parents and carers of the trainees; which strengthens the support they receive and helps them commit to the completion of their training programme.

The responses from the online questionnaire and discussions with the trainees and apprentices were mostly positive, and the majority of them indicated that they feel well cared for in the organisation. There were no written comments made by the trainees and apprentices who completed the questionnaire.

In the sessions observed during the inspection, the quality of the teaching, training and learning ranges from very good to inadequate, but is satisfactory overall. It is a concern that 48% of the sessions were satisfactory or below. In these sessions, the pace and levels of challenge were not well enough matched to the wide range of needs and abilities of the trainees and there was limited differentiation. There was also insufficient use of ILT resources to enhance the quality of teaching, training and learning. The better sessions had clear learning objectives and the tutors made effective use of a broad range of approaches including the effective use of up-to-date industry specific resources, to engage the trainees and apprentices in their learning.

For most (96%) of the trainees who have work-placements, and the apprentices, the quality of workplace training is mostly good, and is matched well to the assessment requirements for their training frameworks. Most of the employers are supportive of Hugh J O'Boyle and provide the trainees with good opportunities to develop an appropriate range of professional and technical skills. The staff team works hard to acquire suitable work-placements and the majority of trainees sustain their placement for the duration of their training. The pace of the assessment in the workplace could be strengthened across the professional and technical areas.

The quality of the trainees' and apprentices' personal training plans is good. The processes and systems for identifying and managing individual trainee support needs are effectively monitored and identify well their barriers to learning. The organisation has recently introduced a well-structured approach to identifying, reviewing and supporting the trainees' individual needs and barriers to learning, including the development of individual action plans to support learning and progress.

Through their attendance at the organisation's programme of employability and personal and social development, the trainees are not developing a sufficient range of skills to enhance their wider employability skills.

The quality of careers education, information, advice and guidance is satisfactory. Although the trainees and apprentices develop well a knowledge and understanding of the world of work through their experiences in the work place, their knowledge and understanding of potential career pathways is inconsistent. In the better practice the trainees and apprentices are well-informed about career pathways in the sector and this is supported with insightful advice and guidance. This good practice needs to be disseminated across the other professional and technical areas, where the trainees and apprentices have a limited knowledge and understanding of employment opportunities and progression pathways. With the exception of children's care learning and development, the trainees and apprentices have too few opportunities to develop an awareness of contemporary practice in industry through site-visits and presentations from guest speakers.

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

The internal verification processes are implemented effectively, however the frequency of the standardisation meetings should be increased to ensure consistent practice is embedded across the provision.

### **3.3 Leadership and Management is satisfactory**

Over the past two years, the organisation has undergone a process of significant change in relation to its management structure and operations. The directors operate across centres and rotate their supervision responsibilities between the Downpatrick and Belfast sites. In addition, the directors all have management roles, including quality, finance, operations, and training; and for the overall planning and delivery of the training programmes. The organisation also employs a part-time job coach and nine tutors across the professional and technical areas and essential skills. Although the management team has clearly identified roles and responsibilities, much of the curriculum planning is discrete with insufficient opportunities for combined working between the professional and technical and essential skills tutors to plan and review the provision. Case conferencing has been introduced to good effect within all vocational areas and essential skills.

The management team provide a limited challenge function in respect of the Training for Success and ApprenticeshipsNI provision. At present, they are not sufficiently involved in key areas such as the monitoring and reporting of relevant key performance indicators, outcomes and achievements.

Self-evaluation and quality improvement planning is mostly satisfactory. The tutors and managers do not make sufficient evidence based judgments on the quality of leadership and management, teaching, training and learning, and the standards and attainments of the trainees and apprentices. Although the views of employers, apprentices, trainees and staff are sought in the process, these views need to be better used to inform quality improvement planning. The whole organisation self-evaluation report is overly descriptive and lacks rigour within the self reflection and grading of provision. The use of management information to track the full progress of trainees and apprentices in all elements of their training frameworks is not sufficiently developed to aid decision making.

