



ENGINEERING TRAINING SERVICES
Self Evaluation Report
April 2010

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1.0 Management Declaration to commitment of Self Evaluation and Improvement plan.

'The Board of Directors, Chief Executive and Senior Management team are fully committed to the success of engineering apprenticeships in N Ireland. We are committed to reviewing the Self evaluation report (SER) and associated Quality Improvement plan (QIP) to ultimately raise the quality of engineering apprenticeship provision by ETS in N Ireland.

*A copy of the SER is available for viewing by **all** stakeholders via the website: www.etcni.org.uk*

We are totally dedicated to ensuring that the skills that employers need to retain competitiveness today and for the future are current and readily available.

As such, we, the Senior Management Team and Committee are fully committed to supporting the actions noted in the Quality Improvement Plan (QIP) and Self Evaluation Report (SER) and will continue to provide staff with the skills and knowledge to ensure they are able to make effective improvements to ETS apprenticeship provision in N Ireland'.



Signed

*Bill Brown – Chairman
For and on behalf of the committee.*

2.0 Organization Information

Engineering Training Services (ETS) is a wholly owned subsidiary of The Engineering Training Council (ETC); an employer led Sectoral body for the engineering industry within N Ireland.

Our employer-led Apprenticeship Programme has been successfully running for 20 years and currently has the contract to deliver Engineering apprenticeships at Level 2 throughout all contracted areas.

We actively promote the apprenticeship programme to employer's province wide, across all engineering disciplines and telecommunications, and currently have 40 employers and 108 apprentices engaged in the apprenticeship programme.

3.0 Review of Quality Improvement plan (QIP)

From October 2009 (resubmission) there were 16 areas for improvements identified. From this plan we have closed out 14 actions and carried 2 over to April 2010 SER.

The two actions **carried over** are:

1. Independent Essential Skills provision.
2. Implement Staff Reviews and PTP's.

Additional actions identified via feedback obtained from ETI regarding the following:

1. Further refinement and shared understanding with stakeholders regarding SER and QIP. This is addressed via SER located on website and one to one dialogue with stakeholders
2. Short summary of strengths and weaknesses (including grade) for each subcontractor.
3. Clear SER for Essential Skills Provision. This is on going and actioned in QIP.
4. QIP to be more concise and focused on key manageable areas for improvement. This has been addressed via revised format and content.

ETS's **on going** Operational QIP is located in the appendix 1 and full explanation of contents and actions arising are noted in '*10.0 Compilation of SER and QIP*'

4.0 Profile of Apprentices

ETS has apprentices completing Engineering Apprenticeships across a variety of programmes. These are noted in the tables below.

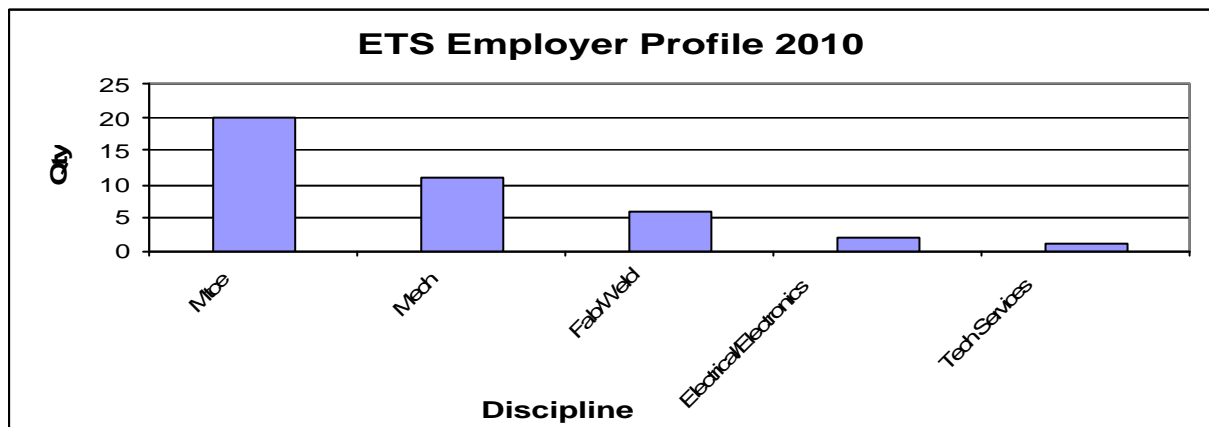
Table 1. Profile of apprentices on engineering programmes.

