



Providing Inspection Services for

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



## **Education and Training Inspectorate**

### **Report of a follow-up inspection**

### **Training for Success and ApprenticeshipsNI provision**

**in**

### **Bryson FutureSkills**

**January 2016**

## **FOLLOW-UP TO THE TRAINING FOR SUCCESS/APPRENTICESHIPSNI INSPECTION IN BRYSON FUTURE SKILLS**

The Education and Training Inspectorate (ETI) carried out an inspection in November 2014<sup>1</sup> of Bryson Future Skills when the quality of the education and training was evaluated as satisfactory.<sup>2</sup>

The main areas for improvement were the need to:

- review the employer engagement strategy, in order to significantly increase work placement rates for the trainees on the Training for Success programme, and to expand the ApprenticeshipsNI provision;
- enhance the range and quality of the learning experiences of the trainees, including the quality of teaching, training and learning;
- provide more tailored support arrangements for those trainees who require additional learning support;
- develop a more holistic approach to curriculum planning, aligned with a more robust and evidence-based self-evaluation process; and
- improve retention rates across the Training for Success provision.

The organisation's improvement plan took appropriate account of the areas for improvement and was of a good quality.

The ETI carried out an interim follow-up visit in May 2015, with a follow-up inspection in January 2016.

In the interval since the original inspection, the following actions or changes which affect the work of the organisation have taken place:

- management and staff have undertaken a review of the curriculum planning and have introduced a cluster curriculum model which includes whole team planning to provide a more holistic approach to the development of the trainees' occupational, work-readiness and essential skills;
- improvements have been made in the arrangements for the timetabling and delivery of the essential skills;
- more formal provision for information, support and guidance has been introduced through the use of small learner registration groups facilitated by a dedicated key member of staff ;
- enhanced provision for careers has been provided through the investment in a careers coach, a careers library and a Job Club in the Stockman House building;

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<sup>1</sup> Training for Success and ApprenticeshipsNI Inspection Report, November 2014.

<sup>2</sup> From September 2015, the overall effectiveness of an organisation previously evaluated as satisfactory, will now be evaluated as 'important areas for improvement'.

- designated tutor rooms have been introduced within each professional and technical area which are well used to display appropriate materials and resources;
- the realignment of the economic engagement and marketing strategies to support trainees to obtain work placements and inform employers about the ApprenticeshipsNI programme;
- the additional deployment of three members of staff to support the delivery of the training programmes; and
- the significant investment to upgrade the quality of the accommodation, learning resources and associated staff development to support the delivery of the curriculum across all professional and technical areas.

### **Key findings**

- The quality and effectiveness of leadership, management and action to promote improvement is now good and is demonstrated by their commitment to addressing the areas for improvement identified in the original inspection.
- The investment in physical resources to enhance the learning environment and provide the trainees with access to practical work activities as part of their training which are now of a good quality.
- The increased strategic engagement with employers and the overall improvement in the work-experience placement rates since the inspection, increasing from 19% to 53%.
- The quality of the teaching, training and learning is now good and includes the use of a wider range of appropriate active learning strategies across the provision.
- The quality of administration, children's care, learning and development, construction, ITQ and essential skills provision has improved, and is now good.
- The provision for retail continues to have important areas for improvement. While the organisation has taken action to recruit a permanent member of staff the interim arrangements have not been sufficient to ensure the ongoing progress of the retail trainees in their learning and development.
- The more extensive use of extracurricular activities which enhance well the overall quality of the trainees' learning experiences, their wider employability skills and build their confidence and self-esteem.
- The more structured and effective approaches to positive behaviour management and improvements in the level of support to learners who require additional help through registrations classes, one-to-one support sessions, counselling, signposting and advocacy.
- More holistic approaches to collaborative curriculum planning and more effective collegial working through the implementation of vocational learning clusters have improved the provision.

- Strengthening of the pre-entry and induction processes, including sampling arrangements, have impacted well on helping the trainees make more informed choices in their professional and technical areas and on retention.
- The overall improvements in retention rates on the TFS programme, and in standards and achievements for trainees and apprentices which are now good.