The tutors demonstrate high levels of commitment to their work and meeting the needs of the trainees and apprentices. The organisation provides good opportunities for staff to undertake continuing professional development, which includes training on safeguarding vulnerable groups. They have access to a range of staff development activities, mostly with a focus on pedagogy and assessment. The organisation has appropriately invested significant resources to up-skill the pedagogic skills of the tutors, though external training. The internal observation processes to support teaching, training and learning are under-developed and need to more adequately evaluate the quality of the provision and the overall standards.

The organisation has developed a range of good links with employers to support placement activity and the development of trainees' and apprentices' professional and technical skills. These links need to be strengthened through a more robust employer engagement strategy to broaden the industry experience of trainees and address the decline in the numbers registering on the ApprenticeshipsNI programme.

The quality of the accommodation and learning resources is mostly satisfactory. The use of ILT to enhance and enrich the quality of teaching, training and learning, across the provision is underdeveloped. Overall, the quality of the classrooms and other learning resources in Belfast and Downpatrick are not conducive to highly effective learning and teaching.

The arrangements for safeguarding vulnerable groups comply comprehensively with the Safeguarding Vulnerable Groups (NI) Order 2007. The organisation's code of conduct and policy is in line with current legislation and appropriate policies are signposted for learners during induction. The information regarding the designated safeguarding staff is displayed prominently in the organisation. Reporting arrangements are clear and are known to staff, and shared with the trainees and their parents/carers.

#### **4. Conclusion**

Overall the quality of education and training provided by Hugh J O'Boyle is satisfactory.

#### **5. Professional and Technical Reports**

##### **5.1 Business and Administration**

##### **Key findings**

In business and administration, the quality of training provided by Hugh J O'Boyle is satisfactory.

##### **Context**

Over the past four years, the numbers of trainees and apprentices registered on business and administration has been low. At the time of the inspection, eleven trainees were registered on the various strands of the Training for Success programme and three apprentices were on the ApprenticeshipsNI programme at level 3. While the entry profile of the trainees and apprentices varies considerably only a small number of the trainees have no or very low prior qualifications.

Almost all of the trainees had a work placement. Two of the apprentices are employed by Hugh J O'Boyle.

### **Achievements and standards are inadequate.**

Attendance at directed training is closely monitored and mostly good. An appropriate emphasis is placed on ensuring the trainees gain regular workplace experiences and it is noteworthy that almost all of them are benefiting from a work-placement. A majority of the trainees and apprentices are well-motivated both in directed training and the workplace. For a minority of the trainees, however, the level of engagement with learning is low.

The progress in learning for a majority of the trainees and apprentices is too slow. There is insufficient evidence of adequate progress being made by them in achieving units from the vocational qualification. In addition, the standard of work in the trainees' and apprentices' portfolios of evidence is overly variable and at times inadequate. There is too little evidence of stretch or challenge for the more able and too few opportunities for the trainees to develop and apply literacy and numeracy skills at an appropriate level. Although the apprentices have been on programme for at least a year, there is minimal evidence of up-skilling and their progress in achieving the framework is slow. In the workplace, a majority of the trainees and apprentices undertake an appropriate range of duties, contribute to the workflows and enhance their vocational, employability and information and communication technology (ICT) skills.

Based on the data provided by the organisation, overall outcomes are too low; over the past four years just 48% of the trainees were retained, which is inadequate. Those who completed their training, however, achieved. The retention rate for the current group of trainees has improved notably. Progression rates are satisfactory.

### **The quality of the provision for learning is satisfactory.**

The tutor sets a positive tone for learning and strives to support and positively encourage the trainees and apprentices. The quality of the directed training sessions observed is satisfactory. The individual sessions are generally well-planned with clear learning intentions and the tutor works hard to vary the activities and engage all of the trainees and apprentices. The sessions, however, are overly tutor-led and a minority of the trainees do not engage sufficiently in the activities and remain passive throughout. Too little effective use is made of technology to enhance and enliven the training and learning. The directed training takes place in an ICT room, the layout of which often militates against the teaching, training and learning strategies deployed. The directed training for the apprentices is beginning to address some of the gaps in the assessment arrangements, but this remains at an early stage. The levels of pace and challenge are too low for the more able trainees and apprentices and progress in learning for the majority of them is overly slow.

