

MITIE

Inspection report

Unique reference number: 58798

Name of lead inspector: Martin Hughes HMI

Last day of inspection: 9 February 2012

Type of provider: Employer

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Information about the provider

1. MITIE provides property and asset management for the public and private sector across Britain and worldwide. MITIE employs over 63,000 people across around 10,000 United Kingdom customer sites. The company comprises four divisions; cleaning, environmental services and security are part of the facility management division which is the largest in the organisation with over 55,000 employees.
2. This was the first inspection of the MITIE provision. The company has held a work-based learning contract since November 2008 with the National Employment Service, and subcontracts all aspects of the provision to Jigsaw Training (Jigsaw). One MITIE manager manages the provision, working directly with senior Jigsaw staff.
3. All learners are MITIE employees. The facility management division manages employee recruitment, and provides new employees with information about the training available. Learners complete National Vocational Qualifications (NVQs) or intermediate apprenticeships in cleaning services and providing security services. Jigsaw provides literacy and numeracy support. MITIE also provides other training directly, including a programme for the unemployed to develop their employability skills and a talent programme.
4. During the inspection there were 240 security apprentices and a further 120 NVQ learners. Cleaning has 300 learners on apprenticeships and a further 150 NVQ learners. Some 148 learners also study literacy and numeracy courses. The average age of learners is 38 years; few have any qualifications and many have low expectations of their abilities. Approximately 39% of learners are women and 42% are from minority ethnic groups. Half of the learners on cleaning programmes and a quarter on security programmes are from minority ethnic groups. The government funding MITIE received in 2010/11 is approximately 25% of its training budget.
5. The following organisation provides training on behalf of the provider:
 - Jigsaw Training (cleaning, security and literacy and numeracy).

Type of provision	Number of enrolled learners in 2010/11
Employer provision: Train to Gain Apprenticeships Skills for Life - literacy and numeracy	400 learners 280 apprentices 220 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject Areas	
Health, public services and care	2
Retail and commercial enterprises	2
Preparation for life and work	2

Overall effectiveness

- MITIE, through its well-managed partnership with Jigsaw, is good at raising learners' aspirations, supporting learners in gaining workplace qualifications and improving levels of literacy and numeracy. Workplace supervisors, managers and trainers provide exceptional support and get to know their learners well. Many learners improve their career aspirations, developing a wide range of occupational security or cleaning skills.
- Learners make good progress. The vast majority complete their qualifications on time. Security learners develop the skills required to apprehend suspects and appropriately record incidents. Cleaners develop general cleaning skills, but also operate in specialised areas in very high profile establishments. The skills learners develop enable them to manage dangerous and hazardous situations safely. MITIE gives high priority to ensuring learners can manage the public and create safe and secure environments.

8. Training sessions are good and invigorate learning. Learning activities are lively, stimulating, challenging and thought provoking. Learners enjoy the training and feel safe working with trainers on their employers' premises. Trainers structure the training well, catering for individual needs and skills, and ensuring that learners of all abilities make good progress. They carefully tailor training to meet employers' requirements accurately.
9. Learners are selected carefully by MITIE, who provides a wide range of other training programmes for learners not suitable for these programmes. Managers work hard to effect improvements; ensure learners are successful and that programmes meet their expectations. Managers use MITIE's improvement plan effectively to implement beneficial changes. They monitor the quality of training and learners' performance regularly, using the information very effectively to terminate contracts with poorly performing providers. Managers place a strong emphasis on the promotion of equality, diversity and safety. Staff and learners are trained to understand how to work safely and respect the values of others.

