Education and Training Inspectorate

Training for Success and ApprenticeshipsNI Provision in the Southern Regional College

Report of an Inspection in November 2018

The Education and Training Inspectorate
Promoting Improvement

CUSTOMER SERVICE EXCELLENCE

CSE

Contents

1.   Context

The Southern Regional College is a non-departmental public body and one of the six regional colleges of further education in Northern Ireland. It provides education and training across the Armagh City, Banbridge and Craigavon, and Newry, Mourne and Down council areas. The college's main campuses are located in Armagh, Banbridge, Kilkeel, Lurgan, Newry and Portadown. The college provides a range of Training for Success (TfS) and ApprenticeshipsNI programmes[1] which are funded by the Department for the Economy (Department). The hospitality provision for trainees on the Skills for Work (SfW) level 1 (156) strand of the Training for Success programme is sub-contracted to a specialised training provider in Portadown.

At the time of the inspection, 458 trainees and 578 apprentices were registered across the professional and technical areas of: business administration; civil engineering; electrical engineering; electrotechnical; fabrication and welding; floor and wall tiling; food and drink; furniture production; hospitality; horticulture; land-based service engineering; meat; mechanical engineering; motor vehicle body repair; motor vehicle maintenance and repair (light and heavy); motor vehicle paint and refinishing; painting and decorating; plastering; plumbing and heating; quantity surveying; trowel occupations; wood occupations; and work-based agriculture. Approximately 92% of all trainee and apprenticeship registrations are in the important skills areas of engineering (automotive, mechanical and electrical) and construction.

A small number (6%) of the trainees and apprentices have been identified as having a disability and/or additional learning support need. Around 23% of the trainees and 53% of the apprentices entered their programme with four or more GSCE passes at grades A* to C or equivalent, including English and mathematics. At the time of the inspection, 81% of the trainees were in a suitable work-experience placement.

2.   Views of trainees and apprentices

As part of the evaluation of the Southern Regional College's arrangements for care, guidance and support and for safeguarding young people and adults at risk, a significant minority (36%) of the trainees and apprentices took the opportunity to complete a questionnaire prior to the inspection, and 30 of them provided additional written comments.

The returns show that almost all (97%) of the trainees and apprentices who responded were positive about their learning and training experiences in the college. They report that they are well-supported by staff, are making good progress and that they feel safe and secure in the college and in their work placements. A small number of the trainees and apprentices reported the need for more investment in relaxation facilities or social areas and in car parking space.

In addition, inspectors met with two focus groups of trainees and apprentices across the provision. Most of the trainees and apprentices reported that they enjoy their courses and that their learning and development needs are being met.

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[1]   Programme registration data provided by the organisation at the time of the inspection is included in the Appendix of this report.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for learners;

- quality of provision; and

- effectiveness of the leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Outcomes for learners	Important areas for improvement
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement

Overall quality of the programmes inspected		
Programme	Proportion of registrations	Performance level
Training for Success	44%	Important areas for improvement
ApprenticeshipsNI	56%	Good

Overall quality of the professional and technical areas inspected[2] and the essential skills provision	
Construction	Important areas for improvement
Skills for Work level 1 (156) construction/hospitality	Good
Electrotechnical	Good
Engineering	Important areas for improvement
Essential skills	Requires significant improvement
Transportation operations and maintenance	Important areas for improvement

KEY FINDINGS

Strengths

- The very good collaborative partnership arrangements with a large number of employers which is impacting positively on the broad and relevant curriculum offer and supports the increased recruitment to apprenticeships.

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[2] A representative sample of professional and technical areas, agreed with the organisation, was selected for inspection.

- The good quality of the apprenticeship provision, including the very good retention and achievement rates and the opportunities for progression to higher level education or training.

- The good or better standards of work and occupational skills attained by most of the trainees and apprentices who are retained.

- The good overall quality of most (75%) of the learning, teaching and training in the sessions observed.

- The good care, welfare and support in place for most of the trainees and apprentices.

