

Inspection of Electrical Testing Limited

Inspection dates: 14 to 16 September 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Electrical Testing Limited is an independent training provider based in Norfolk. It offers standards-based apprenticeships in highways electrical installation and maintenance across England. It is one of the very few apprenticeship providers in this sector.

Electrical Testing Limited teaches apprenticeships at level 2 in highways electrical maintenance and installation operative and level 3 in highways electrician or service apprenticeships. At the time of the inspection, it had 44 apprentices, most studying at level 2. There are a very small proportion of apprentices identified with learning difficulties or disabilities, and there are no apprentices in receipt of high-needs funding. Electrical Testing Limited has no subcontracted provision.

What is it like to be a learner with this provider?

Apprentices enjoy their apprenticeship and the sense of belonging that they gain during their time at Electrical Testing Limited. They greatly value the one-week intensive training that they attend eight times a year at Electrical Testing Limited's training centre. Apprentices work effectively together to consider their learning and experiences of working in different companies. As a result, they gain a good understanding of the importance of working in teams, maintaining positive working relationships and valuing the views of others. Apprentices highly value the support that assessors and trainers provide them with during their apprenticeship programme.

Apprentices appreciate the high-quality learning experience that they have while studying at Electrical Testing Limited. They recognise the new skills and knowledge that they gain and understand how to apply these in the workplace so that they are better at their jobs. As a result, apprentices gain confidence and become motivated to pursue further training or to seek promotions within their company.

Apprentices have a thorough understanding of the risks posed by working in public spaces and how to maintain electrical street installations safely.

What does the provider do well and what does it need to do better?

Leaders have established a highly effective curriculum that meets the needs of the niche employment sector in which they operate. They have worked closely with employers to ensure that the apprenticeships that they offer meet the needs of the industry locally, regionally and nationally.

Leaders are ambitious for apprentices. They have high expectations of apprentices to understand the skills and knowledge required to be successful and professional in the workplace. As a result, apprentices understand the need to work efficiently in a team and to treat each other and the public with respect.

Trainers assess apprentices' knowledge and skills thoroughly at the start of their apprenticeship. They use informative and industry-specific written and practical tests to ensure that apprentices are recruited to the appropriate apprenticeship programme. Trainers use their understanding of apprentices' prior knowledge to provide individualised training so that apprentices make swift progress.

Managers and trainers carefully consider the order in which they teach topics so that apprentices build on their knowledge and skills sequentially. For example, apprentices learn the underpinning principles of health and safety such as manual handling and risk assessment. They then progress on to using specialist equipment to locate underground services such as water and gas. As a result, apprentices understand how the skills that they gain help them to contribute to the teams they work with.

Trainers and assessors are highly qualified and experienced in highway electrical systems. Trainers continue to work within the sector and as a result, employers value the expertise that trainers share with apprentices. Employers are confident that apprentices gain a detailed understanding of their roles on public highways.

Trainers and assessors benefit from extensive training. Assessors keep up to date with professional qualifications. Managers share good teaching practices effectively, such as how to reinforce learning through recall activities. Managers use the appraisal system successfully to identify and action staff's training needs, such as training in English for speakers of other languages.

Leaders have ensured that apprentices work with high-quality, relevant practical resources in their off-the-job training. Trainers use these resources effectively to assess and extend apprentices' knowledge. For example, apprentices benefit from full-size street columns and large cranes so that they can practise and refine their skills in removal and replacement of street lighting. Trainers work carefully to plan topics with employers so that the work apprentices learn off the job is practised when they return to working on site. As a result, apprentices revise and embed their new knowledge and skills into their everyday work and become confident and highly valued members of the workforce.

