



Providing Inspection Services for

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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

Education and Training Inspectorate

Report of an Evaluation of
**The Quality of Personal Training
Plans for Trainees on the Training for
Success (TfS) Programme**

August 2009

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

CONTENTS

Section	Page
PART ONE: SUMMARY	
1. INTRODUCTION	1
2. THE EVALUATION	3
3. SUMMARY OF MAIN FINDINGS	4
PART TWO: OVERALL QUALITY OF THE PERSONAL TRAINING PLAN PROCESS FOR TRAINEES ON THE TRAINING FOR SUCCESS PROGRAMME	
4. OVERALL QUALITY OF THE PERSONAL TRAINING PLAN PROCESS	6
5. THE EXTENT BY WHICH THE PERSONAL TRAINING PLAN IS INFORMED BY INITIAL ASSESSMENT	7
6. THE EFFECTIVENESS OF THE STRATEGIC AND OPERATIONAL ARRANGEMENTS FOR THE IMPLEMENTATION OF THE PERSONAL TRAINING PLAN	9
7. THE IMPACT OF THE PERSONAL TRAINING PLAN ON TRAINEES TRAINING ARRANGEMENTS	11
PART THREE: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT	
8. CONCLUSION	14
9. KEY PRIORITIES FOR DEVELOPMENT	14
APPENDIX	

Quantitative Terms

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

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

Grading System

PERFORMANCE LEVEL	DESCRIPTOR OF PERFORMANCE LEVEL
1	Outstanding
2	Very good
3	Good
4	Satisfactory
5	Inadequate
6	Unsatisfactory

PART ONE: SUMMARY

1. INTRODUCTION

1.1 This summary report represents the findings of an evaluation of the quality of Personal Training Plans (PTPs) drawn up by supplier organisations for trainees on the Training for Success (TfS) programme. The evaluation was undertaken by the Education and Training Inspectorate (the Inspectorate) between October 2008 and June 2009.

1.2 In September 2007, the Department for Employment and Learning (the Department) replaced the Jobskills training programme with TfS. In September 2008, the Department further revised the programme and restructured it into two separate programmes, TfS and ApprenticeshipsNI. The TfS programme provides training for trainees who have not yet found full-time employment, while the ApprenticeshipsNI programme provides employees in paid employment an opportunity to work towards the achievement of an industry-approved Apprenticeship Framework.

1.3 The TfS programme is designed to enable trainees to progress to higher level training, further education, or employment by providing training to address personal and social development needs, develop occupational skills and employability skills and, where necessary, essential skills development. It is delivered through three components:

- **Skills for Your Life**

To address the personal and development needs of trainees who have disengaged from learning and/or have significant obstacles.

- **Skills for Work**

To help trainees gain skills and a vocationally related qualification at level 1 to be able to gain employment, to progress to Pre-Apprenticeship or ApprenticeshipsNI provision, or to further education.

- **Pre-Apprenticeship**

To ensure that those trainees who have been assessed as being capable of achieving a vocationally related qualification at level 2, but who have not yet secured employment, are prepared for future progression to employment as an apprentice. The Department recognise that the present economic situation has made it increasingly difficult for would-be apprentices to find paid-for employment whilst completing their training. As an intervention measure, during these times, the Department will replace, from September 2009, the Pre-Apprenticeship programme with Programme-Led Apprenticeships (PLA) initiative. The PLA will give 16 and 17 year old school leavers (and up to aged 24 years for those

requiring additional support) the opportunity to gain a full apprenticeship qualification in a chosen skill area. They will access this through a combination of simulated off-the-job training and time spent with an employer on a work placement, of one day per week. The PLA provision will run parallel to the 'employer-led' ApprenticeshipsNI programme.

1.4 The TfS 2008 Operational Guidelines clearly states that in planning to meet the individual needs of trainees the supplier organisation will be required to draw up a PTP which takes account of the trainees' individual needs. The purpose of the PTP is:

- to motivate the trainees;
- to develop the personal and social development needs of the trainee;
- to enable trainers and trainees to agree both short-term and long-term milestones and to identify the specific means by which these milestones can be achieved;
- to enable all those involved in the training provision, including trainees, employers and the supplier organisations, to contribute to the achievement of the trainees occupational aim and their personal and social development needs; and
- to prepare the trainee for progression to higher level training, further education and/or employment.

1.5 At the beginning of the TfS programme, supplier organisations are required to use both initial and diagnostic assessments to identify the trainee's strengths, and areas for development in relation to personal development, training and essential skills needs, as well as assessing which component of the provision is most appropriate for each individual and appropriate vocational area. The Operational Guidelines state that the monitoring and reviewing of the trainees' progress against the PTP, and where necessary, revising the PTP, must be carried out in conjunction with the trainee.

