

# JGA Group

## Independent learning provider



<b>Inspection dates</b>		18-21 September 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-Grade 3</b>
	Previous inspection:	Good-Grade 2
Outcomes for learners		Requires improvement-Grade 3
Quality of teaching, learning and assessment		Requires improvement-Grade 3
Effectiveness of leadership and management		Requires improvement-Grade 3

### Summary of key findings for learners

#### This provider requires improvement because:

- The apprenticeship provision is still too new for sufficient apprentices to have successfully completed their programmes. JGA recognises that it has yet to adapt its provision fully from assessment-led programmes to the more challenging apprenticeship framework.
- Too many apprentices make slow progress in achieving all aspects of their apprenticeship, in particular, functional skills.
- The quality of teaching and learning is too variable between subject areas and not enough is consistently good or better. Insufficient teaching challenges learners to extend their learning and achieve their potential.
- The performance management of learners, tutors and subcontractors requires further development to ensure it systematically identifies trends in underperformance and implements corrective procedures speedily.

#### This provider has the following strengths:

- JGA is inclusive and plays an important role in its local communities in training apprentices and the unemployed to meet specific skills gaps in care and business. JGA ensures that learners from all backgrounds and ethnic groups are encouraged to participate in training.
- Learners on all programmes appreciate the respectful and supportive guidance from JGA's staff and subcontractors.
- Apprentices benefit from an excellent virtual learning environment which is well resourced with useful independent study and training materials.
- JGA have been particularly effective in developing employment programmes with hospital trusts that have led to employment for nearly all learners.

## Full report

### What does the provider need to do to improve further?

- Increase the numbers of learners successfully completing their apprenticeship programmes within their planned end dates.
- Develop teaching, learning and assessment strategies to promote learning, monitor individual progress and maintain appropriate pace and the motivation of learners.
- Effectively use initial and diagnostic assessment to inform individual learning plans and the teaching, learning and assessment strategies for all learners.
- Further involve employers in the planning, implementation and review of their apprentices' progress to ensure they are fully aware of what the apprentices need to achieve and complete.
- Raise the standards of teaching and learning through the rigorous implementation of a systematic process of observations of teaching, learning and assessment, with a focus on action planning to improve the tutors' skills to enhance learning.
- Improve the quality of learning in functional skills by linking activities in English, mathematics and information and communication technology (ICT) more closely with the employment interests of apprentices.
- Improve the communication, monitoring and support for all tutors and ensure staff are appropriately qualified and suitably resourced to teach English, mathematics and ICT, that are made relevant to the apprentices' learning interest.
- Implement a strategy to ensure the performance and progress of learners on all programmes, including subcontracted learners, are regularly monitored and underperformance or slow progress is quickly identified, managed and improved.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ Apprenticeship programmes are new to JGA and few apprentices have reached their planned end dates. Many apprentices make slow progress towards gaining their qualifications. Few learners who started their intermediate apprenticeships in health and social care in 2011 have completed their programme within the planned end date.</li> <li>▪ Overall success rates for learners on employment programmes are good. The vast majority of learners complete the short duration training courses and progress directly to work.</li> <li>▪ Overall success rates on Train to Gain programmes 2010–11 were satisfactory. The success rates for learners in health and social care at level 3 were high.</li> <li>▪ Success rates in functional skills qualifications have been low to date. Apprentices' English, mathematics and computing skills are not sufficiently developed to enable them to successfully complete the functional skills assessments.</li> <li>▪ JGA does not have any identifiable differences in the achievement of apprentices from different backgrounds or ethnic groups.</li> <li>▪ Apprentices in all areas develop good technical skills and understand more about the work they do. They rapidly develop good practical skills and theoretical understanding and are able to apply these skills in caring for the elderly and in the business environment. Many gain additional qualifications, such as first aid or mentoring, to supplement their apprenticeship.</li> <li>▪ Many apprentices, since commencing their apprenticeship, have increased their responsibility at work or been promoted by their employer.</li> </ul>	