Main findings

- Managers and trainers are very good role models, as industry practitioners, setting high professional standards of work and respect for others. Learners develop good practical skills and also self-confidence which raises their employment and personal aspirations. Many increase their employability and make important contributions by using their skills in their local community.
- Success rates are good. Most learners are aged over 25, and many are gaining a qualification for the first time. Trainers employ a particularly positive approach to enhancing learners' literacy and numeracy skills, which is motivating and of great benefit to learners and their employers. They strongly promote and reinforce equality and diversity along with personal and work safety. This focus encourages understanding, tolerance and well-being.
- Security learners develop very good observation and people management skills, demonstrating the ability to patrol, report and apprehend potential criminals. They speak enthusiastically about their abilities to use their security skills to manage conflict and deal with difficult situations. Cleaners develop general and specialist skills for working in dust-free or contaminated environments.
- Competent trainers provide invigorating, well-planned sessions for small groups and individuals. Trainers use their strong industrial experience and the challenges of the working environment well to excite and inspire learners. Most sessions provide challenge to learners, extending their application and understanding. However, some trainers do not yet hold qualifications to teach adult learners.
- Trainers assess new learners' skills quickly and effectively to identify and meet their learning and support needs. Staff provide individual coaching sessions, especially in literacy and numeracy, which motivate individuals with low aspirations, developing their capabilities to join in learning sessions with others.

- Training sessions and assessments take place in well-resourced employer facilities. Learners work with a wide range of MITIE customers providing a variety of different practical training opportunities. Technology is used very well to emphasise key learning points. However, communication with some MITIE managers means their involvement in, and understanding of, all aspects of training is not up to date.
- MITIE manages the contract with Jigsaw very efficiently. Through monthly meetings, MITIE managers monitor learners' progression and achievement, and hold Jigsaw staff to account for any underperformance. MITIE swiftly terminated partnerships with other training providers who were unable to meet the company's contractual expectations.
- Arrangements to improve the quality of training and learning are thorough and wide ranging. Observations of teaching and learning are planned well. They occur regularly and with an effective standardisation process involving separate observations by competent MITIE trainers. However, good practice identified through the quality assurance process is not always shared between regions or across training programmes.
- MITIE has a strong commitment to the improvement of the quality of provision. Much has been done to improve the consistency and quality in the way training is provided. Success rates have improved significantly. The self-assessment report is accurate and realistic. MITIE staff know through regular meetings how well individual learners and programmes are performing. However, managers, learners, Jigsaw and other stakeholders are not sufficiently involved in the development of the self-assessment report.

What does MITIE need to do to improve further?

- Ensure that all stakeholders, including MITIE managers, learners and Jigsaw, provide feedback and are involved in the development of the self-assessment report.
- Improve communications with MITIE workplace managers, and increase their involvement in employees' training, in order to develop their understanding of training programmes and of the importance of supporting learners.
- Ensure that Jigsaw operates consistently good quality assurance arrangements to share good practice and reduce regional differences in the quality of training.

Summary of the views of users as confirmed by inspectors

What learners like:

- very supportive managers at work
- knowing the training is delivered by people who really understand the work they do
- the good support from approachable trainers and assessors
- the fantastic opportunity to get a qualification for the work done

- feeling better informed about health and safety
- the opportunities to develop literacy and numeracy skills
- getting individual support from the tutor
- improving their employability skills
- assessors' flexibility and attention to detail, and their understanding of the business.

What learners would like to see improved:

- opportunities to do some training as part of a group.

Summary of the views of stakeholders as confirmed by inspectors

What stakeholders like:

- the frequency of the contact with assessors
- the increase in confidence of learners on the programme
- the excellent skills developed by learners as they progress through their programmes
- the good support from assessors in coaching and developing staff, especially in updating health and safety.

What stakeholders would like to see improved:

- stakeholders did not have any suggestions for improvement.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. MITIE demonstrates a good capacity to improve. MITIE has made good progress in consolidating delivery of the programmes through well-managed subcontracting arrangements. It now has a highly effective working partnership with Jigsaw, having withdrawn other subcontracted arrangements. The MITIE manager with responsibility for the provision meets monthly with Jigsaw's training manager to monitor and review aspects of the provision. Jigsaw speedily tackles all issues of concern.
11. Learners' outcomes have improved and are now good. Overall success rates are high, and success rates within planned timescales are good and improving. Staff effectively monitor learners' progress. MITIE has taken very effective action to improve success rates in Skills for Life qualifications. The company has prepared well for the introduction of apprenticeships and made effective improvements to the NVQ programmes in conjunction with Jigsaw.
12. MITIE has a strong focus on improving the quality of the provision and is working well with Jigsaw to review and further refine quality improvement mechanisms. The self-assessment report is accurate and provides a good analysis of the provision. However, MITIE recognises that the self-assessment process would benefit from extending the use of feedback from learners and their managers to improve the provision further.

