



Education and Training  
Inspectorate

## Training for Success Provision in Coalisland Training Services

Report of an Inspection  
in September 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## **1. Context**

Coalisland Training Services is a private company limited by guarantee with charitable status, and is governed by a voluntary management committee. The organisation is contracted by the Department for the Economy (Department) to provide the Training for Success and the ApprenticeshipsNI programmes<sup>1</sup>. The organisation is managed by the chief executive, supported by the development supervisor, development officer and the development administrator. The organisation also employs eight part-time tutors and an administrator.

At the time of the inspection, 31 trainees were registered across the professional and technical areas of children's care, learning and development, hairdressing, health and social care, trowel occupations (bricklaying), and wood occupations. Of the 31 trainees, 7 were registered on the legacy<sup>2</sup> Training for Success 2013 programme and 24 were on the 2017 programme, of these, 2 were on the Skills for Work level 1 strand and 22 on the Skills for Work level 2 strand. At the time of the inspection, no apprentices were yet registered on the recently awarded ApprenticeshipsNI programme<sup>3</sup>.

A minority (23%) of the trainees have additional learning support needs. A small number (10%) of the trainees entered their programme with four or more GCSE passes at grades A\* to C or equivalent, including English and mathematics. A majority (57%) of the trainees in the second year of their training are in a suitable work-experience placement.

## **2. Views of trainees**

As part of the evaluation of Coalisland Training Services's arrangements for care and welfare and for safeguarding young people, the trainees completed an online questionnaire prior to the inspection. Of the 31 questionnaires issued, 18 (58%) were returned, none included written comments. The questionnaire returns show that nearly all of the trainees who responded indicated that they received accurate information about their training programme. They also reported their programme is well managed, the sessions are well taught, and that they feel safe and well supported in the organisation.

In addition, inspectors met with a focus group of ten trainees. The trainees report that they are well cared for in the organisation and that they feel respected and well-supported by the staff to progress in their learning. They appreciate the efforts the staff make to secure relevant work-experience placements for them.

## **3. Focus of the inspection**

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for learners;
- quality of provision; and
- effectiveness of the leadership and management.

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<sup>1</sup> Programme registration data provided by the organisation at the time of the inspection is included in the Appendix of this report.

<sup>2</sup> The legacy Training for Success programme introduced in 2013 was superseded by Training for Success 2017.

<sup>3</sup> As there were no apprentices registered it was not possible to report on the quality of the ApprenticeshipsNI programme.

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

#### KEY FINDINGS

##### Strengths

- The good retention, outstanding achievement and very good progression rates on the Training for Success programme.
- The high quality of the care and welfare provided for the trainees, including the comprehensive support provided for them by the staff, which includes regular and effective monitoring, in the workplace.
- The good quality of the learning, teaching, training and assessment observed.
- The mostly good standards of the trainees' work.
- The strong links and partnerships with local schools, the further education college, the careers service, employers and other external agencies that are used effectively to support and to provide appropriate progression pathways for the trainees.

##### Areas for improvement

- To develop further the strategic planning and quality improvement processes, to include rigorous evaluations of the professional and technical areas and the essential skills, to identify, prioritise and implement key actions to bring about and sustain quality improvement.
- To extend the continuing professional development opportunities for staff and facilitate more holistic planning in order to support the ongoing development of the curriculum and the provision.

#### 5. Outcomes for learners

The standards achieved by the trainees are mostly good in the practical training sessions in construction and hairdressing. The standards of work achieved in the workplace vary from very good to having important areas for improvement. In children's care, learning and development, in the best practice observed, the trainees are supporting well the development of pre-school children, they are able to interact and communicate effectively with the children and use well a good range of appropriate play activities. Where the practice was less effective the trainees need to develop further their confidence and ability to communicate and use play effectively to support children's learning and development. In hairdressing, the trainees are achieving very good standards of customer care and are developing industry-standard hairdressing skills of blow drying and in colouring hair.

The standards of the trainees written work ranges from good to important areas for improvement and is mostly good. In the preparation for working life sessions, the trainees are encouraged to develop their written and oral communication skills through activities that support them to extend their vocabulary and to write extended pieces of work. In the other areas the trainees do not have sufficient opportunities to complete extended writing to consolidate the skills they have developed during their essential skills classes. The standards of the trainees' numeracy skills are mostly good, they can, for example, mark out accurately their work when completing joinery tasks. Overall, all of the trainees who completed their training over the past three years achieved their targeted qualifications. Similarly, over the same period, in the essential skills, all of the trainees who completed their training achieved their targeted essential skills qualifications.

Most of the trainees are progressing well in their learning; they are completing their qualification units at an appropriate pace and are able to progress to the next level of their professional and technical qualification. The trainees are making good progress in the development of their skills; in bricklaying, they are able to construct solid brick walls using English bond and making appropriate use of spirit levels, in joinery, they are able to mark out timber and to use chisels to fit recessed hinges; and, in hairdressing, to work independently, at their own pace, developing a range of skills appropriate to their stage in the programme.

