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The Education and Training Inspectorate -
Promoting Improvement

Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

INVESTOR IN PEOPLE

CHARTER MARK

CUSTOMER SERVICE EXCELLENCE

An Evaluation of the Quality of the...

PROVISION FOR THE CARE, GUIDANCE AND SUPPORT FOR TRAINEES IN WORK BASED LEARNING

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Inspected: September 2007–April 2008

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PROVISION FOR THE CARE, GUIDANCE AND SUPPORT FOR TRAINEES IN WORK BASED LEARNING

CONTENTS

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 number

Grading System

In assessing the various levels of provision, the Inspectorate relates its evaluations to six performance levels. These levels are outlined in the following table:

GRADE	DESCRIPTOR
1	Outstanding characterised by excellence.
2	Consistently good; major strengths
3	Important strengths in most of provision. Areas for improvement which organisation has the capacity to address.
4	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed.
5	A few strengths; significant areas for improvement which require prompt action.
6	Poor; major shortcomings which require urgent action.

1. Introduction

1.1   Individuals today face many challenges and need to be able to cope with, and manage, the problems, opportunities and choices which life in a complex and changing society presents. To play their part in the local economy, they need to be able to acquire the new competences and transferable skills demanded by changes in technology, working procedures and employment practices. They need to be aware of the technical skills and knowledge required to meet the demands of their chosen career and, in addition, develop key employability skills.

1.2   The Skills Strategy for Northern Ireland (NI), "Success through Skills" 2006, sets out a framework for the development of the skills required by the contemporary workforce. It defines three different categories of skill; the essential skills of literacy and numeracy and, increasingly, information and communication technology (ICT); employability skills, including the key skills of team-working, problem-solving and flexibility; and work-based skills, specific to a particular occupation or sector. The Strategy sets out a vision for a highly competitive economy and skilled workforce, with all young people having opportunities to follow a wide range of vocational subjects. It aims to increase the recognition given to vocational training as a valuable alternative to the traditional academic pathway. The Strategy identifies the need to focus on raising the skills of the current workforce, enhancing the 'knowledge base' of those entering the workforce and addressing the employability skills of those not in employment.

1.3   Since April 1995, the Jobskills programme has been aimed at young people aged 16-24 seeking to enter employment. In September 2007, the Department for Employment and Learning (the Department) initially introduced a new scheme, 'Training for Success', to replace 'Jobskills'. 'Training for Success' comprises both an Apprenticeship strand for those currently in employment, and Job Ready strands, for young people who have not yet found employment. The aim of 'Training for Success' is to ensure that the working population will have the appropriate skills to meet the challenges of the twenty-first century. The Department's 'New Deal' programme, which enables unemployed adults to return to work, will be replaced by 'Steps to Work' in September 2008.

1.4   Many young people are able to find a route into employment through Apprenticeship provision. However, substantial cohorts who enter training do not have employment when they leave school at the age of 16; a significant minority of this cohort also face major barriers to work. These include learning difficulties or disabilities or emotional, behavioural or social problems, drug or alcohol abuse, or involvement with the criminal justice system. Mental health problems are also a major area of concern. The Bamford Review of Mental Health and Learning Disability, NI 2006, identifies that an estimated one-fifth of young people suffer, 'significant mental health problems', by their eighteenth birthday. This is a hidden barrier to learning and employment that needs to be considered. These young people are likely to be at a substantial disadvantage in the labour market and require significant levels of care, support and guidance to enable them to move into full-time employment.

1.5   Approximately two-fifths of year 12 pupils do not gain five or more General Certificate of Secondary Education (GCSE) or equivalent at grades A*-C and around one-twentieth of boys do not gain any qualifications. Nearly two-fifths of young people do not achieve A*-C in English and just over two-fifths do not achieve A*-C in Mathematics; approximately half of young people do not receive A*-C in both English and Mathematics, as can be seen in Appendix 1. Approximately one-fifth of the year 12 cohort will leave school and enter into training. The majority of these young people will be those who have the lowest levels of achievement in formal school-based examinations and will enter training with poor literacy and numeracy skills. Without effective care, guidance and support these young people often find difficulty in succeeding in training or in securing employment.

1.6   Some young people entering work-based training need significant additional resources in terms of training time, equipment or support in order to benefit fully from their training. The Department recognises that the training sector is dealing with increasing numbers of young people with complex needs. Under the 'Training for Success' programme, organisations can access help for these young people from a range of specialist support providers, including the Cedar Foundation, Disability Action, Include Youth, Opportunity Youth and the Sensory Support Service. The Department will fund up to a maximum of £1,000 towards the provision of specialist support where the need has been identified in the participant's approved personal training plan (PTP).

1.7   High quality careers education, information, advice and guidance (CEIAG) makes an important contribution to raising achievement by motivating trainees, raising aspirations, equipping trainees to make decisions about their progression routes, and developing skills to manage future learning and transition into the work of work. The Department's Careers Service plays a key role in providing information, advice and guidance for young people entering work-based training. For young people leaving school and unemployed adults there is a particular need for supportive impartial advice and guidance arrangements, to enable them to develop relevant skills and make an effective transition from full-time education or unemployment into training or full-time work.

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1.8   It is important that trainees, who enter training and progress to the workplace, are safe. The Department places a high priority on the protection of children and vulnerable adults (POCVA). They require that all contracted provider organisations adhere to strict vetting procedures as required by POCVA (NI) Order, April 2005. All training organisations that are entrusted with the care of young people and vulnerable adults must undertake the full range of pre-employment checks and have robust staff selection, training and processes in place.

1.9   It is important that trainees are prepared to live and work in an increasingly diverse society. The Governments 'Shared Future' strategic framework promotes good relations and aims to develop a community in Northern Ireland where people can live, work, learn and play together. Training organisations, through their care, guidance and support arrangements, have a key role in helping trainees contribute positively in a divided and multi-cultural society, particularly as migrant workers from other parts of European Union (EU) reshape the traditional composition of our workplace and communities.

1.10   Access to high quality, well planned individualised care, guidance and support is
        essential in preparing individuals to make effective transitions into education,
        training and employment.

2. The Survey

2.1   In the Spring term of 2008, at the request of the Department, the Education and Training Inspectorate (Inspectorate) evaluated the quality of care, guidance and support for trainees on Jobskills, Training for Success and New Deal programmes in training organisations. The survey focused, in particular, on the effectiveness of the:

- care, advice, guidance and other support provided to safeguard the welfare of the trainees, promote their personal development and enable them to achieve high standards;

- programme of CEIAG in meeting the needs, potential and interests of the trainees;

- organisations in providing additional learning support;

- organisations in promoting social and educational inclusion and in increasing access to education and training, which meets the diverse needs of all trainees;

- organisations in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving education and training; and

- leadership and management arrangements for the care guidance and support of trainees.

2.2   The survey, carried out between September 2007 and April 2008, focused on a core representative sample of nine training providers drawn from private, college-based and community-based training organisations. In addition, the survey is also informed by a comparison of the quality of provision and the leadership and management arrangements for care, guidance and support, in all training organisations inspected by the Inspectorate in 2006/07 and 2007/08. It was important to make these comparisons, so that a baseline of the quality of

the care, guidance and support and leadership and management arrangements could be established in order to measure current and future improvements in provision. Furthermore, considering one-third of the organisations selected for the survey were selected because of their good quality care, guidance and support provision, such a comparison was crucial to determine if the survey findings were representative across the sector.

2.3   During the survey the Inspectorate observed lessons, examined a range of documentation and held discussions with a wide range of staff including: staff with direct responsibility for care, guidance and support in the organisation, directors and assistant directors, training managers, essential skills co-ordinators, learning support co-ordinators, tutors, employers, employment liaison officers, quality managers and careers advisors. Over both phases of the survey, inspectors interviewed 256 trainees and observed 101 trainees in the workplace and 205 in directed training from across the Access, Traineeship and Modern Apprenticeship strands of Jobskills and the Training for Success and New Deal programmes. The range of vocational areas included administration, child care, construction, hair and beauty, hospitality and catering, information and communication technology, motor vehicle, retail operations, stores and warehousing.

3. Summary of Main Findings

THE OVERALL QUALITY OF CARE, GUIDANCE AND SUPPORT

3.1   The survey findings demonstrate clearly that the overall quality of the care, guidance and support of trainees, in the majority of the organisations surveyed is good. In the remaining organisations, the quality of the provision varies from very good to satisfactory.

3.2   An analysis of the grades allocated to care, guidance and support of trainees in training organisations in 2006/2007 and 2007/2008, shows that there has been a notable improvement in the overall provision for care, guidance and support over the two-year period.

PASTORAL SUPPORT AND WELFARE

3.3   In most training providers, the overall quality of the pastoral support and welfare of trainees is good; in one-third of the organisations surveyed the provision is excellent. In the remainder, the provision does not sufficiently meet the needs of the trainees, staff members and employers.

3.4   There is a caring ethos within all of the organisations surveyed; staff are committed to meeting the needs of the trainees and helping them progress in their vocational programme.

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3.5   The induction arrangements are good or better in just over three-quarters of the organisations surveyed. In the remaining organisations, the outcomes of the initial assessments are not used sufficiently to plan a programme of support for trainees.

3.6   The monitoring and reviewing of trainees' progress in a majority of the organisations are well managed. In a significant minority of organisations, the

quality of the PTPs lack rigor, are generic and do not reflect the full range of participants' social and training needs. In addition, the majority of employers are not sufficiently involved in the production of individual training plans.

3.7   The use of information learning technology (ILT) to promote and support learning is limited across the majority of the organisations surveyed.

3.8   The majority of organisations have developed good links with a wide range of statutory and voluntary agencies, to provide opportunities which contribute positively to the trainee's capacity to stay safe and healthy.

3.9   A comparison of the grades allocated to pastoral support and welfare of trainees during inspections in 2006/2007 and 2007/2008, shows that there has been a significant improvement in the quality of the arrangements for pastoral support and welfare over the two-year period.

CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE

3.10   The overall quality of most aspects of CEIAG is mainly good in the majority of organisations surveyed; in a minority of organisations the provision is very good. The provision in these organisations has many good features, including good opportunities for trainees to develop their employability skills and work-related learning competencies.

3.11   In a significant minority of the organisations, trainees' experience of careers education is not sufficiently formal and lacks consistency across programme areas; personal career planning is underdeveloped. In these organisations, there is a lack of coherent policies for the management and quality assurance of CEIAG.

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3.12   In a majority of training organisations, the arrangements for the provision of careers advice and guidance are well-managed. In a significant minority of the organisations, trainees have access to appropriate careers information.

3.13   The majority of the organisations make effective use of the resources provided by the Department's Careers Service, and most organisations have developed good relationships with the Careers Advisors.

3.14   The links with the employers are well-developed. Almost all trainees are in appropriate work placements, which provide a good range of work activities well-matched to their training programme. In a significant minority of work placements, the procedures for monitoring and reviewing the welfare and support of trainees are excellent.

3.15   In a significant minority of the organisations, there is a lack of sufficient professional development opportunities to equip staff fully with the skills to provide high quality CEIAG.

3.16   A comparison of the grades allocated to CEIAG in the training organisations inspected during 2006/2007 and 2007/2008, shows that there has been a significant improvement in the quality of the CEIAG provision over the two-year period.

ADDITIONAL LEARNING SUPPORT

3.17   The level of additional learning support provided by the training organisations ranges from excellent to satisfactory, with the majority of the provision being consistently good and displaying many good features. In a majority of the organisations, trainees have their additional support needs accurately identified. The delivery of essential skills varies across the organisations surveyed but in the best organisations the experiences of the trainees are positive.

3.18   When an additional learning need of a trainee has been identified, most of the organisations surveyed access the specialist support fund, made available by the Department, to enable trainees access to specialist support services.

3.19   There is a need to establish systems to encourage and promote the sharing of information between schools and training organisations, to help ensure that trainees are appropriately supported.

3.20   In a majority of the organisations, there is good internal communication between those who have a responsibility for providing additional learning support for trainees. The majority of organisations use effectively partnerships with agencies to provide good support and guidance to learners with identified learning or social needs.

3.21   An analysis of the grades allocated to additional learning support in training organisations inspected, in 2006/07 and 2007/08, shows that overall there has been a notable improvement in the arrangements for additional learning support over the two-year period.

DIVERSITY AND INCLUSION

3.22   The quality of the provision to meet the diverse needs of trainees is very good in most of the training organisations surveyed; in a minority of organisations the provision is excellent. All of the organisations surveyed promote tolerance, mutual understanding and integration.

3.23   The majority of organisations, who have trainees with multiple barriers to learning and employment, successfully motivate, raise achievement and increase the expectations of the trainees. There are opportunities in a majority of the organisations, for trainees with disabilities to integrate fully within the learning environment. There are good examples of training organisations enabling trainees from the different religious communities to integrate within a learning context.

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3.24   Cultural diversity is embedded, to varying degrees, within the curriculum in the majority of organisations and trainees have a good understanding of equality and diversity issues. In a significant minority of the organisations, there is an opportunity to develop further links with minority and ethnic groups.

