

20. TRANSPORTATION OPERATIONS AND MAINTENANCE (MOTOR VEHICLE)

Performance Level: Satisfactory

Areas Inspected: Work-Based Learning and Further Education Provision in:

- Training for Success programme (Skills for Work and the Programme-Led Apprenticeship strands);
- ApprenticeshipsNI programme; and
- Part-time further education courses.

CONTEXT

20.1 The College provides an extensive provision at levels 1 to level 4 across a wide range of specialist areas. These include: agriculture machinery repair; heavy vehicle repair; light vehicle body repair; light vehicle repair; plant machinery repair; and tyre fitting. Of the 369 learners registered on programmes at levels 1 to 3: 267 (72%) are on the Training for Success programme; 91 (25%) on the ApprenticeshipsNI programme; and 11 (3%) on a part-time further education programme. A further four learners are registered with a subcontractor. At present, 76% of the learners on the Training for Success strands have relevant work placements. Those without work placements are provided with practical skills training in the College's automotive and engineering workshops. The motor vehicle provision is located across the Armagh, Newry and Portadown campuses.

The quality of the leadership and management is satisfactory.

20.2 The breadth of the curriculum offer, which is matched well to employment opportunities within the local economy, is a significant strength of the provision. The planning of the curriculum delivery, particularly timetabling and utilisation of the training resources lacks coherence. Consequently, there are a number of combined classes across specialist areas which constrain the quality of the learning, particularly at level 3. The quality of the facilities and resources varies from satisfactory to outstanding. For example, the specialist equipment for body repair is outstanding, but for agriculture machinery repair there is limited workshop space and a narrow range of modern equipment. During the inspection, a number of potential health and safety hazards were identified and these were addressed immediately by the College. Although the staff are suitably well-qualified, they would benefit from short industry placements to enhance their knowledge and skills. The self-evaluation and quality improvement planning process is satisfactory. While course team self-evaluations are systematic and robust and identify clearly the key areas for development, these are not reflected sufficiently within the school's overall quality improvement plan. There is also insufficient evaluation of the essential skills. The arrangements for recording and tracking learner achievements are not sufficiently cohesive. As a result, the monitoring and reviewing of their progress, while regular and supportive, are not sufficiently underpinned with timely and comprehensive data to set measurable short-term targets for learning and assessment within their personal training plans.

The quality of the provision for learning is satisfactory.

20.3 The range of specialist training programmes is matched well the needs of the local economy. They provide a well-balanced programme of practical and theory training sessions, ensuring good opportunities for the learners to develop relevant skills and knowledge. The quality of the training sessions ranges from very good to inadequate; 68% are very good or good. In these sessions, there is an appropriate range of learning activities which are well-planned, incorporating practical tasks, group work, and effective questioning

to consolidate the learning. In the remaining sessions, the range of teaching and training strategies is too narrow, resulting in a pace of learning which is unduly slow and, on occasions, an insufficient emphasis on health and safety. The quality of the training in the workplace is satisfactory. While the learners have very good opportunities to develop their occupational competences to industry standards, the assessment of their competences is inappropriately delayed to the second year of their programme. Consequently, there is insufficient assessment and reviewing of, and planning for, their skills development in the workplace. The use of ILT to enhance and support learning and assessment is not developed fully enough; its use is restricted to digital presentations and the use of the virtual learning environment as a repository for notes. While the learners are provided with informal careers advice and guidance, it lacks structure and planning to ensure that all of the learners have a comprehensive understanding of the career options within the industry and future individual progression pathways.

Achievements and standards are good.

20.4 Most of the learners are well-motivated, maintain positive relationships with their colleagues and lecturers and work effectively as part of a team or independently. Attendance at training by a minority of them is, however, erratic. The standards of work achieved by most of the learners are good or very good. They are, for example, able to: carry out routine inspections and services; remove and replace failed components; diagnose and rectify faults; and repair damaged body panels to an acceptable industry standard. While their verbal communication skills are well developed, their written skills are variable. The majority of the learners are retained and almost all of these achieve. It is noteworthy that almost all of the level 1 learners successfully completed their programme, and most of them progressed to level 2 training. Similarly, the progression rate from level 2 programmes to level 3 is a strength of the provision.

Table of Achievements

Programme/Strand	Numbers registered who completed 4 weeks training	Retention rate %	Achievement rate %	Progression rate for those who achieved full award %
Skills for Work	251	89	97	85
Programme-Led Apprenticeships	418	56	88	74
ApprenticeshipsNI Level 2	101	65	100	96
ApprenticeshipsNI Level 3	140	87	91	99
Overall	910	71	93	85