1.6 Across Northern Ireland, there are 34 supplier organisations contracted by the Department to deliver the TfS training programmes in 54 separate geographical locations. The supplier organisations include all of the area-based colleges and private or voluntary supplier organisations. Data made available by the Department in July 2009 indicates that approximately 46% of the trainees on the TfS programme are registered with the area-based colleges, and the remainder with the private or voluntary supplier organisations.

1.7 Data made available by the Department indicates that in July 2009 there were 3,818 on the TfS 2008 programme. By the end of July 2009, 3,519 PTPs had been approved; 375 for trainees on Skills for Your Life, 1,311 Skills for Work and 1,571 Pre Apprenticeships (52 Weeks); and 262 Pre Apprenticeships (78 Weeks).

1.8 Overall, there is a wide range of academic ability across the individual programmes of TfS. Trainees who register on the Skills for Your Life programme have poor academic achievement with a majority joining with no General Certificates of Secondary Education (GCSE). Of the remainder, over two-thirds had no GCSE results recorded, and the rest had very limited academic achievement. Similarly, trainees who join the Skills for Work programme have poor academic achievement with a majority joining the programme with no GCSEs. Of the remainder, only a small number had any significant academic achievement. Those trainees who join the Pre-Apprenticeship programme have varied academic achievement ranging from good to poor. A significant minority join the programme with no GCSEs. Of the remaining trainees, almost one quarter has three or more GCSEs grade A* to C.

1.9 The Department recognises that some trainees entering the TfS programme may need significant support in order to fully benefit from training, as a consequence of a disability or additional learning needs. All TfS suppliers have access to a range of additional support mechanisms, including support from five designated Specialist Support Providers. These are the Cedar Foundation (support for trainees with learning disability), Disability Action (support for literacy and numeracy and workplace coaching), Include Youth (group support and peer mentoring), Opportunity Youth (personal development and individual support) and the Sensory Support Service (trainees with sensory impairments). Within the TfS 2008 provision, the Department will fund up to a maximum of £1,000 per trainee towards the provision of specialist support, where a need has been identified in the trainee's PTP, and which has been approved by the Department.

2. THE EVALUATION

2.1 The inspectorate, between October 2008 and June 2009, evaluated the quality of PTPs for trainees on the TfS programme. The evaluation focused, in particular, on:

- the extent to which the PTPs are informed by initial assessment and training arrangements;
- the effectiveness of the strategic and operational arrangements for the implementation of the PTPs; and
- the impact of the PTP process on the trainees training arrangements.

2.2 During the period of the evaluation, inspectors made inspection visits to 27 of the training supplier organisations delivering TfS, which included three area-based colleges and 24 private or community-based training supplier organisations across Northern Ireland. Interviews took place with a wide range of staff including: senior staff members, staff with direct responsibility for the PTP process in the organisation, training managers, essential skills co-ordinators, learning support co-ordinators, tutors, employers, employment liaison officers and quality managers. Interviews

took place with middle and senior managers, key staff members, and 418 trainees were interviewed across the organisations visited. Relevant policy and other documentation were examined. A total of 754 PTPs were scrutinised; 103 from the Skills for Your Life, 343 from the Skills for Work strand and 308 from the Pre-Apprenticeship strand.

3. SUMMARY OF MAIN FINDINGS

STRENGTHS

3.1 The main strengths in the quality of PTPs for trainees on the TfS programme include:

- the use of the PTP as a framework which provides good opportunities for the trainees and staff from the supplier organisation to negotiate appropriate training and training support;
- the good use made, in the majority of supplier organisations, of the outcomes from initial and diagnostic assessment to inform the PTP process;
- the clear articulation in the PTP of the target qualifications mostly set at the appropriate level, and based on the initial assessment;
- the recording in the PTP of the trainees preferred learning styles;
- the good emphasis on the development of preparation for work skills and the opportunities for trainees to undertake an employability programme which includes job search and job preparation;
- the good opportunities, for the majority of trainees, to achieve additional qualifications; and
- the good arrangements, in a majority of organisations, for the monitoring and review of the trainees' progress against the targets stated in their PTP.