3.25   An analysis of the grades allocated to the promotion of diversity and inclusion in training organisations inspected in 2006/07 and 2007/08, shows that there has been an improvement in the overall arrangements for the promotion of diversity and inclusion.

PROTECTION OF CHILDREN AND VULNERABLE ADULTS

3.26   The overall quality of the POCVA arrangements in the majority of organisations surveyed is good, with one-third of the provision being very good. In most organisations, there are clear policies and procedures and effective codes of conduct to guide staff in their contact with all trainees. In all of the organisations surveyed, designated persons, who have undertaken appropriate staff development, are in place to deal with POCVA complaints. In a significant minority of organisations, however, there is a need to review existing POCVA arrangements, in particular, to ensure that policies are sufficiently detailed in relation to the protection of vulnerable adults.

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3.27   A majority of the organisations implement a good range of activities and initiatives which seek to protect the trainees' health and well being.

3.28   An analysis of the grades allocated to the arrangements for POCVA in training organisations, inspected in 2006/07 and 2007/08, show that overall, there has been a significant improvement in the arrangements for POCVA over the two-year period.

LEADERSHIP AND MANAGEMENT

3.29   The overall leadership and management arrangements for the care, guidance and support of trainees are good in a majority of the organisations surveyed. In these organisations, the arrangements for the care, guidance and support of trainees, are well-planned and managed coherently. Most of the organisations have established good links with a range of appropriate stakeholders.

3.30   In a majority of the organisations, internal and external communications with staff are good, and the tutors and support staff are involved fully in the production of the organisation's development plan. There are insufficient opportunities, however, for staff to participate in appropriate care, guidance and support professional development activities.

3.31   The quality assurance procedures to monitor review and improve the quality of
        care, guidance and support, in the majority of organisations, are under-developed
        and not sufficiently rigorous.

3.32   In a majority of the organisations, the quality of the training accommodation
        is mostly good and the buildings are generally well maintained. College-based
        training organisations are well equipped with ILT resources, however, in
        community-based and private training organisations there is a lack of ILT
        resources available to support trainees.

3.33   An analysis of the grades allocated to the quality of leadership and management
        for care, guidance and support in the training organisations, inspected in
        2006/07 and 2007/08, shows that, overall, there has been a notable improvement
        in the quality of leadership and management arrangements over the two-year
        period.

3.34   A comparison of the grades allocated to the care, guidance and support and
        the quality of the leadership and management arrangements from inspection
        evidence, clearly demonstrates that when there are effective leadership and
        management arrangements, there are good arrangements for the care, guidance
        and support of trainees.

4. Pastoral Support and Welfare

4.1   The overall quality of the pastoral support and welfare of trainees, in most of organisations surveyed, is good; in one-third of the organisations surveyed the provision is excellent, as can be seen in figure 1 below. In the remainder, the provision does not sufficiently meet the needs of the trainees, staff members and employers.

Figure 1

The % of Grades allocated by Inspectors for Pastoral Care and Welfare during the Care, Guidance and Support Survey
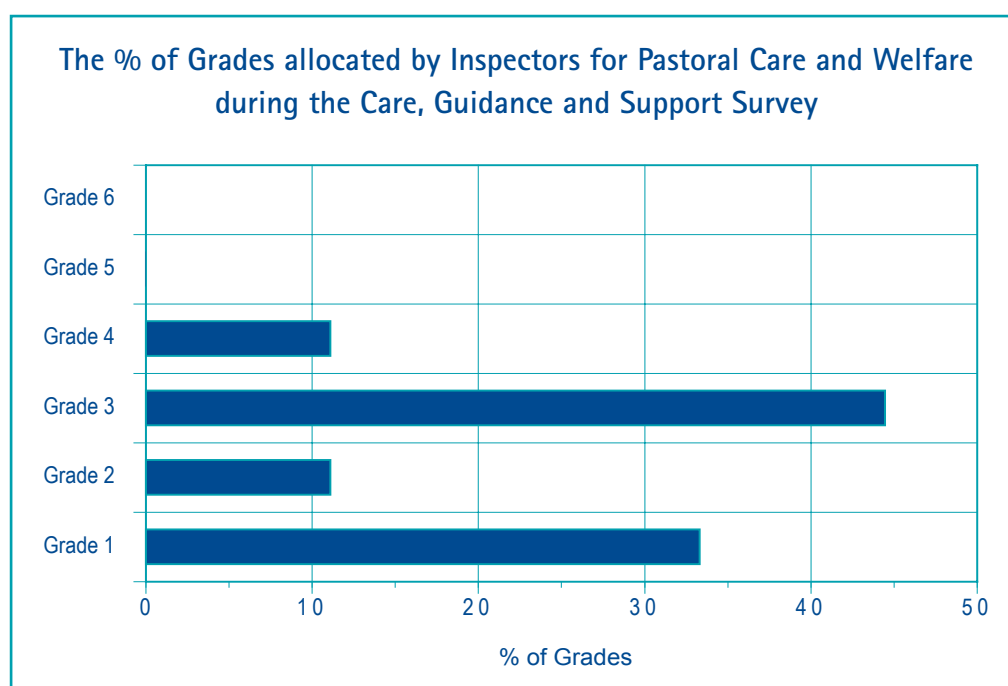
4.2   There is a caring ethos within all of the organisations surveyed; staff are committed to meeting the needs of the trainees and helping them progress in their vocational programme. A level one trainee stated that, *"the staff in my training organisation are really helpful and caring'.* Another level one motor vehicle trainee was very clear that his training organisation *'cares big time about me'.* Overall, very good relationships exist between almost all of the participants, staff members and employers. A level two administration trainee commented, *'my tutor is a good listener and is friendly, she treats me like an adult".*

4.3 The induction arrangements, which are good or better in just over three-quarters of the organisations surveyed, are well-structured and purposeful. The provision enables the majority of trainees to settle into their programmes quickly, understand their rights and responsibilities and the demands and structure of their course. One modern apprentice in business administration, recalls, *'my induction covered time-keeping, attendance, health and safety and rules regarding the wearing of jewellery. I remember that the induction included everything I needed to know'*. Most organisations have developed a common set of resources for the generic aspects of the induction programme; this is supplemented with an induction to the trainee's vocational area. The majority of organisations ensure that there are appropriate systems in place to enable both trainees who start late, and those who progress from one level to another, to access appropriate induction. In the best practice, opportunities are provided for previous trainees to share their experiences; key messages from induction are reinforced through wall displays, during progress review meetings and tutorial activities.

The Induction Process

One organisation provides a very comprehensive induction programme. It is delivered over three days and has four key strands which include an introduction to student services, healthy living, sexual health, drugs and alcohol, managing and accessing finances, and using library resources. An on-line booking system allows tutors to select an appropriate time allocation for their trainees. Participative learning methods are used to make the induction interesting and effective. For example, a treasure hunt is used to help trainees find their way around the organisation with the winner receiving a mobile phone.

4.4 All trainees undergo initial assessment on entry to their programme. The procedures for initial assessment are rigorous and robust in a majority of the organisations surveyed. In one organisation, trainees' 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. The organisation has incorporated into initial assessment a self-awareness process to help the trainees acknowledge their strengths and barriers to progression and plan for positive outcomes. In another

organisation, specialist staff use the results of screening and diagnostic tests, and additional information, including the learner's application form and initial interview, to ensure that the trainees are placed on suitable programmes with appropriate support. In contrast, the outcomes of the initial assessments are not used

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sufficiently, in a minority of the organisations, to plan a programme of support for trainees. In these organisations, there is inadequate identification and use of prior knowledge and experience in planning programmes and limited emphasis is placed on assessing the trainees' personal, social and practical skills.

4.5   The monitoring and reviewing of trainee progress in a majority of the organisations are well managed; the reviews are recorded systematically and regularly. In the best practice, a reporting structure is in place so that those leading the progress review know the full performance of the trainee and are able to track effectively information on their progress. Well-trained staff use the review meetings to check that the trainees have made sufficient progress against the PTP and to plan, in detail, the training that the trainees are to receive before the next progress review meeting. These plans cover all aspects of the trainees programme, including any additional support. Copies of the review outcomes are shared with the trainees. In one effective organisation, a traffic light tracking system graphically shows individual and group progress towards the completion of the component parts of their programme. An unexpected positive outcome from this initiative has been the constructive competition between trainees which has increased success. In another training organisation, the progress of the trainee is reviewed on a monthly basis and the organisation has a 'trainee of the month' reward system in place. This is highly valued by the trainees and serves to act as a strong motivator for achievement and success. A level 2 childcare trainee, who was awarded trainee of the month, explained, *'it made me feel like I achieved something. It makes me want to work hard. My parents were really pleased'.*

The Traffic Light System

One training organisation uses a very well developed traffic light system for supporting trainees: red means a high level of support is needed through to amber and green, where there is no extra support needed. The rapport between the staff and trainees is positive. A culture of openness about the system exists and all trainees know what colour they are on and why. The system has been extended to the training, with red indicating that the trainee is falling behind in a specific area. The organisation reports that the system has improved success rates and that trainees will ask for additional work when they know they are on red.

4.6 In contrast, in a significant minority of the organisations, the procedures to monitor and review the progress of trainees are underdeveloped. In these organisations, the quality of the PTPs lack rigour, are generic and do not reflect the full range of participants' social and training needs. There is insufficient use of data to assess and improve the trainees' rate of progress. The PTPs often do not have sufficient short-term targets to enable tutors to evaluate and record the success the trainees attain in relation to their personal progress and social achievements. There is a need, in these organisations, to ensure that individual targets, are clear, measurable and realistic, and broken down so that trainees have targeted completion dates for particular units. Furthermore, there is a need to make more effective use of the PTPs to, for example, check progress during reviews and tutorial activities, and to provide trainees with regular positive feedback on achievements across all parts of their training programme.

4.7 In a minority of the organisations surveyed, the employer is involved effectively in the production of the PTPs. As a result, the potential role of employers in helping to identify, and to correct, potential barriers in the trainees' attitudes to work and in their occupational skills are maximised. Good practice in this regard is characterised by frequent contact between the organisation and the workplace supervisors. The employers are aware of the individual and diverse needs of the learners and work in partnership with the training organisations to provide effective support for trainees.

4.8 There is variation in the ILT resources available to trainees to support and develop independent learning. The survey identified that college-based training organisations are well equipped with ILT resources, however, in some

community-based and private training organisations there is a lack of ILT resources available to support trainees. An increasing number of organisations have developed websites, which provide access to virtual learning environments, providing details of support services on offer. In one organisation, the website provides a useful range of resources to support the vocational programmes, essential skills and careers information. In a significant minority of the organisations, however, the development of a website, as a supportive learning tool, is at an early stage. For these organisations, it will be important to monitor trainee and staff use of the website resources to ensure that maximum benefit is obtained. A minority of organisations are exploring how technology could support trainees with additional learning needs, for example, using laptops to take notes or to read out text from electronic versions of teaching materials. These organisations are also investigating how the use of adaptive technology, such as large mouse balls, adjustable desks and digital sound recorders could be used to help trainees progress. Overall, there is a need to develop improved access to ILT facilities and to fully embed the use of ILT to support training, learning and support systems, including virtual learning environments which support remote access.

4.9   A majority of the organisations have developed good links with a wide range of statutory and voluntary agencies, to provide opportunities which contribute positively to the trainee's capacity to stay safe and healthy. A group of level 1 and level 2 administration trainees gave details about a drugs course they attended. One trainee explained, *'we knew some of the information but we also learned new things. The talk was good; it was fun but hard hitting.'* One organisation incorporates into their programme an annual 'healthy living week' with a specific emphasis on a different theme each year. Another organisation has established, in conjunction with Police Service of Northern Ireland (PSNI), a safe driving initiative, which involves customising a car, raising money for charity as well as presentations from guest speakers including rally drivers. Furthermore, a significant minority of organisations have invested in the provision of effective personal counselling services. One effective organisation has employed a company doctor to facilitate a quick response and easier access to primary health care specialists, including mental health professionals.

4.10   The opportunities for trainees to access an appropriate range of enrichment activities, to contribute to their enjoyment and achievement, is variable. While the opportunities for trainees to avail of activities can be limited because of the numbers of the days they spend in the organisation and the demands of their programmes, some trainees have opportunities to access clubs and sporting activities, which positively contribute to their enjoyment and achievement.

4.11   The strengths in the arrangements for the pastoral support and welfare of trainees include the:

-   overall quality of the pastoral support and welfare of trainees, in most of organisations surveyed, is good; in one-third of the organisations surveyed the provision is excellent;

-   caring ethos and the commitment of staff to meeting the needs of the trainees and helping them progress in their vocational programme;

-   very good relationships that exist between almost all of the participants, staff members and employers;

-   well-structured and purposeful induction arrangements, which are good or better in over three quarters of the organisations surveyed;

-   rigorous and robust procedures for initial assessment, in a majority of the organisations surveyed; and

-   establishment of purposeful links with a wide range of statutory and voluntary agencies, to provide opportunities which positively contribute to the trainees' capacity to stay safe and healthy.

