



Education and Training  
Inspectorate

## Training for Success and ApprenticeshipsNI Provision in Swann Training Services

Report of an Inspection  
in November 2011

# CONTENTS

<b>Section</b>	<b>Page</b>
<b>PART ONE: SUMMARY</b>	
1. CONTEXT	1
2. PROVISION	1
3. THE INSPECTION	2
4. MAIN FINDINGS	2
<b>PART TWO: OVERALL QUALITY OF PROVISION</b>	
5. LEADERSHIP AND MANAGEMENT	4
6. QUALITY OF PROVISION FOR LEARNING	5
7. ACHIEVEMENTS AND STANDARDS	7
<b>PART THREE: PROFESSIONAL AND TECHNICAL AREA REPORTS</b>	
8. BUSINESS AND ADMINISTRATION	8
9. CHILDREN'S CARE LEARNING AND DEVELOPMENT	9
10. ESSENTIAL SKILLS	10
11. HOSPITALITY AND CATERING	11
12. INFORMATION TECHNOLOGY (IT) USERS	12
13. RETAIL	14
14. WAREHOUSING AND STORAGE	15
<b>PART FOUR: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT</b>	
15. CONCLUSION	17
16. KEY PRIORITIES FOR DEVELOPMENT	17
APPENDIX	

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%

All the statistics in this report have been supplied and verified by Swann Training Services.

### **Performance Levels**

The Education and Training Inspectorate use the following performance levels in reports:

<b>Performance Level</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## **PART ONE: SUMMARY**

### **1. CONTEXT**

1.1 Swann Training Services Limited, (Swann Training), which is a charitable organisation and limited by guarantee, was established as a company in 1982. It promotes the social inclusion of young people and adults mostly from the East Belfast and North Down areas, and aims to help them gain employment. In 2009, the organisation moved premises to the Holywood Road from the Albertbridge Road in East Belfast.

1.2 Swann Training is contracted by the Department for Employment and Learning (the Department) to supply training for the Training for Success and ApprenticeshipsNI programmes. The organisation is contracted to offer, at level 2, business and administration, children's care, learning and development, information technology (IT) users, hospitality and catering, retail, and warehousing and storage programmes. Training in beauty therapy and environmental conservation is offered within the non-vocational strands of Skills for Your Life and Skills for Work.

1.3 Swann Training has entered into partnership arrangements with two other training providers to deliver vocational training to trainees on the Training for Success and ApprenticeshipsNI programmes. Since 2007, the Belfast Centre of Learning has been a partner in the delivery of vocational training across the full range of professional and technical areas. In 2010/2011, a partnership between Swann Training and Education By Choice, operating as Training By Choice, was established, to deliver the professional and technical area of IT users. However, in November 2011 the partnership was terminated by Swann Training. The remaining trainees are now undertaking all of their training directly with Swann Training on their premises.

1.4 A significant minority of the trainees recruited to the programmes demonstrate a range of personal, motivational and behavioural problems. They often present with complex needs and multiple barriers to education, training or employment. These include alcohol, solvent or drug-related abuse or dependencies, health-related or family problems or involvement in anti-social or criminal activities. A minority of the trainees are referred to Swann Training from Alternative Education Providers.

1.5 The Northern Ireland Multiple Deprivation Measure [NIMDM] identifies East Belfast as one of the most deprived parliamentary constituency areas within Northern Ireland. Swann Training's trainees are mostly recruited from the Short Strand, Lower Newtownards Road, Albertbridge Road and Beersbridge Road areas. These areas include the wards of Island, The Mount, Ballymacarrett and Woodstock, all of which are in the top 10% of the most socially and economically deprived areas in Northern Ireland.

### **2. PROVISION**

2.1 Over the past four years, the number of trainees recruited to the Training for Success programme in Swann Training has more than doubled. At the time of the inspection a total of 125 trainees were registered on the Training for Success programme. Of these trainees, 110 of them receive their training in Swann Training, with the remaining 15 (12%) attending directed training in the Belfast Centre of Learning. Approximately 38% of the trainees were on the Skills for Your Life strand of Training for Success, 41% on the Skills for Work strand and 21% on the Programme-Led Apprenticeship strand. Of the trainees currently in training, 30 (24%) are on programmes in children's care, learning and development, 18 (14%) in retail, 18 (14%) in warehousing and storage, 14 (11%) in hospitality and catering, 13 (10%)

in beauty therapy, 12 (10%) in IT users, 11 (9%) in business and administration and 9 (7%) in environmental conservation. At the time of the inspection, the majority of the trainees (60%) who commenced their training in September 2011 had almost completed their induction and initial assessment period. During the inspection, only a minority (26%) of the trainees were in a work placement.

2.2 Five apprentices were registered on the ApprenticeshipsNI programme; of these, two were registered in business and administration, two in hospitality and catering and one in children's care, learning and development.