AREAS FOR IMPROVEMENT

3.2 In order to improve the quality of the PTP for trainees on the TfS programme a number of areas for improvement need to be addressed, which include the need to:

- clarify the terminology used in the PTP process, and create a shared understanding among suppliers, particularly in relation to occupational skills, transferable skills and employability skills;
- breakdown the high level targets set for trainees into meaningful steps which are understood more clearly by them and their employers;

- clarify the methodology used to identify, record and measure progress in the trainees skills development, in particular their occupational and transferable skills development;
- establish better communication and transfer of information to the supplier organisations from the schools or other educational settings to enable more effective and earlier identification of individual trainee learning needs;
- identify how the job preparation, job search, work placements and opportunities for enhancement, which are listed in the PTP, will be implemented and linked across all elements of the trainees' training programme;
- engage employers fully in the setting of targets, and in the monitoring and review process;
- ensure that the format and structure of the PTP documentation enables the incremental tracking of the trainees progress and skills development;
- identify a mechanism to review and measure the impact of the specialist support intervention; and
- ensure that the PTP process is part of the of the suppliers quality improvement process.

PART TWO: OVERALL QUALITY OF THE PERSONAL TRAINING PLAN PROCESS FOR TRAINEES ON THE TfS PROGRAMME

4. OVERALL QUALITY OF THE PPERSONAL TRAINING PLAN PROCESS

4.1 The overall quality of the PTP process for trainees on the TfS programme is good or better in just over one-third of the organisations; it is satisfactory in just over two-fifths of the organisations. In one-fifth of the organisations, the overall quality of the PTP process for trainees on the TfS programme is inadequate or unsatisfactory.

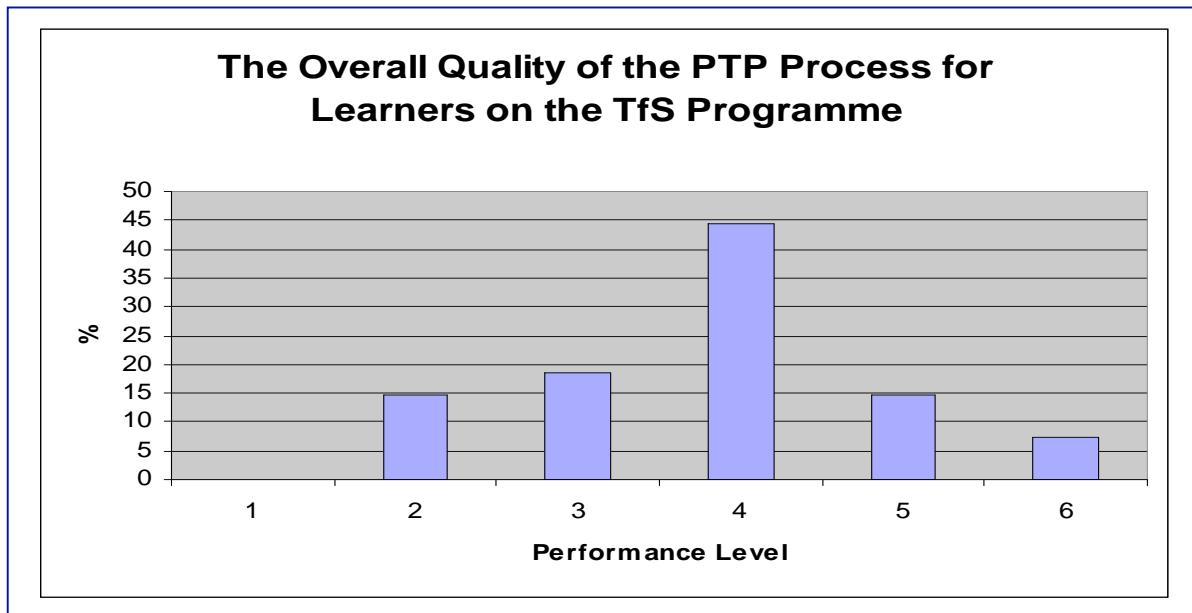


Figure 1: Performance Levels Awarded for the Overall Quality of the PTP Process for Trainees on the TfS Programme

4.2 In the best practice, the PTPs are individualised and comprehensive. The initial assessment process is thorough and the trainees identify their own individual learning needs. The outcomes of assessment are used well to set appropriate milestones which are linked well to ongoing monitoring and review.

4.3 In contrast, in a small number of organisations the overall quality of the PTP process for trainees on the TfS programme is unsatisfactory. These organisations do not have an adequate understanding of the PTP process nor of the relationship between this process and the provision of a quality learning experience. The PTPs are generic and there is a lack of rigour in the initial assessment process. There is limited involvement of the trainee, and the PTPs are not used well to inform the TfS training programme.

5. THE EXTENT BY WHICH PTP PROCESS IS INFORMED BY INITIAL ASSESSMENT

5.1 The use of the outcomes from initial and diagnostic assessment to inform the PTP process is good or better in nearly three-quarters of the organisations visited; in just over one-fifth of the organisations it is very good. In just over one-quarter of the organisations, however, the overall use of initial and diagnostic assessment outcomes is inadequate or unsatisfactory.