4.12   The areas for improvement in the arrangements for the pastoral support and welfare of trainees include the need to:
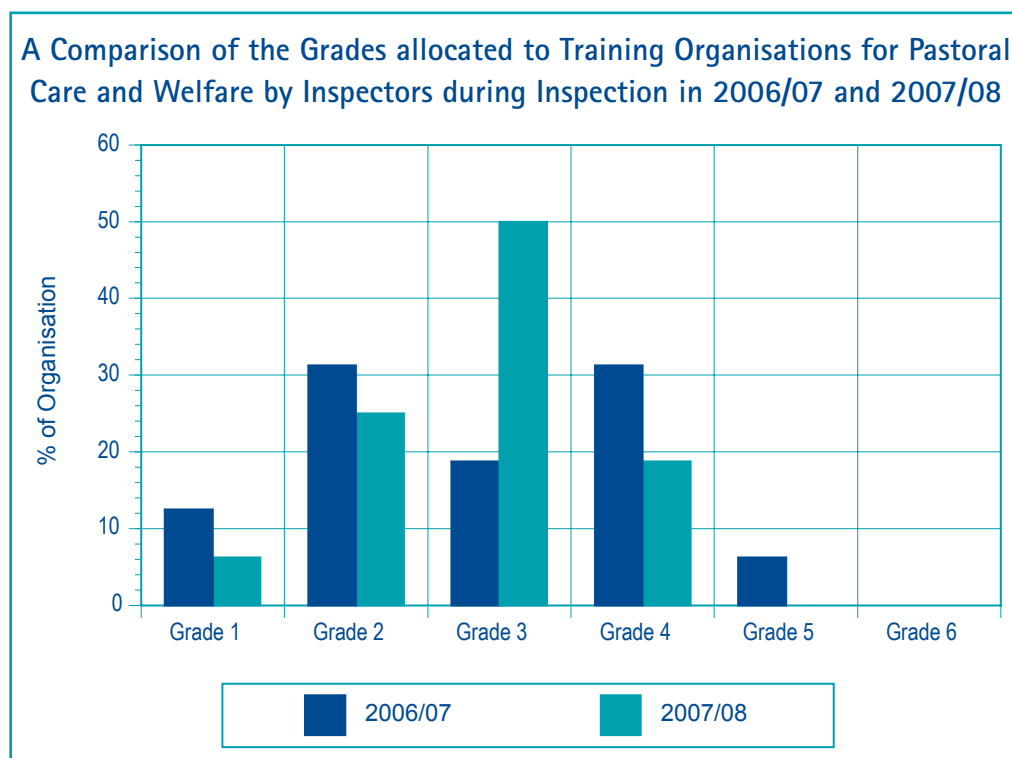
- improve the quality and make more effective use of the PTP's to meet the full range of participants' social and training needs; and

- use of ILT to support and promote learning.

4.13   A comparison of the grades allocated for pastoral support and welfare of trainees during inspections in 2006/2007 and 2007/2008, as outlined in figure 2, shows that there has been a significant improvement in the quality of the arrangements for pastoral support and welfare over the two-year period. In both 2006/07 and 2007/08, 16 training organisations were inspected each year. In 2006/07, the provision for care, guidance and support was good or better in ten (62.5%) of the 16 organisations while in 2007/08, 13 (81.25%) of the 16 organisations had provision which was good or better. While the number of organisations with excellent provision decreased over the two-year period, from two organisations in 2006/07 to one organisation in 2007/08, there has also been a decrease in the number of organisations with poor practice.

Figure 2

A Comparison of the Grades allocated to Training Organisations for Pastoral Care and Welfare by Inspectors during Inspection in 2006/07 and 2007/08
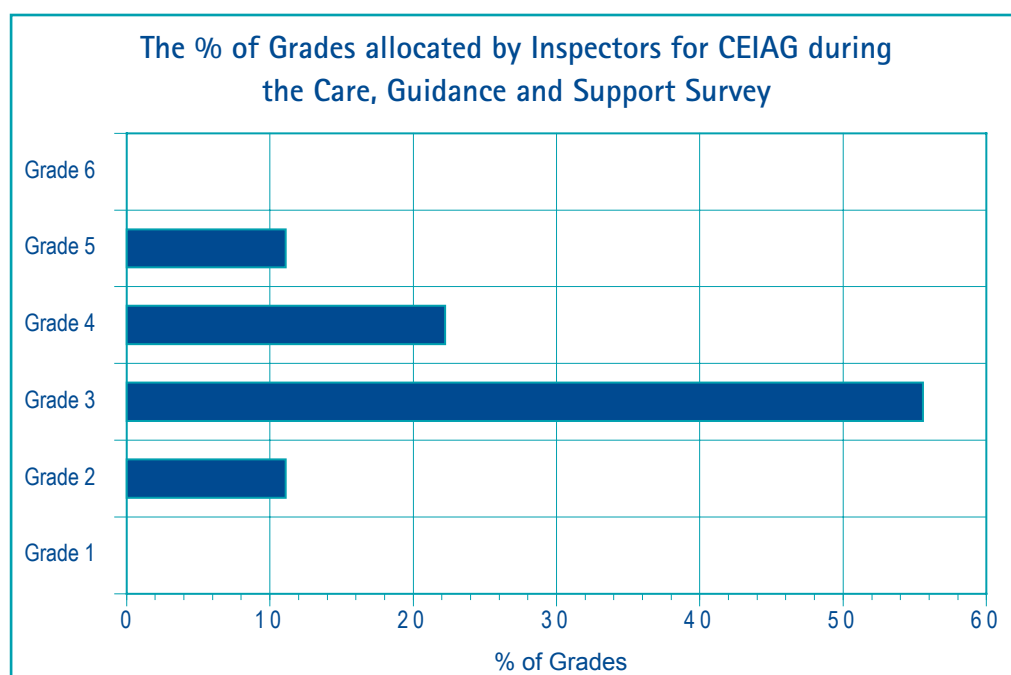
4.14　A closer examination of the inspection findings for 2006/2007 and 2007/2008, show that the strengths in the provision for pastoral support and welfare of trainees, in a majority of the organisations include the quality of relationships, the induction procedures and the good links with external support agencies. The inspection evidence highlights that, in a majority of the organisations, the areas for improvement include more effective use of ILT to support and promote learning and more effective use of PTPs. These findings correlate well with the survey findings.

5. Careers Education, Information, Advice and Guidance

5.1   The overall quality of most aspects of CEIAG is mainly good in the majority of organisations surveyed; in a minority of organisations the provision is very good. The provision in these organisations has many good features.

Figure 3

The % of Grades allocated by Inspectors for CEIAG during the Care, Guidance and Support Survey

Grade	% of Grades
Grade 6	0
Grade 5	11
Grade 4	22
Grade 3	56
Grade 2	11
Grade 1	0

% of Grades

5.2   A significant majority of the organisations provide good opportunities for trainees to develop their employability skills. A significant minority of the trainees entering training programmes from schools have very limited job searching skills. The survey evidence shows that a majority of trainees lack confidence in compiling a Curriculum Vitae (CV) and in completing job application forms. Their interviewing skills are underdeveloped and they do not feel secure in looking for a work placement. A majority of the training organisations surveyed provide appropriate opportunities to enable trainees to

develop these key employability skills. A level 2 administration trainee described how her tutor prepared her for placement by organising role play sessions, whereby she had to deal with various customer types, including an awkward customer and a customer with a disability. The trainee went on to explain that her tutor also, *'organised for me to work in the reception of my training organisation before I went out on my placement. She monitored how I got on; it really built up my confidence'*. As part of her placement preparation, the trainee had to complete her CV and undertake a mock interview role play in preparation for her interview with her placement provider. A work placement provider stressed that, *'when the trainees are guided and supported they are better prepared for placement and therefore tend to stay; they know what is expected'.* A group of motor vehicle trainees described how they had to undergo an interview to gain their placement. One of the trainees explained, *'our tutor helped us to prepare for this by helping us with CV preparation, telling us how best to dress for the interview, and showing us how to answer the interview questions'*.

5.3   A majority of organisations surveyed are effective in developing the key employability skills of attendance and time-keeping. One level 2 childcare trainee commented that her training organisation, *"are strict on attendance. They ring my placement every week to check attendance. If we are sick we must ring the training organisation itself, and then our placement"*. A level 2 administration trainee stated that, *'my training organisation is firm about time-keeping. Our tutor would send us home if we came in late, and we would then lose a day's pay'.* A group of level 1 motor vehicle trainees explain that *'if a trainee is late the tutor would ring them on their mobile to see if they were on their way to training'*. These trainees all agreed that attendance at their training organisation was always very good. A level 1 administration trainee explained that he had had difficulties with his attendance in the workplace. He stated that the staff in his training organisation supported him and his attendance has now improved. In one organisation, the trainees are learning how to develop appropriate time-keeping and attendance skills through the use of texting. This not only facilitates good management of information and communication but it enables trainees to take responsibility for the own learning and success.

5.4   A significant minority of the organisations enhance the employability skills of trainees by providing additional training to help them secure employment. One trainee secured a permanent job as a result of the training organisation providing him with the opportunity to achieve his forklift driving qualification, in addition to his level 1 qualification. Similarly, administration trainees, in

another organisation, are provided with additional training and qualifications in audio-typing in order to secure permanent employment.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

5.5   An effective careers education programme is in place in one-third of the organisations surveyed. A minority of the organisations are using a variety of tools to support their formal careers education programme, for example, the Open College Network (OCN) NI certificate in Preparation for Employment and the City and Guilds (C&G) pre-entry certificate and level one award in Preparation for Employment. It is essential that such programmes build on the trainees experiences at school, and in particular, the employability module of the Council for the Curriculum, Examinations and Assessment (CCEA) Learning for Life and Work programme. In the best practice, a well co-ordinated careers education programme, which allows trainees to engage in personal career planning, is fully integrated within the individual training and development planning process. A modern apprentice in business administration, who left school without GCSEs, described the careers education programme as good. She stated, *'my CV is complete and I know how to carry out a job search using the Jobs NI website. I am also familiar with the Job Assist programme'.* In contrast, in a significant minority of the organisations, trainees' experience of careers education is not sufficiently formal and lacks consistency across programme areas; personal career planning is underdeveloped. In most of these organisations, there is a lack of coherent policies for the management and quality assurance of CEIAG.

5.6   The arrangements for the provision of careers advice and guidance are well managed within a majority of organisations. In these organisations, the careers advice and guidance is provided by staff with clearly designated roles and responsibilities. In the best practice, the training organisation has in place an effective pre-entry guidance system that gives a high priority to providing impartial guidance. The staff help the trainee to make appropriate choices by discussing with them the training pathways available and by helping them consider the progression pathways on completion of their course. In one organisation, the provision of careers advice and guidance is excellent. The introduction of the career development tutor, who provides regular and individualised advice and guidance to participants, represents an innovative

approach to job search. The provision is effective in challenging blocks to employment, improving participants' self-esteem and self-confidence, and providing informed guidance for long-term career planning. A minority of the training organisations have sufficient designated trained staff able to give good quality careers advice and guidance. In a majority of the organisations, the vocational tutors provide the careers advice and guidance to trainees. In one organisation, the effective ongoing advice and guidance provided by tutors in directed training, is enhanced effectively by an appropriate careers self-help resource for trainees. A level 2 childcare trainee, who started the course with no GCSE's, reported that the main source of careers advice was her tutor. The trainee explains, *'my tutor discussed my career choices and the modules I needed to cover. I wanted to work with children with special needs and my tutor arranged for me to cover a module in this area'*. However, a significant minority of the vocational tutors providing advice and guidance have a limited understanding of the nature and purpose of CEIAG, and the routes for progression. There is a need to provide appropriate professional development opportunities in order that staff are equipped to provide an appropriate level of relevant careers advice and guidance.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

5.7   The majority of the organisations make effective use of the resources provided by the Departments Careers Service. In the best practice, the Careers Advisor is involved in the induction programme, conducts interviews with both individuals and groups of trainees and helps trainees to source work placements. Most organisations have developed good relationships with the Careers Advisors. The tutors in the organisations value the professional expertise provided by the Advisers.

5.8   While there is a variation across the organisations in the quality and accessibility of careers information provided to trainees, a significant minority of organisations provide trainees with good quality careers information. In the best practice, a wide range of up-to-date and appropriate resources are presented in a range of formats; taster events and briefing sessions are used to raise trainees awareness of careers options and progression pathways. A significant minority of organisations have developed good links with outside agencies, including further education colleges and higher education establishments, to provide

trainees with relevant and current information about opportunities for further progression in their education and training. In a minority of the organisations, however, trainee's accessibility to appropriate careers information is limited.