Outcomes for learners

Grade 2

13. In cleaning and security, two occupations not renowned for glamour or high academic standards, MITIE has been particularly effective in raising and thoroughly supporting the aspirations of their employees as learners. The vast majority of learners successfully complete their training. Most recognise the importance of the skills they develop and the value of the qualifications they achieve in enhancing their lives, career and employment prospects.
14. The overall attainment of qualifications on the Train to Gain programme in 2010/11 was very good. To date in 2011/12, success rates remain high with a significant number of learners completing their programme before their planned end date. Many learners on security programmes have significantly improved their levels of literacy and numeracy, benefiting from the way their training is integrated into their everyday work.
15. Both trainers and workplace managers are good role models for learners in establishing and maintaining high professional standards. Trainers build upon MITIE workplace inductions, promoting a culture of inclusion and raising expectations for learners. Learners trust and respect their work colleagues and their trainers, treating all with respect and courtesy. All groups of learners

achieve equally well, with many who receive extra support attaining at higher levels than their peers.

16. Learners feel safe. The training they receive is particularly effective in preparing them to manage difficult and confrontational situations. Safe working practices are thoroughly adhered to. All learners are aware of the potential consequences and the importance of operating correctly as cleaners and security staff.

The quality of provision

Grade 2

17. Training is good and is effectively provided by some inspirational trainers at Jigsaw who use a good range of well-planned activities to develop practical and theoretical skills. These enhance learners' understanding at work. Trainers ensure tasks are challenging for learners, and place a high emphasis on safety and the management of others in cleaning and security environments.
18. Care, guidance and support are very good. MITIE has an holistic and robust approach to supporting its employees. The company's workplace managers initiate good pre-course advice to ensure employees are given appropriate training for their individual job role or needs. Jigsaw's capable trainers use rigorous and purposeful initial assessments to identify learners' training support needs quickly, and then provide highly effective support. During coaching sessions staff use the analysis of learners' progress well to develop learning.
19. Jigsaw trainers are all assessors and have good industrial experience. They understand what would be required by employees in a wide range of workplaces. They observe training and assessment regularly and use this process to identify staff training needs. MITIE also conducts its own observations to provide consistency and verification of the Jigsaw process. Some Jigsaw staff have not yet been placed on courses to achieve formal teaching qualifications.
20. The Jigsaw NVQ and apprenticeship provision link closely to MITIE's own in-house training provision as part of their 'tool-box talks'. These are particularly effective in developing work skills and enhancing learners' understanding of work, society and community concerns. MITIE also provides good progression opportunities for higher level qualifications and the management programme.
21. Training resources are excellent. Training takes place in the workplace and learners use the equipment they use every day. Most venues provide good opportunities for learners to demonstrate their security and cleaning skills in a number of different environments.

Leadership and management

Grade 2

22. MITIE has a very strong commitment to staff training and development which are promoted well through the company. The apprenticeship and NVQ provision covered by the inspection is managed as a discrete part of MITIE's much larger

staff development programme. The decision to sign up to the government's Skills Pledge in 2007 was made at the highest level of the organisation. MITIE has one manager who manages all aspects of the provision in conjunction with Jigsaw and no longer works with poorly performing subcontractors. MITIE uses monthly meetings with Jigsaw very effectively to monitor learners' performance and identify and introduce improvements. Jigsaw managers have daily contact with their assessors and trainers. However, communications through the multi-layered MITIE management structure are less effective in ensuring all work-based managers and supervisors have sufficient understanding of the apprenticeship training programme. For example, not all managers attend reviews or understand the reason some learners require literacy or numeracy support.