- The good overall work placement rate (81%) for trainees on the Training for Success programme.

Areas for improvement

- Improve the quality of the provision on the Training for Success programme, including more effective action to address the achievement of all targeted qualifications by the trainees and the persistently low overall retention rate.

- Address the shortcomings in the provision for construction, engineering, essential skills and transportation operations and maintenance, including improving the effectiveness of the learning, teaching and training.

- Improve the process for tracking and monitoring the overall progress the trainees and apprentices make in their learning and training, including more effective arrangements for on-going and timely work-based assessment.

- Improve the processes used for self-evaluation and quality improvement planning to ensure a more in-depth analysis of the reasons for the key issues and ensure that appropriate, closely monitored actions are put in place to support sustained improvement in the quality of the provision.

5. Outcomes for learners

The standards of work demonstrated by most of the trainees and apprentices are good or better, particularly in the practical workshop training sessions and in the workplace.

In electrotechnical, almost all of the apprentices attain good or better standards in their occupational skills; in engineering, the trainees and apprentices in the workplace are able to undertake independently a range of manufacturing and maintenance tasks to the appropriate standard, including welding and fabricating components in the manufacture of agricultural machinery and carrying out maintenance repairs to food processing plant. The wood occupations trainees and apprentices are developing well a good range of occupational and practical skills in the workplace, including first and second fix joinery tasks such as constructing roofing structures and measuring, cutting and installing skirting and architraves. Most of the newly recruited trainees in trowel occupations are developing well their practical skills in constructing complex bond brickwork to the correct line and level, and the level 3 apprentices are developing higher level skills such as setting out and building piers and gothic arches in the workshop. In the SfW level 1 (156) hospitality provision, the trainees demonstrate good or better standards of practical work, and in the SfW level 1 (156)

construction provision the trainees are developing sound practical skills in a range of construction disciplines such as joinery, wall and floor tiling, bricklaying and painting and decorating. The trainees and apprentices in transportation operations and maintenance demonstrate mainly good standards of work. For example, they are developing good occupational skills through carrying out routine service work, including repairs to suspensions and brakes; at level 3, the apprentices can use diagnostic equipment competently to locate and repair complex faults.

The standard of the trainees' and apprentices' broader literacy and numeracy skills varies. In electrotechnical, the apprentices apply well their literacy and numeracy skills. In the SfW level 1 (156) hospitality provision, the trainees demonstrate good or better standards of written work in their portfolios of evidence. In both wood and trowel occupations, the standard of written work in the trainees' and apprentices' portfolios of evidence is mostly good, with evidence of the development of their extended writing over time and encouragement from the lecturers to provide more detailed answers. The trainees and apprentices also develop well their oral communication skills. In engineering, the content and quality of the trainees' and apprentices' portfolios of assessment evidence is overly variable. Across a majority of the professional and technical areas more attention needs to be paid to marking for improvement to support the trainees and apprentices to improve further the quality of their work.

There is evidence that the trainees and apprentices are developing well their wider skills and dispositions. In electrotechnical, the apprentices are motivated and are developing to good effect their confidence and personal development. In the SfW level 1 (156) provision in hospitality, the consistent customer-facing training is preparing trainees well for the world of work and, as a result, they are growing in confidence and developing appropriate occupational skills. The trainees and apprentices in trowel occupations and wood occupations are developing well their problem-solving and thinking skills and employers report that, over time, they develop their confidence and communication skills and increasingly use their initiative to plan their work. In engineering, while the trainees and apprentices have good opportunities in the workplace to develop further their wider skills and capabilities, including problem-solving, working to deadlines and team-working skills, the opportunities to acquire and develop these skills in their directed training are underdeveloped, with too few opportunities for project work and collaborative learning.

The arrangements for the assessment of the trainees' and apprentices' occupational competence in engineering and construction are not sufficiently well-planned. As a result, they are not making good enough progress in completing their vocational competence qualifications. The current lack of work-based assessment in electrotechnical also poses a potential risk to the progress of the apprentices. Across the provision, the use of electronic portfolios is underdeveloped.