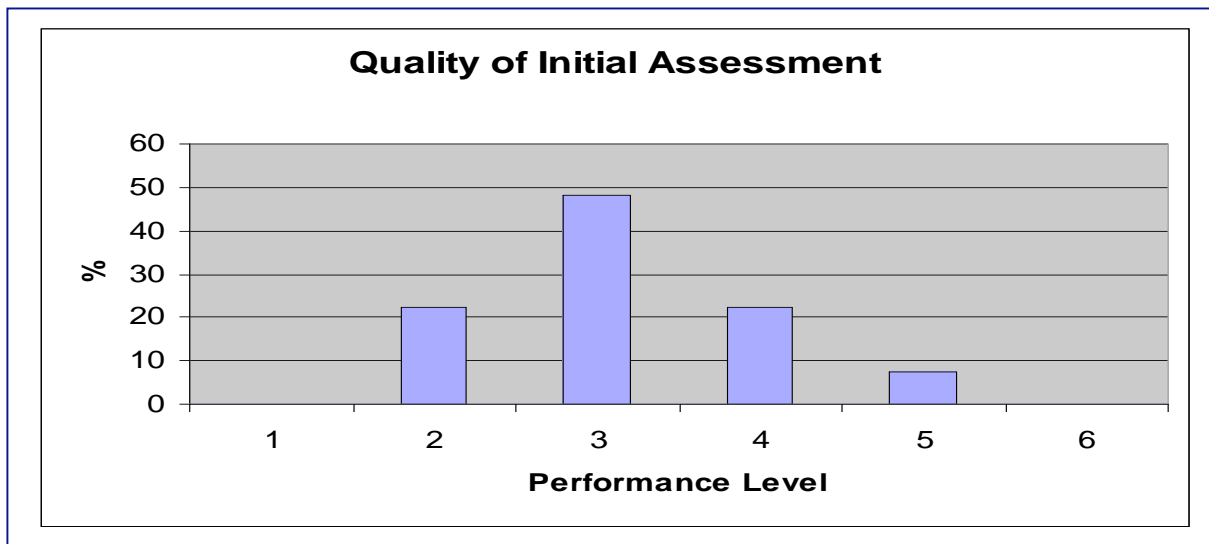


Figure 2: Performance Levels Awarded for the Quality of the Initial Assessment

5.2 In the best practice, the trainee's skills, competences and barriers to learning, including their essential skill needs, are very clearly defined using a range of initial assessment tools that have been suitably adapted to match the needs of the trainees. One organisation has incorporated into the initial assessment, a self-awareness process to help the trainees acknowledge their strengths, and identify areas for development. The specialist staff use this information, along with the results of the initial assessments, the trainee's application form and the outcomes of an individual initial assessment interview, to ensure that the trainees are placed on the most appropriate training programme.

5.3 In contrast, the outcomes of the initial assessments are underdeveloped, in a minority of the organisations, to plan an appropriate programme of training for the trainee. In these organisations, there is limited emphasis on the identification of prior knowledge or experience and inadequate assessment of the trainee's initial occupational skills.

5.4 In almost all of the supplier organisations, good use is made of initial essential skills assessments to set literacy and numeracy targets for trainees at the beginning of their programme. All the PTPs that were scrutinised had recorded information relating to the trainee's literacy and numeracy levels.

5.5 There is much variation in the assessment of the trainee's occupational skills. In the best practice, vocational tutors identify the key occupational skills, for the different programme levels, within their vocational area. The tutors then assess the trainee's capabilities in an on-going manner against these criteria during the initial assessment period. In addition, specifically designed practical assessments, conducted over the twelve week assessment period are used by the vocational tutor to assess the trainee's occupational competency. This results in the setting of specific and attainable individual targets to assist with the development of these skills. The majority of organisations, however, are less rigorous in their assessment of trainee's occupational skills, relying mostly on initial interviews and self-assessment processes to identify existing occupational skills and to set targets.

5.6 All the PTPs examined had the outcomes of the trainees initial occupational skills assessments recorded in a graded manner, ranging from 'no-development' to 'well-developed'. In almost all the PTPs there was no record of the progress made by the trainee in the development of their occupational skills, although a few organisations had developed their own recording systems to demonstrate a trainee's incremental progress against their occupational skills targets.

5.7 Almost all organisations conduct a 'learning styles' audit with all trainees during the initial assessment period. The range of detail recorded on the PTP varies across the organisations; most simply record the preferred style of learning. Only a small number of organisations identify on the PTP how the preferred learning style will be used in the delivery of the training programme.