The quality of the personal training plans is good. The plans contain a sound overview of the prior achievements of the trainees and apprentices and any barriers to learning and development; they are regularly updated. The assessment arrangements for the trainees and apprentices lack rigour and coherence. While the trainees and apprentices are reviewed on a regular basis as part of the personal training planning process, the tracking of their progress in the vocational units is underdeveloped. In addition, they do not receive sufficient feedback on how to improve the quality of their work. Too few workplace assessments of the apprentices' work are undertaken and the range of evidence in their portfolios is narrow. The trainees would benefit from additional exposure to a range of contemporary business working environments through visits to industry and access to guest speakers.



## **The quality of leadership and management is satisfactory.**

The trainees have access to a relevant curriculum, with good opportunities for enhancement and enrichment. Good links have been established with a range of local employers which are used to good effect to ensure most of the trainees benefit from relevant work placements. Good contact is maintained with the employers. The tutor for the business solutions programmes, which encompass business and administration, has been in post for less than a year. While a detailed self-evaluation report for the business solutions provision is under development, and contains some incisive evaluations, the evaluation of leadership and management and the quality of teaching, training and learning lacks rigour. In addition, the areas for improvement should be prioritised in terms of a relevant, actionable quality improvement plan.

The arrangements for the quality assurance of the business and administration programmes are satisfactory. While the tutor has a good oversight of the programmes, the arrangements for monitoring the standards of the trainees' and apprentices' work are underdeveloped. An appropriate internal verification process is in place, though the feedback needs to be acted upon more promptly. The senior managers need to monitor more closely the quality of teaching, training and learning and the extent of the progress being made by the trainees and apprentices in their vocational learning and skills development. The quality of the accommodation and equipment is satisfactory. While the trainees and apprentices have good access to ICT equipment, the opportunity to use contemporary office equipment and software is limited.

## **5.2 Children's Care Learning and Development (CCLD)**

### **Key findings**

In children's care learning and development, the quality of training provided by Hugh J O'Boyle is good.

### **Context**

At the time of the inspection, eight trainees were registered on the Skills for Work level 1 strand, thirteen on the Skills for Work level 2 strand and two on the Programme-Led Apprenticeship strand of the Training for Success programme. Five apprentices were registered on the Apprenticeships NI programme at level 3. Almost all of the trainees were in a work placement.

### **Achievements and standards are satisfactory**

Almost all of the trainees and apprentices are well-motivated and are enthusiastic about their training programme. When given the opportunity, they engage readily in class discussions, offer their views and opinions, ask relevant questions and seek clarification from the tutors. In both directed training and work placements almost all of the trainees and apprentices demonstrate the ability to work well independently, follow instructions, and they participate effectively in teams.

Almost all of the trainees and apprentices are developing a good or better understanding of childcare theory and practice. A small number of trainees have experienced gaps in their training due to staffing changes which has had a negative impact on their progress. The small number who require, and receive, additional support with aspects of their coursework

are making steady progress but more could be done to help a minority of these trainees who lack confidence or who have low self-esteem. The quality of the trainees' and apprentices' written work is variable, however, the organisation has recently implemented new procedures to address this. Almost all the employers report that the trainees are gaining in confidence have good attitudes to work and complete their work tasks to a good standard.

Over the last four years, the retention rates on the Skills for Work strands of the Training for Success programme are low at 47% for level 1 and 56% for level 2, while those who stay on their programme achieve. Recent actions targeted at improving retention have been successful with most current trainees still remaining on their programme.

### **The quality of provision is good**

The training provision and curriculum is well-matched to the needs of the trainees, apprentices and employers. The quality of most of the directed training sessions observed was good or better. In most sessions, the tutors use an appropriate range of teaching, learning and training strategies that are matched well to the individual learning needs of the trainees and apprentices. In the better sessions, the tutor encouraged the trainees and apprentices to reflect on their practice in the workplace and to use their thinking skills to problem solve and plan for work. In the minority of sessions that were satisfactory, the pace of the lesson was slow and the different learning needs of trainees were not met well enough.