In order to improve further Bryson Future Skills needs to:

- develop further the self-evaluation and quality improvement processes across all of the professional and technical areas, including the use of data and appropriate key performance targets by tutors;
- monitor closely the transition arrangements resulting from changes to staffing and the impact of this transition on the learning experiences of the trainees; and
- continue to raise the level of employer engagement to increase further the number of appropriate experience work-placements for trainees and to provide more progression opportunities to the ApprenticeshipsNI programme.

### **Overall Effectiveness**

In the areas inspected, Bryson Future Skills demonstrates that it now has the capacity to identify and bring about improvement in the interests of learners. The ETI will monitor the organisation's progress in addressing any areas for improvement through its annual scrutiny inspection and district inspector visits.

## **PROFESSIONAL AND TECHNICAL AREAS**

### **Administration**

At the original inspection of Bryson Future Skills in November 2014, the quality of the education and training in administration was evaluated as satisfactory.

The key areas for improvement were:

- to improve the quality of teaching, training and learning across the provision, including the more effective use of information and learning technology (ILT);
- to implement appropriate strategies to improve the average retention rate, particularly across the level 1 provision;
- to establish appropriate quality monitoring arrangements to underpin self-evaluation and quality improvement planning processes within the professional and technical area;
- to improve the quality and impact of careers advice, guidance and support to the trainees to better reflect the opportunities within administration and to identify appropriate progression pathways for them; and
- to increase the level of employer engagement, in order to secure appropriate work placement opportunities and provide opportunities for all the trainees to enhance their employability and work readiness skills.

The ETI carried out an interim follow-up visit in May 2015 and a follow up inspection in January 2016.

In the interval since the original inspection, the following actions or changes within the professional and technical area of administration have taken place:

- a professional and technical learning cluster has been introduced to support the delivery of the administration programme;
- improved teaching and learning resources have been identified; including the establishment of a designated classroom with industry relevant equipment to support learning;
- the time-tables have been reviewed and smaller group teaching has been introduced;
- a level 1 fast-track option has been implemented to support the more able learners;
- quality monitoring arrangements have been introduced within the professional and technical area;
- the employer engagement strategy has been reviewed; and
- the induction arrangements have been reviewed.

## **Key findings**

- A good quality induction programme has been developed, which includes the introduction of sampling, to better inform the trainees of the content and nature of the training and to support more effective choices.
- The range of training and learning resources has been expanded and is now good; they include a new practical office setting and online resources, to enhance and support more effectively the learning experiences of the trainees and the apprentices.
- The quality of the teaching, training and learning is now good and includes the more effective use of information and learning technology (ILT).
- The appropriate extra-curricular activities which have been introduced to enhance the learning experiences of the trainees.
- The integration of improved careers guidance and support within the classroom and through use of the job hub and the careers coach to enhance the trainees' career and progression planning.
- The strategies introduced to improve the retention and the work-placement rates are effective and have led to a steady improvement in the overall retention and placement rates across the professional and technical area which are now good.
- The level of employer engagement has increased and the organisation has made a good start to working more purposefully with an increased range of employers to secure appropriate work-placement opportunities.

In order to improve the administration provision further Bryson Future Skills needs to:

- further develop the quality monitoring arrangements within this professional and technical area to include data analysis to support improved self-evaluation and quality improvement planning.

## **Overall outcome**

In administration, the quality of the education and training provided by Bryson Future Skills is now good.

## **Children's Care Learning and Development**

At the original inspection of Bryson Future Skills in November 2014, the quality of the education and training in Children's Care Learning and Development (CCLD) was evaluated as satisfactory.

The key areas for improvement were to:

- improve the pre-entry and induction processes to ensure that the trainees make more informed decisions about a career of working with children and commitment to remain on their chosen programme;

- ensure that the directed training sessions provide a better balance of learning activities that develops the trainees practical skills and oral communication to increase their confidence and self-esteem; and
- develop a more integrated approach to the delivery of childcare, employability and essential skills to improve the written and oral skills of the trainees to enhance their professional and technical skills.