2.3 The academic profile of the trainees recruited to the Training for Success programme in Swann Training is low; only a small number have achieved a General Certificate in Secondary Education (GCSE) grade C or above in English (11%) or mathematics (4%). A significant minority of the trainees (40%) have no formal qualifications. Consequently, most of the trainees have essential skills needs in literacy, numeracy and information and communication technology (ICT).

### **3. THE INSPECTION**

3.1 The Education and Training Inspectorate (the Inspectorate) carried out an inspection of the Training for Success and ApprenticeshipsNI programmes in Swann Training in November 2011. The professional and technical areas of business and administration, children's care, learning and development, hospitality and catering, IT users, retail, and warehousing and storage were inspected, as was the provision for the essential skills of literacy, numeracy and ICT. A team of five inspectors and an associate assessor observed a total of 116 trainees in 31 directed training sessions and in workplace training. Discussions were held with the manager in Swann Training, the manager in the Belfast Centre of Learning, the quality assurance manager and the development officer in Swann Training, tutors, trainees, employers and workplace supervisors. The inspection team also examined samples of trainees' and apprentices' work, portfolios of evidence, the trainees' and apprentices' personal training plans, the organisation's self-evaluation report and other relevant documentation.

3.2 The arrangements for the inspection of care, guidance and support and the safeguarding of vulnerable groups includes the opportunity for trainees and apprentices to complete a confidential questionnaire prior to the inspection, as well as meetings by the inspection team with groups of trainees and apprentices across their professional and technical areas. Seventy-five questionnaires were issued to the trainees, 45 (60%) of which were returned to the Inspectorate with ten of them containing additional written comments. The returns show that most of the trainees and apprentices appreciate the way in which the organisation makes them feel welcome and the mostly good support they receive from staff. The Inspectorate has reported the outcomes of the questionnaires and the discussions held with trainees to the senior manager.

### **4. MAIN FINDINGS**

4.1 In almost all of the areas inspected, the quality of the training provided by Swann Training is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in leadership and management, achievements and standards and the quality of provision for learning which need to be addressed urgently if Swann Training is to meet effectively the needs of all of the trainees and apprentices. The Inspectorate will monitor and report on Swann Training's progress in addressing the areas for improvement, over a 12-18 month period.

4.2 The main strengths are the:

- good quality of the provision in children's care, learning and development; and
- good or better quality of the training provided by the Belfast Centre of Learning.

4.3 The main areas for improvement are the:

- inadequate leadership and management of the provision;
- inadequate initial and formative assessment of the individual needs of the trainees and apprentices;
- inadequate breadth of curriculum for the trainees on the Skills for Your Life strand;
- unsatisfactory quality of the IT users provision; and
- inadequate engagement with employers in the design of individual training plans and in the setting and monitoring of training targets.

**Table of Performance Levels**

<b>Overall performance level</b>	Inadequate
<b>Contributory performance levels</b>	
Leadership and Management	Inadequate
Quality of Provision for Learning	Inadequate
Achievements and Standards	Inadequate
<b>Area of Learning</b>	
Business and Administration	Inadequate
Childrens' Care Learning and Development	Good
Essential Skills	Inadequate
Hospitality and Catering	Inadequate
Information Technology Users	Unsatisfactory
Retail	Satisfactory
Warehousing and Storage	Inadequate

## **PART TWO: OVERALL QUALITY OF PROVISION**

### **5. LEADERSHIP AND MANAGEMENT**

5.1 The quality of leadership and management of the Training for Success and ApprenticeshipsNI programmes in Swann Training is inadequate. At both strategic and operational levels there is insufficient planning of the curriculum, and ineffective monitoring and review of the provision to ensure standardisation and consistency in the quality of training and assessment. It is unsatisfactory that the manager of Swann Training has not undertaken regular monitoring visits to evaluate the quality of the training provided by the partner organisations, in particular the provision that was delivered by Training By Choice. While it is clear that the senior managers were aware of the poor quality of the IT users provision in Training By Choice, the action taken, as well as being too late, was insufficient to address fully the clear weaknesses in the quality of this provision.

5.2 The manager of Swann Training is responsible for all aspects of the leadership and management of the organisation, including the co-ordination of most of the professional and technical areas inspected, including the essential skills. Whilst regular meetings take place between the management and staff, the management team have a poor strategic overview and understanding of the full requirements of the Training for Success provision. As a consequence, there is considerable variation in the quality of provision across the providers.

5.3 The planning of the provision in the Belfast Centre of Learning is effective and ensures that the minority of trainees registered with them have good opportunities to develop and apply their professional and technical skills. In contrast, there are significant weaknesses in the strategic planning of the Training for Success provision within Swann Training. There is a lack of a clear and coherent curriculum entitlement for trainees on all programmes across each strand of Training for Success. In addition, the trainees do not have access to appropriate and challenging programmes, including well-structured directed training, work-sampling or work-based training.

5.4 The procedures used by the management of Swann Training to collate and use data within the organisation are inadequate; they do not provide the management team with the accurate and timely information they require to make effective evaluative judgements on the overall performance of the Training for Success and ApprenticeshipsNI provision. During the inspection, for example, it is unsatisfactory that the inspection team was unable to obtain reliable data on key areas, such as the occupancy levels across the professional and technical areas inspected, including the essential skills.

