

Jaguar Land Rover

Employer

Inspection dates		27-30 November 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Motor vehicle apprentices train in high quality work environments, gain high levels of skill and progress into good jobs. They are able to undertake complex tasks confidently and quickly become valued and productive employees.
- Success rates are high and the majority complete their apprenticeship within the allocated time.
- Much teaching and learning is good and some is outstanding. Trainers on motor vehicle programmes make very good use of the excellent resources to plan and teach interesting, challenging and very effective sessions.
- Trainers make very good use of technology to support and enhance the learning experience and to help develop apprentices' engineering skills and knowledge.
- Inspirational and ambitious leadership by Jaguar Land Rover (JLR) results in technical programmes well matched to the current and future needs of the business.

This is not yet an outstanding provider because:

- JLR does not sufficiently challenge itself and its subcontractors to achieve even higher standards in its provision. Targets for improvement are insufficiently demanding and some action plans are too imprecise to help staff improve further.
- Apprentices on customer service programmes do not progress as well as they could and too many have left the programme early.
- Assessment is not consistently good. Assessors do not always provide sufficient written feedback to apprentices to help them to improve further and to understand why they did not achieve better results in their tests.
- Trainers and assessors do not adequately plan and monitor learning in the workplace to ensure that all apprentices progress as quickly as they could and that they understand what they need to do to complete their programme.
- Apprentices' English language skills are not developed sufficiently well.

Full report

What does the provider need to do to improve further?

- Increase the pace of sustained improvements, particularly in the quality of training and apprentices' success, by setting more demanding targets at all levels and developing clear and effective plans to meet these.
- Improve the quality of training for the small number of customer service learners by better matching the programme to their individual needs.
- Improve apprentices' written language skills by improving the identification of individual needs and introducing effective teaching for functional skills. Ensure that all assessors and trainers correct grammar and spelling errors in learners' work and help them to improve.
- Improve long term planning of workplace learning through the introduction of clear milestones and by providing more information to employers in order that more apprentices complete by their planned end date.
- Increase the number of women engineering apprentices by setting challenging but realistic targets and working closely with employers to promote the benefits of recruiting a more diverse workforce.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for apprentices at JLR are good. Overall apprenticeship success rates have improved significantly since the previous inspection and are above average. The number of apprentices who complete on time has also increased and is higher than the national rate. However, success rates for 2011/12 have declined slightly.
- Motor vehicle apprentices make better progress than that expected of them when they started their learning programme. Most take on high levels of responsibility at work and carry out complex tasks professionally and to employers' satisfaction. However, apprentices on the customer service programme, about 15% of all learners, are not making the progress they could and only around two-thirds of those who started remain on the programme.
- Apprentices from different backgrounds and groups achieve similar outcomes.
- Motor vehicle apprentices achieve high levels of theoretical understanding and technical skills that they apply effectively in the workplace. They are able to dismantle and rebuild complex modern engines with confidence, making good use of online data services and accurately checking measurements and tolerances. Apprentices quickly become valued and effective employees making a useful contribution to their employers' business.
- Apprentices develop good personal and social skills. They work confidently with their experienced colleagues and communicate well with work colleagues and customers. They have good teamwork skills and demonstrate a positive work ethic. They attended regularly, are punctual and behave professionally, presenting a positive image of the company.
- Not all apprentices' English skills are developed sufficiently well. Some learners' written work is of a poor standard and systems to identify needs and to develop literacy skills among apprentices are incomplete.
- Apprentices who complete their programme progress to full-time employment within the dealer network. Many progress to more responsible positions and achieve higher-level professional qualifications following their apprenticeship.