The ETI carried out an interim follow-up visit in May 2015 and the follow-up inspection in January 2016.

In the interval since the original inspection, the following actions or changes within the professional and technical area of Children's Care Learning and development have taken place:

- the review and development of the induction process to provide useful information for the trainees and their parents and to help the trainees make more informed choices in their career path;
- a development officer has been appointed to source suitable placements for the trainees and to liaise with employers;
- career guidance and support has been enhanced through an extended programme of guest speakers and external visits;
- a professional and technical learning cluster has been established to provide a more collegiate and integrated approach to the delivery of all aspects of the trainees' curriculum provision ;
- a designated room for the CCLD provision has been furnished and equipped to a high standard;
- improved opportunities are provided for one-to-one support to meet the specific needs of individual trainees; and
- the overall planning for the CCLD programme has been developed to outline more clearly the progression in learning.

### **Key findings**

- The revised and enhanced induction programme now allows the trainees to make better informed decisions about their career pathways.
- The new development officer is helping to establish new placements for the trainees and foster good working relationships with employers.
- The provision of a well resourced designated early years room provides a stimulating learning environment with relevant displays of the trainees work and the inclusion of materials that support them with their practical skills development.

- The inclusion of an interactive white board and new computers within the classroom allows technology to be more fully integrated into the learning process. The planning for CCLD is now more comprehensive and outlines how the programme will help the trainees develop and progress in their learning.
- The quality of teaching, training and learning is now good with a better balance of practical activities in addition to whole group, paired and individual learning opportunities. The trainees engage well with their tutor in group discussions and ICT was used well to extend their learning.
- Trainees who require additional support with aspects of their training are now supported well.

In order to improve the CCLD provision further Bryson Future Skills needs to:

- ensure that the trainees are in an appropriate work-experience placement as early as possible to maximise their understanding of theory and how it relates to practice; and
- continue to develop self-evaluation and quality improvement planning processes in order to bring about continued and sustained improvement.

### **Overall outcome**

In Children's Care Learning and Development, the quality of the education and training provided by Bryson Future Skills organisation is now good.

### **Construction**

At the original inspection of organisation in November 2014, the quality of the education and training in construction was evaluated as satisfactory.

The key areas for improvement were to:

- ensure that trainees on the Training for Success programme have access to workplace training, and to develop a wider range of occupational work related activities such as site visits, and guest speakers;
- review the attendance and retention strategies to ensure that trainees remain on the Training for Success programmes; and
- strengthen the self-evaluation and quality improvement planning processes for the construction provision.

The ETI carried out an interim follow-up visit in July 2015 and a follow up inspection in January 2016.



In the interval since the original inspection, the following actions or changes which affect the work of the organisation have taken place:

- the formation of a professional and technical learning cluster to provide a more coherent approach to the management of the provision and the holistic development of the trainees' occupational, essential skills, and personal and employability skills;
- the strengthening of the pastoral care arrangements for the trainees, including the provision of a counselling service, one-to-one support sessions, and the assignment of a key point of contact for the trainees;
- the significant investment in ILT equipment and upgrading of the accommodation and furniture across the organisation, including the development of a common room in Bryson House for construction trainees;
- the appointment of a development officer for construction, to enhance employer engagement and to source appropriate work-experience placements for the trainees; and
- the introduction of a programme of guest speakers and site visits to enhance the trainees' experience and knowledge of the industry, and to develop their wider employability skills.

### **Key findings**

- The improved monitoring of the trainees' attendance and the strengthening of the pastoral care and support arrangements for the trainees has led to the steady improvement in the retention rate which is now very good at 71% for the 2014/15 cohort.
- The implementation of the cluster curriculum model has led to increased coherence in the planning of the trainees' overall programme which is now good.
- The curriculum offer has been extended and is now good; trainees have been recruited to the area of carpentry and joinery.
- There is increased strategic engagement with employers enabling the trainees to have enhanced opportunities to participate in site visits, guest speaker events and enterprise activities.