5.5 Communication between Swann Training's staff, partner organisations, trainees and employers is ineffective. The lines of communication between Swann Training and Training By Choice were unsatisfactory, in particular around the capacity of Training By Choice to deliver training in the IT users provision in line with the requirements of the Training for Success programme. The extent and quality of communication with employers is inadequate and most of them are not well enough informed, or sufficiently engaged, in the setting of training targets. In addition, the arrangements for monitoring and reviewing the trainees' and apprentices' progress and achievements are inadequate across most of the professional and technical areas inspected. The reviews lack consistency and rigour, and much of the information is poorly recorded.

5.6 The quality assurance and improvement planning processes in Swann Training are ineffective; they lack rigour and do not involve sufficiently the partner organisations. The outcomes of the analysis of the quality indicators and performance data gathered during the self-evaluation process are not used effectively to evaluate the coherence of the training programmes or the standards achieved by the trainees. The self-evaluation process failed

to identify or address, for example, the major weaknesses in the quality of the training provided by Training By Choice. There is a clear disparity between the performance levels allocated by Swann Training through their self-evaluation process, across the professional and technical areas, and those awarded during the inspection.

5.7 Given the significant increase in the level of recruitment to Swann Training, the current staffing arrangements are not effective in providing support to the large number of trainees who require help in securing and maintaining work placements; there are insufficient staff in place to support effectively the monitoring and review of the trainees' progress in the workplace.

5.8 The quality and range of training and specialist resources, including access to information and learning technology (ILT) and on-line resources available to enhance training and learning, are inadequate. The overall quality of the training accommodation is also inadequate; most of the training rooms and facilities observed during the inspection are dull and uninspiring. It is a concern that the quality of the accommodation in hospitality and catering is unsatisfactory and does not reflect adequately contemporary industrial standards.

5.9 Whilst most tutors are appropriately qualified, there are too few opportunities for them to engage in appropriate professional development related to their professional and technical areas. The induction, mentoring and support arrangements for newly appointed tutors are inadequate.

5.10 Swann Training has implemented a system of management observation to review the progress and performance of staff. While the process highlights some good practice and areas for the further development of staff, it is not used systematically or effectively by management to share good practice across the organisation.

## **6. QUALITY OF PROVISION FOR LEARNING**

6.1 Overall, the quality of the provision for learning is inadequate. While 55% of the training sessions were good or better, characterised by a good balance of theory and practice, including the use of an appropriate range of training methods, it is a concern that the remaining 45% of the directed training sessions were just satisfactory, inadequate or unsatisfactory. In these sessions, there was insufficient challenge for the trainees, too little evidence of differentiation and the tutors used only a limited range of training and learning strategies. In addition, there was insufficient access to ILT resources to enhance the quality of teaching and learning.

6.2 With the exception of children's care, learning and development, the programmes that the trainees are following lack challenge. Given the barriers to learning and employment that most trainees present with on entry, the current provision does not enable them to grow sufficiently in confidence, improve their self-esteem or develop their personal and occupational skills. While the retail programme in the Belfast Centre of Learning makes good use of appropriate well-planned visits for the trainees into the retail industry, this practice is not replicated across the provision.

6.3 Although all of the trainees and apprentices undergo an initial assessment on entry to their programme to identify their level of literacy and numeracy, the outcomes of these assessments are not used effectively to plan individual programmes of learning. As a result, targets for improvement are poorly defined and the needs of individual trainees and apprentices are not being adequately met. The induction programme in Swann Training is ineffective in ensuring that the trainees and apprentices have a good understanding of the key elements of their training programme and the importance of the essential skills within it.



6.4 The curriculum offer for trainees on the Training for Success programme in Swann Training is inadequate. In particular, the Skills for Your Life strand is not sufficiently well-developed to meet the diverse and often challenging needs of this group. The trainees are not provided with sufficient opportunities to explore and sample an appropriate range of professional and technical areas, or to adequately develop their employability and personal skills. In addition, the curriculum provided on the IT users programme is unsatisfactory and does not match the career aspirations of these trainees.

6.5 The quality of the provision for learning in the essential skills is inadequate. In almost all of the sessions inspected, there is insufficient emphasis on differentiated teaching and learning based on individual need. In addition, the teaching and learning is not contextualised adequately within the professional and technical areas, and the planning for continuity between first and second year work is inadequate. In contrast, the quality of the provision for learning in the essential skills for those trainees registered in the Belfast Centre of Learning is good. In this provision, the planning for teaching and learning, including the use of the outcomes from a range of initial, diagnostic and formative assessments to plan for individual learning, the integration of ILT into the sessions, the tracking and monitoring of trainee progression and the record keeping of outcomes are all good.