5.8 A small number of organisations engage parents in the initial assessment process. In the best practice, the supplier organisation conducts interviews with the parents of new trainees on the TfS programme to identify any barriers that the trainee may have; the organisation reports that parents value this opportunity highly.

5.9 Almost all of the supplier organisation value the work of the Department's careers advisers and the support they provide for trainees. During the initial assessment period, careers advisers arrange group guidance sessions for all new trainees within TfS programmes to determine the appropriateness of the training in meeting their career goals. Almost all of the supplier organisations reported, during this evaluation, that the role of the careers service in providing appropriate trainee information to supplier organisations was much more effective under the previous Jobskills training programme.

5.10 There is a wide variation in the quality and quantity of information contained within the 'summative evaluation of personal prolife' section of the PTP. Evidence from this evaluation indicates that the supplier organisations are unclear about the type of information that needs to be recorded in this section of the PTP. In the best practice, and as a result of comprehensive initial and diagnostic assessments, a clear evidence-based evaluative statement summarising the training and support needs of each trainee is recoded and used to inform the delivery of the TfS programme.

5.11 A minority of the supplier organisations use the services of the specialist support providers during the initial assessment period to assess the additional support needs of trainees. In one organisation, a specialist support organisation conducts initial assessment of the personal, social and emotional needs of every new trainee on the TfS programme. A majority of the training suppliers do not involve the specialist support providers appropriately in the reviews of trainee progress.

5.12 Within the context of this evaluation, findings indicate that organisations are dealing with increasing numbers of trainees who present with multiple, complex personal, social, emotional and mental health related needs.

5.13 The supplier organisations use a range of methods to identify the additional support needs of trainees; the majority use an individual interview. In addition, almost all organisations use documentation or information that may be presented from the trainee or from an external agency, to determine the additional support needs. Most organisations, however, do not have sufficient expertise and/or resources to identify the additional support needs of trainees.

5.14 The outcomes of the assessments are recorded on the specialist support needs section of the PTP but in the majority of organisations the comments are general and non-evaluative. It is not clear from the PTP in these organisations how the additional support will be delivered or how the impact of the support on the progress of the trainee will be evaluated.

6. THE EFFECTIVENESS OF THE STRATEGIC AND OPERATIONAL ARRANGEMENTS FOR THE IMPLEMENTATION OF THE PTP

6.1 The effectiveness of the strategic and operational arrangements for the implementation of the PTP process is good or better in nearly three-fifths of the organisations visited; in just over one-fifth of the organisations it is very good or outstanding. In just over one-quarter of the organisations, however, the overall effectiveness of the strategic and operational arrangements for the implementation of the PTP is inadequate or unsatisfactory.

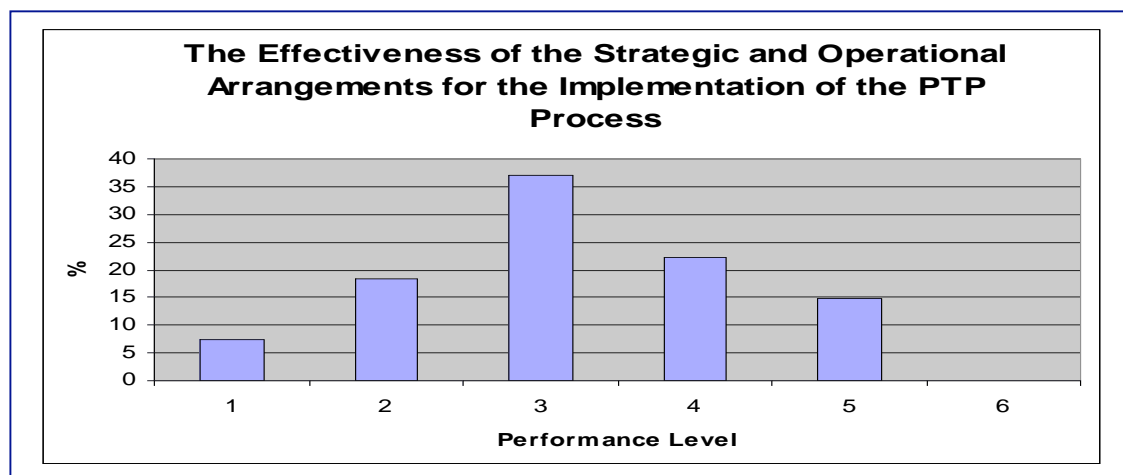


Figure 3: Performance Levels Awarded for the Strategic and Operational Arrangements for the Implementation of the PTP Process

6.2 In a majority of the organisations, there is good leadership and strategic management arrangements for the implementation of the PTP process for trainees on the TfS programme. In these organisations, the arrangements are well-planned and the roles and responsibilities for the implementation of the PTP process are well-defined and understood by all staff. There is a strong commitment to the further development of the PTP process to deliver effective training and learning. In contrast, in a small number of organisations, the quality of the leadership and management has shortcomings. There is inadequate planning at strategic and operational level to implement the PTP process and to monitor effectively overall trainee progress and achievement.