5.9 A majority of the organisations have invested a considerable amount of time in developing effective links with employers. When these links are well-developed, almost all trainees are in appropriate supportive work placements, well matched to their aptitudes, abilities and career aspirations. A level 2 childcare trainee, who disliked school and left with two GCSE's, explained, *"I love going to my placement. The staff are very supportive. My confidence has definitely grown and I feel like I have achieved something'.* In the best work placements, participants have good opportunities to experience the demands of the workplace and are sufficiently challenged by their workplace experiences. A level 1 administration, who left school without GCSEs, describes how she benefited from carrying out a challenging task in her placement. She explained, *'I made information booklets, helped advertise the event and greeted visitors. My confidence has grown and I feel as if I have done something right for the first time in years'.*

5.10 In the majority of organisations, trainees, in general, report that they are happy with the quality of their placements and that they are gaining relevant experience and opportunities to gather evidence for the completion of their portfolios. A group of motor vehicle trainees, with placements in a very prestigious Northern Ireland garage, all spoke very positively about their work placement. One of the trainees stated, *"we thought we would end up in a back street garage but we are proud of what we have achieved'.* Another motor vehicle access trainee explained, *'we did not know how to take a mud flap off but now our confidence is sky high'.* The trainees attribute their high quality placements to the hard work and commitment of their training provider.

5.11 The majority of work placement providers ensure that trainees receive quality training experiences in the workplace, with a significant minority of providers giving trainees opportunities to participate in training that is provided to the full-time staff. For example, one level 2 childcare trainee received training in linguistic phonics and is able to gives a pupil a half hour support each day. In one organisation, as a result of changes in European Union (EU) regulations, both full-time staff and trainees undertook training in relation to changes in the law, in order that they were able to better inform customers. In another organisation, a modern apprentice in business administration, who left school without any

GCSEs, recounts how she was included in a workplace residential with staff and key workers, including the managing director and senior management team. She described her involvement in, *'devising the mission statement and the strategic plan, including values and vision'*. In a significant minority of work placements, the procedures for monitoring and reviewing of the welfare and support of trainees are excellent.

Employment Liaison Officer

In one organisation, an employment liaison officer is employed. The officer has excellent links with local employers and works hard to develop good knowledge of local workforce needs. The employment liaison officer gets to know the year 11 and year 12 pupils through the Vocational Enhancement Programme (VEP). For those pupils who are interested in training, the officer, carries out two pre-entry interviews, with the aim to match trainees to placement or employment opportunities. Often, because of this guidance and support, the young people are able to work over the summer and come to their training programme with employment.

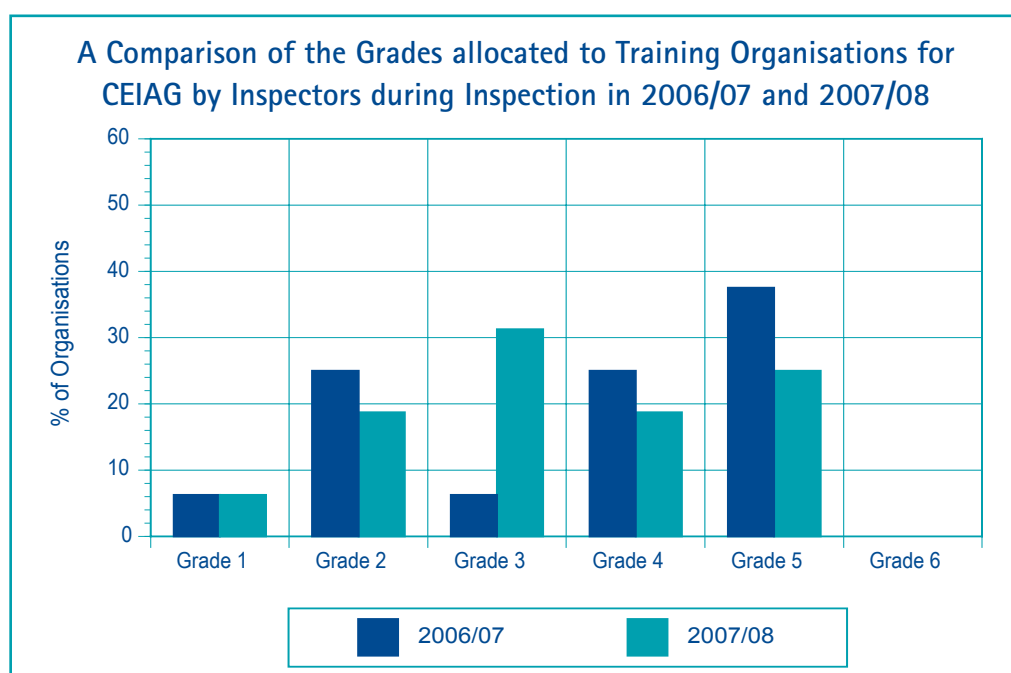5.12   The strengths in the provision of CEIAG include the:

- overall quality of most aspects of CEIAG is mainly good in the majority of organisations surveyed;

- good opportunities for trainees to develop their employability skills and work-related learning competencies;

- arrangements for the provision of careers advice and guidance are well-managed, in a majority of the organisations surveyed;

- trainee's accessibility to appropriate careers information, in a significant minority of organisations;

- effective use made of the resources provided by the Departments Careers Service and the development of good working relationships between the organisations and the Careers Advisers; and

- effective and well-developed links with employers.

5.13   The areas for improvement in the provision of CEIAG include the need for the:

- development of a formal and consistent careers education programme;

- implementation of more rigorous and robust quality assurance processes to monitor and evaluate the quality of CEIAG programmes; and

- provision of a planned programme of professional development to equip staff fully with the skills to provide high quality CEIAG.

5.14   A comparison of the grades allocated for CEIAG in the training organisations inspected during 2006/2007 and 2007/2008, outlined in figure 4 shows that there has been a significant improvement in the quality of the CEIAG provision over the two year period. In both 2006/07 and 2007/08, 16 training organisations were inspected each year. In 2006/07, the provision for CEIAG was good or better in six (37.5%) of the sixteen organisations while in 2007/08 nine (56.25%) of the sixteen organisations had provision which was good or better. While the number of organisations with excellent provision remained static over the two year period, there was a decrease in the number of organisations with poor practice, from six (37.5%) organisations in 2006/07 to four (25.0%) organisations in 2007/08.

Figure 4

A Comparison of the Grades allocated to Training Organisations for CEIAG by Inspectors during Inspection in 2006/07 and 2007/08
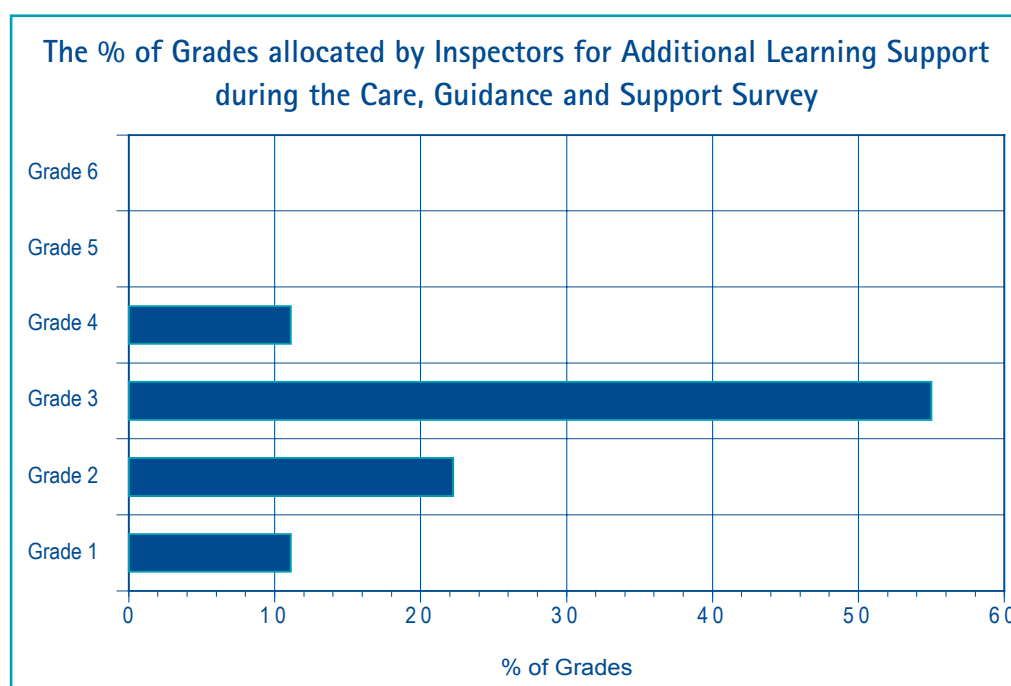
5.15   A closer examination of the inspection findings for 2006/2007 and 2007/2008, show that the strengths, in the majority of organisation over this period, for the provision of CEIAG include the quality of the work-related learning experiences and the opportunities trainees have to develop their employability skills. The inspection evidence highlights, in a majority of the organisations, that the areas for improvement for the provision of CEIAG includes the provision of a coherent careers education programme and appropriate professional development opportunities. These inspection findings correlate well to the findings of the survey, as outlined above.

6. Additional Learning Support

6.1   The level of additional learning support provided by the training organisations ranges from excellent to satisfactory, with the majority of the provision being consistently good and displaying many good features, as can be seen in figure 5 below.

Figure 5

The % of Grades allocated by Inspectors for Additional Learning Support during the Care, Guidance and Support Survey

6.2   In a majority of the organisations, trainees have their additional support needs identified accurately. In these organisations, there are appropriate referral systems in place that enable the organisations, when necessary, to refer trainees to a range of appropriate external agencies. In the best practice, comprehensive data on the number of trainees needing additional support is regularly updated. Data is collected on attendance, pass rates in external tests, essential skills achievements, and individual progress against PTPs so that staff have an accurate picture of how well trainees are achieving. The support arrangements

are reviewed regularly and adjusted to reflect the changing needs of the trainee. For example, the support is reduced as the trainee gains in confidence and competence or as the trainee prepares to leave the provider.

Additional Learning Support

Trainees are given a number of opportunities to inform the training organisation about their learning support needs. The enrolment form and the tutor information form are used sensitively, by the learning support tutor, to identify learning support needs. The tutor visits all classes to raise awareness of the systems to support trainees.

6.3 A majority of the organisations surveyed, access the specialist support fund, made available by the Department, to enable trainees with additional support needs to access specialist support services, when the learning needs of the trainee have been identified. It will be important that under the new 'Training for Success' arrangements, that the additional learning needs of trainees are quickly identified, in order to put in place appropriate support arrangements for the trainee. While a small number of the organisations have established an effective link with some of the feeder post-primary schools of the trainees, the majority, however, have not been able to sufficiently develop external links with schools. There is a need to establish systems to encourage and promote the sharing of information between schools and training organisations, to help ensure that trainee's additional learning needs are efficiently identified and the appropriate support swiftly accessed.

6.4 The delivery of essential skills varies across the organisations surveyed but in the best organisations the experiences of the trainees are positive. In the best practice, as described by a level one motor vehicle trainee, the essential skills classes are made relevant to their course. For example, in literacy they compose e-mails and letters relevant to

cars and in information technology they build databases containing information on vehicle description, type, and price. In almost all the organisations surveyed, the learning experiences of the trainees depended on the expertise of the essential skills tutor to develop a good working supportive relationship with the trainees. A level 2 childcare trainee who left school with no GCSE's explained how she completed a test to identify her essential skills level. She said that, *'essential skills classes are really good. My tutor made it easy as she explains things. I was nervous and scared at the start but she is good fun and has a good sense of humour. We were made to feel good about ourselves. I am now considering completing my GCSEs in English and Mathematics.'* A level 2 business administration trainee stated, *'my tutor is brilliant, I am now doing my GCSE in Mathematics. He puts us at ease.'*. A class of administration level 1 and 2 trainees reported that they were making progress in essential skills and understood the worth of these qualifications. One trainee explained, *'I enjoying the classes because we get good one-to-one support.'*.