- Apprentices gain a good understanding of their industry through a broad range of educational visits and enrichment activities. Visits to the JLR design centre, lubricant manufacturers and parts suppliers enhance their knowledge of the sector well.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and correlate well with the high proportion of apprentices who achieve their qualification. Motor vehicle apprentices benefit from good and sometimes outstanding teaching and learning and this is reflected in their high level of attainment and high standard of work. Teaching and learning for customer service apprentices is less effective and reflects the low retention of learners on this programme.
- Teaching on the motor vehicle programme is particularly good. In one good-humoured and enjoyable theory session on fuel systems the trainer made excellent use of his expertise and the good access to a wide range of components to illustrate important fuel pump features. Well directed, skilful questioning and frequent reference to workplace practice by trainers encourages apprentices to contribute their own experiences and promotes effective learning.
- Apprentices respond very well to the high expectations and challenging practical sessions at the academies. Dismantling and rebuilding complex modern engines enables apprentices to demonstrate particularly high levels of practical skill. Apprentices work safely and carefully, cooperating well with their peers and confidently accessing computer-based data sources and reference materials.
- Trainers make very good use of technology to enhance learning, particularly at the Warwick academy. Apprentices make excellent use of JLR's virtual learning environment by completing online training programmes that prepare them well for their studies at the academies. At the Warwick academy apprentices and trainers make very good use of tablet computers to share information, access and personalise learning materials, and make individual notes for future reference.
- In the workplace, highly experienced technicians encourage apprentices to progress quickly and, under careful supervision, undertake challenging tasks that develop their skills, independence and confidence well.
- Apprentices benefit from outstanding learning resources. At the academies, well-appointed classrooms and workshops provide a highly productive learning environment. Apprentices train on new, modern vehicles using high quality tools and diagnostic equipment helping them to develop skills to the highest industry standards. Knowledgeable and skilled trainers and workplace mentors provide the expert support that successfully guides apprentices' development.
- Assessors make good and frequent use of direct observation in the workplace to confirm apprentices' competence. Apprentices' portfolios contain an appropriate range of diverse work evidence. However, assessors provide insufficient written feedback to help apprentices improve further. Assessors do not routinely correct apprentices' spelling and punctuation errors.
- Staff plan off-the-job training at the academies well. Following each period of training staff promptly inform employers of both the work covered and each apprentice's progress, allowing them to plan further development and application in the workplace.
- In the workplace, assessors set regular short-term targets that help guide apprentices' progress. However, longer term planning for apprentices' workplace training fails to identify clear milestones hindering accurate measurement of each apprentice's progress. Some employers have insufficient knowledge about apprentices' qualifications to help them plan relevant work experience and practical tasks to aid progression.
- Apprentices' independence, personal and team building skills are developed very well during an initial residential programme and at the academies. Applicants for the programme receive good

advice and guidance to help them make informed choices and apprentices receive effective advice on potential career development in the car industry and opportunities for further training. However, the initial assessment of some apprentices' literacy and numeracy skills fails to identify, at a sufficiently early stage, their need for support.

- Respect for individuals and a strong work ethic are very positive features of the provision. Trainers promote equality and diversity well and apprentices have a good understanding of relevant aspects of equality and diversity.

The effectiveness of leadership and management

Good

- Senior managers have highly ambitious and inspirational strategic aims for the technical apprenticeship which have resulted in outstanding engineering resources and high attainment. JLR has a high profile in promoting apprenticeships in England and globally. Senior managers have resolved many of the key weaknesses identified in the last inspection report. Teaching and learning are now good, with outstanding features.
- Training staff are highly experienced, demonstrate high morale, act as positive role models for apprentices, and expect them to behave in a professional manner at all times. They are either well qualified as teachers or working towards appropriate qualifications. Underperforming trainers and assessors receive good support to improve.
- Managers set clear long-term targets for the recruitment of apprentices and financial performance, but give insufficient attention, at all levels, to setting and monitoring precise targets to secure outstanding provision. The ambition articulated by JLR is not fully reflected at all levels of management and the pace of improvement is not sufficiently swift. For example, managers do not hold staff sufficiently to account for minor lapses in performance.
- Targets for improvement are often insufficiently challenging and some action plans are too imprecise to provide a valuable tool for rapid improvement. Managers are aware of these issues and have begun strengthening many aspects. For example, managers are currently reviewing the system for tracking learners' progress and have commissioned a new management information system.
- Managers operate a coherent quality assurance framework and self-assessment is clear and accurate. They use learning observations effectively to monitor and evaluate the quality of provision and trainers' performance. Staff gather the views of learners and employers efficiently and act promptly on their comments.
- Staff and managers have worked exceptionally well to improve the standard of coaching, training and assessment. They plan and manage learning at the academies well. Although the coordination of on- and off-the-job training has improved, long term planning of training in the workplace remains weak.
- Staff strongly promote health and safety in the academies and in the workplace. Risk assessments, including those for residential arrangements, are effective. Apprentices have a good understanding of internet safety.
- JLR recognise in its self-assessment report that there are too few women apprentices on motor vehicle programmes. However, there are no specific plans to increase the number of apprentices from under-represented groups. Managers do not routinely use data effectively to monitor and identify trends in enquiries, applications and placements.
- JLR meets its statutory requirements for safeguarding learners.

Record of Main Findings (RMF)

Jaguar Land Rover

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	2				2			
	Outcomes for learners	2				2			
	The quality of teaching, learning and assessment	2				2			
	The effectiveness of leadership and management	2				2			

Subject areas graded for the quality of teaching, learning and assessment	Grade
Motor Vehicle	2

Additional socio-economic information

The provider is situated in Warwick but recruits and employs apprentices through a network of around 250 franchised dealers across the country. Apprentices are directly employed by their franchised dealer and attend a series of one-week blocks of training at either the Warwick or the Halewood academy. The retail motor vehicle sector recruits around 9000 apprentices annually and less than 2% of these are women.

Information about this inspection

Lead inspector	Phil Romain HMI
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Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Operations Manager of Calex UK Limited 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 three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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