The outcomes attained by the trainees and apprentices are overly variable. Along with the college's own process of self-evaluation, evidence from the inspection confirms that rates of retention, in particular on the Training for Success programme, have been an on-going, complex issue which the college has struggled to address adequately. It is clear that the causes are multi-faceted, but include: the low expectations of some staff; the quality of too much of the learning and teaching which is not engaging and challenging the trainees sufficiently; a lack of timely assessment and feedback in order to recognise success at an early stage and motivate them further; variation in attendance and in the processes for tracking and monitoring; and the at times poor timetabling and curriculum implementation which mitigates against the positive promotion of learning. The pre-entry, advice, guidance and initial assessment processes need to be reviewed to ensure that those trainees and apprentices most in need of additional support are identified at the earliest possible stage.

Over the past three years, the overall retention rate for the work-based learning provision is good (71%). It is too low (52%), however, on the Training for Success programme and is in urgent need of improvement. In contrast, over the same period, the retention rate on the ApprenticeshipsNI provision is very good (81%).

Over the same period, the overall achievement rate for all targeted qualifications by trainees and full-framework qualifications by apprentices is very good (90%), although it is slightly lower when compared to the overall achievement rate of their professional and technical qualifications (95%). On the Training for Success programme, the overall achievement rate for all targeted qualifications has important areas for improvement (77%), caused largely by overly low outcomes in the achievement of essential skills by the trainees; around 92% of them achieve their professional and technical qualifications. Full-framework achievement on the ApprenticeshipsNI programme is very good (94%), just 2% lower than the achievement of the apprentices' professional and technical qualifications.

The overall progression rate, over the past three years, on the Training for Success programme is very good (89%); it is outstanding (92%) on the Skills for Work level 2 strand, although it is low (44%) on the Skills for Work level 1 strand and is in urgent need of improvement.

The downward trend in the attainments by the trainees and apprentices in the essential skills is a concern. While the data from the past three years demonstrates high outcomes attained in literacy (84%), numeracy (80%), and ICT (87%), this masks the significant decrease in the outcomes attained by the cohort of learners who have recently completed their essential skills under the revised assessment arrangements for literacy (51%) and numeracy (43%); the outcomes in ICT have also declined, particularly at level 1.

The attendance by the trainees and apprentices is too variable. During the inspection, the average attendance rate was just over 80%, but this was as low as 66% in transportation operations and maintenance. There is also a need to monitor recruitment in transportation operations and maintenance, which is declining.

## 6.	Quality of provision

The Business Support Unit has developed good links with a wide range of employers and other key stakeholders to support business and curriculum development and innovation. The college is working strategically with employers to continually review and develop their curriculum to align well with the needs of the regional economy and provide appropriate progression pathways for young people, particularly for the ApprenticeshipsNI programme and beyond. In engineering, there is more work to do to ensure good, cohesive pathways exist to higher level programmes in this important area.

The employers report that the college is responsive, supportive and they identified good examples of curriculum co-design. They also stated that the innovative 'Big Apprenticeship' annual event worked well in linking them with young people, and their parents, who are potential apprenticeship recruits to their industry. New curriculum initiatives include apprenticeships in a wider range of areas such as quantity surveying (surveying) and civil engineering (construction technical), with good progression pathways to higher level apprenticeships and other programmes. The links with employers also help to ensure a high work placement rate for trainees on the Training for Success programme.

The college is using well, for the benefit of the trainees and apprentices, the extensive on-going estates transformation programme. Through the good working relationships with contractors, this is impacting positively on contemporary curriculum content in areas such as building information modelling (BIM) and digital construction techniques. In addition, the trainees and apprentices on a range of programmes have access to, and learn from, modern live construction technology-enhanced large-scale building projects. The use of the public sector social clause for employing apprentices and long-term unemployed has also led to a range of other development and employment opportunities.