23. MITIE has a particularly strong company commitment to the health and well-being of its employees. It complies with government requirements regarding safeguarding of learners, including appropriate criminal records checks. A strong focus on health and safety is demonstrated through the implementation of the company-wide 'work safe, home safe' procedures. Jigsaw carries out further checks on health and safety arrangements and undertakes its own risk assessments of learners' workplaces. The subcontractor also complies with government requirements regarding safeguarding. The named safeguarding officer and all staff working with learners have received appropriate safeguarding training, which is reinforced regularly at staff development events. Staff regularly share good practice in relation to keeping learners safe. Trainers provide very good support for learners, and promptly follow up any concerns about learners' safety. In addition, learners on security programmes demonstrate a particularly high level of understanding of safeguarding as applied to their interactions with the general public.
24. MITIE's ethos prioritises the promotion of equality, diversity and inclusion across the company, and executive managers lead by example. All employees are encouraged to participate in training, to develop their potential and prepare them for promotion. Managers use regular workplace training sessions effectively to reinforce equality, diversity and health and safety matters. Jigsaw also strongly promotes equality and diversity, for example through relevant materials in Skills for Life provision. Learners' understanding of equality and diversity is good; trainers check this understanding particularly well in security provision, through well-managed discussions at the frequent meetings to review learners' progress. However, trainers do not always carry out or record this aspect of reviews as effectively in other parts of the provision. Jigsaw recognises this and intends to share good practice more effectively.
25. MITIE effectively analyses and uses its own employment data to ensure all employees participate in training. It updates this monthly and regularly reviews trends in performance against the company's distribution of different groups. For example, the decline in the proportion of female learners in security provision was found to reflect changes to a specific customer contract. There are no significant differences in the performance of different groups.

26. MITIE's use of feedback from stakeholders to improve provision is satisfactory. Feedback from learners and workplace managers is regularly collected but focuses on satisfaction rates rather than on more meaningful qualitative information. MITIE identified the collection and use of feedback from stakeholders as an area for improvement in the self-assessment report.
27. Quality improvement arrangements are good. MITIE demonstrates a strong commitment to quality improvement through detailed monthly meetings to manage and monitor the provision. Managers systematically review key aspects of provision and take prompt action to implement improvements. Jigsaw's quality assurance arrangements are generally effective and provide a good foundation for improvement. However, some arrangements are not uniformly applied across regions. MITIE operates an effective additional programme to monitor the performance of Jigsaw trainers, with observations conducted by its own qualified staff. MITIE does not monitor the effectiveness of the contribution of its own managers in the workplace to the learning programme. This concern is recognised in the self-assessment as an area for improvement. MITIE also plans to improve the involvement of its workplace managers in quality improvement.
28. MITIE provides good value for money. Learners benefit from frequent visits from trainers and feel well supported while on their programmes. Outcomes for learners are good, both in terms of success rates and in the development of improved work-based skills and confidence of the learners.

Subject areas

Public services

Grade 2

Context

29. MITIE has 360 learners enrolled on security courses. Of those, 240 are apprentices and 120 are on NVQ-only programmes. All learners are employed by MITIE and follow accredited training programmes delivered in their workplaces. Jigsaw Training uses a specialist team of six full-time trainers and four subcontracted trainers to deliver the provision. Trainers deliver training and assessment in security and key skills and review learners at their place of employment. A separate team provides literacy and numeracy support.

Key findings

- Achievement on the Train to Gain programme is good. The overwhelming majority complete their programme successfully and have improved consistently over the last three years. The rate of successful completions within the planned time is good, although slightly lower. Recent leavers on the apprenticeship programme have completed the full framework of qualifications in the planned time. High numbers of learners achieve literacy and numeracy qualifications.
- Learners enjoy their training and are proud of their achievements, especially in literacy and numeracy. Some were initially reluctant to undertake training, but once engaged they became motivated participants. All value the formalisation of their skills. Site managers testify to the improved confidence and ability of learners who participate in MITIE's training programme.
- Learners develop good security, observation and interpersonal skills to manage members of the public during difficult situations, including conflict. Many speak enthusiastically about their abilities to use their skills to protect their customer sites and make the most of complex security systems and closed-circuit television.
- Learners feel safe. In reviews and assessments, trainers put significant emphasis on reinforcing health and safety practices and checking learners' knowledge of equality and diversity and being safe. Learners are clear of their rights and responsibilities and whom to see if they need further guidance and support. Safe working practices underpin all activities in a highly regulated industry, with learners clear on the legal and ethical aspects of their roles.
- Training and assessment are good. Inspirational trainers plan and conduct training that links to qualification requirements and learners' needs in a highly effective manner with well-presented workbooks providing additional guidance. Training sessions focus on new knowledge and are challenging and exciting, while conveying the application of security skills, safety and people management. Appropriately-qualified assessors conduct frequent, rigorous assessments of learners' capabilities which effectively capture evidence from the workplace.