6.6 It is a concern that the lack of structured work placements for the majority of the trainees registered in Swann Training means that they have insufficient opportunities to develop their work-readiness or interpersonal skills, or to enhance their confidence. The quality of the work-based training, however, for the minority of trainees in a work placement is good. These trainees are provided with good opportunities to develop and apply appropriate occupational skills and competences, as well as developing their personal and transferable skills.

6.7 The quality of the personal training plans in Swann Training is inadequate. Across most of the professional and technical areas, they are not sufficiently tailored to meet the personal, social, work-related or essential skills needs of the trainees. As a result, the plans do not contain clearly defined targets and outcomes which will help prepare the trainees for progression to further training, education or employment. The processes to identify and provide for the trainees' requirements for additional learning support are ineffective. In contrast, the quality of the personal training plans in the Belfast Centre of Learning is very good and they capture effectively the development needs of the trainees.

6.8 Despite Swann Training's attempts to provide additional support and encouragement to the trainees, the quality of the care, guidance and support is variable. With the exception of those trainees in retail, and children's care, learning and development, the remainder are provided with insufficient challenge, support, career direction and positive encouragement during their training. In almost all of the essential skills sessions inspected in Swann Training, there was an over-reliance on whole group teaching and learning and very limited opportunities provided for the application of the trainees' knowledge and understanding to relevant vocational contexts. In warehousing and storage, a significant minority of the trainees experience difficulty in establishing positive relationships with their tutor and workplace supervisors. In IT users, the trainees' previous poor learning experiences present a significant barrier to their learning. In hospitality and catering, there is an insufficient focus, at all levels within the organisation, on providing the trainees with a sufficiently varied range of challenging opportunities to help them develop the appropriate levels of skills, knowledge and understanding.

6.9 Across most of the professional and technical areas inspected the careers education, information, advice and guidance provided to the trainees and apprentices is inadequate. While the trainees are provided with careers education during induction, there is insufficient ongoing information, advice and guidance to enable them to make appropriate choices about their learning and potential career pathways. As a consequence, the trainees' knowledge of progression opportunities is very poor and is not matched to their prior levels of academic achievement.

6.10 While the arrangements for safeguarding vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups (NI) Order 2007, the recently appointed designated personnel and members of the Management Committee need to complete appropriate training in safeguarding. In addition, Swann Training needs to formally share their policy on safeguarding, in an appropriate format, with all employers, relevant parents and partner organisations.

## **7. ACHIEVEMENTS AND STANDARDS**

7.1 The achievements and standards in Swann Training range from good to inadequate, but are mostly inadequate. In the areas of children's care, learning and development and retail the majority of the trainees demonstrate good standards of work. However, most of the trainees on the Training for Success programme demonstrate poor standards of professional and technical work. Their levels of motivation, attendance and dispositions to new learning are poor and they do not sufficiently develop their employability skills.

7.2 Within Swann Training, although the standard of the trainees' written work is satisfactory a minority of them lack sufficient spoken communication skills and the confidence to discuss their work with assurance or to identify appropriate links between the work they complete in directed training and that completed in the workplace.

7.3 Achievements and standards in the essential skills are inadequate. The standards of the trainees' speaking and listening skills are overly variable. A minority of trainees lack confidence, and their capacity to provide appropriate extended answers to tutors' questions is limited. Insufficient time is allocated to the development of speaking and listening in most of the essential skills lessons in Swann Training. The standards of trainees' reading and writing skills are also too variable and their portfolios of work range from those which are well ordered, and contain an appropriate range of evidence, mostly those engaged with the Belfast Centre of Learning, to those which are not well enough maintained and generally poor.

7.4 During the past four years, while all of the Training for Success trainees who complete their training programme achieve the target qualifications, it is inadequate that just under one-half (48%) of them are not retained.

7.5 Similarly, over the same period, the apprentices who complete the ApprenticeshipsNI programme achieve the full framework. However, the overall retention rate for the apprentices is inadequate at 58%.

7.6 The achievement rates in the essential skills of literacy and numeracy are satisfactory or better, for those who are retained.

## **PART THREE: PROFESSIONAL AND TECHNICAL AREA REPORTS**

### **8. BUSINESS AND ADMINISTRATION**

#### **MAIN FINDINGS**

8.1 In business and administration, the quality of training provided by Swann Training is inadequate.

8.2 Swann Training provides business and administration under the ApprenticeshipsNI and Training for Success programmes. The provision in this professional and technical area is small. At the time of the inspection there were 12 trainees registered; 3 on the Skills for Work strand and 7 on the Programme-Led Apprenticeship strand, and 2 apprentices on the ApprenticeshipsNI provision. With the exception of one Programme-Led apprentice, who attends Belfast Centre of Learning for training in this area, all of the training is provided by staff from Swann Training.