Jobskills	Training for Success	ApprenticeshipsNI		Male	Female
32	9	67		100%	0%

5.0 Profile of employers

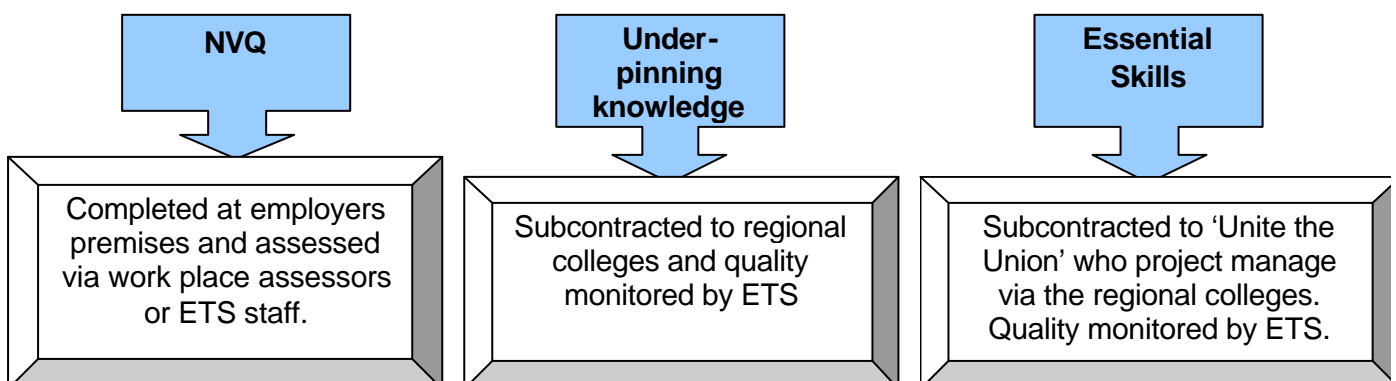
The participating employers, through ETS, offer Engineering apprenticeships across a range of specialist areas within engineering. The companies vary from large to Micro (less than 10 employees) including Small to Medium Enterprises (SME's) and there is a total of 40 employers.

Graph 1. ETS employer profile



6.0 Directed and Workplace Learning.

The Level 2 Apprenticeship framework consists of the three following elements. ETS subcontracts the Essential Skills provision and Technical Certificate via Unite the Union and the regional colleges respectively. This is demonstrated via the below diagram.



7.0 Profile of Partnerships

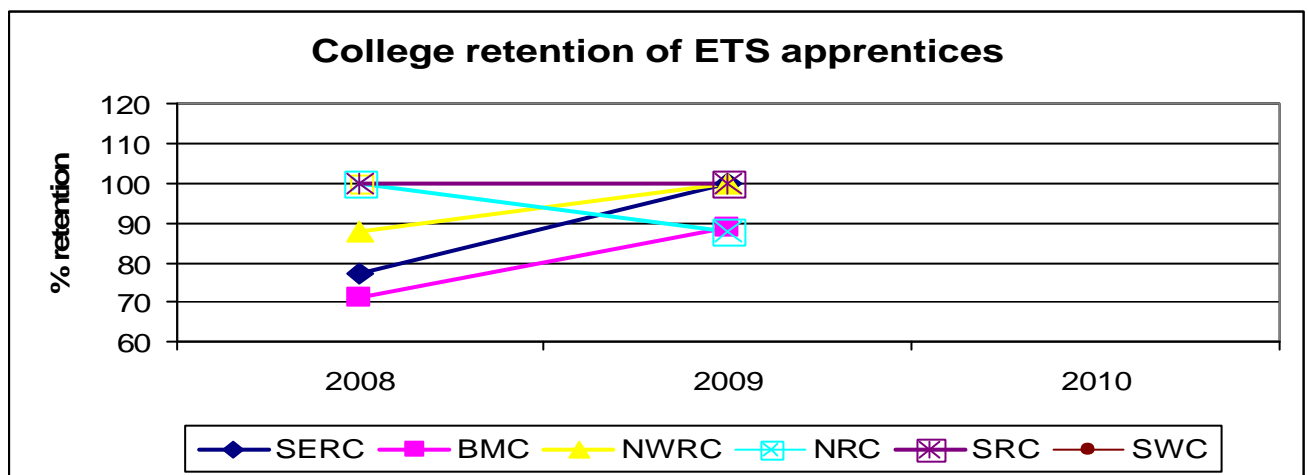
ETS monitors the quality of provision via the following:

- ❑ Service level agreement with each partnering college.
- ❑ Recorded on site visits at each 'term end' to discuss any issues.
- ❑ Each college submits an SER which allows ETS to benchmark provision.
- ❑ Essential Skills provision, retention and achievement is constantly monitored and ETS staff also visit and liaise with providers ensuring tutors are qualified as per DEL guidelines.