Over the last three years, the retention rate on the Training for Success programme is good at 61%. It is notable that the progression rate of the level 2 trainees to relevant employment or further training is good at 78% and that the overall progression rate is very good at 85%. Whilst the numbers of trainees in each professional and technical area are low and this impacts on statistical reporting; it is a concern that the retention rate in hairdressing requires urgent improvement (38%) and in wood occupations it is a significant area for improvement (44%).

Across the professional and technical areas, almost all of the trainees demonstrate positive dispositions to learning, are motivated, engage well in their learning and training and are able to respond appropriately to a range of questions. In most of the sessions, they are provided with good opportunities to develop their research skills, to think critically and to make informed decisions. The oral communication skills of most of the trainees are good although some tend to be reticent communicators and need further opportunities and strategies to develop their confidence and ability to use their communication skills more effectively. Just over half of the trainees in the second year of their training are in a suitable work-experience placement. A significant minority of the trainees lack sufficient confidence to progress in the development of their wider employability skills and struggle to sustain their work-experience placements. More work needs to be done to support these trainees to develop their employability skills; they would also benefit from the assignment of a work place mentor/buddy to guide and direct them.

## **6. Quality of provision**

There is a broad and well developed curriculum in place for the trainees that is matched well to their needs and abilities. There are good opportunities available for the trainees to progress to higher level programmes over the course of their training and to ApprenticeshipsNI programmes. The trainees can access appropriate additional qualifications in, for example, first aid, food safety, and construction skills register training which enhances well their employability skills.

The trainees are all provided with effective pre-entry guidance about the programmes available and further relevant information about their chosen pathway. The trainees all complete an induction on entry which is effective in informing them of all of the requirements of their programme including information about their training allowance, holiday entitlement, grievance procedures and the arrangements for safeguarding. The agreed learners' code of conduct outlines the behaviours expected of them by the organisation.

The trainees all undertake an initial assessment in literacy, numeracy and ICT however their GCSE results need to inform this process better as too many of the trainees with a grade D in either English or mathematics are not targeting a level 2 in the corresponding essential skill.

The personal training plans are of a good quality and the systems for identifying and implementing appropriate individual support needs are well-established and effective. Links with the Careers Service and social services ensure that those trainees with additional learning needs are provided with timely, tailored support in their training. Their specific learning needs are identified appropriately in their personal training plans, along with the support arrangements.

Although progress reviews are undertaken regularly, there is a need to evaluate the impact of the support provided to those trainees at risk of not achieving to their full potential and to set more specific, individualised short-term targets for progression. The role undertaken by the development administrator in liaising with employers and reviewing individual trainees' progress in the organisation and in the workplace is a particular strength of the provision.

Independent, impartial careers education, information, advice, and guidance is available to all trainees. In addition, the trainees are provided with an employability programme where they complete a curriculum vitae and take part in interview skills training in which an employer representative participates, complemented occasionally with industry visits and guest speakers. The programme of careers education, information, advice, and guidance, however, would benefit from a more formalised programme that progressively develops the trainees' knowledge of the career pathways available to them and how they can be accessed in order that they can make informed decisions about the next steps in their career.

Planning for learning is mostly good with appropriate teaching, training and learning strategies used to engage the trainees. However more holistic planning across the different elements of the curriculum would enhance further the trainees' opportunities for learning and development. An appropriate range of formative and summative assessment methods, including practical tasks, written work, online tasks and group work activities are used to assess the development of the trainees' knowledge and skills. Appropriate internal and external processes are in place to quality assure the provision.

The quality of the learning, teaching and training is good overall. The more effective sessions are characterised by the effective use of questioning and a range of active learning approaches and information learning technology (ILT) to engage and motivate the trainees in their learning. In preparation for adult life, for example, paired and group work is planned effectively and videos and practical activities are used well to enhance the trainees' learning experience. In construction, questioning strategies are used well to extend learning and ILT is used innovatively to assess and identify gaps in learning and to develop new skills. Overall, however, there is a need to develop further differentiation, active learning and ILT approaches that enhance the learning experience.

The care and welfare arrangements impact positively on the learning, teaching and outcomes for the trainees. The staff work hard and to good effect to establish a caring and supportive learning environment and to create positive working relationships with the trainees. The personal and social development programme supports well the development of the trainees understanding of a range of social issues. In addition, the organisation also provides specific training programmes in, for example, ESOL to address the specific needs of the trainees who are speakers of other languages.

## **7. Leadership and management**

The chief executive has an appropriate strategic vision for the development of the provision. The management committee is committed and supportive of the organisation and they bring a wide range of experience and expertise to the organisation. New members have been recruited to the committee ensuring that its membership continues to have a diverse range of backgrounds, skill-sets, and experience to support the development of the organisation. Strategic planning is, however, under-developed, for example, it is not completely clear how the organisation will identify and set appropriate targets for recruitment to the professional and technical areas or how the resource and staffing requirements for the provision will be met.