8.3 The quality of the leadership and management of the professional and technical area is inadequate. The curriculum planning and quality assurance arrangements within Swann Training for the Training for Success programme are inadequate. The trainees are not provided with sufficient opportunities to develop the requisite range of skills to meet fully the requirements of the level 2 NVQ Certificate in business and administration. The range of training and specialist resources to support the trainees are poor and fall short of current standards in industry. The quality of the training accommodation is bleak and it is poorly furnished. At the time of the inspection, only three of the trainees were in work placements, two of which were in Swann Training. There is scant evidence that management within the organisation give sufficient priority to ensure that the trainees are provided with good opportunities to secure relevant work placements, and expectations that they will do so are too low. Links with industry and sectoral bodies are underdeveloped. In contrast, the curriculum planning for the provision in Belfast Centre of Learning is well-developed, with a good balance between directed and work-based training. Within Swann Training, the small numbers of employers are poorly informed on the content and structure of the apprentices' and trainees' training programmes.

8.4 The quality of the provision for learning is inadequate. The quality of the personal training plans varies but is mostly inadequate. They do not record effectively the development and skill needs of the trainees, and only a few of the trainees are aware of the particular strand of the Training for Success programme they are undertaking. Ongoing progress reviews are not sufficiently systematic. For the Training for Success provision, for example, assessment activities are not set in an appropriate work context and only just meet the minimum standards of the NVQ. The quality of the directed training is variable and ranges from good to unsatisfactory. The quality of work-based training is also variable. It is good for the two apprentices, and for the small number of trainees placed in appropriate work settings.

8.5 Although the trainee in Belfast Centre of Learning attains satisfactory or better standards, the standards of work for nearly all of the other trainees are inadequate. Due to the lack of work placements, their practical skills in business and administration are poor. Their knowledge and understanding of key elements in business and administration as well as current practice in industry is poor. Attendance at directed training and for the minority of trainees in work placements is also poor. Over the past four years, average retention rates

on the Training for Success programmes range from unsatisfactory on the Skills for Your Life strand at 13% to satisfactory on the Skills for Work and Programme-Led Apprenticeship strands at 56% and 64% respectively. Retention on the ApprenticeshipsNI programme is inadequate at 50%. Across the programmes, those trainees and apprentices who were retained achieved their target qualifications.

**Table of Achievements over the last four years**

<b>Training for Success Strand</b>	<b>Numbers Registered Who Completed 4 Weeks Training</b>	<b>Retention Rate %</b>	<b>Achievement Rate %</b>	<b>Progression Rate for Those Who Achieved Full Award %</b>
Personal Development/Skills for Your Life	15	13	100	36
Skills for Work	34	56	100	83
Programme-Led Apprenticeship	14	64	100	56
ApprenticeshipsNI level 2	6	50	100	50

## **9. CHILDREN'S CARE LEARNING AND DEVELOPMENT**

### **MAIN FINDINGS**

9.1 In children's care learning and development, the quality of training provided by Swann Training is good.

9.2 Recruitment to the children's care learning and development programme in Swann Training has remained steady over the past few years, with an annual recruitment of approximately eleven trainees. At the time of the inspection, there were 30 Training for Success trainees and 1 apprentice on the programmes. Of the trainees, 12 were on Skills for Your Life strand, 12 on Skills for Work and 6 on the Programme-Led Apprenticeship strand. Nine of the trainees are placed with Belfast Centre of Learning; 5 of them are working towards the City and Guilds Award in children's care learning and development at level 1 and the remainder are working towards a similar qualification at level 2.

9.3 The quality of the leadership and management of the children's care learning and development programme is good. Both of the professional and technical tutors have been appointed to the organisations recently. They are enthusiastic, conscientious and well-qualified; they work hard to motivate the trainees and engage them in their learning. The tutors have relevant and complementary occupational experience with children of different ages, in different care and educational settings. The tutors require more opportunities for professional development which would enable them to work more collaboratively to share expertise and aspects of good practice.

9.4 The quality of provision for learning is good. The professional and technical tutors are working hard to implement the Qualification and Credit Framework qualifications and have designed relevant programmes which provide the trainees with appropriate challenge. The quality of the directed training in the sessions observed during the inspection range from very good to good; it is mostly very good. The directed training is characterised by good

classroom management and the use of a broad range of training and learning approaches, including small group work and suitable practical activities. Relevant guest speakers contribute to the programme and there are good opportunities in both organisations for the trainees to gain appropriate additional qualifications.

9.5 Most of the trainees are in work placement and these are matched appropriately to their capabilities and aspirations. The majority achieve good standards in the workplace and are developing well their understanding of the basic principles of good practice in child care. The trainees can set out and clear away play activities, prepare healthy snacks and provide appropriate support and encouragement to the children. The Belfast Centre of Learning has very good processes in place to ensure that the employers are fully engaged in the trainees' programmes. In Swann Training, employers are not sufficiently involved in the planning of the individualised training programmes, including the establishment of targets across the training periods. Over the past four years, the retention rate on the Skills for Your Life strand is unsatisfactory at 46% but good on the Skills for Work strand at 62%. The trainees who were retained achieved their target qualifications.