Graph 2 below depicts the college retention performance for ETS apprentices.

There has been an increase in retention with all partnering colleges with the exception of NRC which has witnessed a 12% decrease in ETS apprentice retention.

Graph 2. College retention



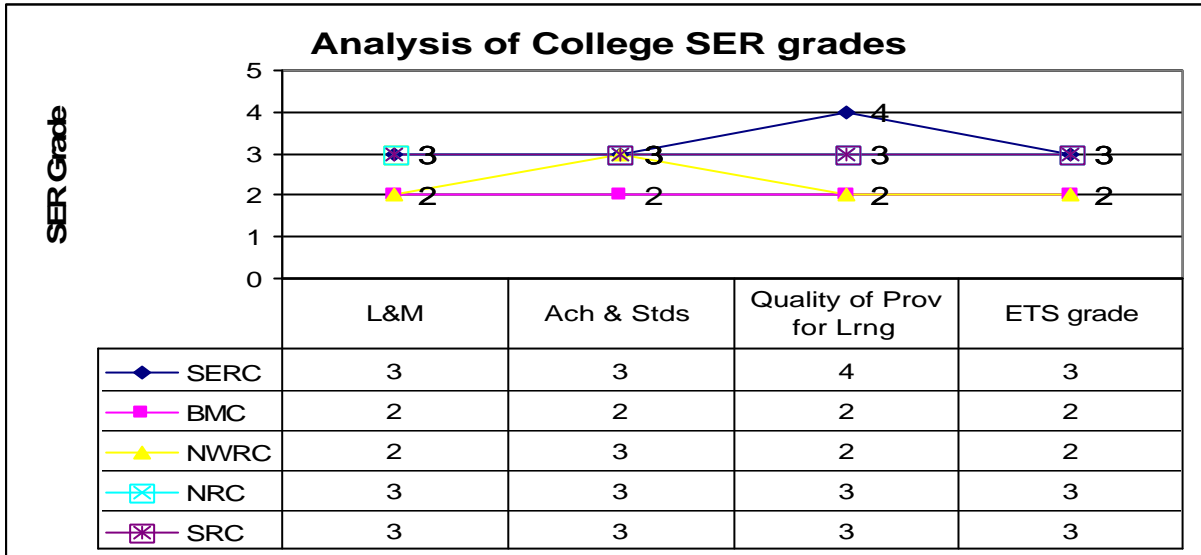
ETS manages the assessment of the apprentices' progress and achievements through rigorous monitoring via employer based mentors, assessors and Internal Verifiers although all staff members are qualified engineering assessors and internal verifiers.

Table 2 below outlines a summary for each of the colleges based on end of term meeting observations and SER grade.

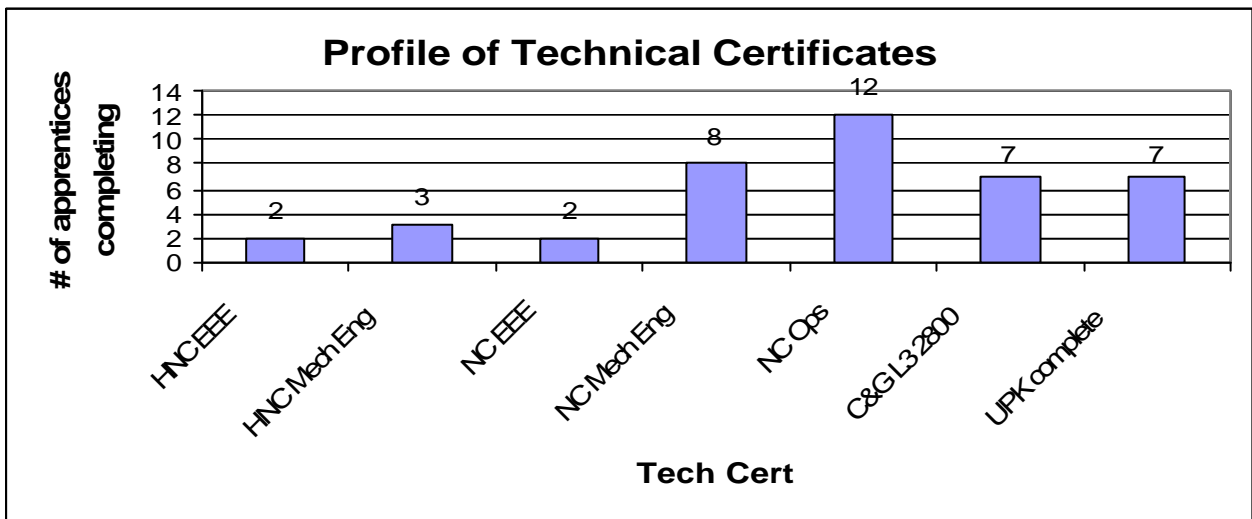
College	Positive	Opportunity for Improvement
BMC	(1) Good relationship with Engineering dept and all lecturers are involved in end of term meetings. (2) Increase in retention	(1) Weekly time, attendance and attainment to be submitted on time.
NRC	(1) Provided with documented reports on each BTEC student. (2) One point of contact for all issues.	(1) as above
NWRC	(1) One point of contact for all issues.	(1) as above
SERC	(1) One point of contact for all issues.	(1) as above
SRC	(1) constant retention of 100%.	(1) as above and no one point of contact for UPK.