The senior managers and the childcare programme co-ordinator work closely together to provide the trainees and apprentices with care, guidance and support, though this needs to be further developed to ensure all trainees achieve to their full potential. While the personal training plans are mainly generic, the associated reviews are of a good quality and are used well by trainees, staff and employers to monitor progress. There are good links with employers and high quality placements have been sought and used by the organisation to help trainees develop their work preparation, occupational and communication skills. Most of the trainees and apprentices have a good understanding about potential career pathways and feel the course provides them with good opportunities to develop their occupational skills and to apply their learning in the workplace.

### **The quality of leadership and management is good**

The childcare co-ordinator has implemented significant change since recently taking up this role. This has led to an improving trend in the rates of attendance, retention and progression which are now mostly very good for current trainees and apprentices. The level of commitment to developing high quality provision for children's care, learning and development has been strengthened through the introduction of case conferences with the managers to ensure that the progress of the trainees and apprentices is more effectively tracked.

The arrangements for the quality assurance of the children's care learning and development programmes are good. The co-ordinator has a good oversight of the programmes, although there is variation in the quality of provision, which has been identified by the management team through the scrutiny of the trainees' and apprentices' portfolios, by communication with the employers and by observing the directed training sessions.

The quality of the learning environment is mostly good. While the trainees and apprentices have good access to ICT equipment, the learning resources available in the training rooms across each of the centres are variable in their reflection of industry requirements and standards.

### **5.3 Essential Skills**

In the essential skills, the quality of the training provided by Hugh J O'Boyle is good.

#### **Context**

There are currently 60 trainees registered across the five professional and technical areas. Of these, 52 (87%) are undertaking an essential skill in literacy, 44 (73%) in numeracy and 46 (77%) in ICT. Only five percent of the trainees hold four GCSEs including English and mathematics, or equivalent, at Grades A\*-C. In addition there are four apprentices currently undertaking the essential skills of literacy and numeracy.

#### **The achievements and standards are good.**

Although the overall standards of the trainees' and apprentices' work and behaviour are good in their essential skills sessions, there is some inconsistency in the quality of their spoken and written work across the professional and technical areas. In employability, personal development and children's care learning and development most of the trainees and apprentices achieve good standards of spoken and written skills. They also display a good use of literacy and numeracy in the everyday workplace settings. By contrast in business and administration, hospitality and catering and retail, the standards of spoken work are more variable, and more needs to be done to bring about further improvement in their written skills. The standards of the trainees' and apprentices' summative work are good but more care needs to be taken in the development, organisation and presentation of a significant minority of the work in the formative folders in the early stages of the programme. The trainees are given the opportunity, and support, to progress across two levels of essential skills, where appropriate. At the time of inspection, almost half of the trainees and apprentices were working towards level 1 and level 2 qualifications in literacy and in numeracy. Based on data provided by the organisation, over the past four years, all of the trainees who are retained achieve their essential skills.

#### **The quality of the provision for learning is good.**

In all of the sessions visited, the tutors work hard to support the trainees and to engage them productively in their learning. The planning for the individual training sessions is mostly good and, in the better sessions, there is clear evidence of planning for differentiated teaching and learning approaches. The initial and diagnostic assessment processes are carried out in a timely manner, are working well, and the outcomes are being used, mostly effectively, to inform planning. The tutors work collaboratively to good effect, through a theme based approach, to deliver literacy and numeracy. This approach affords good opportunities for appropriate contextualisation in the essential skills sessions and the tutors develop these opportunities to good effect. The quality of the one-to-one support is good in most of the sessions; the trainees benefit from the small class sizes and from the range of additional support provided. Whilst almost all of the trainees engage well with their learning, there is a minority who do so reluctantly. Essential skills provision is in place for the small number of apprentices who require it and most are making appropriate progress.