**Table of Achievements over the last four years**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Personal Development/Skills for Your Life	13	46	100	83
Skills for Work	55	62	100	88
Programme-Led Apprenticeship	6	100	100	0
ApprenticeshipsNI level 2	1	0	0	0

## 10. ESSENTIAL SKILLS

### MAIN FINDINGS

10.1 In essential skills, the quality of training provided by Swann Training is inadequate.

10.2 According to figures provided by Swann Training, there were 111 trainees on the Training for Success programme who have essential skills needs and 1 apprentice who was undertaking essential skills. A minority of the trainees were still undertaking a period of induction at the time of the inspection. The tutors had not been made aware of the strands to which the trainees belonged which made the tutors' planning for individualised learning difficult. Although a record of the levels at which the trainees had been assessed, and the levels they were working towards, had been requested, this information was still being formalised at the end of the inspection. None of the trainees were undertaking the essential skill of information and communication technology (ICT) because this provision is not yet offered by the organisation.

10.3 The quality of the leadership and management of the essential skills provision is inadequate. The Training for Success provision has increased over the last two years and the entry profile of the trainees has changed. Significantly more trainees are now presenting with low levels of previous achievement and many with significant barriers to learning. In spite of the management's awareness of the changing profile of the trainees on entry, and the increased range of individual trainee needs, the initial, diagnostic and formative assessment approaches used have not been reviewed, and consequently have minimal impact. There is also insufficient evidence to demonstrate that the outcomes from initial and diagnostic assessment are used rigorously to inform the personal training plan and review process in the essential skills. The timetabled slots for the essential skills of literacy and numeracy do not provide equitable access to learning in these areas for all trainees. The gathering and analysis of relevant data by management is poor. The opportunities for trainees to achieve their essential skills are not well monitored, particularly at level 2. While the number of apprentices on the ApprenticeshipsNI programme is very small, the model for the delivery of the essential skills in the workplace requires ongoing review and evaluation to ensure the progression and achievement of the apprentices. Although the co-ordinator has identified some of the current shortcomings in the provision, inadequate action has been taken to address them.

10.4 The quality of the provision for learning in the essential skills is just satisfactory in the Training for Success provision. The quality of the teaching ranges from good to inadequate. In almost all of the sessions inspected in Swann Training, there was an insufficient emphasis on differentiated teaching and learning based on individual trainee's needs. The quality of the provision for learning in the Belfast Centre of Learning is good for the minority of trainees enrolled there.

10.5 The standards and outcomes in the essential skills are inadequate. Most of the trainees in the essential skills demonstrate varying degrees of self-confidence, motivation, enthusiasm and work-readiness and there is a lack of emphasis on raising their expectations and aspirations. The use of data by senior management is inadequate and does not adequately inform the self-evaluation of the essential skills provision. The achievement rates in the essential skills of literacy and numeracy are satisfactory or better for those who are retained.

## **11. HOSPITALITY AND CATERING**

### **MAIN FINDINGS**

11.1 In hospitality and catering, the quality of training provided by Swann Training is inadequate.

11.2 Annual recruitment over the last four years to this professional and technical area has been low. At the time of the inspection, there were 12 trainees and 2 apprentices registered; 9 of the trainees were on the Skills for Your Life strand and 3 on the Skills for Work strand. All of the training is provided by staff in Swann Training.

11.3 The quality of the leadership and management is inadequate. The development planning process, including self-evaluation, action planning and the improvement planning process are not sufficiently rigorous to ensure that good quality training and learning is achieved and maintained across the provision. The recording, tracking and reviewing of key performance data to monitor the performance and quality of the Training for Success programme are inadequate. Whilst the tutors are suitably qualified, there is insufficient opportunity for them to undertake appropriate industrial placements in relevant settings to update their knowledge and understanding of the latest developments in contemporary

hospitality and catering. The quality of the accommodation is unsatisfactory. The kitchen and storage facilities do not reflect modern industrial standards; as a result, there are inadequate opportunities for the trainees to develop basic food preparation skills, or safe food storage and disposal skills before entering the workplace, or to reinforce these skills while in the workplace.

11.4 The quality of the provision for learning is inadequate. The curriculum is poorly designed and does not meet the disparate and often challenging needs of the trainees. There is a lack of differentiated planning and the trainees are not provided with sufficient opportunities to develop their employability and personal skills. Too few of the trainees benefit from appropriate work-based training experiences to develop their personal and employability skills; at the time of the inspection, only 33% of them were in suitable work placements. Although the directed training sessions observed were good, the overall design of the curriculum provision provides inadequate opportunities for the trainees to develop appropriate occupational skills and competences.

11.5 Overall, the standards and outcomes in hospitality and catering are inadequate. While the significant minority of the trainees in work placements are developing good occupational standards, the majority are making insufficient progress and demonstrate a poor knowledge of current industrial practice. Attendance during the week of the inspection was poor. Over the past four years, average retention rates across the provision vary considerably. The trainees who were retained achieved their target qualifications.