Graph 3 below depicts college SER grades, based on their individual SER submission. The chart notes the grades that each of the colleges have awarded themselves for each element of the SER. ETS then grade each college based on these grades and feedback received during end of term meetings.

Graph 3. College SER grades (see appendix 2 for information on ETS grade)



Graph 4. detailing the profile of Technical certificates that ETS apprentices are completing. The most popular course is BTEC N/C in Operations which is reflective of the employer profile with Maintenance employers being the highest discipline on the programme.

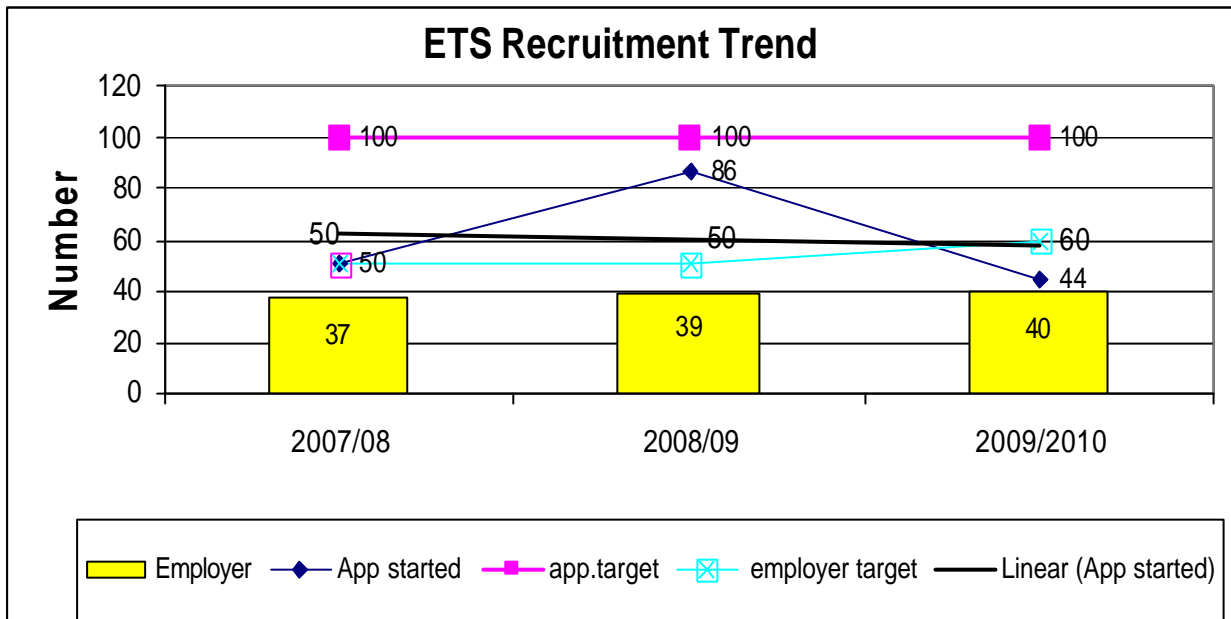


8.0 Trends in recruitment (Apprentice and Employer)

Over a period of the last three years, there has been an average of 60 new apprentices each year. The year 2009/10 has seen a reduction in apprentice numbers due to the economic downturn.

Employer numbers have increased marginally but projections are positive with a new employer database and additional resources involved in recruitment and marketing.

