

14. ELECTROTECHNICAL SERVICES (ELECTRICAL INSTALLATION)

Performance Level: Satisfactory

Areas Inspected:

- Programme-Led Apprenticeship strand of Training for Success in electrotechnical services.

CONTEXT

14.1 The College provides the Programme-Led Apprenticeship strand of Training for Success in electrotechnical services for 31 learners at level 2. Most (65%) of them attend the Millfield campus with the remainder attending the Castlereagh campus. The recruitment to this strand is in decline with no current first year provision on the Castlereagh campus. All of the learners on entry to the programme in Castlereagh have a relatively high General Certificate in Education (GCSE) qualification profile; all hold at least a GCSE grade D in mathematics and almost all a grade D or higher in English. In contrast, the learner entry profile in Millfield is lower; a significant minority enter the programme with GCSE grades E to G in mathematics and English. In addition to the Programme-Led Apprenticeship provision, the College also provides training for 56 apprentices at Millfield under a sub-contract arrangement with the Electrical Training Trust (ETT), the only electrotechnical services ApprenticeshipsNI contract holder in NI.

The quality of the leadership and management is satisfactory.

14.2 The College has developed excellent links and partnerships with an extensive range of employers, both locally and internationally, through the energy skills training network. These have been used to good effect to up-skill lecturers in advanced engineering and sustainable energy technologies, to extend the range of work placements available to the learners, and to inform curriculum planning. While the College's senior leadership team have given an appropriately high priority to realign the curriculum to these new priority skills, this work is still at an early stage of development. There have been significant staffing changes across the provision in recent years, including in the leadership and management. The current management team have been in post for a relatively short period of time and a further key appointment has yet to be made. This lack of stability has led to a variation in practices and performance across the provision and campuses that need to be addressed urgently. The monitoring and tracking of learners' progress and achievements are not sufficiently robust. Self-evaluation and quality improvement planning are under-developed and are not sufficiently informed by evidence-based judgements.

The quality of the provision for learning is satisfactory.

14.3 The College has a broad and balanced curriculum offer that includes electrical installation, security and alarms installation and electrical testing. In addition, new pathways are under development in the priority skills areas including advanced engineering and sustainable and renewable energy. The quality of teaching, training and learning ranges from very good to satisfactory, but is mostly good. The good or better (67%) quality of teaching, training and learning is well-planned using a good mix of tuition, group work, practical investigation and an appropriate range of assessment methods to evaluate the learners' understanding. In the satisfactory sessions, the lecturers use a narrow range of teaching, training and learning strategies and behaviour management is poor. In addition, there is limited differentiation with few extended activities to challenge the more able learners, and the pace of learning is consequently slow. Most of the learners have good quality work placements that provide them with appropriate opportunities to develop and

apply their knowledge and skills in a wide range of electrical installation settings. The pre-entry guidance and admission process in Millfield needs to be strengthened to ensure learners are placed on the most appropriate strand and level of provision. The personal training plans are not used effectively enough to assess learners' individual needs or to inform curriculum planning.

Achievements and standards are inadequate.

14.4 Most of the learners work to appropriately high standards in directed training sessions and in the workplace. They can communicate effectively to complete complex electrical activities, operate safely on-site, and interpret information in a range of forms including written instructions and technical diagrams. Most of them have developed good basic electrical skills which they can use to install a range of electrical wiring systems. The standard of the learners' written work in their portfolios varies from good to satisfactory, but is mainly good. There is, however, limited evidence of marking for improvement to further develop the trainees' literacy skills within their professional and technical work. Most learners are making good progress in completing their portfolio work and assessments in the Castlereagh campus, but progress for those based in Millfield is slow. The overall retention and achievement rates are inadequate at 56% and unacceptably low at 11% respectively. While the retention rate is inadequate, it is adversely impacted on by the significant minority of learners who leave the Programme-Led Apprenticeship strand to transfer to an ApprenticeshipsNI programme with the Electrical Training Trust, the contract holder for this programme across NI. In the Castlereagh campus, however, retention is good at 76% and achievement rate is satisfactory at 69%.

Table of Achievements (over the last three years)

Programme/Strand	Numbers registered who completed 4 weeks training	Retention rate %	Achievement rate %	Progression rate for those who achieved full award %
Programme-Led Apprenticeships	48	56	11	100