6.5   In a majority of the organisations surveyed, there is good internal communication between those who have a responsibility for providing additional learning support for trainees. A small number of the training organisations share information on the trainees' learning, additional learning needs, medical conditions or behavioural problems with the work placement provider. In a significant minority of the organisations, however, there is a need for more systematic communication between the learning support co-ordinator, the work placement provider and other key staff involved in supporting the additional learning needs of trainees.
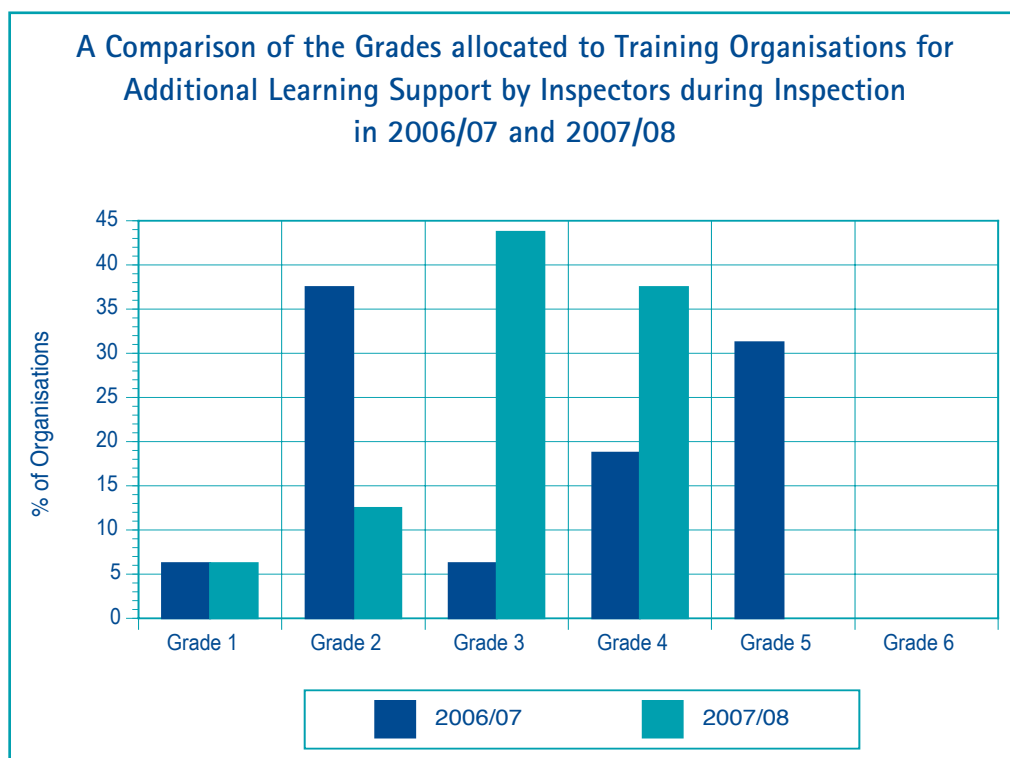
> ### Dyslexia Support
>
> One organisation has made a good start in creating a dyslexia-friendly environment. A dyslexia 'champion' acts as a source of information and enables others to better support their trainees, as well as being able to inform strategic development and the deployment of resources. Learning support mentors provide dyslexic trainees with individually tailored coping and learning strategies and the organisation is exploring the use of typefaces, different coloured paper and coloured overlays for dyslexic learners. The trainees report that they receive very effective support as they develop their skills and are strongly encouraged to make progress.

6.6   The strengths in the arrangements for additional learning support include the:

- level of additional learning support provided by the training organisations which ranges from excellent to satisfactory, with the majority of the provision being consistently good and displaying many good features;

- trainees access to the specialist support fund, made available by the Department, when their additional learning need has been identified;

- the good internal communication between those who have a responsibility for providing additional learning support for trainees; and

- the establishment of effective partnerships with agencies to provide good support and guidance to trainees with identified learning or social needs.

6.7   The areas for improvement in the arrangements for additional learning support include:

- the establishment of systems to encourage and promote the sharing of information between schools and training organisations, to help ensure that trainees are appropriately supported.

6.8   A comparison of the grades allocated for the arrangements for additional learning support for trainees in training organisations inspected, in 2006/07 and 2007/08, shows that overall there has been a notable improvement in the arrangements for additional learning support over the two-year period. Sixteen training organisations were inspected in both 2006/07 and 2007/08. In 2006/07, the provision for additional learning support was good or better in eight (50.0%) of the 16 organisations while in 2007/08 ten (62.5%) of the 16 organisations had provision which was good or better. While the number of organisations with excellent provision remained static over the two-year period, there was a considerable decrease in the number of organisations whose provision has major strengths. In 2006/07, six (27.5%) of the 16 organisations had provision with major strengths in comparison to 2007/08 where only two (12.5%) organisations had major strengths. One possible reason for this could be that training organisations are coming to terms with the new arrangements for care, guidance and support as outline in the new Training for Success initiative. In contrast, there has been considerable improvement in the number of organisations providing poor additional learning support. The number of organisations with

poor practice decreased from five (31.25%) organisations in 2006/07 to no organisations in 2007/08 with poor practice.

Figure 6

A Comparison of the Grades allocated to Training Organisations for Additional Learning Support by Inspectors during Inspection in 2006/07 and 2007/08
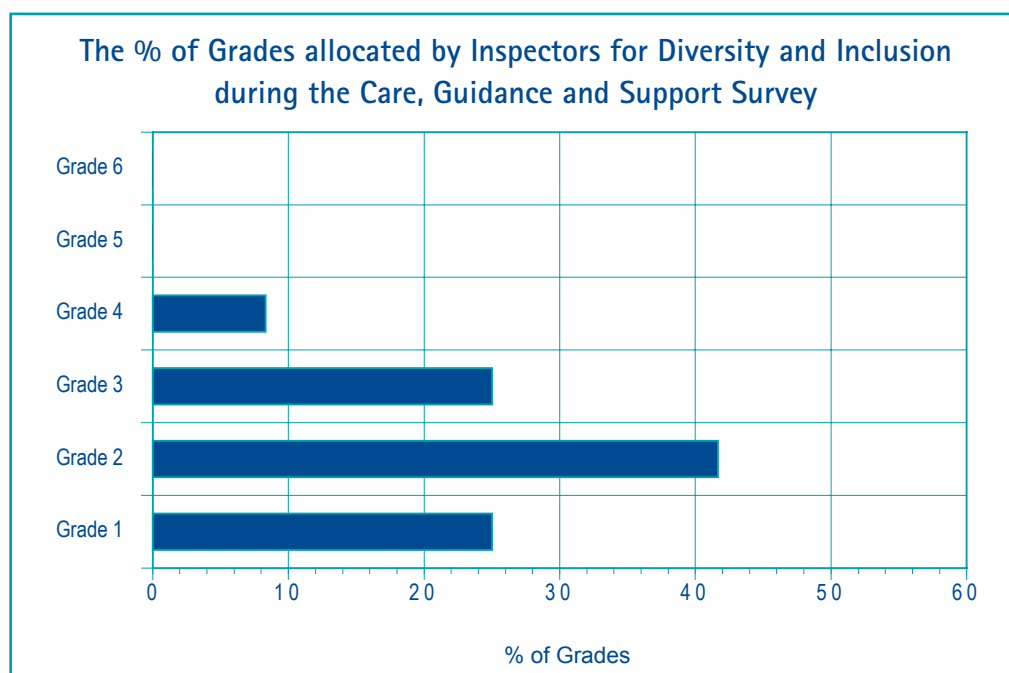

6.9   A close examination of the inspection findings for training organisation 2006/2007 and 2007/2008 show that the main strengths in the provision across the two years include appropriate procedures to refer trainees to external organisations and the effectiveness of support in the learning environment. The main area in need of improvement includes the transfer of information to ensure that the additional learning needs of trainees are identified and addressed effectively. These findings correlate well with the survey findings, as outlined above.

7. Diversity and Inclusion

7.1   The quality of the provision to meet the diverse needs of trainees is very good in most of the training organisations surveyed; in a minority of organisations the provision is excellent, as can be seen in figure 7 below.

Figure 7

The % of Grades allocated by Inspectors for Diversity and Inclusion during the Care, Guidance and Support Survey

% of Grades

7.2   A majority of the organisations are effective in promoting inclusion and diversity; they take seriously their responsibility to promote tolerance, mutual understanding and integration. Almost all of the organisations work hard to provide a caring, supportive and inclusive environment, to help all trainees meet their full potential, regardless of background.

7.3   In a majority of the organisations surveyed, a significant minority of the trainees, at the commencement of their training, have low levels of educational achievement and multiple barriers to education and training. These include non-attendance at school, essential skills needs, poor attitudes to employment

and training, a lack of motivation, and inappropriate behaviour. These barriers are compounded further by the fact that a small minority of the trainees in some of these organisations have been transferred from other training providers. In a majority of these organisations, the tutors work hard to provide an inclusive learning environment to increase the expectations of the trainees. Subsequently, the majority of trainees are well motivated and respond well to their training programmes. In one situation, where practice was particularly effective, it was noted that, *'excellent support and guidance helps the trainees overcome difficulties. Very skilled and committed staff have an excellent understanding of the trainees difficulties, which include substance misuse, homelessness and involvement with the criminal justice agency. These issues are dealt with through an effective referral and review system'*. A level 1 administration trainee, who is on a placement with a very large employer, left school without any GCSE's and had a number of barriers to learning and employment. The trainee describes how she has made much progress because of the support received from her training organisation. The trainee states, *"I was not polite before. I messed up big time. My tutors are supporting me so that I make the most of this second chance"*.

7.4   A minority of the organisations surveyed have a large number of trainees who are unable to sustain their work placements due to their multiple and complex barriers to learning and employment. It is appropriate that these organisations take sufficient time to prepare trainees for integration into the workplace. These training organisations work hard to develop with employers an inclusive working environment. As a result of the investment in the care, guidance and support arrangements, these training organisations are successful, in most cases, in enabling trainees to overcome sufficiently their barriers to obtaining and maintaining employment. In one organisation, trainees on the 'Training for Success' programme have the opportunity to engage in a citizenship programme. This prepares them, through voluntary work, for employment and provides them with opportunities to develop social responsibility. In another organisation, a trainee receives intensive one-to-one support, has a peer mentor and undertakes closely supervised work duties within the organisation until they are ready to obtain an external work-placement. A level 2 childcare trainee, who did not

attend school regularly and left with no GCSE's, stated that, *'at the start of my programme I was very anxious and had no confidence whatsoever'.* She explained that her workplace supervisor provided her with much support. *'She really helped me through it and was brilliant at helping to build my confidence'.* A modern apprentice in business administration, who left school without GCSEs and who did not enjoy school, explained, *'I really enjoy my work, I would not miss a day, even if I was sick'.*

7.5   A significant minority of training organisations are forming local partnerships with minority ethnic community groups and establishing support mechanisms to enable the minority ethnic trainees to reach their full potential. In one organisation, trainees from Eastern Europe report that they have improved in their vocational and language skills as a result of the support provided by the training organisation. A majority of the training organisations who have minority ethnic trainees enrolled on training programmes are providing English as an Additional Language (EAL) programmes to support their learning and training needs. It was reported, by one ethnic minority trainee that, *'the training organisation welcomes and appreciates my involvement'.* In a significant minority of organisations, however, there is an opportunity to develop further links with minority and ethnic groups.

> ### Supporting an Ethnic Minority Trainee
>
> A trainee, from Latvia, was enrolled on a level 3 business administration training programme. The trainee was receiving effective and targeted one-to-one English language support and, as a result, was completing a level 2 Essential Skills certificate in Communication. In addition, the organisation has liaised well with the trainee's workplace supervisor, who provided effective support, including matching the trainee with a mentor.

7.6   In a majority of the organisations, the trainees have a good understanding of equality and diversity issues. In almost all of the organisations surveyed, diversity and inclusion are incorporated within the induction programme. In the best practice observed, all trainees receive an equal opportunities charter and diversity and inclusion policies are adapted to be more trainee friendly. There are opportunities for trainees to discuss their rights and responsibilities, and explore how issues such as bullying, harassment and discrimination impact upon the working environment.

7.7   In a majority of the organisations, cultural diversity is embedded, to varying degrees, within the curriculum. In the best practice observed, an equality and diversity programme is integral to the curriculum for all trainees. At every progress review visit, the assessor, who has a bank of questions with an equality and diversity theme, provides the trainee with a scenario on one of these themes. The trainee is assessed and challenged on their response. The assessor reported that, *'the programme provides a useful means of raising awareness about diversity and inclusion'.* The programme is being extended to include the employers, who are assisting by encouraging all staff to complete a questionnaire on cultural diversity in the workplace. In a small number of the organisations, the trainees are encouraged, as part of their training programme, to find out about minority and ethnic groups within their organisation. For example, the trainees from a level 2 business administration programme identified the range of ethnic minority groups within their organisation and linked with the hospitality trainees to prepare a multi-cultural food exhibition.

7.8   A majority of the training organisations encourage trainees from the different religious communities to integrate within the learning environment. In a small number of organisations, a series of off-site team building activity days encourage trainees to interact with trainees from different religious and cultural backgrounds.

Challenging Sectarian Mindsets of Trainees

One organisation, which draws its trainees from one section of the religious divide in NI, informally challenges the sectarian mindset of the trainees. In addition to including an anti-sectarian policy in the trainee handbook, the training organisation has forged links with another local training organisation which draws trainees from the opposite religious community. Trainers from one training organisation are delivering information technology programmes to the 'Training for Success' groups in the other training organisation. The two organisations aim to share resources and further develop their collaborative links in order to promote tolerance and understanding.