#### **The quality of the leadership and management is good.**

The managers and tutors recognise the importance of the essential skills and they set high expectations for the trainees and apprentices. The organisation has invested in the essential skills provision and facilitate the trainees and apprentices to make as much progress as possible. A case conferencing system has been introduced and it provides an

effective vehicle for the sharing of key information between the vocational tutors and the essential skills team to inform planning. The system is beginning to work well in children's care learning and development and there is planned development across the other professional and technical areas.

The essential skills team is led well by the training manager who has introduced a tracking process to record more effectively the progress made by each of the trainees and apprentices. The timetabling arrangements are reviewed regularly and some trainees self-nominate for inclusion in additional sessions in order to improve their target level. There is a cycle of tutor observations in place and the essential skills tutors have good opportunities to share and discuss their practice, and to share resources through a regular meetings cycle. The observation process needs to be strengthened to inform more robust discussions around further improvements in pedagogy, including the use of ILT to enhance teaching, training and learning. Although self-evaluation is well-embedded for essential skills, more use needs to be made of robust management information to inform judgements and to plan for improvement.

#### **5.4 Hospitality and catering**

##### **Key findings**

In hospitality and catering, the quality of training provided by Hugh J O'Boyle is satisfactory.

##### **Context**

At the time of the inspection twelve trainees were registered on the Training for Success programme and four apprentices on the ApprenticeshipsNI programme at level 2. All trainees were in a work placement. Most of the trainees enter the programme with low levels of prior educational attainment, as well as having essential skill needs in literacy and numeracy.

##### **Achievements and standards are inadequate**

The trainees and apprentices are well-supported by the tutor to develop their occupational skills in a range of relevant settings in the industry. Most of the trainees and all of the apprentices are working in appropriate catering establishments to support their learning and skills development. They report that they have gained in confidence and can communicate more effectively through their training. The majority of the trainees are making satisfactory progress in their work-placements, and all of the apprentices have made good progress in the workplace. There is a need to raise the awareness of the workplace providers about the training programme to enable them to better support target setting, and skills and knowledge development of the trainees and apprentices in the workplace.

The standards of work demonstrated by most of the trainees are satisfactory, and they are making satisfactory progress in their qualifications. In contrast, all of the apprentices are achieving good standards of work and are making good progress towards achieving their qualifications. They demonstrate that they have developed a good level of understanding of food hygiene regulations and are able to apply the theory to the workplace. Most of the trainees and apprentices successfully achieved the Level 2 Award in Food Safety in Catering early in their programme. The majority of trainees and apprentices are motivated to learn, and attend regularly their directed training sessions. The trainees' and apprentices' portfolios of evidence are well-structured, however there are limited opportunities for independent writing.

Over the past four years, based on data provided by the organisation, the average retention on the Training for Success programme is unsatisfactory at 14%, though all of the trainees who stay on their programme achieve their qualification. The average progression rate to further education, training or employment is also inadequate at 50%.

### **The quality of the provision for learning is satisfactory**

The tutor is enthusiastic about helping trainees and apprentices to develop their occupational skills. The schemes of work and lesson plans are detailed; however there is a lack of differentiation to support stretch and challenge within the learning. The quality of the directed training is satisfactory, with most of the training delivered as whole-class sessions. There is a limited range of opportunities to stimulate and interest the trainees and apprentices and develop their understanding of the world of work. For example, the use of site visits and guest speakers is underdeveloped. The tutor makes good use of ILT and resources to support the learning, for example, the effective use of tablet computers and industry-relevant video clips.

The pace of the workplace assessments is slow and there is a need for the apprentices and trainees to receive more regular feedback on how to improve their occupational skills and competences. The level of communication with a minority of the workplace providers is not sufficient to ensure that the training and assessments are carried out to good effect. Further work is required to ensure trainees and apprentices progress at an appropriate pace, including more effective initial monitoring in the workplace.