- Training meets the needs and interests of learners and their managers well. Managers are very positive about learners' improved skills and confidence. Learners develop wider security skills, allowing them to be adaptable at work. Learners appreciate how their learning has reinvigorated their interest in work and enhanced their career prospects. Several spoke very positively about the impact of achieving qualifications and skills in an uncertain jobs market.
- Guidance and support for learners are good. Trainers provide initial advice and guidance and initial assessments quickly and these are very effective in identifying learners' support needs. Assessors make appropriate referrals to specialist trainers, who promptly contact learners. Arrangements to develop literacy and numeracy are good. Trainers provide additional support sensitively for learners, enabling them to be successful in their training programme.
- Jigsaw has good learner performance monitoring systems in place. However, MITIE staff do not always use these to best effect to monitor learners' performance, for example to identify slow progress or set targets to keep learners focused on completion. Improvements to the way key skills are taught have raised achievements, but staff do not always introduce these skills early enough or ensure course completion.
- The partnership between MITIE and Jigsaw is particularly good and really benefits learners. Trainers and assessors with very good industry experience operate alongside highly competent skills for life trainers. Assessors are flexible in arranging appointments with learners, often working late at night or early in the morning, to accommodate shift patterns.
- MITIE has a strong focus and ambition for learners to gain recognised skills and qualifications. It has high expectations and sets ambitious targets for Jigsaw that are clearly understood, including the delivery of high-quality training and assessment.
- MITIE promotes safeguarding of learners well. Learners providing security in healthcare, shops and transport centres encounter children and vulnerable adults on a frequent basis. Training and assessment emphasise the importance of following correct procedures to protect both themselves and the people they meet. Tutors make appropriate checks on learners' understanding of their own safety through the frequent reviews.
- Equality and diversity are promoted well. Training and assessment continuously emphasise the importance of diversity, and tutors check and reinforce learners' knowledge and understanding during all visits.
- Staff regularly gather quantitative data from learners through questionnaires at the end of their programmes; they also carry out telephone surveys of learners' and MITIE workplace managers' satisfaction. Analysis of these surveys is useful, but insufficient qualitative information is gleaned to determine exactly how improvements can most effectively be initiated or their relevance to learning monitored.
- The self-assessment report is accurate and effectively identifies the strengths and improvements needed. Not all learners, Jigsaw staff or MITIE workplace managers contribute directly to the self-assessment report but their views are

considered. Inspectors agreed with the overall grade awarded, although the report was insufficiently self-critical.

What does MITIE need to do to improve further?

- Make better use of the highly-effective learner monitoring system to monitor closely the performance of all learners, so that they all achieve within the planned time.
- Ensure that the development of learners' key skills is fully integrated into the training programme from the beginning, so that all apprentices successfully complete all aspects of their programme within their planned time.
- Ensure that all learners, Jigsaw staff and MITIE workplace managers have an opportunity to provide feedback which leads to improvement in the learning programmes and the MITIE self-assessment report.

Context

30. MITIE has 450 learners enrolled on cleaning and support services programmes, 300 are apprentices and the remainder are completing an NVQ. All learners are employed by MITIE and complete their training in the workplace. Jigsaw Training provides training and assessment with a team of 10 full-time trainers and assessors and a specialist team of numeracy and literacy support staff.

