



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



Education and Training Inspectorate

Report of a follow-up inspection of the

ApprenticeshipsNI provision in

Engineering Training Services

December 2015

FOLLOW-UP INSPECTION TO THE RE-INSPECTION OF ENGINEERING TRAINING SERVICES

The Education and Training Inspectorate (ETI) carried out a re-inspection of Engineering Training Services in December 2014¹ when the quality of the education and training was evaluated as satisfactory².

The key areas for improvement were the need:

- to address as a matter of urgency the inadequate provision in the electrical engineering pathway;
- to set realistic milestones, that are shared with all of the key stakeholders, against which the progress of all of the apprentices can be measured and evaluated effectively;
- for leadership and management to conduct, for each apprentice, a comprehensive, detailed audit and review of their curriculum provision; and
- to complete a strategic overview of the provision to ensure that the training and employment needs of the apprentices and employers are met in a more coherent, timely and effective manner.

The organisation's improvement plan submitted in response to the re-inspection, and a subsequent revised plan, did not provide sufficient detail on the actions necessary to bring about sustained improvement.

The ETI carried out an interim follow-up visit in June 2015, and a follow-up inspection in December 2015.

In the interval since the re-inspection, the following actions and changes which affect the work of the organisation have taken place;

- the directed training has been revised to include new sub-contracted arrangements with the South Eastern Regional College and Springvale Employment and Learning Solutions, and the provision of additional training facilities on employers' premises;
- directed training for essential skills is now in place to address the undue delays in apprentices completing their qualification;
- an external consultant has been engaged to provide advice and guidance on the organisation's self-evaluation and quality improvement planning processes;
- a new management information system has been installed;
- a review of the provision has been carried out and subsequent adjustments made to align each apprentice's workplace assessment units with their job role;

¹ [Re-inspection of the ApprenticeshipsNI Provision in Engineering Training Services, December 2014](http://www.etini.gov.uk), www.etini.gov.uk

² From September 2015, the overall effectiveness of an organisation previously evaluated as 'satisfactory', will now be evaluated as 'important areas for improvement'.

- there have been ongoing tutor changes for mechanical engineering within Engineering Training Services, two different tutors have been recruited over the current follow-up period; and
- a revised format for the apprentices' personal training plan has been designed.

Key findings

- The provision for the electrical engineering pathway remains a significant area for improvement; there continues to be a limited range of directed training provided to develop the apprentices' specialist technical knowledge and skills.
- The arrangements for tracking, monitoring and evaluating the apprentices' progress across all aspects of their training framework remain fragmented and this is now a significant area for improvement that needs to be addressed urgently.
- The planning and delivery of the curriculum is a significant area for improvement; the limited range of specialist units for the electrical engineering now extends to other engineering pathways, the curriculum offer is too narrow to meet effectively the differing training needs of each of the apprentices.
- For a majority of the apprentices, the continuing changes to the provision over the follow-up period has led to unacceptable delays in the directed training leading to slow progress in the development of their specialist underpinning technical knowledge and skills.
- In the essential skills provision, there remain important areas for improvement, particularly in the use of rigorous initial assessment, planning and tracking to ensure that all of the recently recruited apprentices, requiring essential skills training, are receiving it in a timely manner.
- The self-evaluation and quality improvement planning process is a significant area for improvement; it is still not effective enough to inform the action planning required to bring about sustained improvement.

Overall Effectiveness

Engineering Training Services needs to address urgently the significant areas for improvement identified in the interest of all of the learners. The follow-up inspection has identified the following significant areas for improvement:

- to improve the quality of provision for the electrical engineering pathway which remains a significant area for improvement;
- to set appropriate milestones, particularly within each apprentice's personal training plan, against which their progress in all elements of their training can be effectively tracked, monitored and evaluated;

- to co-ordinate management functions, at all levels, in particular to plan the curriculum to provide an appropriate range of specialist units for each of the engineering pathways, and to improve the structure and quality of the directed training within them to meet more effectively the differing training needs of the apprentices; and
- to establish a more strategic and robust self-evaluation and quality improvement planning processes to prioritise and implement actions that are effective in bringing about sustained improvement to ensure all aspects of the apprentices' training framework are delivered in a timely manner and to an appropriate standard.

Further action will be considered by the Department for Employment and Learning.

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