6.3 The quality assurance procedures to monitor, review and improve the quality of the PTP process for trainees on the TfS programme vary; in a majority of the organisations the systems are under-developed, and not sufficiently rigorous. In these organisations the quality assurance of the PTP process is not integrated into the self-evaluation and quality improvement cycle. In contrast, in the best practice, the quality assurance arrangements are systematic and informed by the views of trainees, vocational and essential skills tutors, and employers.

6.4 The monitoring and reviewing of trainee's progress, in a majority of the organisations, are well managed; the reviews are recorded systematically and regularly. In the best practice, the review and monitoring of trainee progress against the targets set in the PTP, fully involves the trainees, the employers providing work experience, vocational tutors, essential skills tutors, specialist support providers and monitoring officers. Well-trained staff use the review meetings to check that the trainees have made sufficient progress against their PTP and to plan, in detail, the training that the trainees are to receive between the current and next progress review meeting. Evidence from this evaluation indicates that effective monitoring and review processes are highly effective in helping trainees with multiple barriers develop their skills for work.

6.5 In a majority of organisations, the link between the PTP and the monitoring and review processes are inadequate. Most use the PTP during the 12 week initial assessment period but it is then superseded with generic monitoring and review documentation. In a small number of organisations, the monitoring and review documentation has been adapted to allow these two processes to be linked more effectively. Evidence from this evaluation indicates that the structure of the PTP does not easily enable the organisations to use the PTP as an effective monitoring and review tool.

6.6 In a majority of the organisations visited, there is good internal communication between staff who have a responsibility for the implementation of the PTP, and the trainee. In these organisations, the sharing of information on the trainee's vocational, occupational and essential skills targets with appropriate staff informs the planning of the training and learning programme. In contrast, in a small number of organisations, the internal communication, and the transfer of information about the progress of the trainee is ineffective.

6.7 Evidence indicates that there is ineffective transfer of communication of key information to the supplier organisations from the schools or other educational settings, from which the trainees previously attended. This causes delays in the identification of additional support needs, and makes it difficult for supplier organisations to begin to plan for effective PTP which identify the individual training and learning needs of the trainees.

6.8 In most of the supplier organisations, there are an increasing number of trainees who present with challenging barriers to learning, including behavioural issues. Evidence from this evaluation indicates that there are insufficient opportunities for staff to participate in appropriate staff development, to equip them with the appropriate strategies to identify and address, as part of the PTP process, these barriers to learning.

6.9 In most of the organisations visited, the use of information and learning technology to support and develop the PTP process is under-developed. A small number of organisations are exploring how technology could support the implementation of the PTP.