In order to improve the construction provision further Bryson Future Skills needs to:

- develop further the self-evaluation and quality improvement planning processes for the construction provision;
- strengthen further the overall tracking processes to ensure that the trainees and apprentices make appropriate progress in the achievement of the units; and
- Increase further the proportion of trainees in work-experience placements.

## **Overall outcome**

In construction, the quality of the education and training provided by Bryson Future Skills is now good.

### **The ITQ in Information Technology (IT) User Skills**

At the original inspection of Bryson Future Skills in November, 2014, the quality of the education and training in the Information Technology Qualification (ITQ) in IT User Skills was evaluated as satisfactory.

The key areas for improvement were:

- to revise the curriculum offer to make it more relevant to current IT industry needs and provide the trainees with the relevant skills needed to progress to an IT related career or to further training;
- to develop effective links with IT companies to support the delivery of IT programmes, and the use of guest speakers, industry visits, and other more innovative delivery methods to enhance the trainees' learning experiences;
- to improve the quality of the careers education, information, advice and guidance provided for the trainees;
- to increase the number of trainees in work placements, particularly in IT related companies; and
- to take appropriate action to address the low overall retention rates, and the poor outcomes on level 2 programmes.

The Education and Training Inspectorate (ETI) carried out an interim follow-up visit in May 2015 and a follow up inspection in January 2016.

In the interval since the original inspection, the following actions or changes within the professional and technical area of ITQ in IT User Skills have taken place:

- a professional and technical learning cluster has been put in place to support the delivery of the ITQ programme;
- two ITQ development officers have been appointed to support the provision, particularly the development of work-experience placement opportunities and relevant industry links;
- a review of the curriculum content has been carried out;
- the timetable structure has been revised; and
- the induction process has been reviewed.

## **Key findings**

- A more coherent good quality learning programme has been put in place, through the establishment of the professional and technical learning cluster, with better links developed between the various elements of the trainees' learning programmes.
- More effective links have been developed to a range of external agencies and organisations to support the delivery of the ITQ programme and are now good.
- A good quality programme of extra-curricular activities has been put in place for the trainees, including organisational visits, guest speakers, and personal development activities.
- An improved provision for careers education, information, advice and guidance has been put in place which is now good.
- The overall retention rate has improved significantly (from 46% to 84%), since the original inspection and is now very good.

In order to improve the ITQ provision further Bryson Future Skills needs to:

- continue to monitor and review the curriculum provision to ensure it meets the needs of all of the trainees and is aligned appropriately to the needs of industry; and
- increase the number of trainees on relevant work-experience placements, particularly in IT companies.

## **Overall outcome**

In the ITQ in IT User Skills, the quality of the education and training provided by Bryson FutureSkills is now good.

## **Retail**

At the original inspection of Bryson Future Skills in November 2014, the quality of the education and training in retail was evaluated as satisfactory.

The key areas for improvement were to:

- increase employer engagement to secure more work placement opportunities for Training for Success trainees and progression opportunities to ApprenticeshipsNI;
- refine the curriculum content and delivery arrangements to support a broader range of practically-based learning activities that increase the trainees' engagement and independent learning;
- enrich the trainees' learning environment and their learning experiences with more stimulating displays, project work, use of ILT and guest speakers; and
- have a greater focus on building the trainees' capacity to engage more positively with learning and the world of work.

The ETI carried out an interim follow-up visit in May 2015 and a follow-up inspection in January 2016.

In the interval since the original inspection, the following actions and changes within the retail provision have taken place:

- a professional and technical learning cluster has been established to facilitate joint planning across the trainees' curriculum provision;
- the training facilities have been upgraded, including the provision of new computers, an interactive electronic whiteboard and a range of retail equipment;
- there has been increased engagement with employers to secure a wider range of work placements for the trainees;
- a wider range of enrichment activities for the trainees has been introduced; and
- in October 2015, the retail tutor resigned and, by the time of the follow-up inspection, a replacement tutor was not yet in post.