Graph 5. ETS Recruitment Analysis (apprentice and employer)

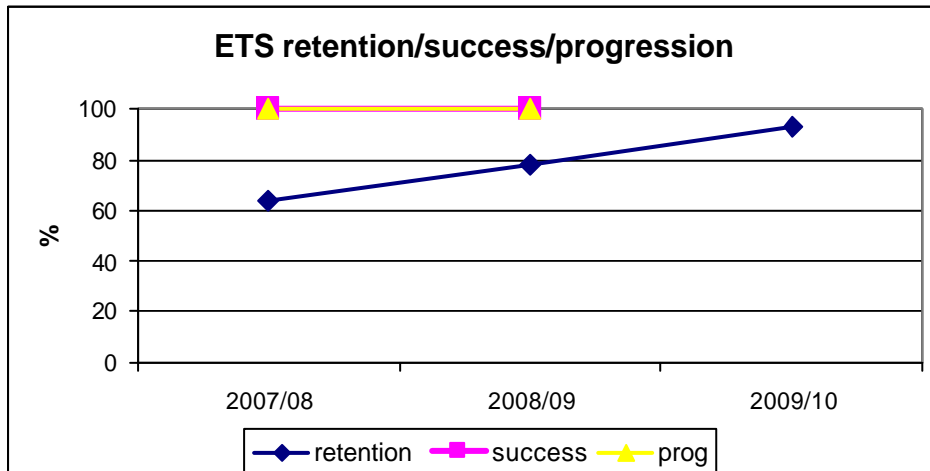


9.0 Current Statistics.

See below graph and chart for statistics. There has been a decrease in numbers due to economic climate, however a significant increase in retention. Essential Skills success has increased although a more solid provision is required. This issue is address in the QIP.

Programme Title: Engineering Level 2 Retention/Success/Progression.

Year	started	Comp. 4 wks	Early leavers	Comp. Trg	Still trg	Gained Full award	Prog. To L3	Retention %	PI Descriptor	Success	PI Descriptor	Progression	PI descriptor
07/08	50	50	18	26	6	26	29	64	modest	100%	excellent	100%	excellent
08/09	86	86	19	44	23	44	44	78	satisfactory	100%	excellent	100%	excellent
09/10	44	44	3	0	41	0	0	93	excellent	NA	NA	NA	NA
total	180	180	40	70	70	70	73						



ESSENTIAL SKILLS PROVISION

	2008		
	Num	Lit	ICT
started	13	14	n/a
completed	10	10	n/a
success	77%	71%	n/a
Nyc*	0	0	0

Nyc = not yet complete

	2009		
	Num	Lit	ICT
started	7	5	8
completed	7	5	8
success	100%	100%	100%
Nyc*	3	6	9

10.0 Compilation of Quality Improvement Plan (QIP) and SER's.

The compilation of the SER and QIP is conducted via a process depicted in the ETS Quality cycle (appendix 7) by seeking feedback from the following stakeholders:

- Apprentices – appendix 5 & 6
- Employers – appendix 5 & 6
- ETS Staff – appendix 4, 5 & 6
- NVQ assessors – appendix 5 & 6
- NVQ Internal Verifiers – appendix 5 & 6
- EV (EV reports)
- Board members
- College feedback – appendix 2
- Apprentice mentors
- ETC Senior Management team
- Unite the Union. (Essential Skills feedback)
- ISO Quality Management system feedback (External audit reports)
- Investor in People feedback (audit report)
- ETI/DEL Quality & Performance Branch

The SER is also an integral part of our company Quality Management systems and is very much 'learner focused' to ensure the apprentice has quality provision ensuring that they are supported sufficiently enough to succeed and progress.

All judgements are supported via statistical evidence and all staff members are given a copy of the report in which they are encouraged to amend and comment in draft format.

All appropriate operational actions are transferred to the ETS QIP register (appendix 1) which is reviewed, monitored and actioned on a weekly basis by the ETS team. *This document is a working development plan/quality improvement plan.*

All outstanding actions are monitored and reviewed at the Senior Management organisational monthly Balanced Scorecard meeting.

As a result of the LSDA surveys we scrutinized results and contacted employers if they requested.

Additional supporting evidence is generated on a regular basis via 6-8 weekly monitoring visits to employers and apprentices. All feedback and comments are agreed, recorded and retained for audit, inspection and improvement identification.