A relevant curriculum offer is in place across a majority of the professional and technical areas, which supports appropriate career progression pathways for the trainees and apprentices. In electrotechnical, the curriculum is matched well to the needs of most of the apprentices and their employers and there are good progression routes available within the college to higher education programmes. The SfW level 1 (156) hospitality provision is delivered effectively within a realistic working environment and provides multi-skilled training in the production kitchen and busy public restaurant. A range of curriculum enhancements are offered to the trainees including opportunities to participate in competitions and enterprise activities. In the SfW level 1 (156) construction provision, the curriculum is broad with trainees working within a multi-trade construction programme, including joinery, tiling, and brickwork.

The implementation of the curriculum, however, requires improvement in several of the professional and technical areas. In wood occupations, it needs to be reviewed to ensure it aligns better with the trainees' and apprentices' actual job roles; while a majority of them are following a site joinery pathway, the technical certificate part of their vocational qualification is based upon bench joinery. In this area also, the provision for those trainees who are exempt from the essential skills training needs to be revisited and improved to ensure that they have a more appropriate programme that better engages and motivates them.

In engineering, a range of specialist pathways are in place to allow the trainees and apprentices to develop craft-based occupational skills and knowledge that are mainly aligned well to the needs of local employers and incorporate a good balance between theoretical-based learning sessions and the practical skills workshops. There is a need, however, to continue to develop, as a priority, the curriculum offer, particularly to include technical engineering apprenticeships that provide cohesive progression opportunities to level 4 and 5 programmes. In addition, while work has begun to improve the curriculum in engineering, the offer needs to be enhanced and matched more closely to modern advanced manufacturing and production process control systems. Consequently, the range of units should be extended to include more computer-aided control and manufacturing engineering specialisms. In construction, electrotechnical, engineering and transportation operations and maintenance, the timetabling processes need to be reviewed; at present, the training periods are consistently too long with trainees and apprentices often spending a full-day with the same lecturer, impacting adversely on the effectiveness of the planning, the levels of engagement and the overall quality of their learning experiences and progress.

Across the provision, the trainees and apprentices are supported to good effect to participate and compete successfully in local, national and international skills competitions. This is afforded a high strategic priority by senior leaders in the college and the successes achieved over the past number of years enhances the skills levels of staff and learners beyond those who partake in the actual competitions.

The quality of learning, teaching and training was good or better in most (75%) of the sessions observed; it was very good or better in 33% of them. Examples of the more effective practice include good use of well-focused questioning which stimulates the trainees' and apprentices' thinking, effective use of technology-enhanced learning to enliven the sessions, good examples of collaborative learning and high quality practical training activities which engage the trainees and apprentices and promotes effective training and learning. The less effective practice, in 25% of the sessions observed, is characterised by: sessions which are overly lecturer-led; too little attention given to planning for learning and differentiation; a lack of pace and challenge; and the deployment by lecturers of a narrow range of strategies which fail to adequately engage enough of the trainees and apprentices. Overall, the quality of learning and teaching requires improvement. In particular, the effectiveness of the learning and teaching across the essential skills, where almost one-half of the sessions observed were less than good, is a particular concern.

Across most of the professional and technical areas, and the essential skills, the tracking and monitoring of the progress of the trainees and apprentices is not sufficiently systematic or robust, a concern given the high levels of drop-out across much of the provision. The processes are largely paper-based with gaps in the available information. Consequently, it is difficult for the information to be collated or analysed for the purpose of informed intervention activities or monitoring by middle and senior managers; the process needs reviewed to ensure that those trainees and apprentices who may require additional support or monitoring are more easily identified, and in a timely manner.

There is also a need to improve the processes for work-based assessment. There are clear gaps in some of the professional and technical areas, it is not timely enough and poses a risk to the achievement of all targeted qualifications by the trainees and full-framework achievement by the apprentices. In engineering and construction, the pace of assessment is too slow and is not used to evaluate sufficiently the trainees' and apprentices' progress in developing and applying their occupational skills; as a result, there are undue delays in some of the assessments.

