

EDUCATION AND TRAINING INSPECTORATE

WORK-BASED LEARNING INSPECTION

ApprenticeshipsNI Provision in Transport Training
Board for Northern Ireland (formerly Transport
Training Services Northern Ireland Limited)

Report of a Second Follow-up inspection visit in May 2022



Providing Inspection services for:
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Second follow-up inspection visit to Transport Training Board for Northern Ireland (formerly Transport Training Services Northern Ireland (NI) Limited)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Transport Training Services (NI) Limited in September 2019¹ which concluded that it remained that the organisation needed to address important areas for improvement in the interest of all of the learners. The provision for the essential skills was re-evaluated as now having important areas for improvement.

The follow-up inspection identified the following areas for improvement:

- continue to improve the quality of the provision for the essential skills; and
- further develop and embed the quality improvement planning process, including the overarching quality improvement framework.

The ETI carried out interim follow-up inspection visits in February 2022 and in April 2022, and a second follow-up inspection in May 2022. In the interval since the first follow-up inspection, the following key actions or changes which affect the work of the organisation have taken place.

- The organisation was re-constituted and has been operating as Transport Training Board for Northern Ireland (TTBNI) since January 2022. As a consequence, the organisation's branding and marketing processes were reviewed and updated to enhance its presence in the market place.
- An interim Chief Executive Officer took up post and was replaced by the current Chief Executive Officer who was appointed in August 2021. A new senior management team has since been put in place. Three new professional and technical tutors have been recruited.
- A new safeguarding team has been put in place and updated safeguarding training provided for all staff, including designated officer training.
- Additional information technology (IT) hardware resources were acquired and a blended model of delivery was implemented to support the apprentices to continue on their training programmes, both in their professional and technical area and in the essential skills, during periods of lockdown as a consequence of the pandemic.

¹ [Follow-up Inspection - ApprenticeshipsNI Provision in Transport Training Services \(NI\) Limited \(etini.gov.uk\)](https://www.etini.gov.uk)

Views of apprentices and staff

- Twenty-one percent of the apprentices completed the online questionnaire. All of them reported that they are kept up to date about how they are progressing on their programme, are positive about the support they receive from staff, and all feel safe and know who to contact if they have a concern or issue in the organisation or in the workplace. Overall, they reported that they are happy with their experiences on their training programme while in the organisation and in the workplace.
- Twenty-five percent of staff completed the online questionnaire. They reported that they feel well supported by management, that they have access to appropriate IT equipment, internet facilities and learning resources, and that good channels of communication exist in the organisation. Staff interviewed during the follow-up inspection process also reported that they are provided with good opportunities to undertake relevant continuing professional learning, for example, in online pedagogy, hydrogen fuel technology, and assessor training. Overall, staff report that they are happy with their experiences working in the organisation.

Key Findings

The quality of the provision for the essential skills is now good; as a consequence, the quality of provision is now good.

- A block delivery model for the essential skills, carried out over a five day period with the external assessment taken on the final day, is used for all the apprentices. The model has been further embedded using appropriate professional and technical contexts developed by staff working with the essential skills tutors in order to make the work more meaningful for the apprentices. Its implementation has enabled the organisation to address the backlogs of apprentices needing to achieve essential skills qualifications, particularly third and fourth year apprentices. At present, only a small number of first and second year apprentices need to complete essential skills qualifications.
- The initial and diagnostic assessment process is now more robust and provides the tutors with a good level of information about each of the apprentices' individual learning and development needs. However, the process is not carried out until the first day of apprentices' five day essential skills training block. The process needs to take place when the apprentices start their professional and technical training, with the outcomes used more meaningfully to inform and plan a more tailored programme of learning. Where appropriate, alternative delivery models need to be considered that better meet the individual learning needs of all of the apprentices and provide more opportunities for them to practice and consolidate their skills over time.

- The quality of the learning and teaching observed during the follow-up inspection process was effective. Attendance in the lessons was high and most of the apprentices engaged well in their learning and in the development of their essential skills.
- The tracking and monitoring processes for essential skills have been further developed and improved. They are now accurate and up-to-date. More meaningful information, such as the entry qualifications of the apprentices and the results of their initial and diagnostic assessments, is used to measure the progress they are making in their learning and training.
- Outcomes across all three of the essential skills of literacy, numeracy and information and communications technology (ICT) have improved significantly since the first follow-up inspection; all of the apprentices who have completed have achieved their essential skills qualifications.
- The organisation should continue to sustain the improvements made in this important element of the provision. The entry policy for the external assessments needs to be kept under review with the number of re-sits being tracked for each apprentice. Only those apprentices who are assessed as being well-prepared should be entered for the external assessments.

The leadership and management is now good.

- Since the first follow-up inspection effective action has been taken to address the areas for improvement identified since the original inspection. There is evidence of improved channels of communication and more effective and productive working relationships between management and staff across the organisation.
- The management information system has been further developed and includes the more effective use of live and up-to-date information to regularly track and monitor the progress the apprentices are making in their professional and technical training and in their essential skills.
- Work has been undertaken to further develop and improve the processes used for self-evaluation and quality improvement planning. Management and staff should continue to work to further refine the processes, particularly to demonstrate more clearly the impact of the work done by staff to raise standards and improve the skills and competences of the apprentices. Feedback from all key stakeholders, including sub-contractors, should be incorporated and the key the areas for development should be clearly identified and prioritised.
- The organisation should ensure that the planned training for the new adult safeguarding champion is carried out as soon as possible.

Overall Effectiveness

Transport Training Board for Northern Ireland (TTBNI) demonstrates the capacity to identify and bring about improvement in the interest of all of the apprentices.

The area for further improvement is to:

- make better use of the outcomes of the initial and diagnostic assessment process to ensure that the most appropriate essential skills delivery model is provided to match the learning and development needs of the apprentices.

The ETI will monitor how the organisation sustains improvement.

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