Key findings

- Success rates are particularly high for learners completing NVQs at intermediate level. Overall achievement for 2010/11 was high. In the current year success rates remain high with many learners successfully completing before their planned end date. Learners enjoy their learning and all current learners are on target to complete on time.
- Many learners start with low expectations and appreciate the opportunity to gain a qualification. They feel valued and motivated, and many have been promoted or have taken on greater responsibility. They have a better understanding of the cleaning industry and are more efficient at performing specific job roles. They gain confidence and self-esteem and have a better understanding of how to deal with colleagues.
- Learners develop a comprehensive range of cleaning skills, completing units of the qualification that best suit their job role and working environment. Many develop good general cleaning skills working in offices and shopping areas. Others in industrial plant or laboratories develop more specialist cleaning skills for working in particularly dirty or dust-free environments. All learn to manage hazardous chemicals and industrial cleaning equipment to good effect.
- Learners feel safe and receive comprehensive occupational health and safety training. All workplaces operate stringent health and safety policies. Learners demonstrate a good understanding of safety in their workplaces relating to their specific job roles and in handling cleaning equipment and chemicals. Trainers incorporate health and safety aspects into many lessons and discuss these thoroughly with learners in performance reviews.
- Jigsaw staff conduct initial assessments of learners' literacy and numeracy skills effectively and any identified support needs are put in place quickly. Some learners complete a literacy and/or a numeracy programme before beginning the apprenticeship. Jigsaw trainers and MITIE supervisors provide comprehensive learning support. Whilst workplace managers understand the importance of cleaning skills development, not all appreciate the importance of developing learners' literacy and numeracy skills.
- Trainers provide good practical training sessions, with very effective coaching and skills development. Assessors involve and challenge learners in the critical analysis of their work so that they fully understand what they are doing.

- Assessment practice is well planned, thorough and flexible, capturing naturally occurring evidence of workplace cleaning tasks. Assessors visit every two to three weeks and ensure learners are prepared for their next visit. Learners use logbooks effectively to record independent study and local training, and to detail changes to the working environment.
- Operational management is good, with strong links between Jigsaw assessors and learners' line managers. Trainers are very experienced and have good occupational experience. Regular standardisation meetings confirm standards and share good practice. Internal verification procedures are robust. However, 40% of assessors do not have a recognised teaching qualification.
- Workplace resources are very good. Learners use high-standard cleaning equipment for assessments. All trainers have personal computers which they use effectively to provide key skills training and to support the development of additional technical cleaning skills. Some supervisors frequently use the learning logs to record specific tasks completed by the learner.
- Procedures to safeguard learners are well established and satisfactory. Trainers and supervisors support vulnerable learners effectively. Training staff are fully aware of their obligations regarding safeguarding and have an appropriate understanding of learners' safeguarding concerns. Learners who work late nights and early mornings in isolated locations are appropriately supervised.
- Trainers promote equality and diversity well in taught sessions and use discussions effectively to test learners' understanding. In most cases learners have a satisfactory understanding of matters relating to these themes. Equality and diversity issues are discussed formally in learners' reviews but some trainers do not record the evidence in sufficient detail.
- Learners' performance and progression are reviewed regularly. Trainers pay particular attention to learners who are at risk of failure. The self-assessment report is broadly accurate but fails to identify some of the areas for improvement identified by inspectors. MITIE's senior managers and directors are widely involved in self-assessment but there was little engagement or feedback from learners or Jigsaw trainers.

What does MITIE need to do to improve further?

- Closely monitor the qualifications of trainer assessors to ensure they all have, or are working towards, recognised qualifications at an appropriate high level.
- Ensure staff record and reinforce learners' understanding of all aspects of equality and diversity in all locations.
- Widen the scope of feedback and ensure that all learners, their workplace managers and supervisors, as well as Jigsaw staff, have greater involvement in the development of the self-assessment report.

Context

31. MITIE has 148 learners enrolled on literacy and numeracy courses. All learners are employed by MITIE and follow accredited programmes from entry level 3 to level 2, all delivered at their place of work. The provision is delivered by Jigsaw Training, through a team of five full-time trainers, four of whom are self-employed. Most learners are cleaners, with 19 working in security and 75% who are White British. Training is provided at 53 sites including both national and small to medium sized employers.