**The quality of teaching, learning and assessment**

Requires improvement

- The quality of teaching, learning and assessment limits high outcomes and faster progress for apprentices. JGA has yet to develop approaches to learning from existing assessment-based programmes to meet the wider challenge required of the apprenticeship programmes.
- In the better sessions, learning was well prepared, challenging and extended learners understanding. Knowledge learners gained in other aspects of the apprenticeship is used as a starting point for further skills development. For example, skills gained in a mathematics session were applied to developing formulae in ICT.
- Most sessions were well resourced and a range of different teaching methods meet individual learners' needs effectively. Technical language is clearly explained, whilst maintaining the pace of the session and challenging learners well. However, too many sessions observed by inspectors lacked excitement or interesting activities to motivate learners and enhance the learning experience.
- Discrete functional skills lessons are dull and uninspiring. Too much learning is focused on the completion of past papers and passing the examinations. Very few learning resources are made relevant to the employment interests of apprentices. For example, care apprentices, who regularly calculate ratios, percentages and work out time in their daily work, were observed completing uninteresting abstract mathematics questions.
- Teaching and learning in employability training were good. Sessions were very well planned, carefully introduced to learners, and gained full group participation. Learners previous care experiences are skilfully incorporated, and amplified with personal experience. Learners contributed willingly to discussions, developing confidence and self-esteem as they received positive responses from the tutor and their peers.
- Apprentices are encouraged to work independently by using the well-resourced virtual learning environment (VLE). This provides an extensive source of useful learning materials. However, learners are not sufficiently briefed on how to use the content and do not feel confident that they know which resources or assessments need to be completed.
- Assessment of learning on apprenticeship programmes lacks rigour and breadth and fails to provide a wide range of sources including observation in the workplace and witness statements from supervisors. Too much emphasis is placed on the completion of assignments and workbooks.
- All learners generally receive good advice and guidance at the start of their programmes, and have direct access to JGA's careers service, although few use the facility. Initial assessments effectively identify learners' pastoral and academic support needs, although this information is not always used to provide effective support for learners.
- Procedures to monitor apprentices' progress are poor. Tutors meet with apprentices too infrequently. Apprentices do not benefit from timely face-to-face meetings with their tutor, and often rely on email or telephone calls. Apprentices and tutors monitor progress using the online portfolio; however, it does not include all aspects of the apprenticeship programme.
- Whilst employers receive feedback from tutors about their apprentices' progress, too many do not understand the requirements of the apprenticeship programme or how they can most effectively support their apprentice and extend their learning.

**Health and Social Care**

## Apprenticeships

Requires improvement

- Success rates within the planned time on programmes at level 2 are poor and many current learners on apprenticeship programmes make slow progress. Success rates and progression to related employment on employability programmes are very good.
- Teaching, learning and assessment on the employability programmes are good. Most learners are successful and almost all progress directly into related employment. Teaching, learning and assessment on health and social care programmes are satisfactory.
- All learners develop good vocational skills and learners demonstrate a sound understanding of the values and professional skills that underpin working in the care sector, in practical tasks, written work and their vocational practice. Interpersonal and customer care skills are generally well developed.
- The monitoring of progress on apprentice programmes is poor. Apprentices and their tutors are not always clear about the individual progress they have made and the electronic reports of learner progress are not used effectively to ensure that accurate information is shared and used. However, on the employability programmes, learners' progress is monitored carefully and effective corrective action is taken.
- Initial assessment is not used well to plan apprentices' learning. All learners complete an initial assessment in mathematics and English at the start of their programmes and learning needs are set based on these. However, learners do not all appreciate or understand what has been put in place as most support is set by tutors rather than discussed or negotiated with learners.
- Workplace assessment is well planned, and learners understand what is expected of them. However, learners left to study independently, using the virtual learning environment (VLE), do not always understand how to do the assignments and are often confused as to what to do next.
- Feedback to apprentices on the quality and standard of their work is good. Verbal feedback following the assessment of vocational practice is clear and detailed. Detailed and clear written feedback is provided on assignments and learners understand what they need to do to improve. However, punctuation, spelling and grammatical errors are not routinely corrected in learners' work.
- Managers and workplace supervisors do not routinely participate in reviews of apprentices' progress. A few employers work with apprentices to support their needs, but most do not understand what is required of them.
- The delivery and contextualisation of functional skills is under developed. The achievement of functional skills qualifications is slow and some learners have insufficient ICT skills to efficiently use their electronic portfolios.
- Many learners receive thoughtful and helpful academic and pastoral support. For example, the assessment plan for a pregnant student was swiftly and effectively adapted to meet her needs. However, in many cases, records of support are brief and incomplete and interventions to address reasons for slow progress are not always timely.
- On employability programmes, initial advice and guidance are very good. Learners are selected according to their basic skill levels and their aptitude for working in the health and care sectors. Learners are effectively supported in applying for alternative employment.
- JGA promotes equality and diversity well through teaching and learning. Apprentices discuss with sensitivity and insight the needs of the vulnerable and marginalised people for whom they care with some useful informed discussions on disability and support of the frail elderly. The racially diverse learner groups worked very productively and harmoniously together.