The quality of most of the personal training plans is good, with evidence of regular reviews and targets set for the trainees and apprentices. In the most effective practice a number of employers contribute to the trainees' and apprentices' reviews, collaborating with the assessor to report on progress. The targets in the personal training plans are too generic and do not capture effectively the trainees' and apprentices' individual needs to inform planning and short-term target setting. Careers advice and guidance is underdeveloped and does not give sufficient attention to employment opportunities in the industry. In addition, enrichment activities including study visits and industry speakers are also underdeveloped.

### **The quality of the leadership and management is satisfactory**

The provision is co-ordinated effectively and the qualifications are matched well to the entry profiles and prior experiences of the trainees and apprentices. However, most of the programme content is theory based and delivered through classroom based group training and learning, with limited industry relevant activities to engage the trainees' and apprentices' in their learning. Monthly support meetings are held with vocational tutors to improve retention, agree action plans and to enhance the quality of training provided for trainees and apprentices. As a result there has been some improvement in retention rates with the current trainees. A limited trainee and apprentice progress tracking and monitoring system is in place, it is not sufficiently holistic to monitor all elements of their training.

The tutor is suitably qualified and works hard to support the trainees and apprentices, to help them to overcome their barriers to learning. The use of self-evaluation and planning for improvement is underdeveloped. While the process has identified appropriate areas for improvement, it has not identified the need to strengthen communication with workplace providers. The training facilities provide insufficient industry relevant experiences to enhance the learning environment and provide a commercially relevant experience for the trainees. The organisation needs to put a comprehensive programme in place to build stronger links with the employers to inspire the trainees and apprentices and to address the unsatisfactory retention rates.

## 5.5 Retail

### Key findings

In retail, the quality of training provided by Hugh J O'Boyle is satisfactory.

### Context

Over the past four years, the numbers of trainees and apprentices registered in retail has been low. At the time of the inspection, fourteen trainees were registered on the Skills for Work strand of the Training for Success programme and one apprentice was on the ApprenticeshipsNI programme at level 2. Just under one third of the trainees had attained four or more GCSEs at grades A\*to C on entry to their training. All of the trainees had a work placement.

### **Achievements and standards are satisfactory.**

Most of the trainees<sup>1</sup> in their directed training sessions are developing a sound understanding of the principles of retailing, including the main features of safe working practices and team work. Most of them demonstrate a commitment to their training programmes. It is noteworthy that all of them have sustained well their work placements and attendance at directed training is good. The majority of the trainees are developing appropriate occupational skills in the workplace, where they deal effectively with customers and undertake a range of merchandising tasks. In a minority of the work placements, however, the trainees undertake a very narrow range of occupational skills and as a consequence, are unable to develop relevant transferrable skills in retail to enhance their employment prospects. Most of the trainees are reticent in their spoken responses and their knowledge and understanding of career pathways in retail is underdeveloped.

Although the trainees are making satisfactory progress in their professional and technical units, the overall pace of assessment for year 2 trainees is too slow.

Over the last four years, while all of the trainees on the Training for Success programme who completed training achieved their target qualification, the inadequate average retention rate of 47% has resulted in low outcomes. The average retention rate on the Apprenticeships NI programme is good at 75%. Progression rates from the Training for Success programme to further education, training and employment are satisfactory at 63%

### **The quality of the provision for learning is satisfactory.**

The quality of the directed training is satisfactory. There is insufficient planning for learning to meet the specific needs of individual trainees, particularly given the differing occupational competences of the trainees within the directed training sessions. While, the range of teaching and learning strategies are satisfactory, they are too narrow. The directed training sessions are overly teacher led, the pace of learning is slow and the trainees, are not sufficiently engaged or challenged in their learning. The use of ILT and e-portfolios to enhance the range of the trainees' learning experiences is underdeveloped. Although the organisation has implemented a range of site visits to retail organisations, the use of guest speakers and industrial visits are in need of further development.

---

<sup>1</sup> Trainees refers to the 14 trainees and the one apprentice registered in retail

The personal training planning process is well-organised. The personal training plans record effectively the prior levels of attainment and the development needs of the trainees. Progress reviews are implemented effectively. Assessment arrangements are well-organised, with evidence of marking for improvement. The trainees' portfolios contain a sufficiently broad range of evidence.