7.9   A majority of the organisations provide an effective inclusive learning environment for trainees with disabilities. For example, in one organisation, there are good strategies to help trainees with disabilities receive support from peer mentors. With the trainee's permission, the staff and the trainee meet with
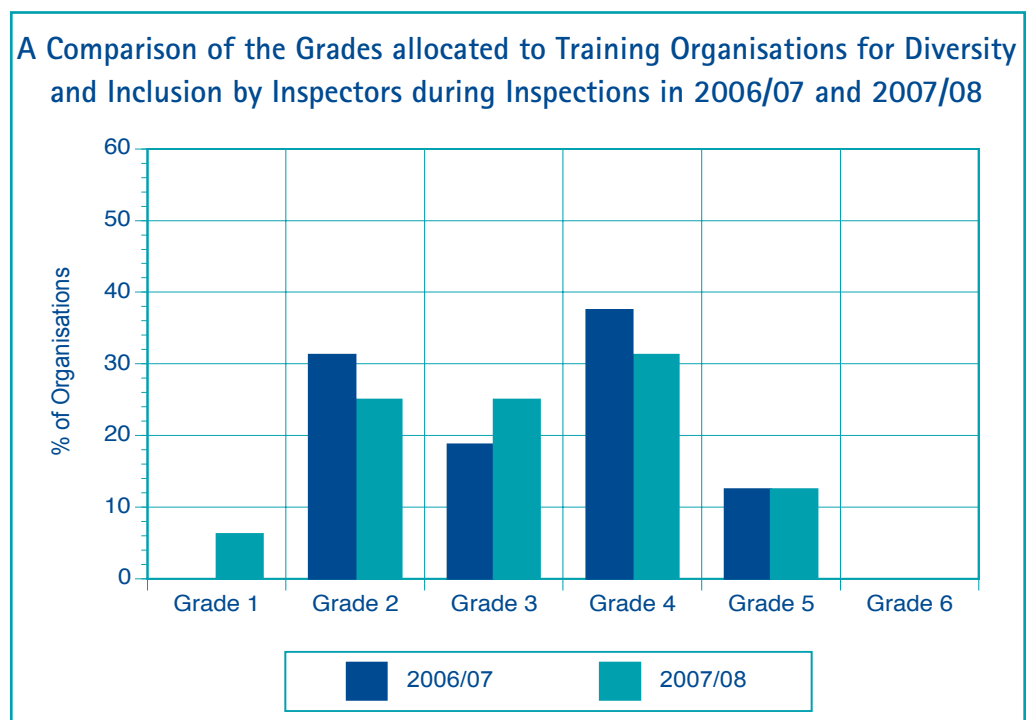
the peer mentor to discuss the nature of the trainee's learning needs. Strategies to support the effective integration of the trainee into their programme are agreed with the peer mentor; the arrangements are reviewed regularly. Another organisation is particularly effective in encouraging trainees with disabilities to participate in the organisation's range of social activities.

7.10   In a significant minority of the organisations, all staff, as part of their professional development, receive training in equality and diversity issues. There is a need, however, for training organisations to ensure that all staff have the appropriate professional development opportunities to receive training in all aspects of equality and diversity.

7.11   The strengths in the provision for diversity and inclusion include the:

- strong commitment by the training organisation to the promotion of tolerance, mutual understanding and integration;

- provision of a caring, supportive and inclusive environment;

- positive contribution made by the training organisations to increasing the self esteem, confidence and motivation of trainees with multiple barriers to learning and employment;

- hard work and commitment of staff in the training organisations to source and secure trainees, with multiple barriers to learning, with appropriate work placements;

- initial good examples of training organisations enabling trainees from the different religious communities to integrate within the learning environment;

- opportunities for trainees with disabilities to integrated fully within the learning environment; and

- developing good practice in the establishment of effective links between the training organisation and minority ethnic community groups.

7.12   The areas for improvement in the provision for diversity and inclusion include the need to:

- extend the opportunities for all training organisations to establish and develop their links with minority and ethnic groups; and

● provide a planned programme of professional development for all staff in all aspects of equality and diversity.

7.13 A comparison of the grades allocated for the arrangements for the promotion of diversity and inclusion in training organisations inspected in 2006/07 and 2007/08, as outlined in figure 8, shows that there has been a small improvement in the overall arrangements for the promotion of diversity and inclusion. Sixteen training organisations were inspected in both 2006/07 and 2007/08. In 2006/07, the provision for the promotion of diversity and inclusion was good or better in eight (50.0%) of the 16 organisations while in 2007/08 nine (56.25%) of the 16 organisations had provision which was good or better. While the number of organisations with excellent provision increased by one in 2007/08, the number of organisations with poor practice remained the same over the two-year period.

Figure 8

A Comparison of the Grades allocated to Training Organisations for Diversity and Inclusion by Inspectors during Inspections in 2006/07 and 2007/08
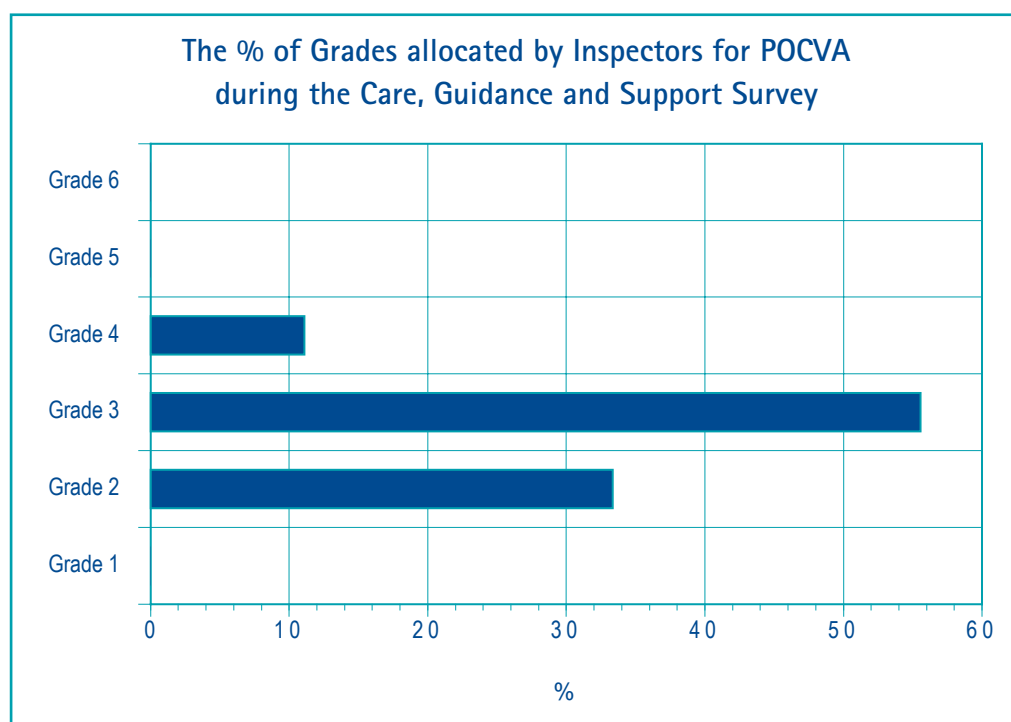

7.14 A closer examination of the inspection findings for training organisations in 2006/2007 and 2007/2008 show that the main strengths in the provision include meeting the needs of learners from a diverse society, the promotion of tolerance, mutual understanding and integration while the main area in need of improvement include the need to link more effectively with minority groups. These findings correlate well with the survey findings, as outlined above.

8.
Protection of Children & Vulnerable Adults

8.1   The overall quality of the arrangements to safeguard and promote the welfare and protection of children and vulnerable adults in the majority of the training organisations surveyed is good, with one-third of the provision being very good, as can be seen in figure 9 below.

Figure 9

The % of Grades allocated by Inspectors for POCVA during the Care, Guidance and Support Survey

8.2   In a most of the organisations, there are clear policies and procedures and effective codes of conduct to guide staff in their contact with all trainees. In the best practice, an appropriate user-friendly summary of the POCVA policy is shared with the parents/guardians of the trainees and the trainees are themselves provided with child protection training. In a significant minority of the organisations, however, there is a need to review existing POCVA arrangements, in particular, to ensure that policies are sufficiently detailed

in relation to the protection of vulnerable adults. In addition, appropriate communication of the policy to trainees and employers needs to be strengthened.

8.3   In all of the organisations surveyed, designated persons, who have undertaken appropriate staff development, deal with POCVA complaints; one organisation has benefited from the introduction of disclosure officers. Many trainees report that they know who to go to if they have a difficulty. A level 2 childcare trainee explained that, *'I know who I would go to if I had a problem in my placement and I would definitely talk to my tutor if I needed help with anything'.* In almost all the training organisations surveyed, there is a need to ensure that all staff participate in appropriate professional training on the protection of children and vulnerable adults.

8.4   A majority of the organisations implement a good range of activities and initiatives which seek to protect the trainees' health and well-being. In one organisation, anti-bullying and harassment polices are well established and the child protection officer works with tutors to provide support and mediation, if required, when instances of bullying emerge. Another organisation has established excellent links with a very wide range of specialist agencies to address health issues affecting the trainees.

Health and Well-Being of Trainees

One organisation has developed a range of strategies which aim to promote the health and well-being of trainees. The organisation has systems which try to reduce the crimes committed against the trainees. All of the trainees are issued with a personal alarm and a property marking pack. In addition, a campus watch project is established with the PSNI. The organisation undertakes regular risk assessments, for example, to determine the threat to trainees from food allergies.

8.5   There is much variation in the arrangements for the disclosure of offences committed by trainees. It is the policy, in one organisation, that all trainees indicate if they are on the sexual offender's register; appropriate multi-agency risk assessment is then undertaken. It is evident from the survey, that in order to address effectively barriers to employment, there is a need to ensure that

appropriate arrangements are in place which give due attention to the safety of staff and trainees.

8.6   The strengths in the arrangements for the protection of children and vulnerable adults include the:

- overall quality of the POCVA arrangements, in the majority of the training organisations surveyed, is good, with one-third of the provision being very good;

- clear policies and procedures and effective codes of conduct to guide staff in their contact with trainees;

- designated and well-trained staff who are equipped to deal with complaints relating to the protection of children and vulnerable adults; and

- wide range of activities and initiatives which have been implemented to protect the health and well-being of the trainees.
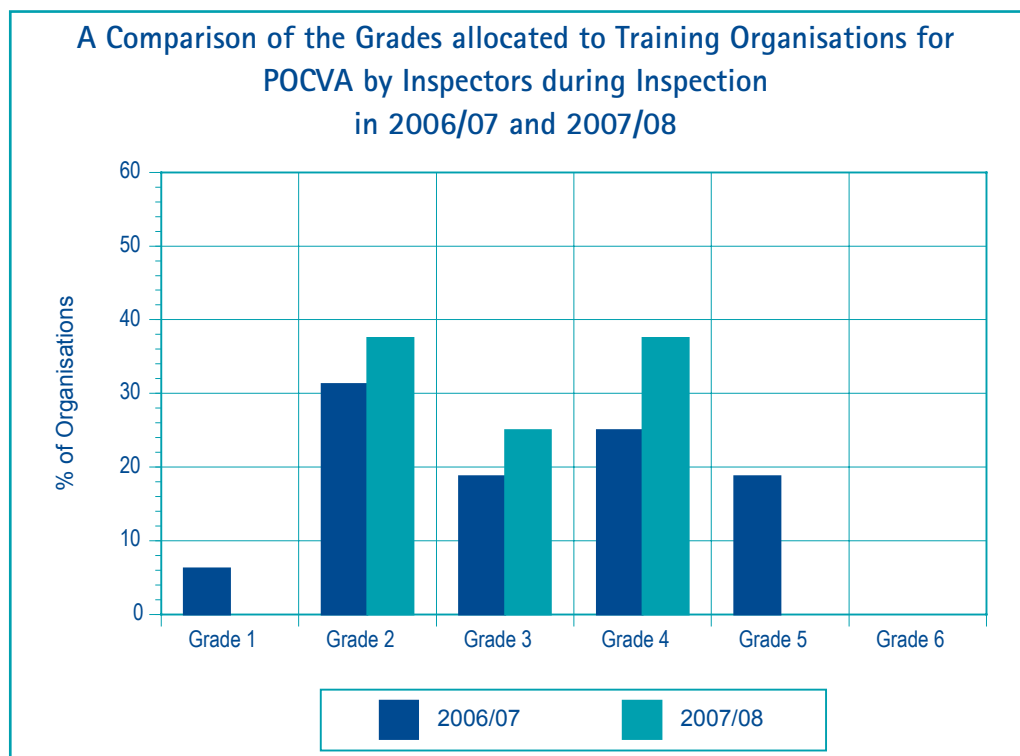
8.7   The areas for improvement in the arrangements for the protection of children and vulnerable adults include:

- the need to review existing POCVA arrangements to ensure that policies are sufficiently detailed in relation to the protection of vulnerable adults.

8.8   A comparison of the grades allocated for the POCVA arrangements in training organisations inspection in 2006/07 and 2007/08, shows that there has been a significant improvement over the two-year period. In both 2006/07 and 2007/08, 16 training organisations were inspected each year. In 2006/07, the provision for the POCVA arrangements was good or better in nine (56.25%) of the 16 organisations while in 2007/08, ten (62.5%) of the 16 organisations had provision which was good or better.

While there was no increase in the number of organisations with excellent practice in 2007/08, the number of organisations with poor practice decreased from three (18.74%) in 2006/07 to none in 2007/08.

Figure 10

A Comparison of the Grades allocated to Training Organisations for POCVA by Inspectors during Inspection in 2006/07 and 2007/08


8.9   A close examination of the inspection findings for training organisations in 2006/2007 and 2007/2008 show that the main strengths, in a majority of the organisations, include the establishment of a code of conduct to guide staff and the development of suitable complaints procedures and records. In contrast, the main area for improvement includes the need to review existing POCVA arrangements to ensure that they are sufficiently detailed in relation to the protection of vulnerable adults. These findings correlate well with the survey findings, as outlined above.