**Business, Administration and Law**

## Apprenticeships

Requires improvement

- Apprenticeships in business administration, marketing and customer service have been running for less than six months and, whilst retention is good, many apprentices make slow progress against unit and assignment targets. Apprentices demonstrate good work and interpersonal skills in the workplace. Many gain additional qualifications in first aid and mentoring.
- Most apprentices enhanced their skills during observed sessions, with many improving their independent study and thinking skills. In one session the tutor effectively extended apprentices' knowledge and understanding by linking skills gained at a previous mathematics session with using spreadsheet formulae.
- The reinforcement of professional standards is good and learners are well prepared for future employment through open events and interview practice. Class-based learning relates theory into practice well, for example in applying marketing principles to customer purchases.
- Induction is effective and ensures apprentices are aware of their responsibilities in training and to their employer. However, individual initial assessments and analysis of work roles are not used effectively to inform individual learning plans.
- The well resourced virtual learning environment (VLE) is extensive. However, resources are not specifically selected to meet individual apprentice needs and too many apprentices complete more assignments and written work than is necessary.
- Workplace assessments and discussions are well planned but limited. Observations of naturally occurring workplace activities are infrequent, with an over emphasis on written tasks and professional discussion.
- Verbal feedback on progress is good and apprentices' understanding is confirmed by focused and extended questioning. However, assignments and written work are not always annotated and the apprentices do not always know what is required of them to improve further.
- Teaching, learning and assessment of functional skills are not linked to apprentices' work-based activities. Functional skills are taught discretely from the subject area, but are not linked well to the real work environment or to apprentices' job roles.
- Advice and guidance sessions are not systematically scheduled into the apprenticeship programme. The range of provision to promote progression is good; however, the timing of initial and impartial advice and guidance is limited; a few apprentices did not receive advice and guidance prior to starting their programme.
- Effective equality and diversity training ensures apprentices have a good understanding of their employment rights, recognise their responsibilities and can respond to inappropriate behaviour. The promotion of equality and diversity in teaching, learning and assessment requires improvement. Few of the materials on the VLE effectively promote discussion on equality and diversity or challenge apprentices' current thinking.

**The effectiveness of leadership and management**

Requires improvement

- JGA has a clear strategic vision with a focus on providing and developing apprenticeship programmes to specific sectors of the community. Leaders and managers work well with employers and other organisations to provide ambitious learning programmes for learners in employability programmes linked to jobs in healthcare and business.
- The overall management of the provision is satisfactory. Apprenticeship programmes have been running for a year, with few learners reaching the end of the training. JGA has not yet fully implemented appropriate arrangements to manage and quality assure the more complex apprenticeship provision effectively, for example working with subcontractors to confirm apprentices' progress and ensure the delivery of English, mathematics and ICT throughout training.
- The management of the quality assurance of assessments is effective and meets the awarding body requirements. However, the process for the observation of teaching and learning does not focus sufficiently on ensuring action plans provided to tutors are effectively followed up to improve the quality of teaching and learning.
- Tutors are generally appropriately qualified and have suitable experience in the assessment of vocational qualifications. However, not all staff have the expertise or hold relevant qualifications to effectively support apprentices' functional skills in English, mathematics and ICT.
- Staff development activities are good. Regular informative sessions are available to all tutors and those tutors working for subcontractors. Well-timed and relevant training has supported staff in their understanding of the apprenticeships and helped build an extensive bank of support materials on the virtual learning environment. Tutors have received training in using the e-portfolio; however, some still lack confidence and advanced skills to use it to its best advantage.
- The collation of management information is good; however, it is not all used systematically to monitor the performance of apprentices, tutors or subcontractors. Curriculum managers monitor the progress of apprentices; however, senior staff are insufficiently aware of the details of those who are underperforming to ensure appropriate action is taken. Senior staff do not have sufficient information to ensure they monitor the performance of tutors and how they are working with apprentices and employers.
- JGA's self-assessment process is well embedded, robust and rigorous, using appropriate feedback from staff, learners, apprentices and employers effectively in identifying areas for improvement. Whilst the most recent report does not reflect JGA's actions to implement its new programmes, the quality improvement plan effectively identifies actions required to adapt provision to meet the apprenticeship framework and better manage the new subcontracted provision.
- JGA's management of the vocational aspects of its provision, especially the VLE, is effective, but many other elements pertaining to the framework, for example functional skills, are still underdeveloped. Some employers are still not fully aware of their responsibilities to support their learners or the full requirements of the apprenticeship programme.
- JGA promotes equality and diversity appropriately, although it has only recently introduced thorough checking and reinforcement of learners' understanding of equality and diversity in progress reviews. Complaints are appropriately recorded and resolutions are clear. There have been no serious instances of bullying or discrimination. Learners' progress and achievement are effectively monitored, trends are identified and there are no discernable gaps between the performance of identified groups of learners.
- JGA meets its statutory requirements for the safeguarding of learners. It employs appropriate arrangements to ensure the health and safety of staff and learners.