**Table of Achievements over the last four years**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Personal Development/Skills for Your Life	5	40	0	0
Skills for Work	9	89	100	75
Programme-Led Apprenticeship	1	100	100	0
ApprenticeshipsNI level 2	8	75	100	50

## **12. INFORMATION TECHNOLOGY USERS**

### **MAIN FINDINGS**

12.1 In IT users, the quality of training provided by Swann Training is unsatisfactory.

12.2 Swann Training provides IT users under the Training for Success programme. There are 12 trainees registered on the programme; 6 on the Skills for Work strand and 6 on the Programme-Led Apprenticeship strand. Two of the trainees are undertaking their training with the Belfast Centre of Learning. Due to concerns about the quality of the training being

delivered by Training By Choice, most of the trainees (89%) are now undertaking their training at Swann Training's premises, where they are following a level 2 ITQ certificate in IT User Skills, level 2 units in business and administration, as well as the essential skills of literacy and numeracy, where appropriate.

12.3 The quality of the leadership and management of the programme is unsatisfactory. The arrangements to monitor the quality and effectiveness of the training provided by Training By Choice fell well short of the requirements to meet the needs of the trainees. In spite of repeated requests during the inspection, the management of Swann Training was unable to furnish the inspection team with a copy of any formal training agreement with this prior provider. Insufficient action was taken by Swann Training to ascertain whether Training By Choice had the capacity to deliver training in this area in line with the requirements of the Training for Success programme, including approval from an appropriate awarding body. In contrast, the remaining provision that is provided by Belfast Centre of Learning is well-managed to ensure that the small number of trainees registered have good opportunities to develop their professional and technical skills in this area. The quality of the specialist resources in Swann Training to support the programme is inadequate.

12.4 With the exception of the provision in the Belfast Centre of Learning, which is good, the quality of the provision for learning is unsatisfactory. Induction arrangements are ineffective in ensuring that trainees have a good understanding of the key elements of their training frameworks. The trainees are poorly informed about the strand of the Training for Success programme on which they are registered. The quality of the personal training plans for these trainees is unsatisfactory. They are poorly maintained and do not identify sufficiently the training and development needs of the trainees, including their prior academic achievements. Initial assessment arrangements lack the necessary rigour to ensure that trainees are registered on an appropriate strand of the Training for Success programme. One trainee, for example, with a level 2 qualification in using IT is registered inappropriately on the Skills for Work strand. Ongoing progress reviews are undertaken infrequently and do not provide a sufficient basis to monitor the trainees' progress or to set meaningful targets for improvement.

12.5 The curriculum offer for the trainees relocated to the training premises in Swann Training is incoherent and is not matched to their career aspirations. The provision of additional units in business and administration, for example, offers very limited additional value to enhance their vocational and employability skills. The provision of work-based training is unsatisfactory; none of the trainees registered have undertaken periods of work-based training on the programme. Links with employers and sectoral bodies are poor.

12.6 The quality of specialist careers education, information, advice and guidance is unsatisfactory. As a consequence, the trainees' knowledge of progression opportunities is very poor and is not matched to their prior levels of academic achievement.

12.7 While the quality of the directed training is mostly satisfactory, the trainees' previous poor learning experiences present a significant barrier to their learning.

12.8 Over the past four years, overall outcomes on the programme vary with unsatisfactory retention rates on the Skills for Your Life strand at 33% and good retention rates on the Skills for Work strand at 63%. The trainees who were retained achieved their target qualifications.



**Table of Achievements over the last four years**

<b>Training for Success Strand</b>	<b>Numbers Registered Who Completed 4 Weeks Training</b>	<b>Retention Rate %</b>	<b>Achievement Rate %</b>	<b>Progression Rate for Those Who Achieved Full Award %</b>
Personal Development/Skills for Your Life	24	33	100	36
Skills for Work	16	63	100	57
Programme-Led Apprenticeship	2	50	100	0

### 13. RETAIL

#### MAIN FINDINGS

13.1 In retail, the quality of training provided by Swann Training is satisfactory.

13.2 Annual recruitment over the last four years to Training for Success and ApprenticeshipsNI programmes in Swann Training has been variable. Currently, there are 18 trainees on the Training for Success programme and 1 apprentice on the ApprenticeshipsNI programme: 3 of the trainees are on the Skills for Your Life strand, 12 on Skills for Work, and 3 on the Programme-Led Apprenticeship strand. Nine of the trainees receive their training in the Belfast Centre for Learning.

13.3 The quality of the leadership and management is satisfactory. There is a coherent curriculum for the trainees on the Skills for Work and on the Programme-Led Apprenticeships strands. However, the curriculum provided for the small number of trainees on the Skills for Your Life programme is inadequate; there are insufficient opportunities for the trainees to develop their personal effectiveness and transferable skills, to prepare them adequately for future learning and employment. Across all of the programmes, the quality of the initial assessment, personal training plans and trainee reviews vary from inadequate to good; it is mostly inadequate. The quality of the training facilities is variable. In Swann Training, there is limited access to, and use of, ILT to support the trainees' learning. Collaborative working between Belfast Centre for Learning and Swann Training is under-developed; there is limited sharing of good practice and insufficient arrangements for joint quality assurance of the provision.

