

## 22. TRANSPORTATION OPERATIONS AND MAINTENANCE (MOTOR VEHICLE)

**Performance Level:** Inadequate

**Areas inspected:**

- Programme-Led Apprenticeship strand of Training for Success, ApprenticeshipsNI programme and full-time further education at level 3.

### CONTEXT

22.1 Currently, approximately 185 learners are registered on work-based learning or further education programmes. In work-based learning, 83 learners are enrolled on the Programme-led Apprenticeship strand of Training for Success; 18 on the ApprenticeshipsNI programme at level 2; and 59 on the ApprenticeshipsNI programme at level 3. A minority (21%) of the training is sub-contracted to Transport Training Services Limited (5%) and to Riverpark Training (16%). The majority (71%) of the Programme-Led Apprenticeship learners are in appropriate work placements. Around one-third of the learners hold a General Certificate in Secondary Education (GCSE) in English (30%) or mathematics (35%) on entry to their programme, with 31% of them holding four or more GCSE passes at grades A\* to C.

**The quality of the leadership and management is inadequate.**

22.2 The curriculum area managers have developed a curriculum which is matched to the needs of the local industry. Key developments include the Automotive Academy at Mallusk, the provision of a further education programme, and links with other training supplier organisations to ensure appropriate progression pathways for learners. There is, however, insufficient investment in an appropriate range of modern vehicles and specialist equipment to maintain good quality training experiences across the campuses. At the time of the inspection, it is a concern that approximately 80% of the full-time specialist staff were on sick leave or had recently retired or resigned, leaving part-time tutors, and at times technicians, to cover classes. Consequently, key curriculum planning and co-ordination activities are not being carried out sufficiently. These include: inadequate planning for practical training and assessment; insufficient tracking, monitoring and reviewing of the learners' progress and achievements; limited workplace assessments; limited staff involvement in quality improvement planning; unsatisfactory internal verification and standardisation arrangements; and poor communication across and within the team. The College's senior managers have developed an action plan to address all areas of immediate concern.

**The quality of the provision for learning is inadequate.**

22.3 Across the College's three campuses and the two sub-contractors, there is a broad and balanced curriculum at levels 2 and 3. This includes appropriate programmes in heavy vehicle maintenance and repair, light vehicle maintenance and repair, vehicle body repair and refinishing, and a full-time level 3 motorsport programme. While the quality of the teaching, training and learning varies from very good to inadequate, it is inadequate overall. It is a concern that 42% of the sessions observed were inadequate and a further 42% were satisfactory. Most of the practical training is poorly planned, with insufficient opportunities for the learners to complete an appropriate range of practical training and assessment tasks. In theory sessions, the range of teaching and training approaches are too narrow, not enhanced sufficiently with ILT, resulting in a slow pace of work. The assessment arrangements are inadequate; there is insufficient planning, tracking and quality assurance of the learners' assessment activities. Many of learners are not regularly assessed or provided with adequate feedback on their progress.

### **Achievements and standards are satisfactory.**

22.4 Most of the learners are well-motivated, and maintain positive relationships with their work colleagues and their tutors. A significant minority of them, however, have erratic patterns of attendance and this impedes their progress. The standards of occupational skills achieved in the workplace by most of the trainees and apprentices are at least good. They are able to carry out routine inspections and services, remove and replace components and systems, fit and repair body panels and diagnose and rectify faults. Most of the apprentices, however, are making inadequate progress in completing their practical assessments, particularly in the workplace. While the learners' verbal communication skills are well-developed, their written skills are overly variable. A significant minority of them lack confidence in undertaking extended writing with accurate spelling and grammar. Over the past three years, for the Programme-Led Apprenticeship strand, the average retention rate is unsatisfactory at 45%, but the achievement and progression rates are satisfactory and outstanding at 79% and 100% respectively. Over the same period, the average retention rate for the ApprenticeshipsNI programme at level 2 is inadequate at 63%, but satisfactory on the level 3 programme at 79%. The achievement rate is outstanding or very good on the level 2 and level 3 ApprenticeshipsNI programme at 96% and 91% respectively. The progression rate from level 2 programmes to level 3 programmes is good at 78%.

**Table of Achievements (over the last three 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>
Programme-Led Apprenticeships	62	45	79	100
ApprenticeshipsNI Level 2	163	63	96	89
ApprenticeshipsNI Level 3	42	79	91	87