9. Leadership and Management

9.1   The overall leadership and management arrangements for the care, guidance and support of trainees are good in the majority of the organisations surveyed, as can be seen in figure 11 below.

Figure 11

The % of Grades allocated by Inspectors for Leadership and Management during the Care, Guidance and Support Survey
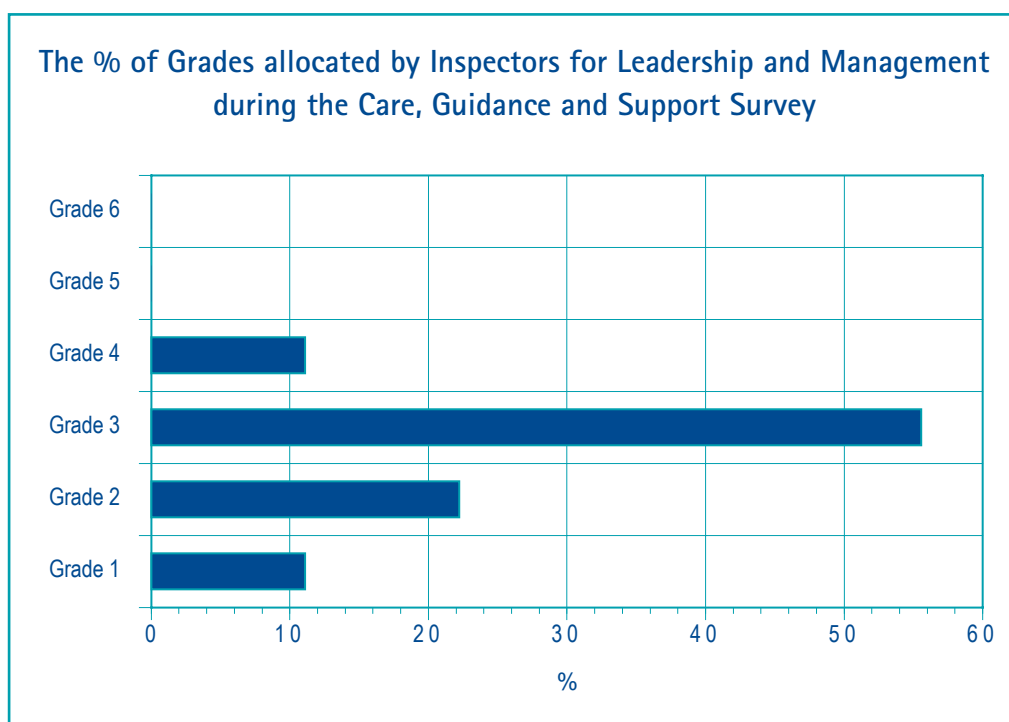
9.2   In a majority of the organisations, there is strong leadership and strategic management for care, guidance and support, at all levels and a high commitment to the welfare and support of the trainee. In these organisations, a clear vision, with a sense of purpose, is communicated effectively with staff, trainees and employers and the arrangements for the care, guidance and support of trainees, are well-planned and managed coherently. In the best practice, there is a strong focus on trainee achievement and a commitment to ensuring that the individual

needs of trainees are met in order that they are enabled to progress. In one organisation, the manager's efficient and comprehensive personal knowledge of each trainee's needs is instrumental in assuring that these needs are met effectively.

9.3   Those organisations, where the provision is very good, have well-developed strategic and operational plans, good monitoring procedures, effective business planning and a strong sense of commitment to the local community. In contrast, in a minority of organisations, the quality of the leadership and management has a number of shortcomings. There is insufficient planning at strategic and operational level to integrate effectively the workplace and directed training, and to monitor effectively overall trainee progress and achievement.

9.4   In a majority of the organisations, the internal and external communications with staff are good, and the tutors and support staff are involved fully in the production of the organisation's development plan. Interviews with the tutors and the workplace monitoring officers confirm that staff are informed of changes and have an opportunity to put forward their ideas and make suggestions for improvement.

9.5   The quality assurance procedures to monitor, review and improve the quality of care, guidance and support for trainees vary but in a majority of the organisations the systems are under-developed and not sufficiently rigorous. For example, in a minority of the organisations, the procedures for tracking progress on modern apprenticeship programmes focus inappropriately and exclusively on the achievement of the qualification. In a small number of the organisations, while there is appropriate emphasis placed on the trainees' evaluation of the care, guidance and support they have experienced, the quality assurance procedures do not use the trainees' feedback to improve the effectiveness of care, guidance and support arrangements. In contrast, the quality assurance arrangements in a small number of organisations are systematic and informed by the views of trainees, trainers, assessors and employers. In these organisations, the processes and procedures are designed and managed well to make sure that every trainee with additional learning needs has those needs identified and met. There is a need, across the sector, to establish effective quality assurance systems to monitor, review and improve the quality of care, guidance and support provision for trainees.

9.6   Most organisations have established good links with community and support groups, and a range of statutory and non-statutory bodies and outside agencies, to promote the integration of care, guidance and support, enhance learning and to promote well-being. One organisation, for example, has established, over the past five years, excellent links with PSNI who contribute to its drug education programme. The support provided by these partnerships adds considerably to the trainees' success in their vocational programme, and promotes their personal and social development. In one organisation, there are good links with a range of local employers who consistently provide work placements for a number of trainees with major barriers to employment.
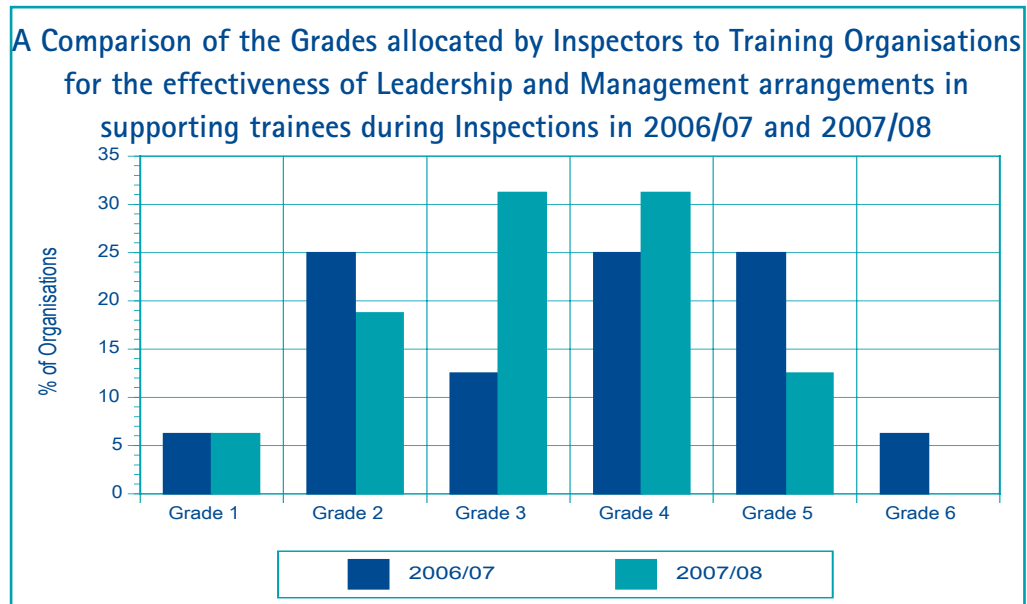

9.7   The adequacy and suitability of specialist equipment, learning resources and accommodation vary. In a majority of the organisations, the quality of the training accommodation is mostly good and the buildings are generally well maintained. In one organisation, where provision is of high quality, the resources and accommodation allow trainees with additional learning needs to fully participate. This includes everything from accessible work placements to using the most appropriate font size in a handout. In most of the organisations, the training rooms are spacious.

9.8   There are insufficient opportunities for staff to participate in appropriate staff development, to equip them fully with strategies to effectively care, guide and support trainees. In the best practice, the tutors and support staff have participated in extensive sustained professional development activities that have contributed well to their own personal development and their capacity to provide good quality support to all trainees, including trainees with specific learning difficulties. In one organisation, a staff member, who was working with a trainee with severe dyslexia, asked for additional training. As a result of attending a dyslexia awareness training course and a visiting an organisation with specialist tutors in dyslexia, the member of staff was better equipped to support effectively the trainee. In another organisation, where the quality of provision is good, staff are clear about the support to be provided and have the required and relevant skills and knowledge. However, given the increasing complex nature of the trainee profile, there is a need for ongoing effective staff development that prepares staff well to support, guide and care for trainees.

9.9 The strengths in the leadership and management arrangements for the care, guidance and support of trainees include the:

● strong commitment of the senior management of training organisations to the provision of high quality care, guidance and support for trainees;

● quality of the leadership and strategic management at all levels and the well-planned arrangements for the care, guidance and support of trainees;

● quality of the relationships between the staff and trainees;

● well-established links with community and support groups to promote the integration of care, guidance and support, enhance learning and promote well-being; and

● quality of the training accommodation and the generally well-maintained buildings.

9.10 The areas for improvement in the leadership and management arrangements for the care, guidance and support of trainees include the:

● establishment of rigorous and robust mechanisms for monitoring and evaluating the quality of care, guidance and support for trainees; and

● provision of a range of opportunities to enable the staff to participate in appropriate professional development, which should equip them fully with strategies to effectively care, guide and support trainees.

9.11 A comparison of the grades allocated for the quality of leadership and management arrangements to care, guide and support trainees in the training organisations inspected in 2006/07 and 2007/08 shows there has been a notable improvement over the two year period. Sixteen training organisations were inspected in both 2006/07 and 2007/08. In 2006/07, the quality of leadership and management to care, guide and support trainees was good or better in seven of the sixteen (43.75%) organisations while in 2007/08 nine (56.25%) of the 16 organisations had provision which was good or better. While the number of organisations with excellent provision remained static, the number of organisations with poor practice decreased from five (31.25%) in 2006/07 to two (12.5%) in 2007/08.

Figure 12

A Comparison of the Grades allocated by Inspectors to Training Organisations for the effectiveness of Leadership and Management arrangements in supporting trainees during Inspections in 2006/07 and 2007/08
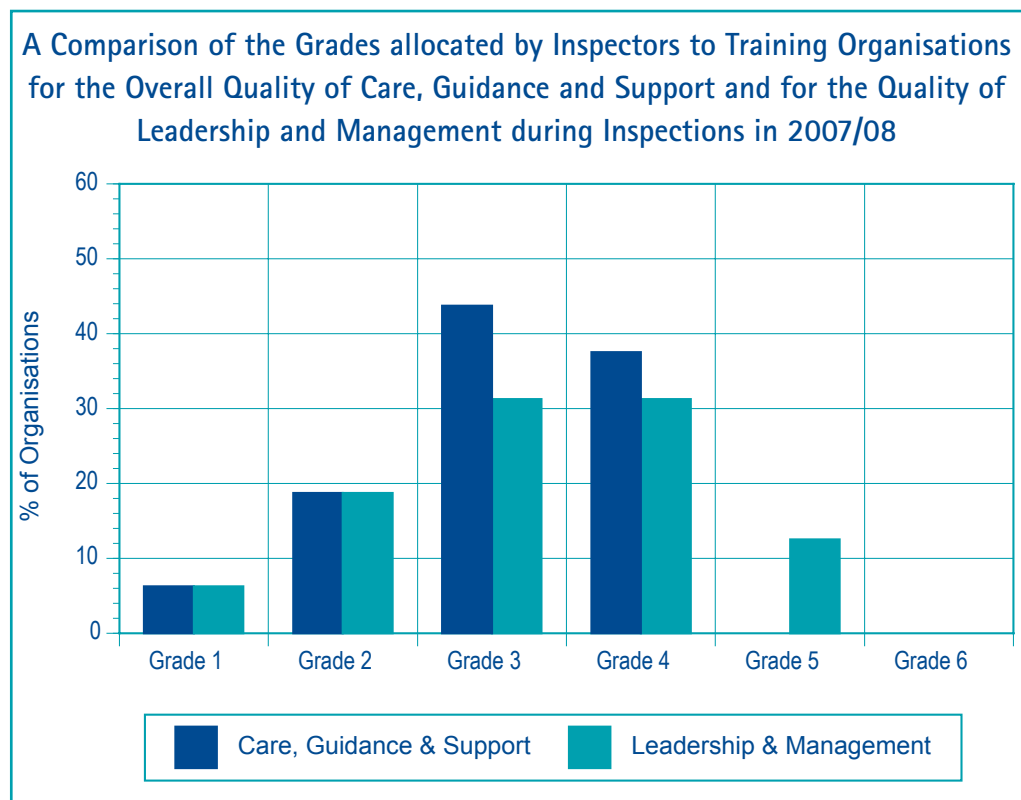

9.12   A comparison of the grades allocated for the quality of care, guidance and support and the quality of the leadership and management from the inspections of training organisations, carried out in 2006/07 and 2007/08, clearly demonstrates that when there are effective leadership and management arrangements, there are good arrangements for the care, guidance and support of trainees.