The personal training planning process is good overall but with some areas for development. The trainees and apprentices are visited regularly by the training and monitoring officers and the progress reviews are mostly good, although they would benefit from more employer input and information on progress beyond vocational unit achievement in some professional and technical areas. With the exception of the SfW level 1 (156) hospitality provision, the personal training plans are overly generic in many of the key areas and often lack sufficient detail around the additional learning support needs of the trainees and apprentices.

The care and welfare provided for the trainees and apprentices impacts positively on the learning, teaching, training and the outcomes that most of them attain. Tailored individual support is provided to those trainees and apprentices identified as requiring additional help with their learning, and a range of appropriate services are available to meet and address wider personal, social and emotional needs, including the provision of counselling services across most of the campuses. Evidence demonstrates that college staff are responsive to those trainees and apprentices with identified additional needs and/or safeguarding concerns and ensure that they receive appropriate help and support.

The employability and personal and social development (PSD) programme for the trainees is delivered through two different models across the provision. It is appropriate that the PSD and employability qualifications on the SfW level 1 (156) programmes are delivered in a longitudinal, incremental manner throughout the duration of the programme. The SfW level 1 (156) hospitality trainees are developing very good employability and transferable skills through participation in a wide range of enterprise activities. In the SfW level 1 (156) construction, the PSD and employability qualifications are mostly classroom-based,

repetitive and need to be delivered more effectively, to include appropriate stretch and challenge for the more able trainees, to prepare them better for the world of work and to increase the level of the trainees' engagement. The PSD and employability elements of the Training for Success provision are front-loaded in the delivery of the mainstream training programmes, over the first 10 weeks of the programme, largely through an intensive classroom-based approach. This model of delivery requires review and evaluation to ensure that it is fit-for-purpose, has a positive impact, engages the trainees well in learning, helps them develop the necessary behaviours for learning and development and increases their confidence and motivation.

The evidence from the learning, teaching and training sessions observed shows that, on occasions, a significant minority of staff members struggle with managing the behaviour of a minority of the trainees, leading to some adverse learning experiences for groups. Across the provision, a focus is needed on supporting staff to develop and apply a wider range of learning and teaching strategies and approaches focused on positive behaviour management, underpinned by a review of curriculum planning and timetabling.

The student support staff at all levels engage well with learners, academic staff, and external agencies to support the provision of care and welfare. They have established effective links with a range of external organisations and agencies to facilitate the smooth transition of learners with additional learning and support needs to the college. The support staff work well with the specialist support services to provide trainees and apprentices with individual help to support their learning and development and to monitor the progress being made. The initial assessment and guidance process needs to be more robust to ensure that the lecturers are fully aware of the trainees' and apprentices' individual personal and learning needs in order to provide more consistent levels of support and guidance to all of the trainees who require it so that they can achieve to their full potential.

The careers education, information, advice and guidance provision ensures that most of the trainees and apprentices are provided with appropriate information and are informed of the range of progression pathways and career opportunities which are available to them. The careers provision is enhanced well by the range of workplace experiences, external visits, the use of appropriate guest speakers and participation in skills competitions and international exchange opportunities. Through effective employer engagement and a mostly appropriate curriculum offer, a range of career progression pathways and employment opportunities exist for the trainees and the apprentices.

7. Leadership and management

The college is strategically well-led. This is characterised by: a college-development planning process which aligns well with government priorities; a curriculum planning process which is responsive to the needs of the employers and the region and includes a growing apprenticeship provision in economically important areas with mostly good progression opportunities; well-established systems for the collection and collation of data as part of the quality improvement planning process; strong collaborative working relationships with employers and other key stakeholders; and a well advanced, innovative estates transformation strategy. In addition, the governing body is kept well-informed about the work of the college and challenges the management appropriately. At this highest level, there is a need for better clarity around the coherence and impact of the range of on-going strategies and for more of a focus on robustly addressing issues of a persistent nature which are impacting on the outcomes for learners.

A whole-college three-year curriculum strategy is in place. The aims and objectives of the strategy are appropriate, the guiding principles are relevant and include meeting the needs of industry, learners of all ages and abilities, underpinned by a strong, appropriate focus on social inclusion. The strategy reflects well the makeup of local industry and is informed by research around the needs of employers. The monitoring and evaluation of the impact of the strategy, however, lacks sharpness and cohesion.

Accommodation, equipment and resources are mostly good overall. Investment has taken place in a number of professional and technical areas, such as electrotechnical where the rapid growth in provision has been matched by an increased staffing complement. In engineering, while the specialist facilities are improving, with good evidence of on-going investment, the workshops are at times cramped, resulting in limited facilities to support project work and a coherent and cohesive approach to underpin a multi-skilled engineering curriculum. In construction, the trainees and apprentices need access to more up-to-date tools and equipment. It is noteworthy, however, that the provision for trowel operations has been re-established and is being developed in the Portadown campus. In transportation operation and maintenance, there has been recent investment in training rigs and two heavy vehicles. While most of the vehicles are in relatively good condition, they tend to be older models and further investment in vehicles with more modern technology is required in order to more fully meet the training needs of the trainees and apprentices.

Staff are provided with good opportunities to undertake a good range of relevant continuing professional development activities, including mandatory training, a range of optional training programmes and opportunities to undertake specialist training to support their personal development. The evidence from the inspection, however, demonstrates the need for closer attention by senior managers in the college to sound pedagogical practices by lecturing staff, particularly in the teaching of the more theoretical and classroom-based aspects of the provision, which will better engage the trainees and apprentices and promote more successful learning and associated outcomes. More work is also necessary with staff around key aspects of successful learning and teaching, including positive behaviour management, raising expectations of what the learners can achieve, differentiation and planning for effective learning, techniques to stretch and challenge the more able and the integration of technology-enhanced learning to enliven the pedagogy and better engage the trainees and apprentices.

The effectiveness and impact of the work of the middle leaders varies considerably: overall it requires improvement. The less effective practice is characterised by inconsistencies in the quality of tracking and monitoring of the progress made by the trainees and apprentices; shortcomings in the planning for the assessment of the trainees' and apprentices' work, including in the workplace; insufficient proactivity in addressing low retention rates; an insufficiently learner-centred focus on curriculum implementation and timetabling, and a lack of attention to the quality of the trainees' and apprentices' actual learning experiences.

The college is struggling in some economically important areas to recruit and retain key lecturing staff with the contemporary skills and experience needed, mainly due to skills shortages in the current labour market in areas such as electrotechnical and engineering. The impact of this is being felt through increased turnover of staff, disruptions to provision and workplace assessment and constraints on expanding the curriculum to meet the growing, more contemporary training needs of industry.

The self-evaluation and quality improvement planning process is well-resourced, understood by staff, includes accurate data and mostly identifies well the high-level strengths of the work of the college but also the key issues that need to be addressed. The inspection has identified, however, insufficient depth in the analysis at course team level of the key issues that are impacting adversely on the outcomes attained, particularly by the trainees. Overall,

the whole-college quality improvement plan and associated actions are not focused sufficiently on addressing the causes of some of the key areas for improvement, in particular retention on the Training for Success programme. There is a need for the senior management team to ensure that the action plans, at all levels, are impactful and are making a discernible difference to the quality of the learning experiences for the trainees and apprentices and the outcomes they attain.

8. Safeguarding

On the basis of the evidence provided during the inspection, the arrangements for safeguarding young people and adults at risk reflect broadly current legislation and practice. However, the college needs to:

- review, rationalise and contemporise its policies and procedures for safeguarding young people and adults at risk; and

- ensure that staff at all levels receive safeguarding training which is comprehensive, up-to-date and appropriate to their role and responsibilities.