### **Key findings**

- At the interim follow-up visit, the quality of the teaching, training and learning was at least good, particularly the increased engagement by most of the trainees in the learning activities;
- The improved training facilities now provide opportunities for a wider range of practically-based learning experiences for the trainees, including the use of ILT and industry standard retail equipment.
- While there is an increased proportion (53%) of the trainees in work placements, a significant number of them are in voluntary sector placements which provide limited opportunities to develop industry-standard skills.
- While a good start has been made in providing the trainees with a wider range of enrichment activities, the use of industry visits and external speakers to enhance the careers provision remains under-developed.
- The delay in securing a replacement retail tutor has impacted negatively on the trainees' progress, with evidence of a slow pace of assessment and a decrease in the retention rate.

### **Overall outcome**

In retail, the quality of education and training provided by Bryson Future Skills had important areas for improvement. The areas for improvement include the need to:

- re-commence the directed training urgently;
- extend further the range of suitable work-experience placements available for trainees;

- further develop the careers provision, particularly the increased use of industry visits and external speakers;
- increase the trainees' pace of assessment; and
- more rigorous use self-evaluation and quality improvement planning to underpin sustained improvement.

Further action will be considered by the Department for Employment and Learning.

### **Essential Skills**

At the original inspection of Bryson Future Skills in November 2014 the quality of the education and training was evaluated as satisfactory.

The main areas for improvement were the need to:

- review the model of delivery for the Training for Success programme to ensure that it supports, more effectively, the training and learning needs and the progression of all of the trainees;
- review and improve the curriculum planning for the essential skills to include the development of more collaborative working relationships between the essential skills tutors, the employability and personal development tutors, and the professional and technical tutors;
- review and revise the in-year monitoring and evaluation arrangements and strengthen the self-evaluation and quality improvement planning processes for the essential skills; include in the analysis a more effective use of data analysis to report on trends in achievements and a fuller evaluation of the impact of teaching and training on learning;
- review, improve and develop the range of teaching and training approaches to engage reluctant learners and to challenge more able learners more effectively; and
- continue to build consistently on the outcomes obtained in literacy and numeracy, particularly at level 2 which represent considerable value added and continue to improve the outcomes in the essential skill of ICT.

The ETI carried out an interim follow-up visit during May 2015 with a follow-up inspection in January 2016.

In the interval since the original inspection, the following actions or changes which affect the work of the organisation have taken place:

- a comprehensive review of the timetable arrangements has been carried out;
- a review of the delivery model for the essential skills has taken place and a cluster group model of delivery involving professional and technical, essential skills, personal development and employability and learning support staff has been established;

- one-to-one and small group support sessions have been introduced to develop and underpin understanding of new learning for those trainees for whom this is appropriate;
- a review and revision of tutor planning is being undertaken to include and develop a project based approach to the essential skills;
- premises and resources have been enhanced;
- two further essential skills tutors have been recruited;
- the extra-curricular offer has been extended to build the trainees' confidence and to contribute to the development and embedding of their essential skills; and
- the extended CPD offer has been extended to include the development of teaching, training and learning strategies;

The following are the most important improvements that have taken place since the original inspection:

- the more appropriate timetable arrangements which take better account of the diverse learning and support needs of the trainees and apprentices;
- the more effective collaborative working relationships between the essential skills tutors and the professional and technical tutors as a result of the cluster groups;
- the improving approaches to self-evaluation by the essential skills tutors;
- the wider range of teaching, training and learning support strategies being used by the essential skills tutors as a result of the more effective continuing professional development (CPD).

In order to improve further Bryson Future Skills needs to:

- continue to strengthen the self-evaluation and quality improvement planning processes for the essential skills and include within them a more robust use of data to inform improvement planning; and
- further improve the quality of the teaching, training and learning by building on the CPD being undertaken by the Essential Skills tutors to ensure that the learning and support needs of all of the trainees and apprentices continue to be addressed successfully.

### **Overall outcome**

In the essential skills, the quality of education and training provided by Bryson Future Skills is now good.

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