7. THE IMPACT OF THE PTP PROCESS ON THE QUALITY OF THE TRAINEE'S TRAINING ARRANGEMENTS

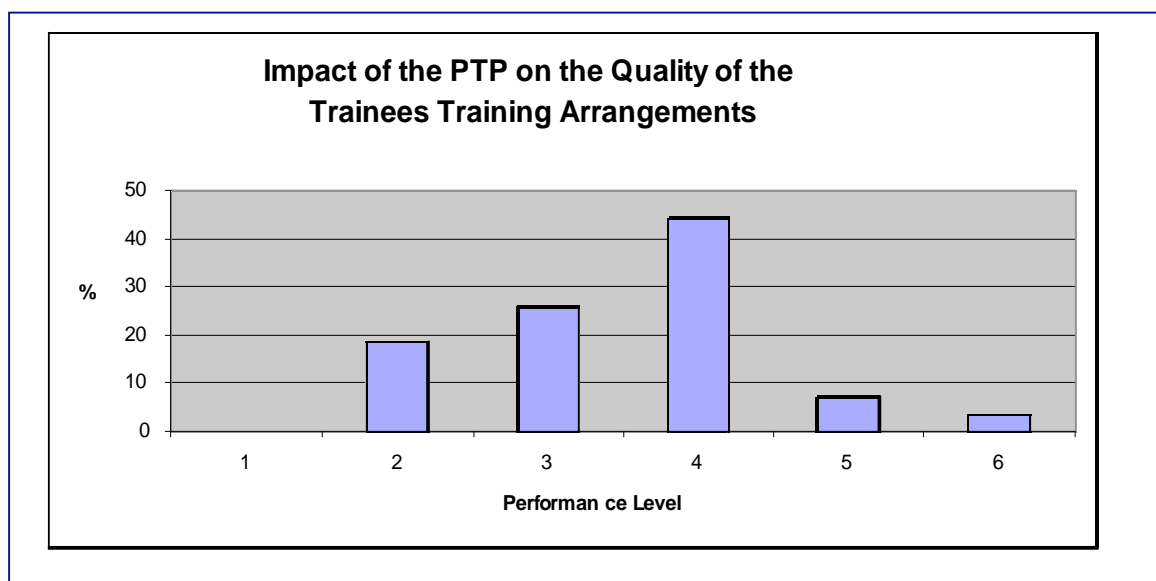


Figure 4: Performance Levels Awarded for the Impact of the PTP on the Quality of the Trainees Training Arrangements

7.1 The impact of the PTP on the quality of the trainees' training arrangements is good or very good in over two-fifths of the organisations visited; in just under one-half of the organisations it is satisfactory. In the remainder of the organisations, the overall impact of the PTP on the quality of the trainees training arrangements is inadequate or unsatisfactory.

7.2 In almost all of the organisations visited, the trainee's target qualification is clearly articulated in the PTP and is at the appropriate level based on the outcomes of the initial assessment. In the majority of the organisations, the four milestone targets, which make up the units of the target qualification, lack detail. In a minority of the organisations, a measurable target for each milestone has not been recorded in the PTP with the result that trainee progress is not tracked effectively.

7.3 In the majority of organisations, the strategies used for the delivery of the target qualification are not signposted clearly in the PTP. In contrast, in a small number of organisations, the PTP contains clear and useful information on training and learning delivery methods that are to be used with the individual trainee to support their learning; this information is shared effectively with the vocational tutor.

7.4 In almost all of the organisations visited, the trainee's essential skills target qualification is set at the appropriate level and is based on the outcomes of the initial and diagnostic assessment. In the majority of the supplier organisations, the PTP encourages the development of good links between the vocational and essential skills tutors. Most trainees can see the relevance of their literacy and numeracy and this improves their motivation.

7.5 In almost all the organisations, opportunities for additional qualifications are identified clearly on the trainees PTP. These opportunities include first aid, health and safety and, financial planning; there is a strong emphasis on the trainee obtaining certificates in career planning. In the majority of organisations, however, there is no clear indication of how the additional qualifications tie into the trainees target qualification.

7.6 Almost all of the organisations visited have identified in the trainees PTP, the arrangements for job-preparation. In the majority of organisations, however, there is little detail regarding the arrangements for the implementation of the particular job-preparation opportunities identified in the PTP. Evidence from this evaluation indicates that in a minority of organisations the trainees do not see the relevance of this work and perceive it as repeating work already completed in school. In contrast, in a minority of organisations, the job preparation programme builds on prior experiences and knowledge, is integrated into the target qualification, links directly to appropriate work experience and is supported by a well planned programme of guest speakers and relevant industrial visits.

7.7 There is variation in the rigour of the assessment of the trainee's transferable skills; most organisations use observation of the trainee during the initial assessment period to assess the trainee's transferable skills. All the PTP examined had the outcomes of the trainees initial transferable skills assessments recorded in a graded manner, ranging from 'no-development' to 'well-developed'. Evidence from this evaluation indicates that there is much variation across the supplier organisation in their definition and understanding of transferable skills. In a minority of the organisations there is little difference in what is recorded in the PTP between occupational skills, employability skills and transferable skills. Similarly, most organisations find it difficult to record progress against appropriate targets set the transferable skills.

7.8 The involvement of employers in the PTP process is good or better in just over one-third of the organisations visited; in just under one-half it satisfactory. In the remainder of the organisations, the overall involvement of employers in the PTP process is inadequate or unsatisfactory.