Productive relationships with the local further education college, employers and the internal development of apprenticeship programmes provide an appropriate range of progression pathways for the trainees. The organisation has also established good links with employers to provide work-experience placement opportunities for the small numbers of trainees. The management have developed a wide range of links and partnerships with external agencies to ensure that the trainees receive the appropriate, targeted support they need to enable them to progress in their learning and development.

There are clear lines of communication within the organisation and regular meetings are held with staff at all levels. Whilst the roles and responsibilities of the management team are clearly defined, there is a need to review and realign them to address the challenges emerging from the introduction of the apprenticeshipsNI programme and the increasing recruitment to Training for Success.

The management has invested significantly in maintaining the accommodation and the quality of the accommodation and resources are mostly good. The quality of the workshops and hairdressing salon are also of a good quality, resourced with an appropriate range of tools and equipment. There is, however, a lack of access to the internet in the workshop areas and this limits opportunities to support learning, teaching and training through the use of ILT.

The organisation has appropriate systems in place to record the attendance and progress of the trainees in the achievement of their qualifications. The tutors, however, need to be provided with access to the system to enable them to take greater ownership of tracking and monitoring of the attendance and progress of the trainees.

The tutors, are appropriately qualified and experienced in their professional and technical areas and demonstrate high levels of commitment to working with and supporting the needs of the trainees. The staff development programme has focused mainly on providing mandatory training and there is a need for the tutors to be supported to access more extensive continuing professional development opportunities. The cycle of tutor observations needs to be re-established to bring about improvements in practice.

Appropriate self-evaluation and improvement planning processes are in place along with a well-defined quality improvement cycle to guide the process. Whilst the report identifies the key areas for improvement, the actions in the quality improvement plan need to be prioritised and more specific and meaningful targets set. Self-evaluation and quality improvement planning processes also need to be introduced for the larger professional and technical areas, essential skills and personal and social development and employability.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding trainees reflect broadly the guidance from the Department. The trainees report that they feel safe in the organisation and that they are aware of what to do if they have any concerns about their safety and welfare. However, the organisation needs to:

- update its policy on Safeguarding Children and Adults at Risk.

## **9. Overall effectiveness**

Coalisland Training Services demonstrates the capacity to identify and bring about improvement in the interest of all the trainees. There are areas for improvement that the organisation has demonstrated the capacity to address. The areas for improvement are to:

- develop further the strategic planning and quality improvement processes, to include rigorous evaluations of the professional and technical areas and the essential skills, to identify, prioritise and implement key actions to bring about and sustain quality improvement; and
- extend the continuing professional development opportunities for staff and facilitate more holistic planning in order to support the ongoing development of the curriculum and the provision.

The ETI will monitor how the organisation sustains improvement.



## Programme registrations

**Table 1 - Current registrations by programme**

Programme	Numbers of registrations	% of total registrations
Training for Success (2013) Skills for Work (strand 1)	4	13%
Training for Success (2013) Skills for Work (strand 2)	3	9%
Training for Success (2017) Skills for Work (strand 1)	2	7%
Training for Success (2017) Skills for Work (strand 2)	22	71%

**Table 2 - Current registrations by professional and technical area**

Professional and technical area	Number of trainees	% of total registrations
Childcare	10	32%
Health & Social Care	2	7%
Joinery	11	36%
Bricklaying	3	9%
Hairdressing	5	16%

**Table 3 - Qualifications of current trainees/apprentices on entry to their programme**

Programme	Training for Success (%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C including English and mathematics	9.7%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-C	16.1%
(%) of learners with GCSE English or equivalent at Grades A*-C	29%
(%) of learners with GCSE mathematics or equivalent at Grades A*-C	22.6%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*-G	54.8%
(%) of learners with no prior level 1 or level 2 qualifications	9.7%

## B. Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website [www.etini.gov.uk](http://www.etini.gov.uk).

Three ETI inspectors observed 45 trainees in eight directed training sessions; met with three employers, visited three trainees in their workplace; and interviewed eighteen in focus group meetings. Discussions were held with the chief executive, development officer, development supervisor, development administrator and six tutors. Samples of the trainees' work and personal training plans, and tutors' schemes of work and lesson plans were examined; and the organisation's self-evaluation report and other relevant documentation were scrutinised.

## C. Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on Outcomes for learners, Quality of Provision and on Leadership and Management.

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

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

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Key Performance Indicators and Definitions	
<b>Retention</b>	The percentage of enrolments measured over the full duration of their programme.
<b>Achievement</b>	The percentage of participants who completed their targeted individual outcomes.
<b>Progression</b>	The percentage of successful completers who achieved positive progression.

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