**Record of Main Findings (RMF 2012)**

**JGA Group**

**Learning types:**

**Apprenticeships**

<p><b>Inspection grades are based on a provider's performance:</b>                  1: Outstanding                  2: Good                  3: Requires improvement                  4: Inadequate</p>	<b>Overall</b>	Apprenticeships
<b>Overall effectiveness</b>	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3

<b>Subject areas graded for quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and Social Care</b>	3
<b>Business, Administration and Law</b>	3



## Provider details

<b>Provider name JGA Group</b>	
<b>Inspection dates</b>	18-21 September 2012
<b>Lead inspector</b>	Martin Hughes HMI
<b>Type of provider</b>	<b>Independent learning provider</b>
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year 2011-12</b>	386
<b>Principal/CEO</b>	Mrs Jane Goodwin
<b>Date of previous inspection</b>	24 July 2009
<b>Website address</b>	www.jga-group.co.uk

<b>Provider information at the time of the inspection</b>				
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Total number of full-time learners excluding apprenticeships</b>	N/A	N/A	N/A	N/A
<b>Apprenticeship level</b>				
<b>Apprenticeship level</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Higher</b>	
<b>Number of apprentices</b>	159	188	N/A	
<b>Age of full-time learners</b>				
<b>Age of full-time learners</b>	<b>14-16</b>	<b>16-18</b>	<b>19+</b>	
<b>Total by age</b>	0	158	189	
<b>Number of part-time learners</b>	383			
<b>Number of main sites</b>	1			
<b>Funding received from</b>	Skills Funding Agency (SFA)			
<b>At the time of inspection the provider contracts with the following seven subcontractors:<sup>1</sup></b>	<ul style="list-style-type: none"> <li>■ Dynamic Training UK Ltd</li> <li>■ Skills Training UK Ltd</li> <li>■ Touchstone Education Solutions Ltd</li> <li>■ Tower College</li> <li>■ Astute Minds Ltd</li> <li>■ Communities into Training and Employment (CITE)</li> <li>■ New Challenge</li> </ul>			

<sup>1</sup> The main subcontractors only



## Additional socio-economic information

JGA provides apprenticeship training to learners in and around London boroughs and in the home counties.

## Information about this inspection

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the business advisor as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last two years to help them make judgements. Inspectors used group and individual interviews, telephone calls and emails to gather the views of learners and employers. They observed learning sessions, assessments and progress reviews. These views are reflected throughout the report. The inspection took into account all of the provision at the provider. Subject inspectors looked in detail at a sample of the quality of teaching, learning and assessment in health and social care, and business administration and law.

## What inspection judgements mean

Provider		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding provider is highly effective in delivering outcomes that provide exceptionally well for all its learners' needs. This ensures that learners are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good provider is effective in delivering outcomes that provide well for all its learners' needs. Learners are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A provider that requires improvement is performing less well than it might be reasonably expected in one or more of the key areas. This provider will receive a full inspection 12-18 months after the date of this inspection.
Grade 4	Inadequate	A provider that is inadequate is one where the provider is failing to give its learners an acceptable standard of education and/or training and the provider's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the provider. This provider will receive a re-inspection within 12-15 months after the date of this inspection.

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