**The quality of leadership and management is satisfactory.**

Although the trainees are provided with sufficient opportunities to target level 2 qualifications, including essential skills, irrespective of their entry profile, overall curriculum planning is satisfactory. Much of the planning is unit based, and it does not articulate clearly the skills and attributes that the trainees will develop on their training programme.

The tutor has sound arrangements in place to track the progress of the trainees in their professional and technical units. There is a need, however, to share this information more effectively with the trainees to help them plan their learning. Although self-evaluation arrangements are in place, more work is needed to make more incisive and evidence-based judgments on the quality of the provision for learning and the standards of work. Internal verification procedures are applied systematically across the provision. There is a need, however, to enhance the standardisation process to inform curriculum planning and review.

Although the organisation has well established links with retail employers, there is a need to develop them further to extend the range of the provision. The training facilities are satisfactory; there is insufficient retail-related equipment and learning resources to enhance and support learning. The tutor is suitably qualified and experienced in retail.

**6. Inspection method and evidence base**

The inspection focused on:

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

The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of training supplier organisations, 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-igrs-work-based-learning.htm>

A team of 8 inspectors observed a total of 25 directed training sessions. Inspectors had discussions with 30 employers, visited 23 workplaces, and trainees and apprentices were interviewed in focus groups. The inspectors also held discussions with the management team, co-ordinators and tutors. In addition, inspectors examined samples of the trainees' and apprentices' work, tutors' schemes of work and lesson plans, and trainees' and apprentices' personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

The inspection also focused on the arrangements for care, support and guidance and the safeguarding of vulnerable groups. The arrangements for the inspection included the opportunity for the trainees and apprentices to complete a confidential online questionnaire prior to the inspection.

The returns from the apprentices and trainees were mostly positive, although no comments were provided. The apprentices and trainees who completed the questionnaire indicated that they felt well-cared for in the organisation.

| Questionnaire | Number issued | Number returned | Percentage returned (%) | Number with comments |
|---------------|---------------|-----------------|-------------------------|----------------------|
| Learners      | 73            | 14              | 19%                     | None                 |

## 7. Information about Hugh J O'Boyle

### Current registrations by programme

| Programme            | Number of trainees and apprentices | % of total registrations |
|----------------------|------------------------------------|--------------------------|
| Training for Success | 60                                 | 100%                     |
| ApprenticeshipsNI    | 13                                 | 100%                     |
| Total                | 73                                 | 100%                     |

### Current registrations by professional and technical area

| Professional and technical area          | Number of trainees | Number of apprentices | % of total registrations |
|--|--------------------|-----------------------|--------------------------|
| Business and Administration              | 11                 | 3 (level 3)           | 19%                      |
| Children's Care learning and Development | 23                 | 5 (level 3)           | 38%                      |
| Hospitality and Catering                 | 12                 | 4 (level 2)           | 22%                      |
| Retail                                   | 14                 | 1 (level 2)           | 21%                      |

### Qualifications of current apprentices on entry to their programme

| Qualifications of current trainees/apprentices on entry to their programme                        | Training for Success (%) | ApprenticeshipsNI (%) |
|---|--------------------------|-----------------------|
| % of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics | 5%                       | 46%                   |
| % of learners with 4 or more GCSEs or equivalent at Grades A*-C                                   | 7%                       | 69%                   |
| % of learners with GCSE English and mathematics or equivalent at Grades A*-C                      | 8%                       | 46%                   |
| % of learners with 4 or more GCSEs or equivalent at Grades A*-G                                   | 60%                      | 15%                   |
| learners with no qualifications   | 10%                      | 0%                    |

Note: All data was sourced from Hugh J O'Boyle at the time of the inspection.



## 8. 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 in reports:

| DESCRIPTOR     |
|----------------|
| Outstanding    |
| Very Good      |
| Good           |
| Satisfactory   |
| Inadequate     |
| Unsatisfactory |

### Key Performance Indicators

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

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)