11.0 Judgment and grade.

Since last years ETI inspection, ETS have developed, implemented and actioned a comprehensive improvement plan (QIP) to ensure we now have quality manageable processes in place. These improvements now ensure that the needs of all learners are met and exceeded and stakeholder engagement and relationships continue to grow. A snapshot of these improvements show:-

- Additional staff resources have been employed to specifically add value and focus to **CEIAG**, targeting geographical areas where we have limited employer and apprentice engagement, and to target under represented groups such as the over 25 year olds and females.
- Qualified **Essential Skills** ICT tutor employed, currently in the process of gaining accreditation with CCEA for peripatetic delivery of ICT. ETS have placed an advert in local press for the recruitment of peripatetic Numeracy and Literacy tutors.
- ETS have significantly low staff turnover however we have a succession planning system in place and are in the process of implementing Staff reviews and Performance appraisals.
- ETS now have in place excellent *data management* systems which allow the collation, analysis and trending of information for business management purposes.
- Management, tracking and monitoring of improvement actions and quality data which impacts on business functions is monitored on a weekly basis at staff/operational level, and bi-monthly with Senior management teams via Operations meeting and Balanced Scorecard meeting. The collation and analysis of feedback gained from all stakeholders regarding the quality of the programme has significantly improved resulting in 360 degree reporting.

As a result of our extensive improvements since last year and our further commitment to continually improve upon the quality of our provision; this SER is awarded a grade **2**.

12.1 Leadership and Management

Key Question 1 Summary: How effective are leadership and management in raising achievement and supporting learners?

The following ETI indicators for Leadership and Management should be considered:

- 1.1 **Strategic leadership.** How effective are the SMT and committee, in providing strategic leadership and clear direction in achieving high quality education and training?
- 1.2 **Action to promote improvement** .How effective are the leaders and managers at all levels in supporting learners, improving the quality of provision and raising the standards of learners work?
- 1.3 **Staffing.** How effective are the leaders and managers in recruiting, deploying, supporting and developing staff at all levels to provide high quality education and training?
- 1.4 **Physical resources.** How effective are the leaders and managers in the deployment of all resources to provide high quality education and training?
- 1.5 **Links and external partnerships.** How effective are the links and partnerships with other providers (including schools) services, employers and other agencies to identify and meet current and future needs of learners, locally, regionally and globally?
- 1.6 **Equal opportunity.** How do leaders and managers actively encourage the removal of barriers to learning to provide open and accessible learning opportunities for all learners to achieve their full potential?
- 1.7 **Value for money.** Does the organisation provide value for money in meeting the needs of local economies and communities?

Main Strengths

- 1.1 Good strategic leadership involved in the monitoring and assessment of quality improvement initiatives. Effective monitoring for apprentices. Vocationally competent staff. Clear evidence of Strategic leadership directions via the increase in retention from 78% (2008/09) to 93% (2009/10)
- 1.2 Rigour in the review and monitoring of the QIP by Senior Management Team and Operational staff
- 1.3 & 1.4 ETS have recruited additional qualified and competent staff, invested in external training resources and providers including LSDA training courses, to ensure staff's knowledge of procedures is current and up to date. This is part of ETS staff continuous professional development strategy and have implemented a staff training needs analysis and staff appraisal review system
- 1.5 & 1.6 Increase in investment of resources targeted at recruitment and marketing for employers, apprentices and specifically STEM and WISE initiatives. Recruitment strategy started at all academic levels promoting progression within the profession to degree level.
- 1.7 82% of employers questioned agreed that the programme was value for money.

Sources of evidence

- 1.1 LSDA Surveys by employers, learners and staff. Minutes from Council and Board Meetings.
- 1.2 ETS QIP, retention statistics.
- 1.3 & 1.4 Staff HR/Training file. ISO Quality Manual.
- 1.5 Employer Steering committee, Operational meetings with ETC Council, attendance at SSA meetings.
- 1.6 Equal Opportunity Policy, Careers and promotional activities database. Website, Facebook, You tube.
- Involvement in World Skills competition, Maintenance Apprentice of the Year and DEL apprentice of the Year. Staff Training files
- 1.7 LSDA Stakeholder surveys.

Main areas for Improvement

1. Increase communication with shared goals and strategic objectives. (ACTION)

Sources of evidence

1. LSDA surveys

Grade and judgement. **2.** ETS has recently undergone a succession planning exercise and recruited additional staff in order to support projected growth. As a result there have been issues surrounding the communication of shared goals and objectives. However, this is being addressed via the implementation of Staff Reviews, appraisals and ownership of systems via self directed teams. Learner retention and success have not been impacted as currently the statistics indicate 93% and 100% respectively.