9. Overall effectiveness

The Southern Regional College needs to address important areas for improvement in the interest of all of the trainees and apprentices.

The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection within 18 months.

Programme registrations

Table 1 - Current registrations by programme

Programme	Numbers of registrations	% of total registrations
ApprenticeshipsNI	578	56%
Training for Success Skills for Your Life	0	0%
Training for Success Skills for Work (strand 1)	84	8%
Training for Success Skills for Work (strand 2)	373	36%
Training for Success Skills for Work (strand 3)	1	0%

Table 2 - Current registrations by professional and technical area

Professional and technical area	Number of trainees	% of total registrations
156 Construction	26	5.7%
156 Steps 180 - Hospitality	21	4.6%
Bricklaying	24	5.2%
Carpentry and Joinery	117	25.5%
Electrical Engineering	*	0.9%
Engineering Level 1	*	0.7%
Fabrication and Welding	10	2.2%
Floor and wall tiling	17	3.7%
Horticulture	5	1.1%
Land based service engineering	*	0.2%
Meat	8	1.7%
Mechanical engineering	24	5.2%
Motor vehicle body repair	6	1.3%
Motor vehicle maintenance and repair (heavy vehicle)	38	8.3%
Motor vehicle maintenance and repair (light vehicle)	76	16.6%
Motor vehicle maintenance Level 1	*	0.7%
Motor vehicle paint and refinishing	*	0.2%
Painting and decorating	18	3.9%
Plastering	9	2.0%
Plumbing and heating	36	7.9%
Work-based agriculture	11	2.4%

Professional and technical area	Number of apprentices	% of total registrations
Bricklaying	20	3.5%
Business administration	5	0.9%
Carpentry and joinery	55	9.5%
Civil engineering	6	1.0%
Electrical engineering	29	5.0%
Electrotechnical	243	42%
Fabrication and welding	15	2.6%
Floor and wall tiling	6	1.0%
Food and drink	7	1.2%
Furniture production	18	3.1%
Horticulture	*	0.5%
Land based service engineering	*	0.7%
Meat	*	0.2%
Mechanical engineering	15	2.6%
Motor vehicle body repair	6	1.0%
Motor vehicle maintenance and repair (heavy vehicle)	24	4.2%
Motor vehicle maintenance and repair (light vehicle)	41	7.1%
Motor vehicle paint and refinishing	6	1.0%
Painting and decorating	*	0.7%
Plastering	*	0.5%
Plumbing and heating	64	11.1%
Quantity surveying	*	0.5%

*   Less than 5

Table 3 - Qualifications of current trainees/apprentices on entry to their programme

Programme	Training for Success (%)	ApprenticeshipsNI (%)
(%) of learners with 4 or more GCSEs or equivalent at Grades A*- C including English and mathematics	22.9%	53.1%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*- C	27.5%	56.2%
(%) of learners with GCSE English or equivalent at Grades A*- C	27.9%	65.4%
(%) of learners with GCSE mathematics or equivalent at Grades A*- C	32.8%	70.1%
(%) of learners with 4 or more GCSEs or equivalent at Grades A*- G	66.6%	74.9%
(%) of learners with no prior level 1 or level 2 qualifications	7.8%	0.6%

B. Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

Eleven ETI inspectors and five associate assessors observed 446 apprentices and trainees in 59 directed training sessions. They also visited 55 trainees and apprentices in their workplace and interviewed 239 of them in focus group meetings and training sessions. Discussions were held with 43 employers/supervisors in focus group meetings and in the workplace. Samples of the trainees' and apprentices' work and personal training plans and tutors' schemes of work and lesson plans were examined. The organisation's most recent quality improvement plan and other relevant documentation were also scrutinised.

C. Reporting terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and on leadership and management.

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Key Performance Indictors and Definitions	
Retention	The percentage of enrolments measured over the full duration of their programme.
Achievement	The percentage of participants who completed their targeted individual outcomes.
Progression	The percentage of successful completers who achieved positive progression.