13.4 The trainees on the Skills for Work and Programme-Led Apprenticeship strands are in work placements which provide them with good opportunities to develop their retail, self-confidence and communication skills. Directed training is good; the training sessions are well-planned, providing the trainees with a suitable range of learning tasks to develop their retail knowledge and customer service skills.

13.5 The standards of work achieved by most of the trainees are generally good. Most of them develop a sound understanding of retail skills, which they are able to apply and demonstrate in their work placements. These include: unpacking deliveries, displaying and rotating stock, price-checking, and helping customers. The overall outcomes, however, over the past four years on the Training for Success strands are inadequate; the average retention rate is only 48%. The trainees and apprentices who were retained achieved their target qualifications.

**Table of Achievements over the last four years**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Personal Development/ Skills for Your Life	23	39	100	88
Skills for Work	19	58	100	56
Programme-Led Apprenticeship	2	50	100	0
ApprenticeshipsNI Level 2	10	100	100	n/a

#### 14. WAREHOUSING AND STORAGE

##### MAIN FINDINGS

14.1 In warehousing and storage, the quality of training provided by Swann Training is inadequate.

14.2 At the time of the inspection, there were 18 trainees on the Training for Success strands: 12 on the Skills for Your Life, 3 on Skills for Work and 3 on the Programme-Led Apprenticeship strand.

14.3 The quality of the leadership and management is inadequate. For the majority of the trainees, the curriculum provided is inadequate; trainees on the Skills for Your Life strand target, inappropriately, a level 1 vocationally-related qualification from the outset of their training. As a result, these trainees are not provided with an adequate programme to address weaknesses in their personal effectiveness, to develop their employability skills, or to explore a range of future training options. The initial assessment process, personal training plans and trainee reviews are all inadequate; they fail to identify accurately and address appropriately the trainees' individual barriers to learning and personal development. The quality of the training accommodation is inadequate. There are no specialist facilities for trainees to complete practical warehousing and storage tasks. Links and partnerships with local employers are under-developed and as a result there are insufficient work-based learning experiences for the trainees

14.4 The quality of the provision for learning is inadequate. Too few of the trainees benefit from work-based training experiences to develop their personal and employability skills; at the time of the inspection only two trainees were in work placements. The overall design of the curriculum provision provides inadequate opportunities for the trainees to develop their employability skills and attributes. There are insufficient opportunities for the trainees to develop their ICT skills and independent learning skills through using appropriate online learning resources.

14.5 Standards and outcomes are inadequate. With the exception of the few trainees who are in work placements, the standards of work achieved by most of the trainees are poor and they make insufficient progress in developing their work-readiness. The outcomes of the Training for Success programmes, over the past four years, are unsatisfactory; the average retention rate is only 36%. Over this period, the outcomes on the Skills for Work strand have improved to satisfactory at 56%, but remain unsatisfactory on the Skills for Your Life strand at 31%. The trainees who were retained achieved their target qualifications.

**Table of Achievements over the last four years**

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
Personal Development/Skills for Your Life	45	31	100	100
Skills for Work	34	44	100	80
Programme-Led Apprenticeship	4	25	100	100

## **PART FOUR: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT**

### **15. CONCLUSION**

15.1 In almost all of the areas inspected, the quality of the training provided by Swann Training is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in leadership and management, achievements and standards and the quality of provision for learning which need to be addressed urgently if Swann Training is to meet effectively the needs of all the trainees and apprentices. The Inspectorate will monitor and report on Swann Training's progress in addressing the areas for improvement, over a 12-18 month period.

### **16. KEY PRIORITIES FOR DEVELOPMENT**

16.1 Swann Training needs to revise its annual improvement plan to take account of the following key priorities:

- a review of the current curriculum and the development of robust procedures to design, deliver, monitor and match the provision closely to the needs of the trainees;
- strategies to improve the rate of retention of the trainees;
- a review of staffing to ensure that the complement supports fully the effective delivery of the Training for Success and ApprenticeshipsNI programmes; and
- the development of a robust strategy to increase employer links across the provision.

## APPENDIX

**Table 1: Training for Success: Averages over the last four years (2007-2011)**

Training for Success Strand	Numbers registered who completed 4 weeks training	Retention rate %	Achievement rate %	Progressed to FE/other training %	Progressed to relevant employment %
Personal Development/Skills for Your Life	135	34	100	66	12
Skills for Work	169	57	100	61	18
Programme-Led Apprenticeship	47	85	100	75	13
Overall totals		52	100	66	15

**Table 2: ApprenticeshipsNI: Averages over the last four years (2007-2011)**

ApprenticeshipsNI Strand	Numbers registered who completed 4 weeks training	Retention rate %	Achievement rate %	Progressed to FE/other training %	Progressed to relevant employment %
Level 2	12	58	100	0	43

**Note:** 1. All data sourced from Swann Training Services at the time of the inspection.  
2. Achievement rates are for the full-framework.

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