12.2 Achievements and Standards

Key Question 2: How well do learners achieve?	
<p>1. Social Cohesion and Economic Development. How effective is the provision in promoting learners ability to be contributors to social cohesion and economic development?</p> <p>2. Standards of work. How effective is the provision in helping learners achieve the highest possible standards of work?</p> <p>3. Progression in Learning. How well do learners progress in their learning?</p> <p>4. Achievement. How effective is the Organisation, at all levels, in ensuring high levels of achievement?</p>	
<p>Main Strengths.</p> <p>2.1 Increase in retention from 64% in 2007/08 to 93% in 2009/10. Qualifications that match employer's business objectives.</p> <p>2.2 ETS promote the use of work based projects in conjunction with college course assignments. Apprentices are given an active role and opportunity within company projects such as BIT and Six Sigma initiatives. Investment in staff that is knowledgeable and experienced in cross community careers promotion. Rigor in the monitoring of apprentices and their portfolio assessment</p> <p>2.3 Excellent success and progression rates of 100%. CEIAG package developed to reflect changes and diversity in career opportunities in engineering</p> <p>2.4 100% of apprentices questioned stated that they were confident that they would complete the course. 100% success rate with flexible learning provision to accommodate apprentice's academic aspirations promoting progression from Level 2 apprenticeship through to HND and beyond. (Gallahers/JTI).</p>	<p>Sources of evidence</p> <p>2.1 ETS internal statistics. LSDA stakeholder surveys.</p> <p>2.2 Apprentice portfolio and feedback from employers. LSDA stakeholder surveys.</p> <p>2.3 ETS Quality statistics, EV reports, Monitoring reports, CEIAG, Feedback from College and quality reports, and feedback from employers.</p> <p>2.4. ETS internal statistics. Gallahers/JTI apprentices commenced with already having achieved NC, progressed to HNC, fully financially supported by ETS.</p>
<p>Main areas for improvement</p> <p>1 Minimal employer's located in L'derry and Enniskillen areas, although internal staff restructuring has permitted allocation of dedicated resource to address this issue. (ACTION)</p> <p>2 Essential Skills provision is a priority area for improvement. Previously ETS have partnered with Unite the Union for provision which is subcontracted via the regional colleges. This provision is monitored with 100% achievement and success this year. (ACTION)</p>	<p>Sources of evidence</p> <p>1. ETS geographical coverage.</p> <p>2. Partnership provision.</p>
<p>Grade and Judgement. 3. ETS apprentices are well motivated in wanting to succeed and progress with 76% of apprentices stating that having this qualification gave them 'better job prospects'. Retention has increased steadily from a 'modest' 64% in 2007/08, to a 'satisfactory' 78% in 2008/09 to an 'excellent' 93% in 2009/10.</p> <p>ETS have a distinct advantage in the flexibility of provision allowing apprentices to achieve academically beyond framework requirements. Eg – apprentices progressing to complete HNC's. Success and progression has remained a steady 100% which is 'excellent'.</p>	

12.3 Quality of Provision for Learning

Key Question 3: How effective are teaching, training and learning and assessment?

3.1 Teaching/Training and learning. How effective are teaching and training in promoting learning?

3.2 Assessment; How effective is assessment in promoting learning?

Main strengths

3.1 A majority of ETS staff have current and recent industry knowledge which impacts on the suitability of resources to ensure the teaching, training and assessments are effective at meeting learners, employers and industry needs. 100% of employers questioned, stated that resources provided were up to date and relevant. 81% of apprentices questioned, stated that they receive feedback within 3 weeks of submission of assessments/exams.

3.2. 100% of apprentices questioned stated that they understood the 'things that they were taught'. ETS now piloting an 'Electronic' NVQ portfolio to enhance diversity and range of learning styles.

Sources of evidence

3.1. Staff training files, LSDA Stakeholder surveys. CEIAG policy, 100% success, achievement and progression of apprentices. (full framework)
3.2. Electronic portfolios, monitoring reports, assessment, IV and EV records.

Main weaknesses

Sources of evidence

Grade and judgement. **1.**

There have been significant improvements in this area with the success and achievement of underpinning knowledge, NVQ and Essential Skills.

ETS have invested in the recruitment of a member of staff who can deliver ICT. We are currently in the process of securing accreditation with CCEA for this and will be recruiting an additional staff member for peripatetic delivery of Literacy and Numeracy.

12.4 Quality of Provision for Learning

Key Question 4: How well do learning experiences, programmes and activities meet the needs of the learners and the wider community?

4.1 Curriculum provision How well does the organisation's curriculum provision support social cohesion and economic development, and meet the needs of learners and the wider community?