Key findings

- In 2010/11 success rates for learners were satisfactory, but have significantly improved in the current year to date. Success rates are now high and well above national averages. Success rates are outstanding for all learners working in security. There are no significant variations in success rates for different groups of learners.
- The development of literacy and numeracy skills is good. Many learners have no prior qualifications and really value the opportunity to improve their skills and to gain qualifications which improve their employment prospects. Learners enjoy learning and are suitably challenged by trainers. They are highly motivated by their achievements and demonstrate significant increases in their communication skills and self-confidence.
- Despite their low starting points, many learners make good and rapid progress, with approximately one third progressing to higher level qualifications. Many learners progress from cleaning or security NVQ-only programmes to complete higher levels of literacy and numeracy. Others use the skills to gain promotion into a supervisory role.
- Learners feel safe and are aware of how the training and employment procedures impact on their responsibilities at work. The induction provided by Jigsaw Training is thorough. However, the workplace induction provided by their employer, MITIE, is not always carried out or fully completed. Jigsaw staff effectively include aspects of health, safety and welfare in their induction and reinforce these aspects during the regular, comprehensive reviews of learners' performance.
- Teaching and learning are good. Trainers are enthusiastic and make good use of individual and paired work to meet individual needs. They plan sessions well and include a good range of effective techniques to develop learners' skills. They successfully encourage well-motivated learners to carry out independent study. Resources are good and relevant to the learners' interests and occupations. Good use is made of electronic learning.
- Trainers conduct comprehensive initial assessments of learners' literacy and numeracy needs, which they use sensitively to plan personalised learning.

However, learners do not always know how their learning has been planned or what they are working towards.

- Trainers regularly assess learners' progress to help them identify their achievements and provide ongoing motivation. Trainers arrange meetings around shift work and meet the learners who require greater continuity every week. Staff complete a written review at each visit and record learning activities. They identify goals to be achieved by the next visit and learners know what is expected of them.
- The range of provision is satisfactory and fits in well with other provision available within MITIE. MITIE managers are highly supportive of learning. However, the promotion of courses to potential learners is dependent on the knowledge of workplace managers, which is variable.
- MITIE is strongly committed to promoting learning. Staff employed in cleaning and security are positively encouraged to develop their literacy and numeracy skills.
- Trainers provide good support for learning. They offer learners a broad range of information related to personal, welfare and learning support. Inductions are thorough and learners are purposefully acquainted with their programmes. Learners receive a comprehensive and useful handbook but it contains too much small text. Initial advice and guidance are satisfactory but initial learning plans do not always contain sufficient detail and planned actions.
- MITIE and Jigsaw have a strong commitment to the improvement of the quality of provision. Much has been done to improve the consistency and quality in the way training is provided. Success rates have improved significantly. The self-assessment report is accurate and realistic. MITIE staff know through regular meetings how well learners and individual programmes are performing.
- The arrangements for the promotion of equality and diversity and the safeguarding of learners are satisfactory. Learners know how to report concerns and make complaints. Trainers promote equality, diversity and safeguarding positively in sessions and inter-cultural issues are discussed regularly. Trainers make very effective use of relevant prompts to test and reinforce understanding of equality and diversity during reviews.

What does MITIE need to do to improve further?

- Ensure all learners receive full workplace inductions from their line managers.
- Improve learners' knowledge of their learning targets by ensuring they are written in sufficient detail and that they all have a personal copy of their plan. .
- Increase MITIE managers' awareness of training programmes and learners' progress by regularly including them in learner performance reviews.
- Review the Skills for Life induction handbook to improve its readability and layout.

Information about the inspection

32. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's Head of Group Human Resources, as nominee, carried out the inspection. Inspectors also took account of MITIE's most recent self-assessment report and development plans, comments from the funding body and data on learners and their achievement.
33. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas that MITIE offer.

Record of Main Findings (RMF)

MITIE

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	958	958
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	-	
<i>How well do learners make a positive contribution to the community?*</i>	-	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	-	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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