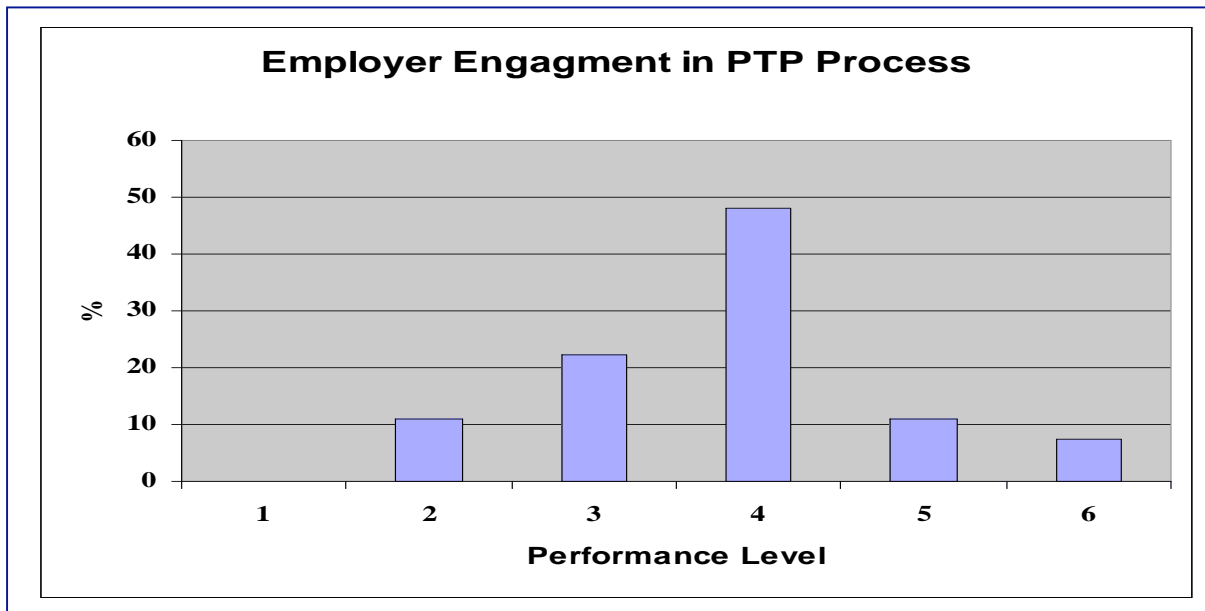


Figure 5: Performance Levels Awarded for the Employer Engagement in the PTP Process

7.9 In the majority of organisations, the role of the employer in the setting of targets for the trainees on the TfS programme needs to be strengthened; typically the vocational tutor sets the targets within the vocational qualification framework and the involvement of the employer is very limited. In contrast, in a small number of organisations, the employer is involved effectively in the setting of PTP targets. In the best practice, the employers help the organisations to identify potential barriers in the trainees' attitudes to work and in their occupational and vocational skills. There is frequent contact between the organisation and the workplace supervisors, who work well together to help the trainee meet the targets set out in their PTP.

7.10 There is variation in the information provided to employers about the PTP process. In the majority of organisations, the employer understanding is limited. In contrast, in a small number of organisations, employers have a sound knowledge of the PTP process and they are informed about the content of the PTP and are aware of the number of units required by trainees to achieve their vocational qualification.

7.11 There is variation in the involvement of the employers in the review process. In the best practice, employers receive the trainee's progress reports, which outline progress over the previous six weeks, and sets out training and assessment targets for the next six weeks. In contrast, in a minority of organisations the extent of the employer involvement in the review process is minimalistic, for example, the employers are required to do no more than sign the review documentation.

PART THREE: CONCLUSION AND KEY PRIORITIES FOR DEVELOPMENT

8. CONCLUSION

8.1 In the areas inspected, the overall quality of the PTP for trainees on the TfS programme is satisfactory; the strengths outweigh the areas for improvement. The evaluation has identified areas for improvement which need to be addressed if the needs of all of the trainees are to be met effectively. The Education and Training Inspectorate will monitor and report on the progress in addressing these areas for improvement.

9. KEY PRIORITIES FOR DEVELOPMENT

9.1 To promote continuous improvement in the quality of the PTP this evaluation has identified a number of key priorities for development, which includes:

- the need to equip staff in supplier organisations with the skill, knowledge and capabilities to draw up and implement effectively high quality PTPs;
- improvement in the information flow between schools and other organisations to the supplier organisations in order to ensure timely and appropriate specialist support; and
- incorporate into the supplier organisation's self-evaluation cycle a review of the PTPs, so that their impact can be assessed, measured and improved.

TRAINING SUPPLIER ORGANISATIONS WHO CONTRIBUTED TO THE EVALUATION

Ballycastle Community Workshop
Belfast Central Training
Coalisland Training Services
Conservation Volunteers
CRAFT Recruitment and Training
Dairy Farm Training
Derry Youth and Community Workshop
Impact Training
Jennymount Training Service
Larne Skills Development
Loughview Training College
North City Training
North Down Training
Northern Regional College
North West Regional College
Opportunity Youth
Oriel Training Services
Paragon Training
Rutledge Joblink
Seven Towers Training
South Eastern Regional College
Springvale Learning
Strabane Training
Swann Training
The Linkworks
Wade Training
Workforce Training Services

© CROWN COPYRIGHT 2009

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

Copies of this report are available on the DE website: www.deni.gov.uk or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES