



Education and Training  
Inspectorate

ApprenticeshipsNI Provision in  
Plumbing & Mechanical Services  
Training (NI) Limited

Report of an Inspection  
in February 2012

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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

All the statistics in this report have been supplied and verified by Plumbing and Mechanical Services Training (NI) Limited.

### **Performance Levels**

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

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

## **PART ONE: SUMMARY**

### **1. CONTEXT**

1.1 Plumbing & Mechanical Services Training (NI) Limited (PMST) is located in the Mount, East Belfast. It is a joint venture between the Scottish and Northern Ireland Plumbing Employers Federation (SNIPEF), the Heating and Ventilation Contractors Association (HVCA), and Building Engineering Services Training (BEST). The Board of Directors includes representatives of the employers, the Sector Skills Councils, and the Unite trades union.

1.2 Plumbing & Mechanical Services Training (NI) Limited is contracted by the Department for Employment and Learning (the Department) to supply training under the ApprenticeshipsNI programme, at levels 2 and 3, across all 26 contracted areas in the professional and technical areas of domestic natural gas installation and maintenance (gas) and mechanical engineering services. In mechanical engineering services, the strands heating, ventilation, air conditioning, and refrigeration and plumbing are offered. PMST are the sole suppliers of the level 3 apprenticeship provision in gas and plumbing in Northern Ireland.

1.3 Until 2011, PMST sub-contracted the delivery of the knowledge-based technical component of the apprenticeships provision and the essential skills of literacy, numeracy and information and communication technology (ICT) to the six area-based colleges. Currently, only two of the six colleges are now sub-contracted to deliver this provision for new apprentices. All of the colleges continue to deliver training to the legacy apprentices, most (84%) of whom are in the final year of the level 3 apprenticeship programme. In July 2011, PMST entered into a new sub-contracting arrangement with Apprenticeship Training Limited (ATL), a company based in Southampton, England. In October 2011, ATL opened a new training and assessment centre located in the Ravenhill Business Park in Belfast. All of the first year level two apprentices, along with a group of apprentices in their second year, receive their directed training with ATL in the new centre. PMST also sub-contract the delivery of the essential skill of ICT to Seven Towers Training Limited. PMST is responsible for the monitoring of the NVQ assessment in the professional and technical areas of plumbing; the colleges continue to provide the NVQ assessment for the gas and HVACR apprentices.

1.4 A majority (68%) of the apprentices had four or more General Certificate of Secondary Education (GCSE) passes at grades A\*-C including English and mathematics or equivalent, on entry to the apprenticeship programmes; around 7% of them had not achieved a GCSE grade C or above in either English or mathematics and only a very small number of them did not have English and mathematics on entry.

1.5 At the time of the inspection, there were 179 apprentices registered with PMST. All 53 gas apprentices met the minimum entry criteria set by the industry of a GCSE grade D or better in English and mathematics. Similarly, the 5 heating, ventilation, air conditioning and refrigeration apprentices and the 121 plumbing apprentices met the minimum entry requirement set by their industry, of a GCSE grade C or better in both English and mathematics.

### **2. PROVISION**

2.1 All of the apprentices follow a City and Guilds four year programme, comprising two years at level 2 and a further two years at level 3. Those apprentices who are registered with the colleges for the first two years of their programme, and successfully complete the level 2 apprenticeship, transfer to PMST for the level 3 training. The level 3 gas apprentices

complete units in industrial and commercial gas installation and maintenance, electrical installation and testing, plumbing, water byelaws and downstream renewable technologies. The minority (13%) of gas apprentices who enter their programme without GCSE English and/or mathematics at grade A\*-C or equivalent are required to undertake the essential skills of literacy and/or numeracy at level 2. A minority (20%) of the apprentices enter the apprenticeship programme without a recognised qualification in ICT and they complete the essential skill of ICT at level 1 as part of their programme.

2.2 At the time of the inspection, of the 179 apprentices registered with PMST, 53 were registered on the gas apprenticeship, five on heating, ventilation, air conditioning and refrigeration and 121 on the plumbing apprenticeship. Of the 53 registered on the gas apprenticeship, 25 were registered on level 2 programmes and 28 on level 3 programmes. Only 5 apprentices were registered on the air conditioning and refrigeration apprenticeship; two on the level 2 and 3 on the level 3 programme. Of the 121 registered on the plumbing apprenticeship, 18 were registered on the level 2 programme and 103 on the level 3 programme. The numbers registered on the level 3 plumbing apprenticeship have declined significantly from a peak of 174 apprentices in 2009/10 to 126 in 2010/11.

2.3 The leadership and management of the contract is the responsibility of the chief executive. An additional four full-time and seven part-time staff members support the delivery of the ApprenticeshipsNI programmes.

### **3. THE INSPECTION**

3.1 In February 2012, the Education and Training Inspectorate (the Inspectorate) carried out an inspection of the ApprenticeshipsNI programmes in PMST. A team of five inspectors and one associate assessor observed a total of ten directed training sessions and interviewed sixteen employers. Twenty-eight apprentices were interviewed in the workplace. Extended discussions were held with the chief executive, the operational manager, the quality officer, the apprenticeship adviser, the assessor and the essential skills tutor. The inspectors also held discussions with the sub-contractors' key staff including the tutors and managers in the colleges and ATL. In addition, the inspectors examined samples of the apprentices' work, tutors' schemes of work and lesson plans, the online e-portfolio system, and the apprentices' personal training plans. The organisation's self-evaluation report and other relevant documentation were also scrutinised.

3.2 The arrangements for the inspection of care, guidance and support and the safeguarding of vulnerable groups includes the opportunity for apprentices to complete a confidential questionnaire prior to the inspection, as well as meetings by the inspection team with groups of apprentices across the professional and technical areas. One hundred and seventy nine questionnaires were issued to apprentices; 154 (86%) of the questionnaires were returned. The returns show that the apprentices' experiences at PMST are good. In particular, they appreciate the good quality of the learning and the high levels of support in their training and development they receive from staff. They appreciate the good quality of the training accommodation and the resources. The Inspectorate has reported the outcomes of the questionnaires and the discussions held with the apprentices to the operational manager.

#### 4. MAIN FINDINGS

4.1 In the areas inspected, the quality of training provided by Plumbing and Mechanical Services Training (NI) Limited is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which Plumbing and Mechanical Services Training (NI) Limited has demonstrated the capacity to address. The Inspectorate will monitor the organisation's progress on the areas for improvement.

4.2 The main strengths are the:

- effective strategic management of the apprenticeship programmes to meet the needs of the apprentices and the employers, during a period of significant change;
- quality of the teaching, training and learning which was good or better in most (80%) of the sessions observed; around one-half of the sessions observed were very good;
- overall retention and achievement rates across the level 2 apprenticeship programme, which are outstanding at 91% and 100% respectively, and the achievement rate in the level 3 plumbing programme which is also outstanding at 97%;
- very good accommodation and training resources provided for the apprentices; and
- highly motivated and enthusiastic apprentices who speak confidently about their work.

4.3 The main areas for improvement are the:

- ineffective review processes which do not adequately inform the personal training plans;
- inconsistent monitoring of a minority of the apprentices in their National Vocational Qualification (NVQ) assessments in the workplace; and
- further professional development for newly recruited and recently promoted staff.

#### 4.4 Table of Performance Levels

<b>Overall performance Level</b>	Good
<b>Contributory performance levels</b>	
Leadership and Management	Good
Quality of Provision for Learning	Good
Achievements and Standards	Very Good
<b>Area of Learning performance levels</b>	
Domestic Natural Gas Installation and Maintenance	Very Good
Essential Skills	Good
Mechanical Engineering Services (Plumbing)	Good

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

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

5.1 The quality of the leadership and management of the ApprenticeshipsNI provision in PMST is good. The organisation has demonstrated strengths in the strategic management of the provision during a period of significant change. Effective action was taken to address the potential gaps in provision due to uncertainty around the sub-contracting arrangements with the area-based further education colleges. A new sub-contracting arrangement with ATL was implemented efficiently and effectively to ensure that the impact on the apprentices was minimised. In October 2011, very good quality accommodation was opened for the first intake of level 2 gas and plumbing apprentices. Following the significant operational changes in November 2011, the organisation has worked hard to re-establish relationships with the colleges and two of them have agreed to continue with the sub-contracting arrangements.

5.2 Over the past year, there have been significant staffing changes; PMST promoted three existing members of staff to the roles of operational manager, office manager, and quality adviser, and recruited new staff including an apprenticeship adviser and an NVQ assessor. The roles and responsibilities of the PMST staff are clearly defined. The newly promoted and recently recruited staff are supported well in their role through effective mentoring by the chief executive and the operational manager. Staff with supervisory responsibilities, however, would benefit from further professional development to support them in their job roles, particularly in developing more effective tracking and monitoring processes and in the use of data to promote improvement. Recently recruited tutors and the operational manager are to commence the University of Ulster Certificate in Teaching course in the 2012/13 academic year.

5.3 PMST is committed to self-evaluation and continuous improvement and has recently provided training for its entire staff on the organisation's self-evaluation processes. There are systematic processes in place for obtaining regular feedback from apprentices, staff and employers. The organisation has put in place new procedures to obtain feedback from the colleges to inform the self-evaluation and improvement of the provision. Arrangements to include ATL more fully in the self-evaluation and quality improvement process are at an early stage and need to be systematically reviewed.

5.4 The employers, relevant parents/carers and the apprentices are provided with good quality information about the apprenticeship programme and in a variety of formats, including electronic resources delivered online, a parents' newsletter, an employers' compliance guide and the pastoral care handbook. In addition, parents and employers are invited to attend the apprentices' induction and employers are kept well-informed of the apprentices' progress through weekly attendance and bi-annual progress reports.

5.5 PMST links well with local industry and is currently working with 115 employers, ranging from large building services companies to small independent traders. The organisation also engages effectively with the employers through a range of activities including employer focus groups, breakfast meetings and seminars; over 100 employers, for example, visited the new training centre during the week of its launch.

5.6 The quality of the accommodation and training resources provided for the apprentices, by all the sub-contractors, are very good. The quality of the well-established college training facilities is very good and supports well the delivery of the knowledge-based components of the apprentices' programme, and the essential skills. The workshops in the new training centre are spacious and well-resourced with an appropriate range and quantity of materials and tools, including industry sponsored equipment which enhances significantly

the apprentices' learning experiences. The practical training booths to conduct practical gas and plumbing installation activities are well laid out and equipped. The accommodation and resources provided for the apprentices by the three gas sub-contractors are very good. The facilities are modern, well-maintained and have a good range of industry standard equipment. PMST provides each apprentice with a set of good quality tools.

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

6.1 The quality of the provision for learning is good. A very good, comprehensive induction programme is provided for the apprentices, which effectively introduces the key elements of the professional and technical units. The quality of the induction materials are good and are effectively supplemented by a pastoral handbook for apprentices along with one for parents, as well as a student handbook. Those apprentices undertaking the gas apprenticeship who do not enter the programme with a grade D in English and/or mathematics are required to undertake an initial assessment in literacy and numeracy. The outcomes of the initial assessment are shared effectively with the professional and technical tutors and appropriate support is put in place to ensure that all apprentices can cope adequately with the demands of their programme. However, the outcomes of the initial assessment and the formative target-setting are not adequately recorded in the personal training plans; as a result, it is difficult for the tutors to track formally the apprentices' ongoing progression.

6.2 The quality of the learning experiences is good. All of the sub-contractors create a good atmosphere for learning. This is characterised by the very good relationships between the tutors and the apprentices and there is evidence of good peer support between the apprentices. The apprentices report that the pace of the learning is good and that the tutors monitor closely their timekeeping and standards of work. Although there are structured training sessions for the essential skill of ICT, the scheduling of these sessions needs to be reviewed so that apprentices begin their training earlier in their training programme and have the opportunity to apply and embed their ICT skills within their professional and technical training.

6.3 The quality of the personal training plans is inadequate. The plans lack the adequate detail and there is insufficient recording of the results of the initial assessment and the apprentices' personal and social barriers to learning. There is insufficient systematic and regular recording in the personal training plans of the monitoring and review of the apprentices' progress in both directed training and the workplace. In addition, the feedback provided is too general and does not clearly outline what progress the apprentices have made, nor, importantly, the targets they need to achieve in order to develop their occupational and transferable skills over the next review period.

6.4 The quality of directed training observed was mostly good or better; 80% of the sessions observed were good or very good, and the remaining 20% were satisfactory. In the best practice, good interactive questioning strategies were used to develop the apprentices' knowledge and understanding of their professional and technical area. The sessions were planned well and good use was made of active training and learning strategies, with a suitably strong focus on the development of work-related skills. The satisfactory directed training sessions were characterised by weaknesses in the range of learning approaches used, which tended to be overly tutor directed and, as a result, the apprentices were not sufficiently engaged in their learning.



6.5 The arrangements for monitoring the apprentices' progress in their knowledge-based units are good. The tutors monitor systematically the apprentices' progress which is effectively recorded on tracking sheets. In contrast, there is insufficiently regular assessment of the work of a minority of the apprentices in their NVQ. Although this was highlighted early through the internal verification process, intervention measures were not put in place quickly enough and as a result a minority of the apprentices have not made sufficient progress in their NVQ.

6.6 PMST has made a good start in the use of an online electronic portfolio system and this is used effectively by most of the apprentices to record their workplace experiences. The facility to upload photographs taken on site for their portfolio of evidence using mobile devices was highlighted by the apprentices as a particularly good feature. Due to slow broadband connections, however, particularly in rural areas, a small number of apprentices are unable to access the electronic portfolios from home.

6.7 The quality of most of the on-the-job training for the apprentices is very good. The apprentices receive good opportunities to further develop and apply their practical skills and knowledge across a range of settings including public, domestic and commercial buildings. PMST identify effectively those workplace settings which do not provide sufficient opportunities for the apprentices to gain the practical experiences required for their NVQ. In these instances, PMST arrange for the apprentices to move to an alternative employer.

6.8 The quality of the arrangements for care, guidance and support is good. The staff are committed to the apprentices' welfare and personal development. PMST provide a safe and secure learning environment for the apprentices and the organisation works hard to develop high levels of self-esteem and pride in their professional and technical achievements. PMST recognises and rewards the apprentices' achievements through well planned, high profile awards evenings, which are well attended by employers, parents and the apprentices. The organisation understands well the training needs of the apprentices and works hard to align these with the needs of the relevant industries.

6.9 The arrangements for supporting apprentices are good. PMST provides appropriate additional learning support for those apprentices identified with particular barriers to their learning. ATL is currently seeking to appoint a learning support advisor to support the development and contextualisation of the essential skills materials in theory and practical sessions.

6.10 While the arrangements for safeguarding vulnerable groups comply satisfactorily with the Safeguarding Vulnerable Groups Order (2007), the management of PMST are updating their safeguarding policy in line with current legislation. There is appropriate planning to share formally their revised policy with all relevant groups. The management of PMST are organising appropriate training for newly appointed staff and are working to align all aspects of their safeguarding practices with best practice arrangements. Satisfactory policies on drug and alcohol abuse and bullying and harassment and a young person's complaints procedure are signposted for all apprentices during induction, and in the PMST pastoral handbook for the apprentices.

6.10 The quality of the careers education, information, advice and guidance is good and forms an integral part of the ApprenticeshipsNI programme in gas and mechanical engineering services training. In addition to the good quality of the induction process and the integration of careers guidance and support in the professional and technical training by the tutors, PMST has invested in a careers resource and research facility. The organisation also provides careers guidance enrichment through links with a number of manufacturing companies who have provided taster training sessions in areas such as renewable energies. PMST has forged good links with third level education providers to promote progression to

the foundation degree programme, and other relevant degree programmes for the apprentices. Through its partner company ATL, PMST secured an international visit to Belgium for a small number of plumbing apprentices who benefited from the personal, social, cultural and professional experience. The careers guidance provision would benefit further from a stronger emphasis on career planning at an earlier stage in the apprentices' training programme. While PMST uses guest speakers to advise apprentices on career pathways, this approach could be further strengthened to advise apprentices on career pathways and progression opportunities locally, nationally and globally.

## **7. ACHIEVEMENTS AND STANDARDS**

7.1 Achievements and standards are very good. Most of the work observed was of a high standard with the apprentices working safely, either under direct supervision or independently depending on their experience. The high standard of work has also been recognised through the success of a small number of the apprentices in, for example, the Department's Apprentice of the Year Awards, the NI SkillBuild event and the City and Guilds Excellence Award. Nearly all of the apprentices are highly motivated and enthusiastic about their apprenticeship and a majority were able to clearly articulate their career plan, which often included progression to part-time higher education programmes.

7.2 The standard of work of most of the apprentices in their electronic portfolio is good. The lead internal verifier places an appropriate focus on the development of the apprentices' literacy skills and in ensuring that they clearly articulate the work that they have experienced. Most apprentices achieve good standards in their literacy, numeracy and ICT and can articulate clearly and confidently the progress they are making in their learning.

7.3 Over the past four years, the overall average rates of retention and achievement on the level 2 apprenticeship programmes are outstanding at 91% and 100% respectively and on the level 3 programmes in plumbing, they are good at 71% and outstanding at 97%.

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

### **8. DOMESTIC NATURAL GAS INSTALLATION AND MAINTENANCE**

#### **MAIN FINDINGS**

8.1 In domestic natural gas installation and maintenance (gas), the quality of training provided by PMST is very good.

8.2 The first recruitment of 26 apprentices to this professional and technical area took place in 2008. Recruitment has subsequently decreased with only 6 and 7 apprentices being recruited to the programme in 2009 and 2010 respectively. However, in 2011 this trend was reversed and 18 apprentices were recruited to the programme. Currently, there are 24 apprentices registered at level 2 and 28 at level 3.

8.3 The quality of leadership and management is good with a strong commitment to continuous improvement. The tutors are all appropriately qualified with a good range of experience. The facilities and resources in all the sub-contractors are very good and match well with the current industry practice. All the sub-contractors report good relationships with PMST at operational level and they provide progress reports which are detailed and clearly indicate the progress being made by the apprentices.

8.4 The quality of the provision for learning is very good. The quality of the directed training is good or better, with the majority being very good. The tutors suitably place a strong emphasis on the development of appropriate work-related skills. The sessions are well-planned and the tutors use a good range of activities to engage and enhance the learning experiences for the apprentices, including effective use of information and learning technology (ILT), research and practical work. In the very good sessions, excellent use is made of questioning to embed learning and to confirm what learning has taken place. The knowledge and understanding gained by the apprentices is further consolidated in most cases by the good experiences and training the apprentices receive in the workplace.

8.5 The quality of the learning experiences is very good. All the sub-contractors provide a good atmosphere for learning which is characterised by the very good relationships between the tutors and the apprentices. In addition, each group of apprentices has evolved into a coherent group where there is clear evidence of good peer support. Almost all of the apprentices are highly motivated to complete their apprenticeship. They demonstrate enthusiasm for their chosen career and a majority were able to clearly articulate their career plan which often included progression to part-time higher education programmes.

8.6 Almost all of the apprentices achieve very good standards in their work and are sufficiently confident to discuss the tasks they are completing in the workplace. The retention and achievement rates for the level 2 apprentices over the last four years are outstanding at 94% and 100% respectively. While no level 3 apprentices have completed the programme, the current retention is also outstanding at 100%.

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

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
ApprenticeshipsNI Level 2	31	94	100	100
ApprenticeshipsNI Level 3	0	0	0	0

## **9. ESSENTIAL SKILLS**

### **MAIN FINDINGS**

9.1 In the essential skills, the quality of training and learning provided by PMST is good.

9.2 The outcomes of the initial assessment process are shared effectively with the professional and technical tutors and appropriate support is put in place to ensure that all apprentices can cope adequately with the demands of the essential skills aspect of their programme.

9.3 While the quality of the leadership and management of the essential skills provision across the apprenticeship programmes is good, the induction for staff newly appointed to the essential skills provision needs to be strengthened to ensure that staff have a full understanding of all component parts of the apprenticeship programme.

9.4 Most apprentices achieve good standards in their literacy, numeracy and ICT and most articulate clearly and confidently the progress they are making in their learning. Those apprentices undertaking the essential skill of ICT are facilitated to achieve above the level required by their framework, where appropriate. At the time of the inspection there were no apprentices undertaking the essential skills of literacy and numeracy. Over the past four years, the outcomes in literacy, numeracy and ICT in both the domestic natural gas installations and maintenance and mechanical engineering services (plumbing) were outstanding at 100%.

9.5 ATL plans to employ a learning support advisor who will support the development and contextualisation of the essential skills for the apprentices in the essential skills sessions and in workshop sessions. This support will also be extended to those who have achieved a grade C in English and mathematics, if required.

## **10. MECHANICAL ENGINEERING SERVICES (PLUMBING)**

### **MAIN FINDINGS**

10.1 In mechanical engineering services (plumbing), the quality of training provided by PMST is good.

10.2 Annual recruitment to the level 3 apprenticeship programme has dropped over the last two years from 174 in 2009/10, to 126 in 2010/11. In contrast, recruitment to the level 2 programme has remained steady at around 10 each year.

10.3 The quality of leadership and management is good. The partnerships with the six regional colleges and ATL to deliver the level 3 apprenticeship programme works well. In November 2011, PMST moved all of their level 2 apprenticeship programmes to ATL's purpose built facility in Belfast. There are well-managed links and partnerships with employers who sponsor equipment and materials in the practical workshops. The accommodation and training resources provided for the plumbing apprentices are very good. The ATL tutors' vocational qualifications are just satisfactory; it is appropriate that a staff development programme is being implemented to enhance their teaching qualifications.

10.4 The quality of the provision for learning is good. Most of the directed training provided for the apprentices is good and around one-half is very good. The directed training is planned effectively with clear objectives; it is delivered at a good pace and in a positive climate which is conducive to learning. Through well-structured tutor presentations and effective questioning the apprentices make good progress in their understanding of the underpinning theory of health and safety, and installation and maintenance of plumbing systems. Assessment arrangements are satisfactory; the insufficiently regular monitoring of a minority of the apprentices in the workplace leads to overly slow progress in their practical assessments.

10.5 The standards achieved by the apprentices are good. Almost all the apprentices are able to work independently and have the self-confidence and capacity to work in teams in a range of contexts. The apprentices are well-motivated and enjoy their work; they progress at a pace and level in line with their prior achievement and potential. Over the last four years, the retention rate in the level 2 apprenticeship is very good at 89% and the achievement rate is outstanding 100%; in the level 3 apprenticeship programme, the retention rate is good at 70% and the achievement rate is outstanding at 97%.

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

<b>Programme/Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Progression rate for those who achieved full award %</b>
ApprenticeshipsNI Level 2	62	89	100	100
ApprenticeshipsNI Level 3	335	70	97	100

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

### **11. CONCLUSION**

11.1 In the areas inspected, the quality of the training provided by Plumbing and Mechanical Services Training (NI) Limited is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which Plumbing and Mechanical Services Training (NI) Limited has demonstrated the capacity to address. The Inspectorate will monitor the organisation's progress on the areas for improvement.

### **12. KEY PRIORITIES FOR DEVELOPMENT**

12.1 Plumbing and Mechanical Services Training (NI) Limited needs to revise its annual quality improvement plan to take account of the following key priorities for development:

- a comprehensive review of the quality of the personal training plans;
- the improvement of the procedures to monitor and assess the apprentices in the workplace; and
- further professional development for newly recruited and recently promoted staff to better support them in their job roles.

**APPENDIX**

<b>Programme /Strand</b>	<b>Numbers registered who completed 4 weeks training</b>	<b>Retention rate %</b>	<b>Achievement rate %</b>	<b>Number progressed to FE/other training</b>	<b>Number progressed to relevant employment</b>
Level 2 Apprenticeship	100	91	100	76 (to level 3)	- (15 are still in training)
Level 3 Apprenticeship	345	71	97	-	148 (93 are still in training)
<b>Overall totals</b>		<b>75</b>	<b>97</b>	<b>76</b>	<b>148</b>

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