Figure 13

A Comparison of the Grades allocated by Inspectors to Training Organisations for the Overall Quality of the Care, Guidance and Support and for the Quality of Leadership and Management during Inspections in 2006/07
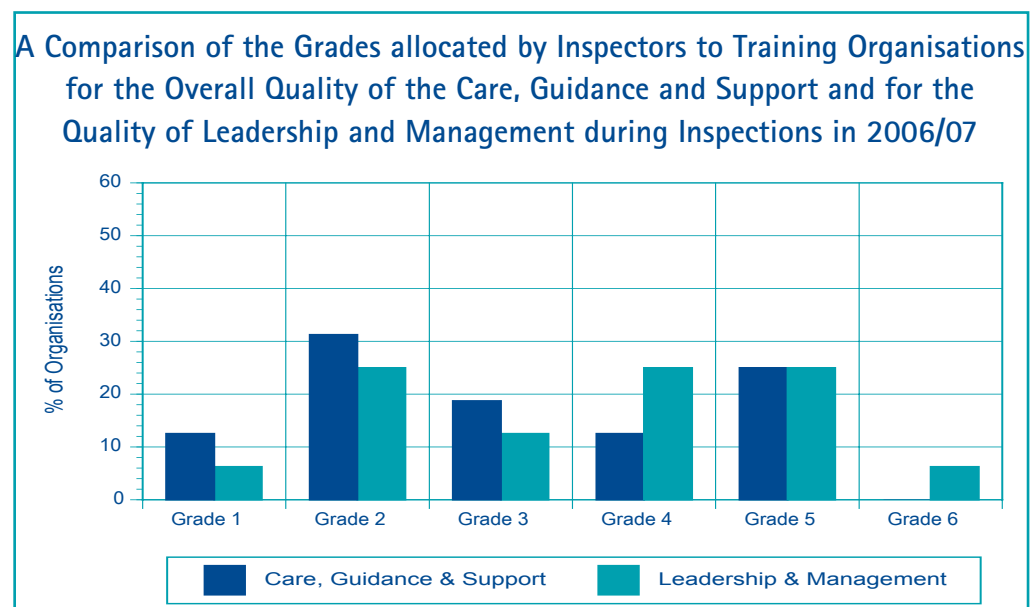
9.13   In 2006/07, there is a direct correlation between the grade allocated for care, guidance and support and for leadership and management in seven (43.75%) of the 16 training organisations inspected in that year. There is a strong correlation between the grades for care guidance and support and leadership and management in six (37.5%) of the organisations, with the grades for leadership and management being one grade above or below the grade allocated for care, guidance and support. The correlation is less strong between the three (18.75%) remaining organisations, where the grades for leadership and management are two grades above or below the grade allocated for care, guidance and support.

Figure 14

A Comparison of the Grades allocated by Inspectors to Training Organisations for the Overall Quality of Care, Guidance and Support and for the Quality of Leadership and Management during Inspections in 2007/08

9.14   In 2007/08, there is a direct correlation between the grade allocated for care, guidance and support and for leadership and management in ten (62.5%) of the 16 training organisation inspected in that year. In the remaining six (37.5%) organisations, there is a strong correlation between the grades for care, guidance and support and leadership and management, with the grade for leadership and management being one grade above or below the grade allocated for care, guidance and support.

10. Key Priorities for Development

10.1 There has been notable improvement in the provision of care, guidance and support for trainees in training organisations, and there are many examples of very good practice across the sector. To promote the continuous improvement of care, guidance and support this survey has identified a number of key priorities for development which include the need to:

- develop rigorous quality assurance and self-evaluation systems, for the provision of all aspects of care, guidance and support, that will inform quality improvement;

- establish a planned programme of staff development, to equip staff with the skills and knowledge necessary to guide and support trainees effectively;

- make more effective use of PTPs to identify and meet the full range of trainees social and personal training needs;

- establish systems which enable better communication and transfer of information to the training organisations from the schools or other educational settings, from which their trainees previously attended, to enable the early identification of individual learning needs;

- review existing POCVA arrangements, in particular, to ensure that policies are sufficiently detailed in relation to the protection of vulnerable adults; and

- improve accessibility and use of ILT to support the care, guidance and support of trainees.

10.2 The survey findings provide a context in which training organisations can review and self-evaluate their current provision for care, guidance and support and identify aspects for further improvement. In evaluating the quality of their

provision, organisations may find it useful to take into account the section on Care, Guidance and Support in the revised document, Improving Quality Raising Standards (IQRS) document. It would also be appropriate to build on the good practice outlined in this report.
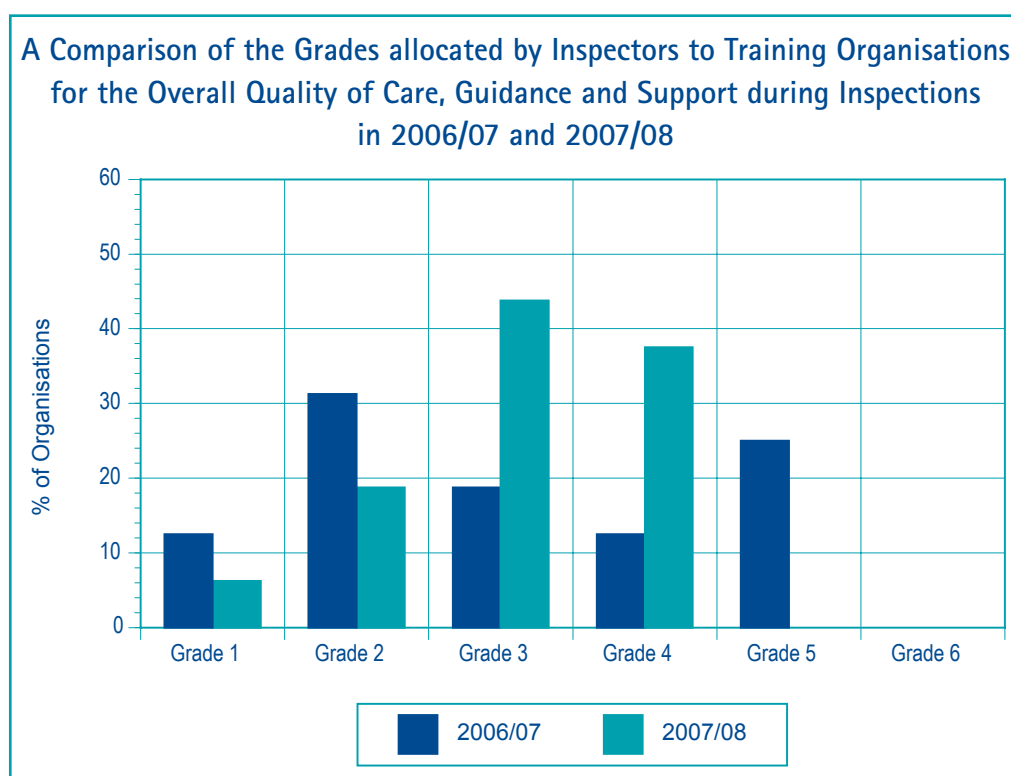
11. / Conclusion

11.1   Increasingly, the individuals entering training face many barriers to learning and employment and some are vulnerable to economic and social exclusion. Access to high quality, well planned individualised care, guidance and support is essential in preparing trainees to make effective transitions into employment or further training; it is critically important for trainees with additional learning needs. Increasingly, with the introduction of 'Training for Success' and the increased emphasis on the development of employability skills, training organisations will need to invest time, energy and resources in the refinement of their procedures for the care, support and guidance of trainees to promote the highest levels of progression.

11.2   The survey evidence clearly demonstrates that, the overall quality of the care, guidance and support of trainees, in a majority of the organisations, is good. In the remaining organisations, the quality of the provision varied from very good to satisfactory, as can be seen in figure 15 below.

Figure 15

The % of Grades allocated by Inspectors for Overall Quality of Care, Guidance and Support during the Care, Guidance and Support Survey
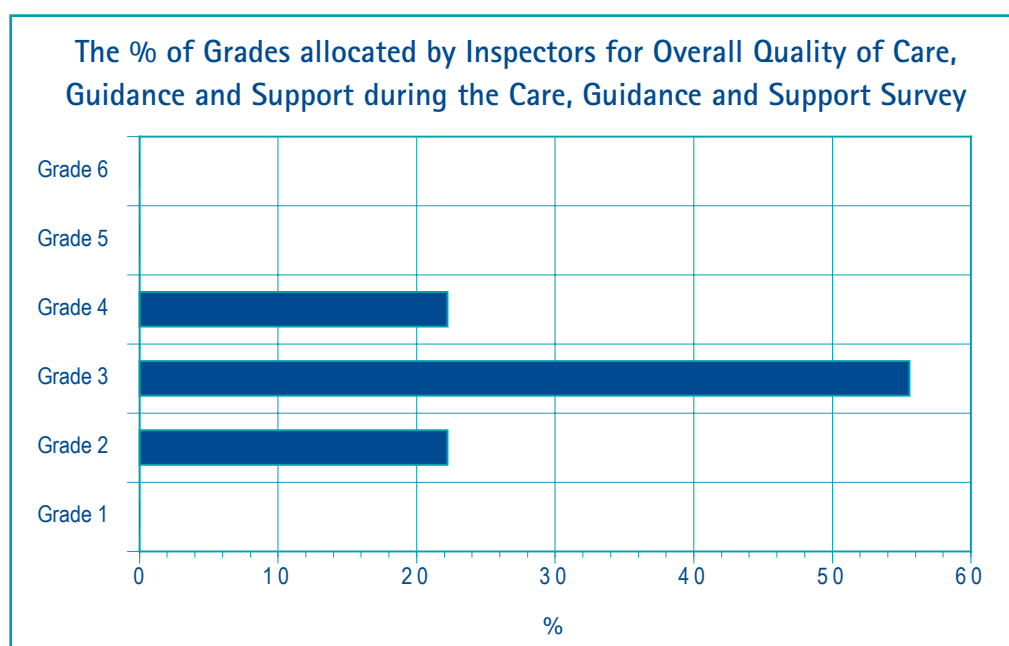
11.3   A comparison of the grades allocated for the care, guidance and support of trainees in training organisations in 2006/2007 and 2007/2008, outlined in figure 16, shows that, there has been a notable improvement in the overall provision for care, guidance and support over the two-year period. Sixteen training organisations were inspected in both 2006/07 and 2007/08. In 2006/07, the quality of the overall provision was good or better in ten (62.5%) of the 16 organisations while in 2007/08 eleven (68.75%) of the 16 organisations had provision which was good or better. While the number of organisations providing excellent overall provision decreased from two (12.50%) organisations in 2006/07 to one (6.25%) organisation in 2007/08, the number of organisations with poor practice also decreased from four (25%) in 2006/07 to none in 2007/08.

Figure 16

A Comparison of the Grades allocated by Inspectors to Training Organisations for the Overall Quality of Care, Guidance and Support during Inspections in 2006/07 and 2007/08

11.4   A comparison of the care, guidance and support findings from the inspections of training organisations carried out by the inspectorate in 2006/07 and 2007/08 and the findings from this survey show that the strengths and areas for improvement correlate well. It would be reasonable to conclude that the

findings of the survey are representative of the quality of care, guidance and support across the sector.

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11.5   The survey highlights that there are clear strengths in the provision for the care, guidance and support for trainees. There is clear evidence that progress has been made in the arrangements for the care, guidance and support of trainees over the two-year period from 2006/2008. There have been improvements in all aspects of the provision with the most notable improvement in the arrangements for pastoral support and welfare of trainees, the provision of CEIAG and in the arrangements for the protection of children and vulnerable adults. Furthermore, the evidence also highlights the important link between the quality of leadership and management and the quality of care, guidance and support. To promote continuous improvement, inspection and survey evidence clearly demonstrates that, there remains a need for the further development of key aspects of care, guidance and support, to ensure all trainees reach their full potential.

Appendix 1

KEY PERFORMANCE DATA FOR GCSE ENGLISH AND MATHEMATICS

GCSE A*–C 1999 – 2007

	1998/9	1999/0	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7
English	59.8	59.7	60.4	60.5	60.8	60.8	62.0	62.6	63.4
Maths	55.3	55.6	56.2	57.8	57.3	55.6	57.9	57.9	58.8

GCSE A*–G 1999 – 2007

	1998/9	1999/0	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7
English	89.5	89.5	89.5	88.7	89.7	89.7	89.8	89.3	89.9
Maths	87.5	88.5	88.5	89.2	88.9	87.3	89.0	88.5	89.2

GCSE English and Maths 1999 – 2007

	1998/9	1999/0	2000/1	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7
A*–C	50.2%	50.8%	51.0%	51.7%	51.5%	50.8%	52.5%	52.9%	53.6%
A*–G	85.4%	86.5%	86.5%	86.4%	86.8%	85.4%	86.9%	86.4%	87.0%

Source: *Department of Education (NI)*

Appendix 2

ORGANISATIONS VISITED BY INSPECTORATE

The following training organisations were visited:

Derry Youth and Community Workshop

North City Training

North West Regional College

Opportunity Youth

Protocol Skills

South Eastern Regional College

South West Regional College

Swann Training

Workforce Training