4.2 Learning experiences. How well do the learning experiences meet the full range of learners needs?

Main strengths

4.1. Offer employers a free 'one stop shop' approach for advertising, testing and recruitment, all ETS staff trained in Safeguarding Vulnerable Adults with a staff member assigned as designated person, target a province wide recruitment campaign aimed at all academic levels and age groups, employer engagement to ensure apprenticeship programme supports business objectives, strong sectoral links via SSC and Regional WDF's.
4.2. 95% of apprentices questioned stated that they enjoyed their lessons, learners needs are assessed via regular monitoring visits, prior record of academic achievement and regular feedback from college tutors and Essential Skills (if required)

Sources of evidence

4.1 Recruitment processes, staff training file, employer contracts, apprentice NVQ portfolio, press recruitment advertisement, WDF meeting minutes
4.2 LSDA stakeholder surveys, monitoring reports, apprentice PTP's and Induction records.

Main areas for improvement

1. Only 56% of apprentices questioned agreed that they have the opportunity to meet other people from the course, and 62% told what jobs they can do, therefore more networking opportunities to possibly enhance CEIAG. (ACTION).
ETS networking opportunities have improved via a Facebook page where apprentices can make contact.

Sources of evidence

1. LSDA stakeholder surveys

Judgement and grade. **2.**

ETS have excellent sectoral links via SSC Alliance and WDF's. This ensures that employers needs and any changes to processes which impact training and delivery is communicated promptly to ETS. ETS have developed, in partnership with BMC a bespoke Engineering Maintenance programme, which receive very positive feedback from employers regarding content meeting business needs. An additional staff resource now employed to augment current CEIAG processes.

12.5 Quality of Provision for Learning

Key Question 5: How well are learners cared for guided and supported?

- 5.1 **Pastoral care.** How effectively does the care, advice and guidance, and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement of high standards?
- 5.2 **Careers Education, Information Advice and Guidance (CEIAG).** How effective is the programme of CEIAG in meeting the needs, potential and interests of the learners?
- 5.3 **Additional Learning Support.** How effective is the organisation in providing additional learning support?
- 5.4 **Diversity.** How effective is the organisation in promoting social and educational inclusion, increasing access to education and training, which meets the diverse needs of all learners?
- 5.5 **Child protection and vulnerable adults.** How effective is the organisation in making arrangements to safeguard and promote the welfare and protection of children and vulnerable adults receiving education and training?

Main Strengths.

5.1& 5.5. All ETS staff are trained in **Pastoral care** procedures with a trained 'designated person'. The induction programme makes apprentices aware of the confidential mechanism that is managed closely by ETS staff. Opportunity Youth are also in attendance for advice and sign posting. The apprentice portfolio also includes sign posting details and an apprentice mentor is available for any issues or concerns in each employer premises. The employer contract also contains the Pastoral Care procedure to ensure employer is aware of available provision and responsibilities. All relevant ETS staff are subject to 'enhanced disclosure' for Child protection and Vulnerable Adults, 90% of learners agreed that they met with their Personal tutor on a one to one. 100% of learners questioned agreed that they felt safe and comfortable at the Learning Provider.

5.2 **CEIAG**, additional learning support issues are monitored and recorded at employer's premises and college. Pre-employment assessment day includes attendance by employers and apprentices to present career opportunities available within the different types of engineering.

5.3. Additional learning support is assessed via the induction and ETS have strong links with support providers.

5.4. ETS have recruited an additional experienced resource, who specialises in CEIAG, marketing and promotion to under represented groups, province wide. Strong links with Careers Service NI and BEP's, Sentinus, LSDA Careers events, Egenuity links and WISE.

Sources of evidence

5.1 & 5.5. Staff training file and induction agenda, monitoring reports, employer contract, copies of enhanced disclosures, college evaluation checklists, employer health checks, pastoral Care file, ETS Quality management system.

5.2. Induction records, NVQ portfolio, careers events, apprentice mentors.

5.3. Induction records, certificates of academic achievement, feedback from college and Essential Skills provision.

5.4. Staff training file, careers event register, LSDA Stakeholder Surveys.

Areas for improvement.

1. Females are currently underrepresented. (ACTION)

Sources of evidence

1. LSDA Stakeholder Surveys.

Grade and judgement. **2.**

ETS have invested in additional staff members to support the delivery and implementation of Pastoral Care policies and CEIAG. Documented evidence exists for verifying CEIAG via Monitoring reports and College/Essential Skills evaluations. Apprentice portfolio also contains a comprehensive CEIAG and Pastoral care section which 100% of apprentices complete when doing their induction. Employer and apprentice mentors are also advised of policies and contact numbers.