Trainers plan their teaching skilfully. They break down complex topics so that apprentices can understand them swiftly. They check apprentices' knowledge and understanding with probing and searching questions. Trainers use assessment effectively to check apprentices' continued progress. If apprentices do not demonstrate the required knowledge, trainers swiftly intervene and revise topics so that apprentices meet the necessary standard. Consequently, apprentices make swift progress in learning substantial new skills and knowledge. Trainers frequently extend apprentices' knowledge beyond the requirement of the standard to include topics such as introducing system design for apprentices studying at level 3.

Apprentices reflect confidently on their new learning and understand how to develop their learning further in the workplace. This is because trainers and employers make very good use of progress reviews with apprentices. Trainers and employers ensure that apprentices understand what they have learned, how to apply their learning in the workplace and what they need to do to improve.

Apprentices at level 2 and level 3 produce work of a high standard. Level 2 apprentices use technical terminology accurately, for example they know the correct terms for different cables and terminations used in electrical circuits. At level 3, apprentices reference accurately relevant regulations and sector codes of conduct.

Apprentices gain self-esteem through their apprenticeship. They learn complex new skills such as inspecting installations and selecting and checking testing equipment in a safe environment. Apprentices feel confident to perform these tasks at work. Consequently, they become motivated to learn new skills, seek promotion and take further qualifications. Apprentices are keen to take responsibility for their own learning. They work diligently towards the targets that they are set, and they are

motivated to improve their performance. Many apprentices gain a promotion or awards for their performance at work because of their apprenticeship. Apprentices' attendance at work and in training is very high.

Leaders have established the development of English and mathematics as a high priority. They have put in place a clear process for the development of apprentices' English and mathematics skills. Staff are well qualified to teach English and mathematics. They make topics relevant to the sector, such as discussing switching off streetlights and the use of speed limits. Those apprentices who need to complete a functional skills qualification have sufficient time allowed for them to study and attend workshops.

Assessors at level 2 correct apprentices' written work thoroughly. However, assessors at level 3 do not routinely correct spelling errors when they occur. As a result, apprentices at level 3 do not improve their knowledge of spelling, grammar and punctuation. Too few assessors of English and mathematics functional skills qualifications provide apprentices with feedback that helps them to improve their work in these subjects.

Leaders have recently established governance arrangements with an experienced external governor to provide challenge and scrutiny. It is too early to assess the impact of these arrangements.

Apprentices have a good understanding of fundamental British values. They know the importance of being respectful and tolerant towards members of the public when they are working on site. However, apprentices are not able to articulate how they can apply this knowledge in their everyday lives.

Leaders have not established a clear strategy to provide apprentices with impartial careers advice and guidance. As a result, apprentices do not know the broad range of options available to them on completion of their apprenticeship. Apprentices know what they can do within their companies, and many seek promoted posts. Apprentices at level 2 are aware of the progression routes onto level 3.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have established a strong culture of safeguarding. They have put in place appropriate policies and procedures that they use effectively to keep apprentices safe. They ensure that staff are suitably trained in safeguarding and equality and diversity and that they update their training frequently.

Apprentices feel safe at the provider and in their workplaces. They have a thorough understanding of safe working practices and implement these methodically in the workplace. They understand how to keep themselves and the public safe while carrying out their job roles. For example, they understand how to use traffic

management systems appropriately, close footpaths safely and secure tools onto their workstations while they are working at height.

Leaders have put in place relevant checks to ensure that staff are safe to work with apprentices.

What does the provider need to do to improve?

- Leaders must ensure that assessors provide apprentices with helpful feedback on their work in English and mathematics functional skills and in their written work. Apprentices need to know what they do well and what they need to do to improve.
- Leaders and managers should provide apprentices with impartial careers advice and guidance so that they know the broad range of opportunities available to them when they complete their apprenticeship.

Provider details

Unique reference number	2577239
Address	The Bridge Acle Norwich NR13 3AT
Contact number	01493 751859
Website	www.electricaltesting.co.uk
Principal, CEO or equivalent	Simon Hobbs
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the learning and development manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Lynda Brown, lead inspector

His Majesty's Inspector

Chris Bealey

Ofsted Inspector

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